
ENHANCING STUDENTS ACADEMIC ACTIVITY: AN ETHNOPSYCHOLOGICAL ASPECT

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ABSTRACT

The article examines the issue of ensuring the academic activity of students, which shows the aspects related to the learning activities of students. Based on the specifics of personal motives observed in boys and girls, the high self-esteem of girls on personal motives was determined empirically, and the ethnic stereotype of the peoples of Central Asia was observed.

KEYWORDS: Cluster Analysis, Motivation, External Motivation, Internal Motivation, Amotivation, Academic Motivation, Intellectual, Motivational-Behavioral, Cognitive Motivation, Developmental Motivation, Self-Esteem Motivation.

INTRODUCTION

The pedagogical assessment of the student's mastery process is mainly carried out by teachers. However, proponents of the concept of education development have highlighted the importance of students' personal participation in the assessment process. According to them, the student participates in the assessment process and has the experience of independently assessing their own performance, which in turn is a condition that develops students' reflection. We also reacted to this view that in order to ensure student participation in pedagogical assessment, pedagogical assessment can yield effective results after setting criteria for scoring. [1]

According to the authors, in the traditional form of education, students are acquainted only with the formal part of the assessment, that is, the final result is a number. However, the components of the price remain open. Our observations also show that in the process of traditional education, more attention is paid to the educational function of assessment than usual. That is, because the teacher is not able to manage the learning process properly, it is mainly because of the student's participation in the lesson, that is, quiet or unstable, that the study of this situation is relevant from the point of view of developmental psychology. [2]

Research Methods- a study motivational study questionnaire, an academic motivation study questionnaire (AMS-S), and a Vallerand questionnaire were used.

Key Considerations

Ensuring academic activity is a forward-looking effort that focuses on researchers involved in the psychology of educational and pedagogical activities. Based on a cluster analysis of research conducted by C.F. Ratelle and her colleagues¹ with Canadian high school students, it has been concluded that it provides practical content in planning and managing students' learning activities. [3] These are:

- Students with high external motivation (controllable), low motivation and autonomy;
- Students with low motivation and high external motivation;
- Students with low motivation, but moderate external and internal motivation.

The authors were able to determine the academic activity of students based on the results of the three clusters. At the same time, according to the results of the second and third clusters, the success of their students is high. The significance of the results obtained from them for our study is that two different motivational profiles were obtained in the comparison process, and both of them are related to academic performance. Thus, students with different academic outcomes have different motivational performance. A characteristic feature of this is that students with high internal motivation have a stable self-control and emotional willpower. In students with high external motivation, perseverance is clearly expressed. [4]

The analysis of the literature showed that the motives of learning activities can be divided into internal motives on the subject's experiences and interests and satisfaction with the process, external motives that are not directly related to learning activities, but aimed at achieving results. E.L. Deci and R.M. Ryan², According to TO Gordieva and other researchers³, internal motives are considered a predictor of achieving high academic performance and are the optimal learning motive. The study of this issue as an object of research is to ensure the maturity of students in the learning process. Despite the effectiveness of internal motives, it is not possible to improve the learning process on their basis alone. As A. Bandura points out⁴, although internal motivation attracts a high level of attention, it is considered a "disappearing" structure. External motivation has been studied in the research of E.L. Deci and R.M. Ryan and has not been studied in the context of the positive impact on the learning process and the subject's self-esteem. It examines the relationship of academic activity to learning motives. Therefore, it is important to study this issue taking into account the ethnocultural features. Our study involved 398 respondents, of whom 190 were boys and 208 were girls. The Learning Motivation Survey, the Academic Motivation Survey (AMS-S), and the Vallerand Questionnaire were used for the study. [5]

An integrative model of performance motivation was used as a methodological basis, which consists of five autonomous subsystems or components that form motivational processes:

- a) system of motivational content (consisting of a hierarchy of internal and various external learning motives);
- b) target system (forms learning objectives); в) интенционал – регуляторлик тизимоти (интилишлар, фаолиятни режалаштириш ҳамда ўз-ўзини назорат қилишни қамраб олади);
- g) a system of attitudes to failure (refers to the attitude to obstacles, difficulties and failures, etc.);
- d) motivational-behavioral system (combines perseverance and stubbornness).

