FEATURES OF RELATIONSHIP BETWEEN STUDENT MOTIVATION AND SELF-ACTIVITY

Kurbanbaev A.N.*

*Teacher,
Department of Applied Psychology,
Tashkent State Pedagogical University named after Nizami,
Tashkent City, UZBEKISTAN
e-mail: azimbek_qurbonboyev@mail.ru

ABSTRACT

The article aims to identify the link between student self-activation and satisfaction with academic performance. It has also been proven that increased motivation for learning activities is a factor influencing self-activation in a student's personality. In particular, the level of development of motivation for learning activities in the student's personality has been studied on the basis of empirical research and theoretical approaches have been put forward.

KEYWORDS: *Student Personality, Learning Activity, Learning Motivation, Satisfaction With Learning Activity, Need, Interest, Purpose, Subject, Social Attitude, Avoidance Of Success, Achievement, Professional Motivation, Cognitive Motivation.*

1. INTRODUCTION

Self-actualization is one of the key elements of the humanistic direction in psychology. Views on the phenomenon and nature of self-actualization, the features of its manifestation in human life and activity are practically consistent with the views of representatives of various foreign philosophical and psychological directions (K. Goldstein, A. Maslow, K. Rodgers, J.P. Sartre, W. Frankl, G. Allport and others). Based on the ideas of self-activation of the individual in foreign psychology, there are the following cases. Everyone is unique. Uniqueness is defined by the ability to understand one's uniqueness at every moment of time. Human is never stable. He is constantly in the process of formation. The basis of the study and understanding of human is a subjective experience, that is, the theoretical structure and external behavior are secondary to the direct experience and to the one who forgives it in relation to its unique essence. The essence of human himself constantly moves him towards personal development, creativity and self-satisfaction. Humans are the active creators of their lives.

The term "self-actualization" was first introduced as a scientific category by K. Goldstein (1939). He proposed to consider symptoms in the context of the patient (patient) personality, based on his theory of cognitive rehabilitation. He explained a number of changes in the behavior of patients with brain injuries with the concepts of "self-activation" and "self-expression" **[1]**. According to Goldstein, "self-activation represents the body's ability to rebuild under the influence of injury." He emphasizes that self-activation is the only and main motive of the body, and the whole organism serves as a leading feature for self-realization, development, self-improvement, creative aspiration of the individual.

When one first approaches the actions evoked by other motives, the main force of life may seem to be self-activation. Self-activation is an effort to meet needs. Needs are a state of deficiency that motivates a person to fill and satisfy him. According to K. Goldstein, a normally healthy body is a body that "strives for self-activation from the inside, not out of anxiety, but overcomes the

difficulties caused by the collision with the outside world due to the joy of victory." For K. Goldstein, self-activation does not mean the end of problems and difficulties, on the contrary, development often leads to suffering and pain.

Attention to the issue of self-activation in the context of student learning is conditioned, on the one hand, by the social, political and economic processes taking place in the XXI century and leading to the alienation of the individual in the mass and information-technological environment. On the other hand, the development of psychological and social pedagogical sciences and humanistic (humanistic) views further strengthens the search for a spiritual and moral ideal (model) and appropriate moral practice in accordance with modern contradictions.

Perceived self-activation reflects the integrative characterization of the individual as an important task of personal upbringing and training. It should be noted that even in modern textbooks on pedagogy, the main emphasis is placed on the education and upbringing of a comprehensively developed person: "The universal goal of humanistic education in the centuries-old theory and practice of the world is the ideal of a comprehensively mature person." **[2]**

It is well known that when considering the motivation of learning activities, it is important to note that the concept of motivation is inextricably linked with the concepts of purpose and need. In the human person, they interact and are called the field of motivation. In the literature, this term includes all types of stimuli: needs, interests, goals, stimuli, motives, inclinations, attitudes.

Learning motivation is defined as a specific type of motivation involved in a particular activity, in this case learning activity. As with any type, learning motivation is also determined by a number of factors and the specifics of the activity it involves. First, it is determined by the education system, the educational institution itself; second, by organizing the educational process; third, with the subjective characteristics of the learner; fourth, with the system of subjective characteristics of the educator and, above all, his attitude to the learner; fifth, with the specificity of the learning subject **[3].**

Learning motivation, like any other type of it, is structured and characterized by directionality, stability, and dynamism. Thus, in the work of L.I. Bojovich and his collaborators, based on the materials of research activities of students, learning motivation is formed either by internal content related to the content of this activity and its implementation, or by broad social motives related to the child's need to play a role in social relations.

The teaching material and teaching work methods should be sufficiently diverse (but not excessive). Diversity is ensured not only by the fact that students encounter different objects in the learning process, but also by discovering new aspects in a single object. One of the ways to arouse students' curiosity is to "retreat", that is, to show students an important innovation in an unexpected, normal way of life. The novelty of the material is the most important condition for the emergence of interest in it. However, knowledge of innovation should be based on knowledge already available to the student. The use of previously acquired knowledge is one of the main conditions for the emergence of interest. An important factor in generating interest in a learning material is its emotional nature **[4].**

Formed by S.M.Bondarenko, these cases can serve as a specific program of organizing the learning process, specifically focused on the formation of interest.

