



PEDAGOGICAL AND PSYCHOLOGICAL INTERPRETATION OF ACADEMIC MOTIVATION

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ABSTRACT

This article highlights the essence of theories on motive and motivation.

KEYWORDS: motive, motivation, academic motivation.

INTRODUCTION

The social behavior and conduct of an individual in society, as well as their position, do not occur spontaneously or without cause. In psychology, the concepts of "motive" and "motivation" are used to explain the implementation of activity and individual behavior.

The term "motivation" was first introduced by A. Schopenhauer in his article "The Fourfold Root of the Principle of Sufficient Reason" (1900-1910). Later, this term became firmly established in psychological use to explain the causes of human behavior. In modern psychology, while there are similarities in general approaches to understanding motive, there are significant differences in the details and specific features of defining this concept. In fact, the very definition of the term "motive" raises certain scientific issues [1].

The concept of "motivation" carries a broader meaning and scope than "motive." Motivation refers to the set of psychological reasons explaining human behavior, its connections, orientation, and activity. This concept is used when it is necessary to explain a person's behavior, answering questions such as "why?", "for what reason?", "for what purpose?", "for whose benefit?" Thus, it involves searching for the motives underlying behavior, leading to an understanding of the motivational classification of actions [2].

A motive (Latin moveo, movere—to move, activate, push) is the driving force behind human actions and deeds. A motive is also understood as a conscious need that initiates activity and determines its direction. Accordingly, motivation refers to the mental processes that prompt actions, defining an individual's activities and directing them towards achieving planned results [3].

Although the topics of motive and motivation have been repeatedly addressed in psychological literature, especially in sources related to developmental and pedagogical psychology, they have not been fully explored. For example, some psychologists note that certain situational tendencies in preschool age gradually transform into systems of specific motives. However, this perspective has not been thoroughly studied. Consequently, the concepts of motive and motivation have been interpreted in various ways in literature and research conducted by psychologists.

Russian psychologists such as B.G. Ananyev, V.G. Aseev, L.I. Bozhovich, E.A. Butuzova, V.V. Davydov, D.B. Elkonin, N.E. Efimova, P.Ya. Galperin, V.I. Kovalyov, N.S. Kiseleva, K.S. Kozlyakov, B.F. Lomov, A.N. Leontiev, A.K. Markova, M.V. Matyukhina, M.Sh. Magomed-Eminov, S.L.

Rubinstein, D.N. Uznadze, L.S. Vygotsky, P.M. Yakobson, A.I. Zelichenko, A.V. Zaporozhets, A.G. Shmelev, and others have addressed these topics in their research [4] [5].

Scholars have provided various definitions of the term "motive." For instance, according to L.S. Vygotsky, an individual operates not at the level of fully developed capabilities but rather at the level of tendencies striving for development. These tendencies shape their future. The thinking process of elementary school students undergoes significant changes during the educational process. As Vygotsky noted, perception and memory undergo a certain development path before the initial stage of school education. During the elementary school period, intellect and reasoning develop rapidly. The evolution of thinking transforms perception and memory into processes that are voluntary and controlled.

L.S. Vygotsky emphasized that elementary school students begin their educational journey with a concept of intellect that is weaker than their functions of perception and memory. However, intellect evolves to a degree that perception and memory do not experience. In this regard, the stimulating role of the content and motives of education, as well as the organizational skill of the teacher in managing the educational process, becomes evident. Research shows that when the learning process is organized and its content adapted, elementary school students' thinking can develop diverse characteristics. Students develop an interest in the subject, strive to learn methods for solving problems, and are eager to overcome achievable challenges. Thus, the educational process appears not as an obligation but as an enjoyable activity, a triumphant journey from ignorance to knowledge [6].

B.F. Lomov often does not distinguish between the concepts of "motive" and "stimulus." However, these concepts are not identical. A form of labor stimulation or any kind of incentive becomes a driving force only when it transforms into a motive. While the general rule of motives being linked to "needs" is largely undisputed, there are occasional inconsistencies. Ideals, interests, beliefs, social relationships, and values can also act as motives, yet underlying all these reasons are the varied needs of an individual, from basic biological needs to higher social ones [7].

According to S.L. Rubinstein, a motive is the experience and satisfaction of a need, while motivation is the determination carried out through the psyche. Motivation is broadly considered the complex and multi-faceted driver of human life, behavior, and activity.

Motivation is a sophisticated, multi-level system that encompasses needs, motives, interests, ideals, aspirations, attitudes, emotions, norms, values, and more. It is a complex structure—a mixture of driving forces that manifest as inclinations, goals, and ideas, directly determining and managing human activity. Motivation is the set of reasons that incites an individual to active engagement [8].

V.S. Merlin elaborates on certain aspects of motivational systems. He envisions the formation of motivational systems as follows: "various motives gradually become interconnected and subordinate, eventually forming an integral system of motives." According to Merlin, the formation of a motivational system requires not only the stability of motives but also their awareness. Thus, Merlin considers motivational systems to be an interconnected and hierarchical set of motives that form a unified whole. However, despite highlighting some crucial aspects of motivational systems, Merlin did not explore the systematic relationships between motives or the problem of motivational systems in relation to performance [9].

In conclusion, we reviewed various perspectives on the motivational sphere of the individual and the reflection of systemic approaches within these perspectives. These views have become an integral part of contemporary research on motivation. As highlighted, psychologists note various aspects of the systemic nature of motivation. At present, representations of motivational mechanisms based on systemic approaches are being studied in different directions. However, all research can be united around the common theme of exploring the meaning-making connections and relationships between motivational phenomena.

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