

ABOUT THE PROBLEM OF MOTIVATION OF EDUCATIONAL ACTIVITY OF STUDENTS IN THE CONDITIONS OF EDUCATION IN THE UNIVERSITY

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Abstract: *the article discusses the features of motivation of educational activities. Highlighted the problem of motivation to study at the university. Ways of increasing the level of academic motivation in the context of higher education reform are outlined.*

Keywords: *learning activities, learning motivation, higher education, learning process at a university, higher education.*

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One of the ways to improve the system of higher education is associated with the use of the results of psychological and pedagogical research of the motivation of students' learning activities, identifying patterns of formation and manifestation of motivational barriers that arise in the process of learning at the university. In a teacher's mind, motivated students are usually those who participate actively in class, express interest in the subject matter, and study a great deal¹.

In modern psychological and pedagogical literature, the term "motivation" is used as a general designation for processes, methods, means and forms of encouraging students to cognitive activity, to master the content of education [1, p. 96]. Motivation is the main driving force in the behavior and human activities, including the formation of the future professional in the conditions of university education. It is the presence of motivation that explains the purposefulness of the actions performed, the organization and sustainability of the holistic activities implemented in accordance with the goal.

The basis for motivation is motives that are made up of specific motives, incentives, needs, interests, ideals and attitudes, forcing the person to act and perform actions. It should be noted that the motive, in contrast to motivation, is a stable personal property of the individual himself, belongs to the subject of behavior, from the inside prompting him to perform certain actions. Complex dynamic systems, denoted by the term "motive", underlie the choice of actions

¹ ¹ Nuriddinova Yo. The assistant Learner motivation and interest in language learning. International conference., 2016, p.436.

and decision-making, affect the analysis and evaluation of the choice made [3, p. 12].

Exploring the problems of motivation of educational activities, it is necessary to take into account that the concept of motive is directly related to such categories as need, desire, desire, need, purpose, and a number of other concepts that do not have unambiguous interpretations in science and practice. As a result of the interaction of these concepts, a category is formed called the motivational sphere of the personality.

Elementary grammatical images, understandable to everyone, can in a certain way link other words and create more complex sentences, while remaining their core. This form and sequence of assimilation of semantic structures is able to maintain the continuity of the formation of new and more complex ideas. This ensures the conditions for the actual mastery of the dynamics of the expressive means of the language being studied.

This method allows you to see the English grammar in a new light, which significantly increases the productivity of the learning process, activates the intellectual activity of each participant and stimulates the search for their own expressive solutions, and also creates individual conditions for speech activity.

Learning motivation of students in high school can be considered as a private type of motivation, emerging in the process of educational activities. With this approach, the following general features specific to this type of motivation can be distinguished, affecting the features of the formation of motivation and arising in the process of university education.

First, learning motivation is directly related to the modern educational system, which has been frequently reformed in recent decades.

Secondly, the motivation is determined by the type, profile and originality of the educational institution, and it is influenced by the laws of the organization of the educational process at the university.

Thirdly, the formation of learning motivation is associated with the personal characteristics of the subjects of pedagogical interaction, both the teacher and students. Fourthly, the motivation is influenced by the peculiarities of the academic subject, the role assigned to the course being studied in the curriculum and its importance in shaping the professional skills of the future specialist.

The problems arising in educational activities are also affected by the hierarchy of the structure of the student's motivational sphere. According to A.K. Markova, the most essential in the motivational hierarchy are the need for learning, awareness of the meaning of learning new knowledge, the manifestation of emotions, attitudes to learning and cognitive interest [2, p. 56].

An important role in shaping the learning motivation of students in the context of reforming higher education and the emergence of new technical capabilities is given to the use of modern educational technologies.

The problem of learning motivation requires further research, since a decrease in the level of motivation leads to a weakening of cognitive interest, the

emergence of barriers to learning, prevents full personal development of university students, has a negative impact on general level of graduates.

References

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