

Socio-Psychological Features of Students' Learning Motives

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ABSTRACT: The motivation of a person's behavior is always emotionally saturated, and the person excites him or her emotionally. All human motives are modifications of need states.

KEYWORD: motivation, behavior, human behavior, purpose, needs, modern psychology

We encounter many concepts of motive and motivation throughout our lives. In fact, what is the meaning of these words and what is the difference? Motive is the force that motivates us to do something. Motivation is the process of initiating, directing, and maintaining goal-oriented behaviors. Motivation includes biological, emotional, social, and cognitive forces that activate behavior. In everyday use, the term "motivation" is often used to describe why a person does something. It is the driving force of human action.

Motivation is not just about factors that activate behavior; it also includes factors that drive and support action toward this goal (although such motives can rarely be directly traced). As a result, we often have to conclude why people do what they do based on observable behaviors.

The concept of "motivation" should be distinguished from the concept of "motive". Motive, in contrast to motivation, is something that belongs to the subject of the action itself, its stable personal property, which motivates him to perform certain actions from within. Needs and goals are an integral part of a person's motivational sphere.

Need is a state of need of a person under certain conditions, which is not enough for normal living and development.

A goal is a directly perceived outcome to which action is currently directed, related to the activity that meets the need. The motivational formations under consideration (motives, needs and goals) are the main components of a person's motivational sphere.

According to Bozovich's classification, all motives can be divided into two major groups:

- ✓ the motives generated by the learning activity itself are directly related to the content and process of learning, the methods of acquiring knowledge;
- ✓ motives that seem to lie outside the learning process and are only related to learning outcomes. The motives of the second group can be different: a good graduation, entering a university, making good money in the future, as well as getting a good grade in any case, the desire to be praised by the teacher, to stand out from others . peers, occupying a certain position in the class, and so on.

In psychology, the concepts of “motive system”, “regularity of the field of motivation” and others are common. These concepts are often understood at the level of implicit (uncertain affirmation). No one doubts that there is a certain regularity behind them. However, so far no special work has been done to reveal the content of these concepts from the point of view of a systematic approach. Hierarchical ideas are common in many theories of motivation in modern psychology. The level explanatory table is an effective tool in examining the interrelationships of motivational units that have different structures from the study of the complex structure of the human motivational field. However, it should be noted that the methodological and conceptual apparatus of a systematic approach in solving problems of the hierarchical level of the motivational sphere of the individual is not sufficiently involved. As a result, the “horizontal” relationships between intrinsic, i.e. motivational events, important areas of the problem have been little studied in psychology. The view of the problem of affective-cognitive understanding of motive as a problem of affective-cognitive determination of human behavior was advanced by Aristotle. He asserts that “both he and the other - the mind and aspiration - are prone to cosmic motion” and, further developing his idea, Aristotle says that on the one hand “the mind does not move without aspiration, but aspiration sometimes moves without thinking possible”; on the other hand, the mind can resist desires - “the mind commands the future not to be rushed”. It is the unity of intellect and affect, which, according to LSVigotsky, is inherent in the higher mental activity of man, and so is motivation. This interpretation is a starting point in understanding the affective-cognitive nature of motive in the history of psychology in the Commonwealth. According to SLRubinstein, the motive becomes the motive of action in relation to the goal for a person, this or that inclination, necessity, interest. Thus, SLRubinstein's definition of motive confirms that motive has an affective-cognitive nature. ANLeontev describes the motive as an object of necessity, emphasizing the material nature of the motive that directs human activity. The historical necessity of increasing the elemental role of motive by ANLeontev, according to VKVilyunas, is connected with energetic understanding of motive. At the same time, the motif described by ANLeontev has two different natures, because here, as VKVilyunas rightly points out, is the motive-knowledge structure. This is because the cognitive structure (the representation of the thing) shifts to necessity (affective). The reflection on the description of the motive - the emphasis on its defining role inherent in the affective element - belongs to LIBojovich. He believes that necessity underlies all other stimuli of behavior. “As a motive, things in the outside world, perceptions, emotions, in a word, whatever the need is, can all come to the fore.” This definition of motive also allows us to conclude that it has an affective-cognitive nature. PMYAcobson also gives a clear idea of the affective-cognitive nature of the motive: necessity, strong emotion, moral values, habits, analogies. Some psychologists consider the following phenomena as stimuli of activity, both affective and cognitive in nature: meaning and content, orientation, interest (AKMarkova, 1980) motives, needs, interests, aspirations, goals, hobbies, motivational instructions or dispositions, ideals, etc. (VGaseyev, 1976). They do not distinguish between distinct tasks, which are specific to affective and cognitive elements. Thus, in the history of psychology, it is possible to distinguish two different definitions that connect the affective and cognitive elements to the motive. Understanding the motive, the separation of the functions of the elements in it, determines the ways of creating the motivational parts of the activity as the establishment of purposeful - motivational connections. For example, emphasizing the cognitive elements of the motive and ignoring the affective element in practice leads to dependence only on the teaching methods and content of educational motivation. medicine should now be the starting point in solving the tasks of diagnosing and correcting the learning motivation of school-age students. Affective-cognitive understanding of the motive can also be a starting point in the separation of indicators of reading motivation, because the diagnosis of reading motivation depends on the specific content of the subject - the different levels of learning and related to it. as a social process and an attitude to relationships. An active approach to the problem of

