

PROBLEMS OF FORMATION OF LEARNING MOTIVES IN PUPILS¹Usarov Jabbor Eshbekovich, ²Eshnayev Nortoji Jumayevich, ³Kodirov Ikrom Davronovich

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ABSTRACT

This article discusses the problems of forming learning motivation in pupils. The problem of motivation has been studied for many years in the sciences of psychology. Motivation is considered to be the most important force that motivates a person to act. Learning motivation is a great help for a pupil to succeed in the learning process. Also, methods of shaping learning motives are a key tool in pupils' mastery of subjects.

Key words: motivation, human, adult, education, act, behavior, personality, methods, learning motivation, education, relationship, school, scientific work, youth, research, appropriate, community, scientific predictions, parents.

INTRODUCTION

Today, the experience of developed countries shows that any modern state depends on how quickly and widely it introduces innovations in socio-economic development in all sectors of the economy. The main factor determining the success of this complex process is the creative and intellectual potential of professionals to work in the relevant industry and field.

Indeed, in educating the younger generation as spiritually sound, spiritually mature, highly enlightened people, it is necessary to develop their interest in teaching the school years, the motivation to learn. The problem of forming the motivation of learning in the nominal period is the presentation of science and technology on the basis of new modern requirements, tactics of teaching methods, strengthening the theoretical means of teaching programs and conducting them with practical knowledge of teaching.

MATERIALS

Learning motives are the psychological structure that motivates pupils to learn and manages their learning activities. It is this psychological structure that determines the quality and effectiveness of the learning process. Indeed, there is a stark difference between reading to get a good grade on an exam and learning to shape one's worldview, one's attitude towards life. The role of learning motivation in increasing learning effectiveness has been studied by foreign scholars in their research. In particular, Ollport analyzes three motivational concepts related to internal motivation: functional autonomy, a sufficient level of action, and the involvement of the 'I'. Although Ollport never explained curiosity as an emotion, he added a motivational meaning to the word. Ollport criticizes neo-Freudians in his views. According to Allport, motives are constantly forming, changing shape. It is well known that neo-Freudians have always considered emerging motives to be "errors of a basic innate biological instinct." Ollport argues that new motives are not formed in the form of a transformation of these biological motives, but that they still need to be studied in depth as a scientist with a unique approach to the science of psychology in the context of human life and ever-changing situations. Of the research on internal motivation, Berlein's work is noteworthy. Berlein developed and expanded his theory of interests. Using this theory, it was explained by the mechanism of development of stimuli when perceptual and intellectual activity is carried out in the absence of relative and explicit sources of motivation. According to Berlin, innovation will remain a central concept. But he added three more variables: change, surprise, and

disproportion. Berlein points out that all types of motivation and reinforcement are affected by a certain type of neurophysiological arousal. In other words, the motivated state can also occur as a result of an increase or decrease in activity reactions. However, curiosity and research cognitive activity are only seen as a function of increased stimulation. Problems on the motives of pupil learning include foreign scholars E. Thorndike, Z. Freud, W. McDougall, W. Kennedy, G. Wilcott, S. Thompson, G. Hannickatt, R. Woodworth, J. Bruner, E. Keron, Dj. . Atkinson, A.Maslow, G.Ollport, K.Rodgers, G.Heckhausen, G.Kelli, V.Vundt, Yu.Rotter, E.Levald, G.Rozenfeld and others. In particular, German scientists Z. Freud and W. McDougall began to apply the organic needs of animals, including instinct, to humans as a motivating factor. They link human behavior to innate instincts. Z. Freud points to three of these: the instinct of life, death, and aggression. In his later work, U. McDougall adds 8 more instincts, which are mainly related to organic needs. In the 1920s, the theory of instincts was replaced by a concept that explained human nature based on biological needs.

