

THE PHENOMENON OF "MOTIVATION" IN THE LEARNING PROCESS AND ITS FEATURES (Education in the context of COVID-19)

Aniyoz Khudayberganov

PhD, Dean of the Faculty of Urgench State University Uzbekistan

Shirin Ruzmetova,

Director of the center for training the profession of the city of Urgench
Uzbekistan

Munis Kurbonov

Master's student at Urgench State University Uzbekistan

Abstract: this scientific article analyzes the significance of the phenomenon of motivation in educational processes. It was emphasized that one of the tasks facing modern pedagogy is to awaken motivation to acquire knowledge among students and young people, to encourage them morally and to attract them to new achievements. The issues of using modern pedagogical technologies, interactive methods and methodologies were also discussed during the training.

Key words: motivation, pedagogy, educational activity, cognitive essence, concept, modern pedagogy.

INTRODUCTION

The category of "Motivation" as one of the fundamental problems in educational processes has been recognized for several decades in the research of scientists from many countries of the near and far abroad. However, despite this, the only definition that can give an unambiguous explanation of the phenomenon of motivation, we can say that scientists have not stopped in the question of the concept.

The complexity and persistence of the issue of motivation requires a variety of approaches to understand its essence, nature, content, as well as individual methods aimed at its study. Therefore, we can see that different terms were used in the works of research scientists, and they were interpreted in different works in the sense that they are not similar to each other. In our work, we aim to identify the categories of *motivation*, *motivational*, and *motivating factors* that are the basic concepts of motivation theory, and thus bring them to the methodology of teaching foreign languages.

If you look at the history of the concept in this category, the ancient Greek philosopher Aristotle, who lived in the IV century BC, had come to the conclusion that a person controls twelve independent motives-goals that are

not related to each other, resulting from declensions. His list is influenced by feelings such as **confidence, satisfaction, greatness, pride, elegance, patience, sincerity, communication, social connection, normality and justice.**

From medieval eastern thinkers, Abu Ali Ibn Sina states that types of cognitive activity are similar to various forces of the spirit and arise due to the divine influence of these forces. The great doctor divides the soul into a plant, an animal, and a mind. The first is divided into a driving and receiving force, and the receiving force, in turn, is separated from the receiver both from the outside and from the inside[1].

METHOD

The scientific article widely uses the methods of historical and comparative analysis of philosophical, pedagogical, and psychological literature, as well as the formation of scientific thinking skills in the process of teaching and upbringing. The issues of theoretical comparative analysis, pedagogical experience, experimental testing and statistical analysis of scientific results are also considered.

DISCUSSION

In modern scientific work, we can find several conceptual definitions of the concept of "motivation". For example, S. L. Rubinstein explains motivation-a determination that is formed through the psyche; Desi and his associates "why do people do what they do? answers the question quote; Godefroy sets factors that guide and support human behavior; For Nemov is a dynamic process of internal, psychological and physiological behavior management; Sidorenko described human behavior as a complex of factors that guide and animate (encourage) a person's actions, a system of motives of a particular person, a system of actions (motivational management) that affect the motives of another person.

The first question in motivation psychology is "Why do people do what they do?" in turn, it is again divided into three different questions "Why do people do something at all?", "Why do people do the same thing at the same time, and not another? and also why do people try to finish it when they start doing something?". The concept of motive is often used as an answer to the second question. The "drive theory", which is considered one of the foundations of the concept of motivation, describes motivation as a factor that supports psychological balance. If the body feels a lack of water, then all its actions will be aimed at filling this deficit. Later, scientists also incorporated psychological needs into this theory. We can also include the needs for support, success, and recognition. Naturally and also in the field of education, especially in the higher education system, one can observe the manifestation of the theory of greater identity among students. If students manage to

identify the need for the ability to arouse enthusiasm, and apply it to the roasting of lessons-this certainly has a positive effect on the didactic process.

When classifying the motives that motivate a person to work, researchers pay great attention to the motives that are directly related to the purpose of the activity. The main principles in educational activities are also the definition of goals and the focus of classes on goals. This means that students' awareness of the universal, educational, practical and developmental goals of educational activities and their connection with personal goals lead to the formation of motivation. The power of motivation depends on a clear understanding of the purpose of the activity[2].

