

FEATURES OF STUDENT LEARNING MOTIVATION

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Abstract

The article describes the approaches to examining educational motivation, modern challenges, and issues related to learning motivation, and outlines the quantitative and qualitative indicators of educational quality.

Keywords: educational motivation, quantitative and qualitative indicators, international research, digital technologies.

Introduction

In many modern works, including presidential memoirs, political reforms, and strategies in education, the emphasis is placed on improving human potential and developing intellectual abilities as key factors for societal improvement [1]. Currently, numerous studies are conducted globally to determine literacy in reading, mathematics, and natural sciences. The results of these studies provide country rankings, which serve as a basis for decisions by ministries of culture and education to improve educational systems and processes. Quantitative data from these studies often fail to address the real reason behind effective and productive education, which lays the foundation for a successful society. Creative thinking, the ability to plan one's activities, and a readiness for self-education are reliable companions of highly motivated students. Therefore, this study considers learning motivation as a crucial factor for quality education.

Main Body

Learning motivation refers to a set of factors, conditions, and incentives aimed at certain aspects of learning activities. Nowadays, learning motivation faces several changes due to the development of information storms, digital technologies, and social networks. By stimulating educational activities, the teacher encourages students to show inner activity and to perceive the goals and objectives of learning as personally significant.

Learning motivation has been studied by L. I. Bozhovich, A. A. Verbitsky, E. P. Ilyin, T. A. Ilyina, A. K. Markova, G. I. Shchukina, among others. These authors have examined various aspects of motivation (conditions, levels, nature, development stages, quality of motives), but the main idea of all studies is the possibility of managing education at all stages by forming stable motivation. The motivational factor is as important as the intellectual factor in effective education. The significance of motivation for academic success establishes the principle of motivational support in the educational process. In many definitions, motivation is considered in relation to its energetic and substantive aspects. Foreign psychologists tend to understand



motivation as a full source of energetic activity. This viewpoint is characteristic of Z. Freud, Friyer, Brown, Farber, and others [2].

Main Body

Several approaches to understanding the main motives of educational activity exist. The first approach examines the motives for achieving success and avoiding failure (J. Atkinson). As a result of the development of this approach, the fear of failure in educational activities is measured through exam anxiety tests, and the tendency of motivation towards success is studied more deeply. Individuals with effective motivation for success are characterized by the following traits: striving to solve difficult tasks, perseverance, commitment to finishing what they start, and an unconventional response to failure. Representatives of the phenomenological approach highlight motives such as self-improvement, prestige, self-esteem, duty, well-being, cognition, communication, social, and competition motives [3].

One of the main tasks of educators is to understand how pedagogical situations related to educational activities are reflected in the minds of students, leading to the emergence of aspirations and incentives for acquiring and improving knowledge. Learning includes the process by which a person consistently and systematically acquires certain knowledge and skills, and it is characterized by various outcomes. There are several types of learning motivation. Learning motivation has a dual nature: it can arise either under the influence of family and the broader social environment or based on the student's own conscious desires and interests. All of these factors affect the student's motivation and learning motives. No activity can exist without motivation or direction. This was emphasized by B. F. Lomov, who wrote: "Motives and goals create a diverse 'vector' that determines the direction of activity and also the scope of actions developed by the subject in its execution. This vector serves as a factor that forms all the mental processes and states arising during the activity" [4].

Teachers interested in improving education pay attention to student learning motivation and strive to maintain it at a high level. Observing motivation throughout the academic year allows teachers to see how engaged students are in lessons and to identify the best ways to structure lessons using various methods and formats.

P. M. Yakobson distinguished three types of incentives for educational activities. The first type involves avoiding unpleasant and undesirable situations associated with teacher warnings and parental threats. The second type involves realizing one's lower knowledge level compared to peers. The third type involves an internal desire and readiness to acquire knowledge and skills. Restructuring motivation can lead to effective results, and forming learning motivation in students is one of the most important problems in modern higher education institutions, requiring study and solutions. The cause of many issues in educational and upbringing fields is the lack of learning motivation among most students, leading to a decrease in educational and upbringing levels [5].

The quality and duration of internal motivation depend on the student's motivation. Achieving a good grade is an external motivation that requires minimal effort from the student.



Methods

Research strategy. A review of the relevant literature was conducted using international databases such as PsychINFO, Web of Science, Scopus, and Google Scholar. Based on this data, the correlation between learning motivation and effective education was analyzed. Additionally, qualitative data collection methods based on text and images were employed to obtain comprehensive, detailed information. A survey with closed and open questions, as well as structured interviews with experts, was conducted in this study. The survey, which consisted of 13 consecutive questions, aimed to measure motivation. The survey respondents were 5th-year students.

Results

The analysis allowed us to identify the level of student motivation and their views on achievements related to the higher education institution. The first and eleventh questions aimed to determine the attitude towards the learning process and attending the higher education institution. 28.5% of students expressed a positive attitude towards the learning process, 28.7% were neutral, and 42.8% were satisfied. 60% of students did not miss classes, 26.7% missed due to illness, and 13.3% missed classes. 53.5% of students' activity in class was motivated by the need to get good grades, 20% felt confident in their ability to complete tasks, 14.5% expected approval from others, and 12.5% wanted to learn more in class. Most students, 80%, preferred a good and understanding teacher, and 93.3% studied better in a supportive environment. When learning outcomes were measured, 86.7% of students did not put in more effort after receiving a bad grade and planned to retake the test, while 13.3% were ready to invest more time and effort. 60% of students believed grades depended on the teacher, 26.7% relied on their own efforts, and 13.3% felt that making an effort was pointless because the result would not change.

Conclusion

Achieving high educational quality and forming a competitive nation is the task of every country. In modern pedagogical processes, learner-centered motivation is a key factor. Various forms of entertainment, the inability to concentrate for extended periods, and frequent checking of notifications lead to decreased motivation and the development of procrastination among adolescents. Integrating digital technologies into education allows students to see phones, computers, and tablets as sources of knowledge and deepens their understanding of the principles behind these tools. Several qualitative and quantitative indicators of education, such as attendance, engagement in lessons, emotions, and motivation levels, can be measured and tracked to observe students' success.

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