



Technologies Of Students' Learning Motivation Formation

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Annotation: In this article, the role of technology in the formation of educational motivation of schoolchildren, some issues related to inability to properly direct educational motivation as the main factor causing difficulties in mastering subjects are included.

Key words: social motive, educational motive, motivation, cognitive motive, objective, subjective effect, incentive, emotional attachment.

Today, the training of qualified competitive specialists for the education system is one of the most urgent issues. In the concept of development of the preschool education system of the Republic of Uzbekistan, which was adopted on the basis of the decree No. PF-5198 dated September 30, 2017 and the decision No. PQ-4312 dated May 8, 2019 of the President Sh. Mirziyoev "On measures to fundamentally improve the management of the educational system", educational inclusion, pedagogues of preschool educational institutions capable of professionally solving the issues of modern innovative pedagogical technologies, effective forms and methods of education and training in the educational process, including in the non-state sector, taking into account modern pedagogical technologies and methods, and solving the issues of comprehensive development of children training of educators, leaders, the task of retraining and upgrading of skills is defined.

The higher education system also plays a special role in solving these problems. Formation of professional motivation in future educators during higher education ensures the organization of quality education in the educational system. Learning motivation is characterized by the fact that it is aimed at harmoniously covering the formation of the student's personality, and not only the management of the student's educational process. In particular, the formation of educational motivation in students is not limited to the development of enthusiasm, interest and aspiration for subjects, but also covers the formation of morals and values accepted in our society in their minds.

When it comes to motivation in the field of psychology, special attention is paid to the type of motivations related to the educational system. In the educational system, along with the management of educational activities, it covers the holistic formation of self-control and awareness in the student. Accordingly, it is customary to distinguish two large groups of learning motives:

- 1) cognitive motives related to the content of educational activities and the process of mastering them;
- 2) social motives covering various interpersonal relationships of the student with other individuals.

This group of motives is widely described in the psychological literature. In turn, the first large group of motives can be divided into several small groups:

- 1) comprehensive cognitive motivations to guide schoolchildren to acquire new knowledge. They also differ in levels. These levels are determined by the depth of interest in knowledge. It can be interest in new interesting sources, phenomena, or in the important features of phenomena, that is, in making deductive conclusions, in diversity in educational material, theoretical principles, main ideas, etc.;



2) educational motives, which consist in directing schoolchildren to master the methods of acquiring knowledge: independent acquisition of knowledge, scientific knowledge, striving for self-regulation in educational work;

3) motives of self-education, which consists in guiding schoolchildren to improve their learning methods independently.

All these cognitive motivations ensure schoolchildren's struggle with themselves, the desire to achieve success and overcome difficulties in educational work, cause learning activity and initiative, as a result, the individual's desire to become competent is formed. At this point, an idea arises about which motives are important in the development of the student's personality.

In our opinion, we know that both motives are of social importance for a child's life and serve as the main motivation for finding his place in society. It should be noted that for the complete development of a person, it is necessary to form a combination of both motive directions. However, we see that motivations in some cognitive and social areas are directed towards collectivism, narrow individuality (only in my own way) and egoism as a result of internal subjective and external objective influences.

One of the main essences of our research is the formation of character qualities that support others on the way to their goal by using pedagogical and psychological tools for students who strive to put their own interests above others. In this regard, psychologist I. The concepts presented by A. Osipova have the following views. Motivation is an internal psychological characteristic of a person, which is expressed in his external appearances, in relation to the world around him, and various types of activities. Activity without motivation or with weak motivation is not carried out at all and turns out to be extremely unstable.

It is closely related to how students feel in a certain situation, as well as their actions in mastering the learning process. Among schoolchildren, we also find students with weak self-esteem and self-efficacy, which, of course, have a low level of motivation to achieve success.

Pedagogical skills and competence are required from teachers while working with such students. Commenting on this, F.N. Alipkhanova and Z.A. Arskiyeva emphasizes that one of the professional qualities of pedagogues and the basis of interpersonal relations with students is the need to be interested, empathetic, and optimistic about them, which in turn helps to develop positive feelings, self-respect, and confidence in students.

The development of these characteristics forms the motivation to strive for success in the personality of the student, and as a result, it creates activities focused on cognitive motives. After all, the characteristics of the student's learning motivation are directly related to the psychological state of the class team, and it is characterized by the emotional attachment of pedagogues to students in the development of motives for success. The care and praise provided by the teacher builds a sense of self-worth and respect for others in any student.

This is explained by the fact that the self-esteem of the student leads to an increase in self-confidence and independent action. Also, the student gets motivation under the influence of some incentives given by adults. In our opinion, these incentives can include:

- timely and systematic assessment of results according to the student's real achievements;
- persuading the realization of long-term goals;
- setting tasks of moderate complexity, solving them gives the highest pleasure to the student;
- development of the desire to finish the work started, builds confidence in oneself and one's abilities, responsibility for the completed work.

Based on the above thoughts and considerations, the use of the method of influencing the motivational field of schoolchildren through an active attitude is a factor in the development of their motivational activity.



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