



## INDIVIDUAL-TYOLOGICAL FEATURES AND MOTIVATION OF STUDENTS AS A FACTOR OF SUCCESS TEACHINGS

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**ABSTRACT:** - Individual differences are manifold. Of particular importance among them in the learning process are those that are due to the general type of the nervous system. Individual characteristics, depending on the type of nervous system, are very stable in nature, since they are determined by hereditary inclinations. Therefore, unlike abilities, the teacher's task here is not to change and develop properties of a general type, using a certain teaching method, but to individualize the teaching method in relation to properties of a general type and achieve the same efficiency. with different typological features.

**KEYWORDS:** Motivation, student, learning success, individual typological features.

### INTRODUCTION

By the mid-30s, I.P. Pavlov and his students developed a theory according to which the excitatory and inhibitory processes are characterized by three main properties: strength, mobility, balance, the level of which is reflected in the individual characteristics of

the higher nervous activity of a person and animals [1].

The theory of the properties of the nervous system was further developed in the works of the school of B.M. Teplov and V.D. Nebylitsyn [2; 3; 4; 5], as well as in the works of the Laboratory of Physiology of Higher Nervous

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Activity of a Human at the Institute of Physiology named after V.I. Bogomolets.

The following properties of the nervous system have been identified: strength, mobility, and the ability to concentrate excitatory and inhibitory processes.

Personality is a specifically human psychological formation. And as such, it is determined by human-specific social relations.

## THE MAIN RESULTS AND FINDINGS

Different Soviet authors reveal the psychological content of the concept of personality relation in different ways. In our study, we will proceed from an understanding that is very close to the views of V.N. Myasishchev [6]. The personality relationship has two aspects. They express how a person experiences and realizes certain aspects of reality - society, labor, collective; and from this side, the relationship characterizes the emotional-cognitive sphere of consciousness. At the same time, the attitude of the individual is an active impulse to the corresponding actions and deeds, and from this side they characterize the motivational-volitional side of consciousness.

Personality relations differ from motives of need origin and situational motives by generalization [7]. Each relation of personality is a highly generalized active relation to reality [8]. Therefore, it characterizes the life position of a person. Being broadly generalized, the attitude of the individual contains a whole system of more particular motives. It depends on the correlation of these motives and itself, in turn, affects to a greater or lesser extent each particular motive.

Personal relations are carried out through specific individual modes of action in which character properties are manifested. In contrast to operations, modes of action, as well as the personality relations that

determine them, are of a generalizing nature. In contrast to personality relations and motives, modes of action can be designated as stylistic properties [9]. Relationships of the individual, ultimately, determine its self-consciousness - the construction of "I", self-esteem, self-knowledge.

Among the formal-dynamic properties of personality, V.S. Merlin refers to the properties of temperament - emotional excitability, emotional stability, the predominant modality of emotions, reactivity, activity, etc. Formal-dynamic properties are multi-valuedly determined by the individual properties of the nervous system [10]. Various systems of these properties form types of temperament, which are homomorphic to the general types of the nervous system. Although the properties of temperament are formally dynamic, the concept of a psychodynamic property is much broader than the concept of a property of temperament. V.S. Merlin understands psychodynamic properties as individual properties that determine the dynamics of mental activity in terms of speed, intensity of the "vector" and form systems (types) that are homomorphic to the general types of the nervous system [10]. Psychodynamic properties are activity, reactivity [2], as well as features that characterize the dynamics of individual mental processes, such as the speed of sensation, perception, reproduction, quickness of mind [11]. V.S. Merlin also refers to individual psychodynamic properties those in which the focus on a specific situation is expressed, for example, extraversion - introversion, understood as a subjective or objectifying orientation, anxiety - as the expectation of a threatening situation, extrapunitiveness - as the orientation of reactions in frustrating situation [10].