diagnosis and correction of reading motivation creates the possibility and necessity of learning the motive as a structural element of reading activity. The problem of diagnosing reading motivation concludes that the main goal is to diagnose the qualitative characteristics of psychological phenomena. This diagnosis cannot be made as a result of traditional test testers working on the calculation. It is well known that one of the main disadvantages of the use of tests 26 is that their results give a cross-section of the mental process, that is, the result, but do not allow a qualitative analysis of this process. At present, other ways of diagnosing learning motivation are recommended: laboratory experiments are supplemented by pedagogical experiments (using natural diagnostic methods), as well as long-term study of student social behavior in the real learning process. possible (AKMarkova). Diagnosing reading motivation requires clarifying the principles of style selection for conducting it. When diagnosing learning activity motivation, it is recommended to pay attention to the following.

1. Determining the indicators of educational motivation, which is the subject of diagnostic examination.
2. Selection of three categories of diagnostic methods, methods aimed at diagnosing indicators of direct project and indirect-educational motivation.
3. Determining the diagnostic capabilities of each method for the allocated indicators.
4. To take into account the theory on which this methodology is based and taken into account when presenting the results - the methodological basis of the method.
5. The relevance of the methodical texts to the age characteristics of students.
6. Take into account the personal characteristics of students.
7. Conformity of the diagnostic situation to the diagnostic purposes.

There are two functionally interrelated aspects of human activity and behavior: motivation and regulation. Motivation for activity and behavior is related to the phenomenon of motivation. Motivation explains the appropriateness of actions, the organization and sustainability of holistic activities aimed at achieving a specific goal.

It should be noted that one of the main conditions that ensure the effectiveness of the educational process is the high level of development of this group, that is, the cognitive motives of learning. The basis of the cognitive motives of education is cognitive interest, which is based on the positive attitude of the student to school.

Given its interest in content, Shchukina GI distinguishes several levels:

- direct interest in facts, entertainment events that appear in the data (this is an elementary level of cognitive interest);
- an interest in knowing the important features that make up the often invisible inner essence of objects or events.
- an interest in cause-and-effect relationships, in defining laws, in establishing general principles of events that work in different contexts.

There are three levels of content motivation:

- curiosity is interesting;
- interest in facts, rules;

- interest in the essence of events, their origin.
- There are three levels of process motivation:
- performance;
- search and processing;

"Cognitive motivations for learning (interest in the process, content, and methods of learning) are formed in the process of active learning activities and do not precede them."

Morozova NG "On the cognitive process to the teacher"

learning to motivate

2. Ways to motivate and motivate school students in the learning process

Any activity will be more effective and will give high quality results, if a person has strong, bright, deep motives at the same time, they will inspire the desire to act actively, to fully devote their strength, to overcome inevitable difficulties . adverse conditions and other circumstances, to act decisively towards the intended purpose. All of this is directly related to educational activities, if students have a positive attitude towards learning, if they have a cognitive interest, the need to acquire knowledge, skills and abilities, homework, a sense of responsibility, etc., will be more successful.

The motivating role of all teaching methods.

To form such motives of educational activity, the whole arsenal of methods of organization and implementation of educational activities - oral, visual and practical methods, reproductive and search methods, as well as methods of independent learning are used.

Each of the methods of organizing educational and cognitive activities simultaneously has not only informational - teaching, but also motivational effect. In this sense, we can talk about the motivational function of any teaching method. Science has amassed a large arsenal of methods aimed at forming positive motivations for learning, stimulating cognitive activity, and at the same time contributing to the enrichment of school students with educational information.

In this case, the incentive function comes to the fore, just as all other methods contribute to the implementation of the educational function.

Methods of stimulating and stimulating learning-cognitive activity.

The group of learning stimulation and stimulation methods can be roughly divided into two large subgroups.

3. Methods of forming cognitive interest

Special research on the problem of formation of cognitive interest shows that interest in all its types and all stages of development is characterized by three mandatory points:

1) a positive feeling towards the activity, 2) the presence of the cognitive side of this feeling, 3) the presence of a direct motive arising from the activity itself.

It follows that in the learning process, it is important to ensure the emergence of positive emotions about the learning activity, its content, forms and methods of implementation. An emotional state is always associated with experiencing emotional excitement

One of the methods included in the method of emotional stimulation of education can be called a technique of creating entertaining situations in the classroom - the inclusion of interesting examples, experiments, paradoxical facts, cognitive games, quizzes in the learning process gives effective results.

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