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**DEPENDENCE OF THE EDUCATIONAL PROCESS ON  
MOTIVATIONAL FACTORS**

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**Annotation**

The article analyzes the dependence of the educational process on motivational factors, the process of students' assimilation of knowledge of science, their dependence on personal characteristics, interests, feelings, volitional qualities, along with cognitive factors that affect their activities.

**Keywords:** motivation, understanding, educational activity, cognitive, avotonomy, psychological calm, Information, interest, will.

**Introduction**

The process of students' mastery of science-related knowledge depends on personal characteristics, interests, feelings, volitional qualities, in addition to cognitive factors that affect their activities. The occupation of motivational content of the listed qualities is important in educational activities. The motivational qualities formed in the student increase their interest in learning the basics of Science, which, of course, not only increases the effectiveness of all cognitive processes, but also saves the time spent studying this discipline.

Theoretically, according to the idea of the existence of affective-cognitive processes, four types of motivation are distinguished: intention (emotional response to need), emotions (emotional response to a situation with a flexible character), affective-cognitive interaction (the emergence of emotions in the presence of experience and knowledge) and affective-cognitive structures (the reappearance of influence in the presence of Within the listed types of motivation, the fourth type is important in educational activities and is manifested in the creative activity of those who receive education.

Russian psychologists have studied the role of cognitive knowledge and teaching methods in the process of developing students' interest in science. In particular, L.I. In his research, Bojovich described the influence of teaching methods and content on the formation of motivation [1; 36-p]. L.K. In the

process of teaching, Zolotikh formed the educational and knowledge motives of schoolchildren by the method of rising from the abstract to the concrete. L.I. In the research conducted by Tigranova, when studying the formation of concepts in physics in the sixth grade, he emphasized the emotional and personal attitude to the acquired concepts: in order to integrate the concepts into a personal associative series, the characteristics of the acquired concepts should be important, important for the student. if not, it loses its importance [2; p. 84].

It is the stimulation of motivation that increases the student's desire to gain deep knowledge. Recognizing the role of motivation in education as the main link of educational activity, researchers identified its various classifications. R.S. Nemov points out that there are relevant and irrelevant motivations for education. The first type of motivation is related to the student's direct interest in acquired knowledge, while the second type is based on the desires that "force" a person to acquire knowledge indirectly. Often, this division of motivation is manifested in terms of internal and external motivation, which undoubtedly affects the result of education. In the presence of internal motivation, there is a more successful learning of the educational program, learning of effective terms, learning of theoretical material and significant improvement of mnemonic processes. Internal motives are recognized by many authors (N. Yu. Voronkova, A. K. Markova, S. A. Pakulina, B. A. Sosnovsky) as the most important, that is, aimed at conscious, professional development and self-development [5; 608-b]. Pedagogical psychology, in addition to studying and describing the motivation of students' educational activities, issues of its development and variety of types are raised. A.K. Markova revealed the following levels of educational motivation development [4; 190-b]: 1) negative attitude towards the teacher, 2) neutral attitude towards learning, 3) positive but amorphous attitude towards learning, 4) positive attitude towards learning, 5) creative attitude towards learning, 6 ) personal, responsible, active attitude to learning.

The results of the research on educational motivation undoubtedly make an important contribution to the practical side of the organization of educational activities, but for us, the formation of internal educational motivation is not automatically provided and it is not only with didactic technologies and the created environment. interdependence, but also related to other personal characteristics of students.

In today's researches, the role of motivation in students' acquisition of the necessary information and system of scientific concepts in academic subjects is evaluated in different ways. These general trends mean that it is expedient to determine the specific motivation for continuing scientific research and mastering the system of scientific concepts among students of various specialties during professional education.

According to psychological research, professional self-awareness, which is an internal condition for students to actively, successfully and effectively learn educational information, can be considered as their internal motivation. T.D. Dubovitskaya stated that the level of professional direction affects "diligence and success in acquiring a profession, the student's activity in learning during his studies, after graduation and his activity in finding a job" [48, p. 83]. Many authors emphasize the crisis of the third year, during which there is a decrease in the academic activity of students, which is associated with difficulties in the formation of professional qualities [3; 133-b].

Currently, professional self-awareness is understood as the product of determining one's professional path, it is expressed through the symbol of "I", it is the result of the purposeful activity of the subject within the framework of education and professional activity, and its importance is understood. and it is described as a means of meeting one's own needs.

