Research Article

EDUCATIONAL PSYCHOLOGIST THEORETICAL ANALYSIS OF MOTIVES FOR FOREIGN

Yuldashova Dilafruz Shavkatovna

Tashkent State Pedagogical University Department Of Psychology In Teacher, Uzbekistan

ABSTRACT

Problem analysis using the theory of motivation. Analyze the configuration's person's motivation. Analysis-related theories of motivation. On the basis of theoretical materials, develop conclusions. Without the assistance of foreign scientists, a family environment study based on the research findings is made.

KEYWORDS

Needs, motives, and interest, ideally, aspiration, download, emotions in norms, values defined with the development, motivation and the factors that it develops.

INTRODUCTION

We will analyze the ideas presented in the works of foreign scholars regarding the motives of reading and educational activities. Particularly, notable studies by foreign scholars such as Z. Freud and U. McDougall highlighted the transformation of organic needs, namely instincts, into human beings compared to animals, and as the first theoretical concept, it entered the field of human behavior. In addition to these, two new trends emerged in the early 20th century, namely the temperament theory and the theory of higher nervous activity of motivation.

By analyzing the issue of the affective cognitive determination of human nature, another representative of cognitive psychology, X. Hexhausen, concludes that the determination of activity is interdependent with cognitive (knowledge) and affective aspects, and the question of which of them is the motivating force does not lose its significance.

The role of reading motivation in the education process has been recognized and studied by scholars around the world. Foreign researchers conducted research on the role of learning motivation in improving learning

outcomes. In this regard, special models have been developed to identify external factors that may lead to disruptive behaviors and to analyze the mechanisms of internal motivation. One such model is proposed by Olport. Olport analyzes three motivational concepts related to internal motivation: functional autonomy, adequate exercise, and the attractiveness of the "I" in order to identify the state of self-direction that may arise due to other reasons.

The distinctive aspect of these experiments is their high degree of connection to the real learning process. American authors are more concerned with motivating reading not with achieved motives, but rather with issues related to understanding the process of learning that can be better understood and address specific issues. The authors of such scientific works, for example, studied the influence of psychological aspects on the student's ability to remember numbers and his/her specific movements, and through this approach, they identified some components of motivation. In this field, they are considered followers of Torndike.

Torndike defines the learning process as follows: "The learning process is explained by a certain connection between the state of this or that response and the given situation, i.e., by establishing a certain relationship between this response and the situation." Torndike studies the influence of satisfaction on the repetition of the desired reaction and the influence of dissatisfaction on the repetition of an undesired reaction, and concludes as follows: "In the same situation, rewarding factors are more effective in motivating, while punishment is a weak and ineffective factor in relation to the desired reaction." In his next book, he writes: "Motivation, in general, has the property of eliminating and reinforcing all connections, while punishment has the characteristic of sometimes (but not always) changing connections in a negative way."

Bruner approaches the issue of motivating reading differently from Thorndike. In his studies on the "process of learning," Bruner focuses on explaining practical and theoretical problems that arise during the reading process, which lasts for a sufficiently long time and involves the student's active participation. Bruner is not only concerned with factors that increase motivation or the factors that contribute to the student's engagement in the learning process but also considers the student's motivations. Although his ideas are generally universal, some aspects are noteworthy. Firstly, the importance of motivational factors in the form of knowledge-based motivations during the reading process and the internal sense of satisfaction that arises from acquiring new knowledge are emphasized.

A lot has been written about the role of motivation and punishment in education, but very little has been said about curiosity and the importance of internal incentives. If, as educators, we want to teach children more complex subjects from an early age, it is necessary to utilize internal "curiosity" in learning by creating a stimulating learning environment. One of the methods for teaching complex subjects later on is to ensure that students are provided with opportunities to utilize their abilities and strengths to a sufficient extent, so that they can derive satisfaction from successful learning activities. Experienced educators understand the power of such effortful work. Students need to know what to pay attention to when solving a complex problem.

