



THEORETICAL PRINCIPLES OF FORMING LEARNING MOTIVATION IN STUDENTS

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ABSTRACT: - The article reveals the specifics of achieving educational achievements based on the formation of positive motivation of students for educational activities. Theoretical and practical views on the motives of learning in the educational process are expressed.

KEYWORDS: Student, motive, educational activity, pedagogical state, pedagogical phenomenon.

INTRODUCTION

School education today represents the longest stage of human education and is one of the decisive factors for both individual success and the long-term development of the entire country. The decree of the President of the Republic of Uzbekistan dated April 29, 2019 "On approval of the concept of development of the public education system of the Republic of Uzbekistan until 2030" No. PF-5712 stipulates that graduates of the school education system should have qualities such as initiative, mobility and constructiveness [1]. In fact, the need for lifelong self-education, the ability to make independent decisions, and the realization of the need to use the latest

technologies in practice is the need of the hour.

The process of acquisition of "new century skills" by students can be successful only with active independent activity of young people, including acquisition of communicative competence.

Introducing the qualities of a cultured person required by modern social reality into the updated content of general secondary education restores the practical direction of school policy and requires a new approach to the nature and structure of pedagogical interactions from the subjects of the educational process.

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Forming positive motivation of students for educational activities is one of the main tasks of the education system, which is reflected in the target program for the development of the public education system until 2030.

Today, the following were developed and approved for general education institutions that will be implemented in our country according to model projects within the framework of the "Modern School" national educational initiative project, taking into account advanced international experience:

special education standards and programs of teaching;

special requirements for the organization of the educational process;

list of adapted educational literature;

the procedure for evaluating general education institutions in order to determine the appropriate level [2].

The change of priorities in the national education system, the search for the conditions of subject-subject interaction of the participants of the pedagogical process sets the most important task of developing positive and stable motivation of students. With the increasing interest in the subjective component of the educational process based on the new educational strategy based on the competence approach, the attitude towards the educational result and the process of determining the student's personal destiny has changed.

METHODS

R. Safarova, D. Temirov, S. Babajanova, Sh.S. Sharipov, B. Ziyomukhammadov, M. Ochilov, Pedagogical aspects of the social motive in the development of students' outlook and culture. N. Muslimov, the didactic possibilities of educational motive in the development of social activity and creativity in students were

researched in the scientific researches of the leading scientists of our country, such as O. Musurmonova, E. Goziev, B. Adizov, S.Davletshin, U.Mahkamov, M. Abdullaeva [3].

I.Plodlasy, A.T.Tsvetkova, G.A.Bokareva, V.S.Ilyga, Z.P.Shabalina, G.I. social-psychological issues of communicative competence and communication are highlighted in Shchukina's research work [4].

DISCUSSION

The analysis of philosophical and psychological-pedagogical literature, the study of the experience of schools revealed the following contradictions:

the orientation of the participants of the pedagogical process of the modern local school to the subject-subject relationship and the manifestation of positive stable motivation for the educational activity of the students in the midst of the social phenomenon, many manifestations of the spontaneous motivation for the educational activity of the students;

lack of demand for students with positive stable motivation and programs for forming positive stable motivation;

the absence of a model in the real conditions of school pedagogical practice, orienting teachers to the individual-oriented and systematic activity of teaching schoolchildren in the educational process.

These contradictions determined the research problem, the essence of which is to develop the model and determine the conditions that ensure the effectiveness of its implementation.

Theoretical studies and school experience developed to date show that motivation is a variety of motives, motives, needs, interests, aspirations, goals, aspirations, motivational attitudes or inclinations, ideals, etc. the broad

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meaning refers to the definition of behavior in general. Studying and summarizing the conclusions about the nature of positive sustainable motivation available in psychological and pedagogical research made it possible to form the basic definition used in the research process [5].

Positive stable motivation is a set of motivations that determines the student's active, personal biased attitude to learning, mastering the generalized methods of solving it, and ensures the relative continuity of effective actions aimed at regulating the satisfaction of his needs and interests.

The analysis of the essence and main factors determining the manifestation of positive sustainable motivation in middle classes allows us to confirm the following:

educational motivation as a specific motivation is characterized by a complex structure, one of its forms is the structure of internal and external motivation;

important features such as the stability of positive motivation, the level of intellectual development and the nature of educational activities;

The main factors preventing the manifestation of positive motivation are: failure avoidance, personal anxiety, low evaluation, external attribution;

the main determinants of a person's educational activity are achievement motivation and some characteristics of the person, first of all, autonomy;

positive sustainable motivation is determined by several factors specific to this activity. Firstly, it is related to the structure of the educational system and the type of educational institution, in this case, the school where educational activities are carried out; secondly, organization of the educational

process; thirdly, the subjective characteristics of the student (age, intellectual development, abilities, level of aspirations, self-esteem, his interaction with other students, etc.); fourth, the subjective characteristics of the teacher's interaction with schoolchildren and, first of all, the system of his relationship with the student;

Positive stable motivation, like any other type, is characterized by direction, stability and dynamics of manifestation in educational activities.

Taking into account the above rules allows the pedagogical team of the school to perform an important and complex task - to form a positive and stable motivation for the educational activity of high school students.

The educational process of the school affects the formation of positive motivation through the organization of group forms of students, which contributes to the socialization of their personality, which does not have enough influence on the children of families and households, which directs them to the formation of motivation for success, including educational activities [6].

This fact requires the development and implementation of a model for the formation of positive and stable motivation for the educational activities of schoolchildren.

The developed model of formation of positive and stable motivation for educational activities in the process of teaching at school is based on the following principles: scientific and systematic, subjective; consciousness, activity and independence; development and activity, practical direction; collectivity; reflection

The mechanism of formation of positive and stable motivation of educational activities in the school educational process consists of the main stages: setting goals, determining the

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structure of educational activities, operational-cognitive, reasonable selection of organizational forms of work, activity-operational, reflection, evaluation of adolescents' activities [7].

We considered group activity of students as a set of cases of pedagogical support of students' activities, in which positive stable motivation of students to study is not only formed, but also manifests itself. The formation of positive motivation for educational activities is determined on personal achievements. For all three components of positive stable motivation for educational activity, differences in the manifestation of positive stable motivation of students for educational activity were found in the experimental and control groups of schools;

When comparing the test results of students in the control and experimental groups, it should be noted that there are significant differences between them in the manifestation of low and medium levels of internal motivation. In the control group, there is usually a low level and less average level for the types of activities offered to students during the learning process.

Positive stable motivation for educational activity is determined by a number of specific factors for this activity: the educational system itself, in this case, the school institution; organization of the educational process; subjective characteristics of the student (age, intellectual development, ability, level of aspirations, self-esteem, his interaction with other students, etc.); subjective characteristics of the teacher's interaction with schoolchildren.

CLEAR CONCLUSIONS AND PRACTICAL SUGGESTIONS. The formation of positive stable personal motivation is a complex and long-term process of active interaction

between the teacher and students under certain conditions, which helps to transfer the external motivation of students to an internal state: involving students in real practical activities. group activities; use of active teaching methods that contribute to the development of interests for positive emotional experiences in the lesson; the increased need for students to work on themselves.

In conclusion, as a result of the implementation of positive stable motivation for educational activities in the educational process at school, positive stable motivation for educational activities due to the need in high school students: intellectual self-awareness in the classroom, skills and competences of educational activities in a group, readiness for self-assessment of abilities, satisfaction with activities and the level of success in the classroom depends.

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