



EDUCATIONAL SIGNIFICANCE OF EDUCATIONAL MOTIVES

Jumayeva Gulnoza Tursunpulatovna

Turan University. Teacher of the Department of Pedagogy and Psychology

ABSTRACT	KEYWORDS
The article analyzes the analysis of the concept of motive, the educational significance of theoretical information about motive collected in Psychological Science, the importance of the fact that any activity psychologically arises under the influence of certain motives, educational motives are formed for mastering, mastering and learning in the educational process.	Motive, internal motive, external motive, training motives, interest, need, ustanovka, ability, activity.

Introduction

The motive is a psychological quality that is ambiguous in a person's attitude towards himself and the tevarak universe. As a force that motivates a person to act, motives occupy an important place in activity. The content of motives includes the interests of the individual, individual characteristics, conscious activity, emotional experiences and cognitive processes.

The theoretical data collected in the science of psychology shows that, in the opinion of a number of psychologists, character forms the basis of the dynamic sides of personality motives. In particular, one quality or another of a character constitutes purely dynamically characteristic descriptions, while the rest not only of a dynamic nature, but also the surface of its spiritual and spiritual fronts[2; 123-b].

The motive is also associated with the emotional well-being of a person, which does not go beyond the essence of behavior, but has an inextricable connection with emotional experiences, a system of motivating factors. One of the most important functions of emotion is that it serves to define how necessary moments of importance to a person are for him.

The ability of a person is inextricably linked with directly motivated mechanisms, determines their environment and embodies the attitude of dynamic, spiritual influence. The relationship of ability with motive is manifested through activity, which is considered the direct basis of performance of psychic activity. The implementation in practice of the contents of the motivated system is not limited to identifying only the activity, but also determines the degree of probability of the further development of the prospect of the activity or its mixing with other areas. But the functional capacity, activity of a particular person and the apparent realization of the objective sides of the same activity-the stabilization of the motive, the orientation towards development-also go to adapt to the objective conditions of the Activity[4; 356-b].

The development of motives, the emergence of motivated new information, is carried out due to changes in the scope of the activity environment. The mechanism of motivation arises in the way of restructuring personality qualities, the activation of the process of their development, at the same time

affecting the process of human maturation, factors such as gradual or rapid change in the environment and conditions of activity – improvement, stabilization of motives. The re-education of a person in labor activity and the formation of certain qualities consists in the essence of the above considerations. In this place, activity is considered an active situation, moving away from psychological states within existing needs, interests, and then forming new interests, needs and aspirations, changing the essence and forms of motives.

According to A.N. Leontiev, the structure of activity consists of goal-oriented actions and operations. Usually, an activity has its own subject and motive, and if there is a balance (compatibility) between the motive and the subject (body, thing), then it becomes an activity in the original sense. For example, one student reads primary sources only to pass an exam (rating), but another prepares a lesson to test himself and gain real knowledge. In the first case, the motive of the student or pupil is focused on the exam, which excludes the content of the educational subject, which allows us to conclude that his activity consists only of a system of behavior. In the second case, it guarantees to come to the opinion that since the motive is aimed at mastering the subject of study, its aspiration is transferred to the activity (E.g. *italic is ours: it serves as a criterion*) [3; 44-p].

As a result of the analysis of the possibility of the formation of the motive structure at the genetic stage, the process of its growth from a simple, one-stage system to a complex, multi-stage high level is clearly demonstrated with the help of reliable factors. According to the general information, former Soviet psychologists, when researching the structure and behavior of motives, it is appropriate to proceed from the principle of the unity of dynamic and spiritual aspects. Because they reflect on the dynamic state of the active motive, in some processes of this activity, its dynamics are interpreted excessively.

L.S. Slavina demonstrated the role of motivational views on increasing the efficiency of human activity by experimenting with III-IV graders. During the analysis of complex and long-lasting activities, L.S. Slavina divides it into relatively independent and simple components, and each of them should be controlled separately, therefore, it is only as a result of the improvement and development of the structure of independent activity that the improvement and development of the structure of motives is manifested. According to the author, the subjugation of behavior to a specific goal is carried out at the final stage of the junior school age, and this stage is considered the initial period of the formation of voluntary behavior [1; p. 280].

According to psychological data, any activity arises under the influence of certain motives and takes place only when sufficient conditions are created. Therefore, in order to ensure mastery, acquisition and implementation of learning in the educational process, it is necessary for students to have learning motives.

The motives of knowledge are directed towards the epistemological goal of the person (subject), that is, to decide on the goal of knowledge, to acquire knowledge and skills. Usually, according to theoretical information, such similar and same-sex motifs are called external and internal names and create a certain category.

External motives arise under the influence of triggers such as punishment and awarding, danger and demand, Group repression, noble intention, longing. All this is considered to be external factors, causes in relation to the direct educational goal. In this case, knowledge and skills act as ensuring the implementation of other, dominant (leading) goals that are of paramount importance (avoiding an unpleasant situation and experiences or an unpleasant, uncomfortable situation, achieving social or

personal success; the presence of a provision for temporary achievement, etc.). Under the influence of external motives of this type or gender, difficulties arise in acquiring (mastering) knowledge and skills in the educational process, and they prevent the implementation of the main goal. For example, the main goal of students of junior school age is not to study, but to be more inclined to play activities. In this situation, the teacher's intention to involve them in the study can still lead to the fulfillment of the students' Game goal, but there is a lack of evidence that requires comment [5; 118-b].