This integrative model is a paradigm in ensuring the academic activity of students. The paradigm enumeration is that the five systems represent the learning activities as a whole system, with each system representing the subject and the components associated with the learning process. [6]

The study of learning motivation consisted of 36 affirmations and eight scales (individual subscales ranged from 0.70 to 0.90 in the Cronbach alphabet):

three inner motives such as knowing, achieving, and developing;

two personal external motives, such as self-esteem, interoetsir regulation;

interpersonal external motives such as external regulation and respect by parents;

scales such as amotiv are among them.

The motive of cognition is expressed in the form of a state of being engaged in the process of learning, which is determined by the interest in the learning activity and its content. Examples include affirmations such as "I enjoy reading" and "I like reading because it's fun." [7]

The motive for achieving a result is manifested in the actions taken to achieve high results in

reading, and is expressed in a satisfying way when using a high mental capacity to solve complex tasks. It reads, "Reading gives me a sense of satisfaction because I like to solve complex problems"; It is expressed in affirmations such as "The process of completing complex tasks makes me feel satisfied". [8]

The motivation for development is expressed in the fact that the student strives to develop his skills and abilities in the learning process. Examples include affirmations such as "The development of my knowledge and skills gives me pleasure", "Feeling I am developing in the process of learning gives me satisfaction".

The motive of self-esteem is expressed in the learning process, more precisely, in the form of self-expression and self-respect in the performance of educational tasks. This is reflected in affirmations such as "I want to prove to myself that I am able to succeed in school", "If I study well, I feel worthy of respect".

Interoperable regulation, on the other hand, manifests itself in the form of a sense of duty to oneself and others, in the form of guilt, such as affirmations such as "My conscience encourages me to read," "If I read badly, I will be ashamed."

External regulation is reflected in the criticism of parents and teachers, their desire to avoid unsatisfactory grades, such as "I have no other choice, if I miss school, there will be problems," "I study to avoid problems with my parents and after graduation."

The motivation to achieve high academic performance and earn the respect of parents is reflected in affirmations such as "I want to show my parents something worthwhile" and "I strive to earn the respect of my parents". [9]

The student's indifference to the learning process is related to the motivational scale, which includes, "Frankly, I don't know what I'm doing here, I'm just spending time"; "I used to understand why I was reading, but now I don't know if I should continue reading or not," he says.

Questionnaire assertions are aimed at determining students' subjective attitudes, and the results of each scale can be compared with each other or with the results of the psychological methodologies of the scales. Therefore, the following methods were used in our study, the theoretical classification of which is given below:

A modified questionnaire by A. Duckworth was used to subjectively assess students' aspirations in mastering learning materials. Scales such as "I can successfully complete school tasks that take a long time and need to be done independently", "I can successfully overcome the difficulties in school", etc., have an accuracy of 0.8 on the Kronbach scale;

in assessing academic injustices in the learning process (copying learning tasks from classmates, identifying the use of splits, etc.) was studied using assertions such as "I copy from classmates if I can't do homework for any reason," "I sometimes use splits". Its accuracy level is 0.75 on the Kronbach scale;

"How much time do you spend doing homework?" to determine students' time for homework. was asked. The answers to the question included answer options such as 30 minutes, 1 hour, 1 half hour, 2 hours, 3 hours, and more than 3 hours;

Teachers' satisfaction of basic psychological needs of students was used in the "Basic needs survey". The questionnaire consisted of 15 affirmations and consisted of 3 scales (autonomy, competence, and relationship with teachers) (individual Kronbach scales ranged from 0.76 to 0.85). [10]