In (foreign psychology, the most common view of psychodynamic properties as personality

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properties. Some authors believe that they determine all other personality properties and characterize the type of personality in their ratio. For example, G. Eysenck puts the ratio as the basis of personality typology three psychodynamic properties: extraversion-introversion, neuroticism (emotional stability) and psychotism (degree of reactivity). Since psychodynamic properties are genetically and constitutionally determined, it follows that all personality traits, according to G. Eysenck, starting from attitudes, traits of character and ending with social attitudes, political beliefs, are genetically and constitutionally determined. [12. 13].

W. Sheldon's temperament properties are not identified with personality properties, but are understood as a certain level of personality: "... higher than physiological functions and lower than acquired ones, attitudes and beliefs" [14]. But the theoretical meaning of his concept remains the same as that of G. Eysenck, since the lowest level includes such manifestations of attitudes towards people as "indifferent courtesy", "orientation towards people" in cerebrotonics or "tendency to dominate", "competitive aggressiveness" - in somatotonics.

R. Kettell believes that psycho-dynamic properties are just one of many factors that determine the structure of a personality. [12]. In his multifactorial concept of personality, in almost all the symptom complexes of personality traits, or factors, he singled out, psychodynamic properties are also contained as components. So, in factor A - emotional expressiveness or restraint, in factor H - reactivity and impulsiveness, etc. In addition to psychodynamic, each factor has many motivational properties that also determine the structure of the symptom complex. Unlike G. Eysenck, R. Cattell's psychodynamic properties, or temperament properties, act as conditions of the same order as motivational

ones. The type of connection of personality properties with psychodynamic properties is the same as with motivational ones.

In R. Cattell's factors, some components correspond to personality relationships, others to stylistic properties, and others to self-awareness. The type of connection of all these properties with each other is the same as with psychodynamic properties. Since motivational properties, according to R. Ketell, have both hereditary and acquired origin, he concludes that personality is made up of hereditary and acquired factors [10].

In foreign psychology, there is also an opposite tendency - to ignore the role of temperament properties in the development and structure of personality. This trend is expressed in the personalistic and humanistic theories of G. Allport [5], A. Maslow [9]. In their concepts, personality is characterized only by motivational properties and all derivatives of them - stylistic [8], superneeds [12]. The properties of temperament act as expressive manifestations of personality traits (G. Allport, A. Maslow) and as the soil on which personality develops. G. Allport designated temperament as "a series of raw material from which the character is formed" [8]. Temperament does not determine personality traits.

Domestic psychology, in contrast to foreign psychology, singles out as the core of a personality that characterizes its essence, a system of relations, or attitudes that determine its direction, an active life position, at the same time socially determined. Temperament, in accordance with the teachings of I.P. Pavlov, is understood as due to the properties of the general type of the nervous system [10].

Since the essence of a personality is characterized by its orientation, some domestic psychologists evaluate the

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properties of temperament as less significant for characterizing a personality. A.N. Leontiev, based on the principle of social determination of personality, argues that the properties of an individual (including temperament), taken by themselves, do not give rise to personality properties [69]. It is understood that the properties of temperament are indifferent to the characteristics of the personality.

In the school of B.M. Teplov and V.D. Nebylitsyna, proceeding from the same premise about the different determination of the orientation of the personality and the properties of temperament, they argue that the properties of temperament, in contrast to the orientation of the personality, are indifferent to its social value. Thus, the properties of temperament are considered on their own, without connection with the properties of the personality [9; ten].

S.L. Rubinshtein [6] and V.N. Myasishchev [9], relying on the same assumptions about the social determination of the personality, attribute the properties of temperament to the properties of the personality that characterize its dynamic side. Based on this, they argue, however, that the properties of temperament are determined not only by the properties of the general type of the nervous system, but also by the content characteristic of the personality. Therefore, with the same property of the nervous system, one can observe various manifestations of temperament, depending on the relationship of the personality.