The next category of motives, that is, the series of internal motives, includes individually characteristic motives that appear on the basis of arousal, realizing an individual goal in relation to reading in the student's personality. The emergence of interest in knowledge is the maturation of aspirations in it in order to increase the spiritual (cultural) level of an individual. Under the influence of similar motives, conflict, conflict situations (situations) do not arise in the educational process. Despite the fact that, of course, motives related to such a Category appear, sometimes difficulties are likely to arise, because in order to master knowledge, it is necessary to give volitional tension. Volitional rapes with such properties will be aimed at reducing the power and possibility of external disruptive triggers (agitators). From the point of view of pedagogical psychology, only a full-fledged situation when this process is approached is called optimal (rational).

In the educational process, the creation of such situations is considered an important task of the teacher, whose activities will be aimed not at limiting internally understood motives to simply managing the behavior of students, but at forming their personality, setting goals in them, generating interest and structuring ideals.

Specific things, phenomena and behaviors grow to the level of activity motives if the activity of a person has a continuous connection with certain sources, harmonizes. In psychology, sources are interpreted by categorization according to their essence.

A) Internal Resources determined by human needs. It can have an innate characteristic that manifests the natural needs of the organism and an acquired characteristic that gives rise to the social needs that form in the community.

An important role among innate needs is played by the need for activity, which has a special meaning in relation to reading, and the need to receive information, information, messages.

When the motive is approached genetically, it should be noted that there is a tendency to show direct activity from the birth of a child: he laughs (a form of nonverbal treatment), twitches (a place in space al-mashish), moves his arms and legs (adaptation), plays (environment-child attitude), speaks (introduction to interpersonal relationships), asks questions (dialogical communication, etc.). Similar behavior itself satisfies them, reality can be shown in experiments about a person's need for information: if the Examiner is separated from the outside world for a certain time, then as a result, a violation of his Will, feeling, intellect can occur, boredom, loss of the volitional act system, breakdown of the process of thinking, illusory,

In the context of social living, activity and informational deficit lead people to negative emotions and experiences, undermining the structure of activity and its dynamics. Among the needs formed in social life, social and gnostic needs of a positive nature, which play an important role in educational activities and strengthen it, occupy the dominant reality in the process of maturing the individual. Their category includes the need for knowledge, the desire to benefit society, the desire to achieve universal achievements.

B) external resources identified in the social conditions of human life and activity. Such resources are made up of demand, desire (expectation) and opportunities. In particular, exactingness dictates to a person a certain type of activity and behavior, as well as form (appearance). This situation can be explained using the following considerations: if the parent requires the child to eat food in a spoon, sit upright in a chair, say "thank you", the school strictly determines from the student to arrive at the lesson at a certain set time, listen to the teachers, perform the tasks assigned. Society, on the other hand, teaches its citizens to follow certain moral norms and rules through behavior, character, to acquire forms (means) of initiation into interpersonal circulation, and to follow specific tasks.

The essence of the terms of Psychological Science lies in the mechanism by which dreams or expectations express the attitude of society towards the individual. In ethnopsychological stereotypes, harmonious signs of behavior and forms of activity have their own specificity. Usually people believe that a one-year-old child should walk upright, and they treat this *tuhfa* in a special way due to the fact that he expects it from the child. In psychology, the concept of expectation, in contrast to demand, creates a common environment for the occurrence of activities.

When thinking about opportunities, it reflects the objective conditions associated with the will of people of certain activities (act of Will, quality, principle). If a person's personal library is rich, their chances of reading rise to a higher level. When the behavior of individuals is analyzed from a psychological point of view, it is often approached, Going beyond their objective capabilities. If a child accidentally falls into the hands of a biology book, there is an increase in his interest in this subject.

C) personal resources – people's interests, aspirations, Masters and worldviews consist in reflecting their relationship with society. The source of human activity - expressed through value, is acquired in the status (role) of the individual[5; 119-b].

In conclusion, rewarding the learner based on his result in obtaining knowledge, forming positive qualities in relation to educational activities by making demands based on his indications, reflects the importance of external motives. The individual characteristics of the individual, the conscious attitude towards reading and the formation of an appetite for work on oneself reflect internal motives. Laying the groundwork for the formation of professional qualities in students through the development of internal motives in improving the effectiveness of educational activities is one of the pressing problems of today.

REFERENCES

1. Бадмаева, Н.Ц. Влияние мотивационного фактора на развитие умственных способностей: Монография / Н.Ц. Бадмаева. - Улан-Удэ: Изд-во ВСГТУ, 2004. -280 с.
2. Ivanov.P.I, Zufarova.M.YE. Umumiy psixologiya. Toshkent: O'zbek faylasuflari milliy jamiyati. 2010.-123, b.
3. Рожков Е.М. Мотивация достижения успеха и избегания неудач в работах отечественных и зарубежных ученых. Психологические науки. Выпуск №3. 2014. 44-с.
4. Пономаренко, А.А. Теоретические основы исследования учебной мотивации студентов / А.А. Пономаренко, В.А. Ченобытов // Молодой ученый. - 2013. - №1. 356-с.
5. G'oziyev E. Umumiy psixologiya. Darslik. Toshkent: O'zbekiston faylasuflari milliy jamiyati nashriyoti. 2010.-118 b.
6. Ergashev Nuriddin Gayratovich. "DIDACTIC PROVISION OF THE IMPLEMENTATION OF

THE TEACHING MODEL OF INFORMATION TECHNOLOGY IN TECHNICAL SYSTEMS IN TECHNICAL SPECIALTIES OF HIGHER EDUCATION ON THE BASIS OF A HIERARCHICAL APPROACH". Intent Research Scientific Journal, vol. 2, no. 12, Dec. 2023, pp. 28-40, <https://intentresearch.org/index.php/irsj/article/view/272>.

7. Davronovich, S. R., & Gayratovich, E. N. (2023). ANALYSIS OF EXISTING RISKS AND METHODS OF COMBATING THEM IN CLOUD TECHNOLOGIES. American Journal of Pedagogical and Educational Research, 18, 190-198.