Regarding the significance of internal motivation in mastering complex learning materials, Bruner writes: "Undoubtedly, for example, the longer and broader the coverage of the topic in terms of learning, the more

intellectual curiosity the student needs to have in order to embark on learning the next topic with sufficient interest." It is important to consider the situation that is put into practice because it is crucial for motivation diagnosis in education.

According to the views of G. Levald (1985) and G. Rozenfeld, educators who have considered motivating and diagnosing students' learning, it is necessary to take into account the situation that will be implemented since it is essential for motivational diagnostics. G. Levald (1985) states that the situation in educational diagnostics should correspond to the direction or natural conditions. For example, the motivating material should be relevant to real life, as artificial conditions and environmental factors have a negative impact on the emergence of personal qualities.

G. Rozenfeld (1975), who applied situation theory to diagnostic tasks, points out that the situation is a temporary and phase description of the environment and is determined by the integration of the subject with the object.

Learning motivations refer to directing students towards various aspects of their learning activities. For example, if a student is oriented towards the task they are performing with the object they are learning, it can be called their knowledge motivations. If the learning activity is directed towards interacting with different individuals during the learning process, it manifests as social motivations. In other words, sometimes the process of acquiring knowledge motivates students to engage in communication with others.

A.K. Markova has categorized motivations into two major groups:

•   Knowledge motivations related to the content and implementation of learning activities.

•   Social (interpersonal) motivations of students in relation to other individuals.

These types of motivations have been widely studied in psychological literature. Psychologists emphasize the presence of both positive and negative aspects of learning motivation. Negative motivations are factors that discourage students from studying and are associated with disinterest, discomfort, and inadequacies.

Positive motivations, on the other hand, involve acquiring knowledge, achieving success, adopting new methods of learning, and establishing good relationships with others. Another characteristic of motivations is their manifestation and strength. This characteristic becomes evident when students engage in learning activities influenced by their motivations and varies depending on the duration of their engagement. The forms of manifestation of learning motivations should be centered around the student's attention. In this regard, educators initially form an idea about the motivations of the student's activity. Afterwards, attention is paid to negative motivations such as avoiding indifference that is characterized by a negative emotional state.

Psychological information suggests that any activity arises under the influence of specific motivations and becomes effective when sufficient conditions are created. Therefore, for the implementation of education, acquisition of knowledge, and learning, it is necessary for students to have learning motivations.

Knowledge motivations are aimed at directing the individual's (subject's) cognitive purposes, that is, making decisions about achieving predetermined goals through knowledge and skills. Usually, these types of motivations are characterized in theoretical literature by specific external and internal names. External motivations arise under the influence of external

factors such as rewards and punishments, group pressure, good intentions, desires, and expectations. They are considered as secondary means for achieving the main educational goals (escaping from unfavorable situations or conditions and achieving social or personal success, the availability of conditions for achieving success, and so on). These external motivations, depending on their type, influence the acquisition of knowledge and skills, creating difficulties in achieving the main goal.

Internal motivations, on the other hand, are individual-specific motivations that emerge in relation to learning and are manifested by the inclination to achieve individual goals. Similar to the interest in acquiring knowledge, they contribute to the increase in the individual's (moral) level. As a result, such motivations do not lead to disturbances or conflicts in the learning process. Of course, when it comes to these types of motivations, there is a possibility of difficulties arising, as it is appropriate to put extra effort into acquiring knowledge. Such artificially imposed difficulties reduce the strength and potential of external stimuli. From the perspective of educational psychology, this situation is referred to as an optimal (favorable) communicative situation.

In the current era, there are other ways recommended for diagnosing learning motivation: conducting laboratory experiments with pedagogical experiments (using natural diagnostic methods), as well as filling the long-term social character of the student through extensive learning experience (A.K. Markova), which emphasizes the possibility of serving as a means of verifying the results of diagnosing learning motivation.