Some scientists (B.G. Ananiev [1], A.G. Kovalev [7], K.K. Platonov [10]) consider the properties of temperament both as one of the areas of personality properties and as its natural basis. In this case, the ratio of the physiological and socially conditioned in a person is understood as the ratio of the degree of influence and the degree of social significance

of both. Social relations determine the development of the most socially significant properties of the personality, its other relations and orientation. or to a lesser extent, weaken or strengthen the development of certain personality traits, but not predetermine them. In this approach, socially and physiologically determined properties are outwardly opposed to each other.

V.S. Merlin believes that if the properties of temperament and the properties of personality are subject to different laws, then from the point of view of the theory of integral individuality, the connection between them should be "many-valued and therefore not direct, but indirect." Moreover, the wider the many-valued connections, the wider the compensatory relationships between psychodynamic properties.

Comparing different points of view on the relationship between the properties of temperament and character in domestic and foreign psychology, we can conclude that there is some general paradigm. It is assumed that if there is any relationship between the properties of personality and temperament, then this relationship is direct. If there is no such dependence, it is considered that there is no connection between these properties at all. Sometimes it is believed that this connection is purely formal and does not have any relation to the content of the personality.

In our study, we will proceed from the fact that there is a deep inner connection between the properties of temperament and the properties of personality, in particular, motives. There is also a connection between the influence of temperament and the influence of motives on activity. The degree of activity of the motive itself depends on the properties of temperament [8].

The activity of a motive is measured by two values: 1) the degree of need, deprivation or

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lack of something; 2) the extent to which the activity improves or worsens under its influence.

The dependence of the strength of the motive on the properties of temperament was established in the work of V.I. Kovalev. The degree of restraint of teenage students was compared when listening to an interesting and uninteresting story. In pupils who were not balanced in terms of the strength of the nervous system, with an interesting story, manifestations of incontinence decreased by 60%, while in balanced ones they decreased only by 40%. Consequently, a greater degree of interest was effective in the unbalanced than in the balanced.

M.R. Syrneva [12] compared the differences in the speed of learning and in the number of memorized foreign words, with high active motivation among students of the Faculty of Foreign Languages and with low active motivation among students of other faculties. Students with a weak nervous system showed a significant improvement in memorization under the influence of a strong motive. In students with a strong nervous system, this effect was not statistically significant. The influence of a stronger motive on the degree of fatigue was more significant in subjects with a weak nervous system than in those with a strong one [82]. Thus, we can conclude that the degree of influence of the strength of the motive on the success of the activity, *ceteris paribus*, depends on the properties of temperament. In subjects with a weak and unbalanced nervous system, strengthening the motive is more effective. This can be explained by the fact that the weak and unbalanced have a higher emotional excitability. The same instruction causes a stronger emotion in the weak than in the strong. But since the emotional state is a source of energy for the motive, its effectiveness increases significantly.

This means that people with a weak, unbalanced nervous system much more than strong and balanced people need external stimulation of their motives when it is necessary to increase the efficiency of their activities.

Another dynamic property of the motive is the degree of excitability, which is characterized by the shortest duration of the situation in which the motive arises. The degree of stability of the motive is characterized by the duration of the improvement of activity under the influence of this motive.

So, when praise or blame is repeated, changes in activity in subjects with a weak nervous system occur earlier than in subjects with a strong nervous system. Consequently, the excitability of these motives is higher. Conversely, the duration of the change in activity under the influence of these motives is shorter for the weak than for the strong. Consequently, the subjects of the weak type of the nervous system are less stable motives. Thus, it is also found here that people with a weak nervous system, much more than strong ones, need re-stimulation of positive motives for activity.

Not only the dynamic properties of motives of different content depend on temperament, but also the predominant activity of motives of a specific content. This dependence is indirect and mediated.