This concept states that there are common organic needs that affect human and animal behavior. The organic needs that arise from time to time cause awakening and tension in the body, and the satisfaction of the need alleviates this tension. Thorndike has published two books on learning: *The Learning Process in Man* (translated into Russian in 1931) and *The Fundamentals of Reading in English* (1932). His book *The Learning Process in Man* consists of two chapters. The first section covers Thorndike's numerous experiments, while the second section provides feedback on his learning process. A distinctive feature of Thorndike experiments is that they are very narrow and limited in nature: they are very little connected to the real learning process. In Thorndike's theory of reading, the question of positive and negative reinforcement is a positive aspect. From his own research, Thorndike comes to general conclusions that relate to the learning process, which is a long-term process that a real person carries through their needs and pupils in different plans.

Representatives of humanistic psychology recommend that motives be internal and external, and believe that the process of motivation should be studied by determining their place in the subject's activities. In Western psychology, the question of the two different manifestations of motivation and their distinctive features has been studied in depth. These are extrinsic (depending on external conditions and circumstances) and intrinsic (depending on the position of the person, the motivations that arise in connection with the needs, attitudes, interests, inclinations, desires. Discussions in this area are reflected in H. Heckhausen's book *Motivation and Activity*). Heckhausen distinguishes between six different concepts of intrinsic and extrinsic motivation. accordingly, this or that behavior is intrinsically motivated if there is management that maintains or maintains some optimal level of activity. According to the fourth concept, de Charms first appears in motivation when feeling its effectiveness, feeling itself as a source of change in the environment. The fifth concept somehow repeats the above. The difference is that here the criterion of internal motivation is not the experiences associated with the "I", but the experiences associated with the behavior. While M. Wertheimer explores effective thinking, he considers the experience of enjoying the course of events as an intrinsic motivation. According to the last, sixth concept, it is possible to determine whether the subject is experiencing the above experiences, and if so, whether there is a correlation between action and purpose in these experiences.

Research on pupil psychology has been conducted extensively since the 1920s. S.L. Rubinstein, one of the psychologists of the Commonwealth countries in this field. L.S.Vigotskiy, A.N.Leontev, B.G.Anan'ev, L.I.Bojovich, P.M.Yakobson, A.V.Zaporjets, V.G.Aseev, P.Y.Galperin, V. The services of F. Morgun, A.K. Markova, M.V. Matyukhina and other scientists are great. The problem of affective-cognitive understanding of

motive was put forward by Aristotle to look at human behavior as a problem of affective-cognitive determination. It is the unity of intellect and affect, which, according to L.S. Vygotsky, 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. S.L. Rubinstein describes the motive as "this or that inclination, necessity, interest, becomes the motive of action in relation to the purpose for the person". A.N. Leont'ev describes the motive as an object of necessity, emphasizing the material nature of the motive, which directs human activity. Some Commonwealth psychologists view the following phenomena as stimuli of both affective and cognitive nature: meaning and content, orientation, interest (Markova, 1980), motives, needs, interests, aspirations, goals, instructions or dispositions, ideals, etc. (Aseev, 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. In the definition of a single motive, the affective-cognitive elements are attributed to the excitatory function (Aristotle, Aseev, Markova, Jacobson, etc.). In the definition of motives in another form, these elements are characterized by specific tasks: the cognitive element is interpreted as knowledge or a symbol of what is directed to human activity, and the affective element is interpreted as the provocative function of the cognitive element (Levin, Leont'ev, Rubinstein, Bojovich, etc.). Thus, affective-cognitive understanding of motive, having traversed a complex historical path in the development of psychology, should now be the starting point in solving the task of diagnosing and correcting the learning motivation of school-age pupils. S.L. Rubinstein (1946) distinguishes two categories of motives associated with the concepts of "internal" and "external". It is an interest (directly) in the content of an object and an indirect interest in something related to a future activity. According to P.Ya.Galperin, external motives are manifested in a "practical" attitude to the educational process and the subject, where knowledge is considered as an external condition for further activity, associated with a sustained interest in internal education. External motives include external or utilitarian motives and competitive motives, in which the subject strives for success by comparing: A) to others, B) to himself, in comparison with his previous successes.