There is another theory that proves that the didactic process is related to motivation, This is V. P. Bepalko's training (the didactic process) consists of dividing the structure into three interrelated components. According to it, the didactic process (DP) contains the motivation of students, the algorithm of activity (student's educational activity) and the algorithm of management (management of educational activity (teacher, textbook, technical means of training). This definition is expressed by the formula[3]:

$$DP = M + EA + MA$$

The fact that V.P.Bespalko also introduced motivation as the first component of training, which gives reason to believe that it occupies a primary place in the educational process. According to the definition of A. N. Leontiev “*for the education of cognitive students, it is necessary to first cultivate an attitude to this knowledge.*” This question is to recall the idea that in educational practice, when the pupil is interested in learning, it is effective if it understands why the material must be learned or want to learn, you can't teach a student anything. By definition of Bepalko the motivational stage in the didactic process allows the student to achieve the effect of quick access to educational activities, activation of the activity mechanism without long delays. Maintaining activity at the proper level depends on the organization of a full-fledged activity, on how it is accessible and understandable to the reader, as well as on how successful the results and quality of learning are[4]. Based on this, we can say that the learning process, as usually observed, is not sufficient to manage the student's learning activities exclusively through teachers, textbooks and manuals. The harmony of the teacher and the student, i.e. the learning process is effective only after I have motivational support. If this sequence is not fully ensured, the learning process is unlikely to give the expected result and increase the effectiveness of students' learning activities. The essence of training is to motivate and effectively organize an active educational process aimed at gaining knowledge, expanding opportunities and forming certain worldviews of original students.

From the above definitions, it can be noted that motivation is a static structure, which is a set of factors and motives that encourage a person to a certain behavior. Despite the fact that the opinions of scientists differ in the

concept of motivation, we can say without hesitation that this is the determinant of his human behavior. This is a dynamic phenomenon that aims to influence how people perform an action. A number of scientists consider it inappropriate to limit motivation as a mechanism and process and consider it as a General definition of behavior.

In a study conducted by today's researchers, we found that in addition to A. G. Maklakov's definition of "Motivation is a system of factors that determine (determine) behavior"[5], we know that *motivation is a phenomenon that supports the process and prevents the eradication of desired behavior*.

Unfortunately, despite the fact that educational motivation was widely studied by representatives of psychology and pedagogical science, until the 90-ies of the last century, almost no attempts were made to methodologically address this issue. The scientific justification of the question in terms of methods of teaching a foreign language and language teaching in general was not aimed at applicants. Since the 1990s, some publications of foreign researchers have focused on the problem of student motivation in the classroom (Alison and Halliwell, 2002; brown, 1994; chambers, 1999; Cranmer, 1996; Dorn, 1994a; Dörnei and Csizér, 1998; Oxford and Shearin, 1994; Williams and Bourdain, 1997). During the same period, a number of Russian scientists conducted research on the practical significance of a foreign language, motivational features of methods and approaches to learning (Markova A. A.). K. 1990; Kanarskaya.V. 1998; Prokofiev. L. 1990; Boltnevo.Yu. 2001; Dolgov. A. 1998; Kruglikovv. N. 1996). The structure of motivation is made up of motives, and the same motives motivate a person to work. A motive that motivates a person to engage in behavior or activities aimed at satisfying certain needs or needs is called a motive. Each activity will be aimed at some result. A motive is the expected result of an activity (predicate)[6]. When scientist Desi and his associates define the method of definition by asking the question, the concept of motive is "why do people do the same thing at the same time and not another?" the answer to the question will be[7].

It is important to distinguish between concepts "Motivation" and "motive". Motivation is the process of psychically building a motive. A motive is the basis of a certain behavior, activity, or work. It includes a conscious need and a way and means to meet it, taking into account many conditions and factors[8].

Stimulus (internal impulse) means (lot. stimulus is a triple stick designed for driving animals) we understand something stimulating, stimulating, motivating, a factor that causes interest in work[9]. This is an effect that determines the dynamics of a person's mental state, a phenomenon that in most cases can become a motive.

From a psychological point of view, motivation is a process of internal, psychological and physiological behavior management. It includes directing, organizing, and maintaining behavior. In pedagogy-psychology, concrete activity defines the concept of motivation as a process that leads to the acquisition of meaning for a person, provides an alternative to interest and turns the goals of activity set from the outside into internal needs of a person. If motivation is defined as the internal and initial force of activity and behavior, we can consider it as a specific weapon used to organize the learning process in the hands of teachers. Only skilled teachers can lead it. Motivation is a factor in determining the success or failure of students in their learning activities, and the fact that the factor of motivation for successful learning often exceeds a factor of intelligence has been proven in studies.