During the study, the results of 30 students were compared with the performance of experts. Statistical analysis of the results of empirical studies shows that cognitive motives are more

pronounced in high school students, while the performance of other motives is relatively low. In particular, the motive for achieving results is lower than the motive for development, and interethnic regulation is much lower than the motive for self-esteem. This indicator indicates that a defined motivational profile is considered effective for the learning process. This directly demonstrates the dominance of internal motives, i.e., as a predictor of psychological stability to achieve high academic results. The results of the study show that the motivation rate is very low and the motivation to earn parental respect is higher. This suggests that students are not consciously engaging in a type of activity that is considered ineffective. When comparing these indicators with those of boys (N = 193) and girls (N = 203), the motivation of boys to achieve the result is higher than that of girls ($p < 0.01$, $d = 0.27$). It was found that the results of cognitive and developmental motives were the same in both boys and girls. This is due to the fact that the development of education and science in the new Uzbekistan is focused on public policy, as well as a systematic approach to the development of the younger generation, ie inertial approach to governance in the framework of partnerships such as school-family-neighborhood-community institutions-government. The integrative approach is that the activities of each student are under the control of sector officials. And the high rate of achievement in boys is reflected in their aspiration to perform complex tasks. [11]

In the study, we found that girls had higher self-esteem ($p < 0.01$, $d = 0.36$) and higher interactions ($p < 0.01$, $d = 0.26$) on personal motives. Given the fact that the peoples of Central Asia approach the upbringing of girls taking into account the views (social opinion) of fathers, mothers and elders in the neighborhood, it shows that from an early age they adhere to the ethnic stereotype of "if you respect yourself, your future spouse and relatives." The high degree of interoperability regulation in girls compared to boys indicates that girls are proud of their academic results and avoid shyness and guilt. As a result, the behavior of the "exemplary reader" is reflected in their behavior. Therefore, given the high motivation of boys to perform complex learning tasks in ensuring academic activity, it is recommended to conduct trainings on the formation of behavioral strategies. It is recommended to pay special attention to students brought up in traditional families, modern families and inter-ethnic families. When working with female students, it should be noted that honor and pride are directly related to a person's attitude to himself and to leave a positive impression on others. To do this, it is recommended to pay special attention to the socio-psychological description of the "I". If science teachers also take these characteristics into account in their work, students will be more likely to succeed in academic activities. [12]

CONCLUSION

- The motivation to increase academic activity in students is influenced by the motive of knowledge, the motive of achieving results, the motive of development, the motive of self-esteem, which is reflected in various assertions that their study through empirical research is theoretically and practically important;
- The motivation rate is very low, and the motivation to earn the respect of parents is higher. This suggests that students are not consciously engaging in a type of activity that is considered ineffective. When comparing these indicators with those of boys (N = 193) and girls (N = 203), the motivation of boys to achieve results is higher than that of girls ($p < 0.01$, $d = 0.27$), including the influence of society and ethnoculture. it is expedient to take into account;
- Self-esteem in girls on personal motives ($p < 0.01$, $d = 0.36$) and interoperable regulation ($p < 0.01$, $d = 0.26$) are highly expressed, which is typical for girls of Central Asian descent. An approach to upbringing that takes into account the views (social opinion) of parents, elders in the neighborhood, shows them the dominance of ethnic stereotypes from an early age, such as "respect for yourself", "respect for spouse and relatives." In turn, the higher expression of interethnic regulation in girls than in boys is reflected in the fact that girls are proud of their academic results and avoid shyness and guilt;

- Given the high motivation of boys to perform complex learning tasks in ensuring academic activity, it is advisable to conduct trainings on the formation of behavioral strategies. A characteristic feature of the study of different motivational indicators of students with different academic outcomes is that the self-control and emotional willpower of students with high internal motivation is considered stable. In students with high external motivation, perseverance is clearly expressed.

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