

## THE UNIQUENESS OF EXPRESSION OF EDUCATIONAL MOTIVES IN STUDENTS

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### Abstract

Motives control the process of reading and learning, determine the content and essence of education along with the acquisition of activity. Therefore, in the process of education of students, educational motivations and comprehensive motivations are of great importance in the formation of a well-rounded person, a mature qualified staff.

### INTRODUCTION

Motivation is an important factor that regulates the activity, behavior and activity of a person. Because under various actions of a person there are reasons for these actions, their motivation. Therefore, the educational process is affected not only by learning-cognitive motives, but by all comprehensive motives with their sphere of influence. Teaching - encouraging and supporting the learning process. We must educate a person who is an active participant in the educational process and who can feel responsibility for his own views. The essence of educational motives. The system of motives is the driving force of educational activity, which includes the following very important aspects related to the needs of knowledge: - goals; - interests; - desire; - ideas; The mentioned system of learning motives is characterized by its stability and dynamic nature. The strength of educational motivation is determined by the complex of leading internal motivations included in it. According to A.K. Markova, social motives give rise to motives related to knowledge. These motivations increase the student's interest in learning, and sometimes have opposite forms, which are directly related to the child's age and the conditions created for him. The scientist divides the motivation qualities of students related to learning into the following types: Content - related to the nature of educational activity (awareness, independence, generality, having one's own place, etc.). Dynamic - related to the specific psychophysiological characteristics of the child related to its general development (strength of interests, strength of will and willpower, ability to switch interests from one activity to another, diversity of motives, etc.). A learning motive is a specific motive directed towards a specific activity. The type of activity in this place is reading, learning, knowing. Educational motivation is an important factor in the development of the student not only to determine his own direction, but also to fully utilize his available opportunities and to manifest and develop his emotional and voluntary aspects. It also serves as an important factor in objectively evaluating the student's educational activity for a certain period of time and reflecting changes in its quality. Like all types of activities, motivations for educational activities are determined or closely related to

a large number of factors that exist in the individual, such as: - the nature of the educational system; - organization of the pedagogical process in the educational institution; - specific aspects of learners (gender, age, level of education, ability, attitude to learning, self-evaluation, ability to cooperate with others); - the personality of the teacher (pedagogue) and his attitude towards students and pedagogical activities; - the uniqueness of the academic subject. Sources of study motivation. Educational activity is multi-motivated, because the sources of activity of the student are diverse and colorful. Three sources of activity are distinguished in pedagogy. - internal; - external; - private (private). The internal source of educational activity includes the student's cognitive and social needs (the desire to achieve achievements that are accepted and recognized by members of society). External sources of educational activity consist mainly of social requirements. The requirements require compliance with the norms of social etiquette, communication, and society's requirements in the process of activity. It refers to the activity of overcoming difficulties in the course of the educational activity of the members of the society. Opportunities are conditions related to the implementation of the educational process (availability of school, textbook, library, etc.). Personal resources. Among the listed sources of activity of educational activity, personal sources take the main place compared to others. The content of personal (private) resources includes the interest, needs, and behavior of a person related to self-expression, demonstration, self-realization, and the desire to find one's place in society in education, as well as in other types of activities. includes a set of actions. The combination of internal, external and personal (private) activity sources of educational activity directly affects the quality of the educational process and its final results. The lack of one of these sources of activity leads to the imperfection of the system of educational motives or their composition. Classification of learning motives. Based on the sources of activity mentioned above, the following group of motives can be distinguished: Social motives (understanding the social importance of education, knowing that it has the character of personality development, understanding that education is a necessary condition for developing a worldview, expanding the range of thoughts, etc.). Social motives are motives in which the child perceives education as a vital necessity and seeks encouragement from his teachers. They accept it as a natural condition, although it is not inherent in the form of the internal learning motive in the process of educational activity. Understanding (interest in learning, curiosity, the desire to develop cognitive abilities, enjoyment of intellectual activity knowledge, etc.) Personal (such as self-respect, the desire to stand out among peers, imitation of respectable persons, the desire to be noticed by others). M. V. Matyukhina singles out two main motives among them. I. Motives underlying educational activities: 1) motivations related to the content of education: directs the student to learn and learn new facts, to acquire knowledge, to know and understand the basic content of the process being studied on the basis of various means. 2) motivations related to the educational process: the student's ability to demonstrate intellectual activity during the performance of various types of tasks during the educational process, to think, observe, and also during the performance of tasks during the educational process overcoming difficulties,

that is, keeping the child busy not with the result, but with the fun of the activity in the educational process. Broad social motives: motives of duty to the country, society, parents and teachers. Motives of self-realization (feeling the future importance of education, preparing oneself for future professional activities, etc.) and self-improvement and development (improving one's personality based on education). Private motives in a narrow range: to be praised, to get good grades, to stand out among peers (motivation of peace and well-being), to be the first student, to have a decent place among one's peers (prospect motivation). Negative motives: avoiding disappointments among parents, teachers, peers (motivation to avoid disappointments). A.K. According to Markova, among the motives it is possible to include cognitive and social motives. If during the educational process students have a strong desire to master the content of the subject, then the presence of knowledge motives in the child can be recognized. If the student is more interested in science than the people around him, then social motives are of leading importance. Learning motives include the child's cooperation with others aimed at self-development in the educational process, solidarity, knowing the unknown, new things. aspirations are meant.

There are the following motives, which are determined by a stronger external environment: - mandatory nature of education; - that the educational process is a daily routine; - that education is a factor of personal interests; - striving to be in the center of attention. The motives we are considering can have a negative impact on the results of the educational process and its character. This effect is especially strong if it is evident from the outside that the student's educational motives are built on the basis of praise or material interest. It is important that one of the main tasks of the teacher is aimed at the development of internal educational motivations among all the motivations of students.

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