One of the properties of temperament, on which the predominant activity of a certain motive depends, is anxiety. Anxious people have a more pronounced desire to avoid failure, while non-anxious people have a desire to achieve success [1]. As a result, task-anxious individuals are more likely to be guided by a possible assessment of their personality ("I-oriented"), by how they are thought of. Meanwhile, those who are not anxious are more inclined to be guided by the

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objective results of work by “what will happen” (“task orientation”). Under the influence of censure in subjects with a weak nervous system, more than in strong ones, control over activity is enhanced [11].

In the study by I.M. Gorodetskaya [4], the subjects were anxious children (examined, according to the method of D. Taylor), who also showed anxiety of expectations when communicating with their peers. Despite the presence of play motives, these children, due to their inherent anxiety, showed difficulties in play communication and low activity in collective role-playing games.

Another property of temperament, on which the predominant activity of motives of a certain specific content depends, is extraversion - introversion. Extroverts have a more active motive for communication than introverts.

In a study by L.K. Zolotykh [9] teachers found a connection between extraversion and introversion, with the ratio of rewards and punishments they use, and with an authoritarian attitude in pedagogical work.

Not one, but several motives, different in content, depend on the same property of temperament [10]. So, extraversion - introversion is associated not only with sociability-isolation, but also with criticism in relation to other people and with self-criticism. Rigidity is associated not only with the motive of achievement, but also with isolation.

At the same time, motives that depend on the same property of temperament are not always inherent in the same people. This happens because from several different motives depending on the same property of temperament, only one arises for the development of which there are favorable social and educational conditions.

The dependence of the activity of certain motives on temperament speaks of a certain tendency that can be overcome under the influence of other more significant conditions associated with social life and education.

Another characteristic of individual characteristics is interhemispheric functional asymmetry.

Functional asymmetry and specialization of the hemispheres is a unique feature of the human brain that arose in anthropogenesis in connection with the appearance of speech and right-handedness.

Such global processes as speech, thinking, work, planning (of the future), conscious activity to a greater extent (as it is believed) are under the control of the left hemisphere. In contrast, the right hemisphere is responsible for the processes of imaginative perception, spontaneous (more often "biological", hereditarily programmed) responses, adaptation to the environment as a whole, for creative decisions, for subconscious processes and orientation to the past. The right hemisphere processes information in parallel, holistically, the left - sequentially, block by block, symbolically. At the same time, each hemisphere can perform the functions of the other, although less efficiently, but, working together, they seem to be polarized and in turn supply each other with information for more complex, high-quality processing. Each person has a unique set of "asymmetries" that.

The main prerequisites for putting forward hypotheses were the provisions of V.G. Leontiev that academic performance is determined not only by educational, but also by personal motivation. Also, his position that there is an energy component and orientation in the motive, which affect academic performance in different ways [70]. The theoretical provisions of B.G. Ananiev [5], P.V.

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Simonov [12] on the relationship between mental components and motivation of behavior were also taken into account (unsatisfied needs lead to tension). The work of MN Rusalov [11] on the relationship of temperament, motivation and intelligence, the main idea of which is that temperament affects intelligence through motivation. Also, the provisions that have been actively developed recently at the Department of Psychophysiology and Clinical Psychology of the Faculty of Psychology of Rostov State University under the leadership of P.N. Ermakov on the relationship between hemispheric asymmetry and mental states.

The study of psychophysiological factors influencing the motivation of educational activity seems to us the most promising, since their timely diagnosis and consideration allow us to find optimal methods of psychological and pedagogical influence in order to increase the motivation for learning.

Timely diagnosis of these parameters in students will largely remove the problems of dropouts at the university.

## CONCLUSION

The considered researches show that only potencies (abilities, working capacity, resistance to stress) are not enough for effective development of young specialists. Needs, motives, interests, relationships largely determine the success of a student's educational activities. Based on this, it can be concluded that both the level of motivation and its orientation significantly affect the development of the subject of educational activity. A high level of motivation to acquire knowledge and master a profession is the key to high student achievement.

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