At the same time, it is important to distinguish between the concepts of professional self-awareness of a specialist and professional self-awareness of a student, because full identification with representatives of a certain profession occurs only as a result of professional activity. ``may be, and students have only ideas about professional activity. During the period of studying at the university, the student's professional self-awareness, formation of ideas about his future profession and readiness to choose a profession are important.

The research carried out by U.S. Rodigina investigated the characteristics of professional self-awareness of future psychologists. Their professional self-awareness has an active and potential nature, as it develops in the process of educational and professional activity. This helps to successfully acquire professional information, but by the end of the study, only 38% of students have a high level of professional identity. [122; 34-p].

Foreign researchers pay attention to the development of professional self-awareness as the most important psychological factor in educational activities.

They emphasize that the success of teaching depends on the formation of scientific interests and educational aspirations of future specialists [195; 220-b]. In modern foreign studies, the concepts of professional identity and academic identification are distinguished. Academic self-awareness during study is a central area for the self-view system, which is the psychological (e.g. self-evaluation) and emotional (e.g. , care) describes the aspects. Academic self-awareness is an important part of teaching and it, together with motivation, increases the interaction in education and the mastery rate [3; 133-b].

According to E.P.Ermolaeva's research, professional self-awareness is the most important factor of psychological peace of a person, because it provides a sense of stability and self-confidence in the surrounding world. The phenomenon of psychological calm began to attract researchers from the middle of the 20th century. This term was first introduced into the science of psychology by N. Bradburn, who describes it as a balance achieved as a result of the constant interaction of two types of strong excitement - positive and negative. A similar point of view is observed in the studies of E. Diener, who proposed the concept of "subjective peace of mind" and added the cognitive assessment of life satisfaction to the emotional components of Bradburn's "psychological peace of mind".

The theory of self-determination by R. Ryan and E. Deacy consists of three components: the need for autonomy (perceiving one's own behavior as consistent with one's internal values and desires), competence (knowing one's environment and activities in it`absorption) and contact with others (striving for close relationships with other people) [6; 103-b].

The concept of "psychological calmness" is aimed at evaluating a person's own life from the point of view of positive activity, that is, choosing a method of action in relation to important objects of reality. The American psychologist K. Riff developed a six-component theory of psychological well-being, which includes the following "dimensions": "Control of the environment", "Autonomy", "Positive relations with others", "Purpose in life", "Self". Self-acceptance" and "Growth as a person".

According to the results of many studies, the psychological phenomena reflected in the dimensions included in the six-component theory of K. Riff are characteristic of the overall personality formation. They directly or indirectly have a positive effect on improving the quality of assimilation of educational

information. The integrity of the person affects the entire educational process and the assimilation of information.

In order to master the theoretical information, it is important to understand the mastery, independence and importance of the studied information, as shown above. A. Lenge's existential theory includes the components of responsibility and freedom in making decisions. According to this theory, a person should have responsibility and freedom to consciously choose his future profession. Attention to expanding the boundaries of one's worldview helps to master the terminology of various scientific fields. Readiness for independent, conscious work is a characteristic of a whole person who is ready to set a goal and is in harmony with himself [4; 608-b].

A study conducted by Spanish psychologists showed that autonomy has a positive effect on the satisfaction of the student's psychological needs, academic motivation and professional similarity. Personal independence, according to L.A. Rostovetskaya, is "an integrator of the mind, abilities, will and character of a person." Psychological research conducted in Russia and America confirmed the assumption of the role of autonomy as a source of internal educational motivation. The presence of responsibility, empathy and willingness to help increases motivation to achieve success and helps to choose a profession more wisely [6; 103-b].

Motivation is the central link of any activity, but since this research examines the result of learning information, it is important to determine the motivations of students' educational activities. Educational activity at the university differs from school education in that it is professionally oriented, that is, the professional self-awareness of the student contributes positively to the result of assimilation of theoretical information. Due to the fact that the role of individual parameters of psychological and existential well-being of students in improving educational results during the student period has not been sufficiently studied, we assumed that such deep personal characteristics undoubtedly affect the result of learning theoretical information. The analysis of the literature on the research problem determined the choice of methods of studying the identified psychological characteristics of students.

Thus, in the process of analyzing special psychological literature, the formation of cognitive, motivational, professional and personal characteristics in students plays an important role in their acquisition of scientific and professional



terminology. Among the cognitive processes, the characteristics of mental activity (thinking styles) can play the most important role in mastering the scientific and professional terminology of the academic discipline, because during the student period, the formation of thinking increases, and therefore certain concepts prevail.

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