Different types of interest, for example, productive, cognitive, procedural, educational, comprehension, etc., can be compared with motivational orientation (E.I.Savonko, N.M.Simonova).

Continuing the research of B.I.Dodonov, these authors, based on the materials of the study of motivation to learn a foreign language in higher education, identified four motivational

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orientations (process, outcome, teacher evaluation and avoidance of frustrations), some of which with other components of learning motivation determines the outcome. According to them, the relationship between motivational orientations allows us to distinguish two important characteristics: first, process and outcome orientation, on the one hand, and the stability of the relationship between the "teacher's assessment" and "avoidance of failure" (on the criterion of sustainability), i.e. relative independence from educational conditions; secondly, the diversity of relations (type of high education institute - on language, not on language) depending on the educational conditions (in terms of priority and "difficulty"), the set of hours, the characteristics of the curriculum, in particular, targeted institutions, etc. **[5].**

A positive correlation was found with students 'mastery of motivational orientation (according to a reliable level of importance). While process and outcome-oriented learning have a stronger relationship, teacher-centered learning has a weaker link. There is a weak link between mastery and focus on "avoiding frustration."

It should be noted that it is important to study the characteristics of the impact of learning motivation on self-activation during the student period. In particular, the degree of formation of learning motivation in the student's personality is to determine how important the degree of influence of the individual on the system of self-activation. For this reason, in the experimental groups we conducted the method "Diagnosis of student learning motivation" (modified by N.S. Badmaeva), developed by A.A. Rean and V.A. Yakunin. Using this method, it is possible to determine the following components of learning motivation in the group of subjects: communicative motives, self-avoidance motives, prestige motives, professional motives, self-creative motives, cognitive and reading motives, the level of formation of social motives. This method was conducted in a group of students, the data obtained were analyzed quantitatively and qualitatively, and the results were reflected in tables and diagrams in order to clearly express.

TABLE 1INDICATORS OF THE FORMATION OF LEARNING MOTIVATION IN STUDENTS

Name of scales	Communicative motives	Motives for self-avoidance	Motives of prestige	Professional motives	Motives for creative self-expression	Motives for learning and reading	Social motives
Course 1	13,8%	-	5,7%	39,1%	25,3%	6,9%	9,2%
Course 3	13,3%	-	6,7%	40%	20%	6,7%	13,3%

According to the results of the method, 13.8% of first-year students and 13.3% of third-year students scored high on the scale of communicative motives. The main motive for the study of this category of students is the features of communication. For them, they prefer to study to make new acquaintances and interact with interesting people and to be a worthy person in the learning community. They also believe that the knowledge gained during the study increases self-confidence.

According to the motives of prestige, the rate was 5.7% for first-year students and 6.7% for third-year students. For such students, gaining status and prestige serves as the main motivation for studying. Factors that motivate them to study include being among the best students, wanting the

group they are studying to be the best group in higher education, being a good role model in the eyes of teachers, and gaining the attention of parents and others.

The scale of professional motives of this method was higher in the 1st and 3rd year students than in the others. According to him, 39.1% of first-year students and 40% of third-year students were found to have it. Being a professional in their field is the main motivation for such students. The factors that motivate them to study are: their interest in the chosen profession, the desire to ensure the success of future careers, to become a mature professional, to answer questions related to future careers, to make full use of all abilities and skills related to their chosen profession, desire to become a highly qualified specialist, etc.

In the group of subjects, 25.3% of first-year students and 20% of third-year students scored high on the scale of self-creative motivation. The main motive in the study of such students is a high level of desire to work creatively. Therefore, they are educated in order to acquire new knowledge and engage in creative activities, to respond to problems in the development of society and in the vital activities of people. At the same time, this category of students constantly strives to reveal their hidden abilities, to work tirelessly on themselves, to make full use of their opportunities during their studies.

6.9% of first-year students and 6.7% of third-year students showed high results on the scale of "Motives for learning and reading". The desire for in-depth knowledge serves as a key motivator for students who score high on this scale. Among the factors that motivate such students to study are good reading, passing exams "4" and "5", just enjoy reading, always being ready for the next lesson, clearly answering questions about reading, continuing successful study in the next courses, future research in their field. having a deep and solid knowledge to do the job, understanding the need for different knowledge in the future within their field, etc.

The seventh scale of the method - the scale of social motives - was 9.2% for students of the 1st stage, and 13.3% for students of the 3rd stage. The main motive that influences the learning of students who score high on this scale is the desire to find their place in society. Such students believe that the knowledge they have acquired will help them achieve their desired goal, emphasizing that their future level of financial well-being depends on their academic success, and that the knowledge they gain in the current educational process will have a major impact on their future careers. They are also educated in order to bring great benefits to society and pay off their debts to their parents and teachers.

The study found that no indicators of self-abduction motives were recorded in the group of subjects. It can be seen that in any case, it is explained by the fact that students are actively striving for learning activities. From the point of view of ontogenetic development, we must not forget that reading is a leading activity during the student period.

From the above, it can be seen that the following conclusions can be drawn:

- It was found that professional motivation and self-expression are of mutual priority during the student period;
- Differences in the number of courses are also observed in the results on the satisfaction of educational activities. In particular, first-year students were satisfied with the content of the educational process, satisfaction with the educational process, and third-year students were satisfied with the chosen field, satisfaction with the interaction with classmates.

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