METHODS

The method used in the research was observation, the subjects were observed in class and in their free time, and the results were recorded in a special diary. In the research, We also used T.D. Dubovitskaya's method "Diagnosing the orientation of learning motivation." This method in the form of a test-questionnaire is aimed at the study of certain disciplines, serves to measure the direction of the motivation of learning activities and the level of internal motivation of the learner. This methodology can be carried out with all groups of learners (from the age of 12) - with any learner who is able to self-analyze and draw conclusions about himself.

Method compiled by T.D. Dubovitskaya, his stimulus material consists of 20 accents. According to these remarks, the examiners express their attitude to certain subjects and put the appropriate marks in certain columns and starts of the special answer sheet (Table 1): "correct" - (+ +); "Correct, apparently" - (+); "Wrong, apparently" - (-); "Wrong" - (- -). Answer sheet The choice of subjects is at the discretion of the experimenter.

Processing and evaluation of results. The results are processed using the following key: "correct", "correct, apparent" - 1, 2, 5, 6, 8, 11, 12, 14, 17, 19. "incorrect", "incorrectly shaped" - 3, 4, 7, 9, 10, 13, 15, 16, 18, 20. 1 point is assigned for each case that matches the key. The larger the sum of all the scores, the higher the

internal motivation in learning the relevant science. The smaller the sum of points, the weaker the level of internal motivation.

The following normative indicators can be used to evaluate the overall results:

- 0 - 10 points - external motivation column;
- 11 - 20 points - internal motivation prevails.

The following normative indicators can be used to assess the level of internal motivation:

- 0 - 5 points - low level of internal motivation;
- 6 - 14 points - internal motivation is moderate;
- 15 - 20 points - high level of internal motivation.

The results obtained are summarized in the table below.

RESULTS

Participants	Number of participants	External motivation	Internal motivation
7th grade	15	15,7	4,3
9th grade	15	8,3	11,7

Based on the above table, it was found that when calculating the average of the results, the internal motivation of the 7th grade pupils is more important than the learning activity. In high school pupils, on the other hand, internal motives, that is, their own desire to read, provide more motivation. Hence, a high level of internal motivation in pupils is of great benefit to the effectiveness of learning activities

DISCUSSION

In young adolescents, the desire for assessment is stronger than the desire for knowledge. The desire for knowledge was strongly demonstrated in older adolescents. The main factors influencing the formation of sustainable positive learning motives are:

- the content of the learning material;
- organization of educational activities;
- community forms of learning activities;
- assessment of educational activities;
- method of pedagogical activity of the teacher.

The teacher's style of pedagogical activity also influences the formation of learning motives. Authoritarian style negatively affects the formation of "external" (extensive) learning motivation.

CONCLUSION

Based on the results of theoretical and experimental analysis, we came to the following conclusions:

1. Behavioral, cognitive and psychoanalytic concepts of motivation are widespread abroad.
2. The main factors influencing the formation of sustainable positive learning motives are: the content of the learning material; organization of educational activities; community forms of learning activities; assessment of educational activities; method of pedagogical activity of the teacher.
3. In young adolescents, the desire to get an assessment is stronger than the desire to learn. In older adolescents, the desire to learn is stronger. External motivation predominates in younger adolescents, while internal motivation predominates in older adolescents.

RECOMMENDATIONS

1. The needs of children of this age should be taken into account when providing educational material to children. Such needs include the need for constant activity, the need to develop cognitive processes such as memory, thinking, imagination, the need for innovation, the need for emotion, reflection and self-assessment, and so on.

2. It is therefore necessary to present the learning material in such a way as to create in them an emotional excitement, to be complex and visual enough to activate the mental processes of cognition. Material that is not rich in content and visuals does not create motivation and does not encourage interest in reading.

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