Diagnosing learning motivation requires identifying the criteria for a foundational learning motivation. Based on modern guidance for diagnosing learning motivation, at least the following can be distinguished, as recommended by N.E. Efimova:

- Identifying indicators of a foundational learning motivation for diagnosis.
- Selecting diagnostic methods in three categories, directly affective and indirectly learning-motivation-oriented methods.
- Determining the diagnostic capabilities of each method for the specified indicators.
- Taking into account the theoretical-methodological basis of the method when presenting its results.
- Ensuring the suitability of the methodology texts for student characteristics.
- Considering individual student characteristics.
- Conducting diagnostics.

The above-mentioned method of diagnosing learning motivation serves as a basis for further in-depth verification of the issue at hand. If social motivations are also considered primary for learning activities, some authors (P.Ya. Galperin and others) view external motivations in relation to learning activities as external motivations.

According to P.Ya. Galperin, external motivations are manifested in a "practical" attitude towards the learning process and the subject matter, where knowledge is regarded as external conditions for subsequent activities and is associated with stable interest. External motivations include both external or utilitarian motivations (where the conditions for performing an activity, which the subject is inclined to carry out, are determined by external circumstances) and competitive motivations, where the subject:

A) compares themselves to others,

B) compares their own achievements to previous successes.

P.M. Yakobson considers external motivations as those unrelated to the learning process and refers to them as external motivations, while he refers to motivations directed towards the learning process as internal motivations.

However, a number of contemporary researchers, in our opinion, have moved away from using the term "external" in relation to learning motivations, understanding the importance of these motivations for the learning context. For example, A.K. Markova distinguishes between broad educational motivations (oriented towards assimilating new knowledge) and learning-scientific motivations (oriented towards acquiring methods of gaining knowledge).

Within social motivations, the following broad categories can be distinguished: broad social motivation (the desire to acquire knowledge for the benefit of society), positional motivation (the desire for recognition and advancement by others), and collaborative motivations during the learning process.

M.V. Matyukhina also distinguishes the following two types of motivations directed towards the learning activity process:

A) Content-based motivation (which includes curiosity, interest, curiosity about evidence, curiosity about the emergence of events):

B) Process-based motivation (which includes performing creative activities, formulating search rules, solving problems in a creative and independent manner).

Motivations that exist outside of educational activities include:

A) Broad social motivations;

B) Personal motivations;

C) Negative motivations.

If we divide learning motivations into internal and external motivations, this division has a functional nature and requires analysis from the perspective of learning actions and their organizational structure: if there is a direct relationship between them, we can talk about external motivation.

According to A.N. Leontiev, we deal with "comprehensible" and real-action motivations. Children often understand the importance of studying (comprehensible motivations), but this alone may not be enough to engage them in learning activities. When they acquire a thirst for knowledge, we work with real-action motivations. Understanding motivations only forms the conditions for action motivations under certain circumstances. This is of great importance for rebuilding motivation.

It should be emphasized that A.N. Leontiev pays great attention to theoretical contemplation and places significant emphasis on the development of knowledge motivations as a fundamental aspect. He moved in a way that opened up the dynamics of psychological processes, and this dynamics led to the development of motivation as the basis for students to acquire knowledge. "It turns out that a coming motivation creates an action criterion for it. However, a certain type of motivation (for example, a knowledge motivation) requires the formation of a complex system of many actions."

L.N. Bojovic sets the goal of solving the problem of motivating education by addressing the students' attitudes towards learning, their psychological aspects, and how they manifest in the field. According to L.N. Bojovic, learning motivations are directly related to a student's fundamental attitudes and their needs and interests. It is precisely because of this that they have sufficient driving force.

In conclusion, any motivations are based on a person's needs, namely, in a purposeful life, a person has certain needs, and precisely these needs give rise to character motivations related to their nature and necessities. For example, a student's motivation to acquire knowledge arises from the need for knowledge, learning, curiosity, etc. This need begins at an early age, such as in kindergarten. Books, notebooks, and other learning tools purchased for the child, the conditions created in a certain educational environment, and the activities aimed at direct knowledge acquisition in that environment occupy a significant place in fulfilling this need for the child.

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