G. V. Rogova considers motivation an organic part that determines the effectiveness of training[10]. Not a coincidence we find in the works of many researchers in the field of pedagogy and methods of determining and including the motivation of I. A. Zemyanin as a “working mechanism” of human activity[11].

Motivation as a relatively diverse phenomenon undergoes various changes depending on social and economic circumstances. This actualizes the problem of motivation and requires constant study. Due to the fact that motivation is influenced by social motives depending on the needs of society, there are its **external motives**: broad social and narrow individual motivations; as well as **internal motivations**: positive and negative motivations; **long (remote, delayed) and close (actual) types of motivation**.

Uzbek linguistics Jamol Jalolov interpreted motivation as a propensity for speech activity, prejudice, internal motivation, and speech aptitude. In methodological sources, there are three categories of motivation[12]; (1) perspective (going abroad, using the language in their work); (2) closely related (nights, contests, etc.); (3) Motivation aimed at completing the teacher's task led to an existence that he called conditionally close motivation to completion. At the same time, the concept of a developmental goal, which is one of the four goals of teaching a foreign language, is the development of the mental, emotional and motivational (internal motivation) side of the student's personality[13]. And we, having studied various sources in the course of our research, believe that the stimulus, which is an international term (term), corresponds more to the content of the internal impulse. Division of motivation into internal and external types are based on the dependence source of human exposure, if the source of motivation is the external forces, extrinsic motivation, and if motivation is caused by internal human and late is internal motivation. Despite the fact that this classification is supported by many researchers and is widely used in practice, it has also encountered contradictions. For example, most of the Russian scientists who worked on the topic E. P. Ilyin puts forward the idea that “motivation always depends on

the internal state”[14] and that externally it can only affect a person and thus affect him with internal stimuli and motives. Although this understanding is also certainly based on various facts and is considered more important than psychological, the concepts of internal and external motivation for learning motivation that we are talking about are more practical.

Extrinsic motivation is a structure that is used to describe situations where a person I or behavior is outside of ME, which factors that cause and control the onset of behavior. Intrinsic motivations are that the factors that cause and control behavior goes beyond the individual and are used to determine the circumstances that are within the overall behavior[15].

External and internal motivation has been confirmed by researchers that it has the ability to support human behavior and change its direction at a significant level. But it is worth noting that the value of the motivational state is not only aimed at directly identifying behavior, but also at its participation in the formation of an estimated attitude to the ongoing or planned activity on the part of a person.

Extrinsic motivation is a long (distance) motivation aimed at the end result of reading. Intrinsic motivation is close and relevant, which suggests that students feel the joy of meeting their needs in every class.

The concept of motivation has different definitions, and Goeckhausen (2001) believes that motivation is a product of thinking – a construct, while others consider motivation as a psychological phenomenon. E. G. Asimov and A. N. Shukin described motivation as a phenomenon that causes enthusiasm for activity, is associated with the satisfaction of human needs, causes the activity of the subject and determines its direction, based on the harmony of external and internal conditions. S. L. Rubinstein (1973), describing the psychological essence of a motive, called it a source of activity that motivates it to act. A. N. Leontiev divides motives into two categories: meaning-forming (meaning-forming) motives and stimulating-motives. The first performs the function of exciting (exciting), and the second-only exciting (exciting)[16].

E. P. Ilyin noted that in the late 90-ies of the last century, research was conducted on motives, and their classification depends on the attitude of researchers to motivational understanding. He distinguished motives by their composition: *primary (abstract)* – only abstract goals; *secondary – having a specific goal*; full and short (full – all the components in the block: need, internal filter and participation in the goal; short-formed without using an internal block filter).

Motivation under A. N. Shamov is a dynamic process that forms motivation, due to the classification of motives from the point of view of a number of scientists: 1) Motivation – orientation, motivation for activities that meet the needs of the subject; as a set of conditions that cause activity, and as a manager; 2) motivation for activities and determining the correct direction

of its implementation, associated with such basic approaches as the predicate[17] that is motivated or ideal.

The motive begins to form with the appearance of the reader's need. Then there are interests, envy, values and goals. They provide a choice of ways to meet needs. The formation of motivation ends with the appearance of intention and desire to achieve the goal.

Human activity is always polymotivated. This does not mean that one activity has multiple motivations, but rather focuses on multiple, different levels of needs in a single motive. Motives perform both stimulating and directing activities, and a semantic function that gives meaning to the activity and its components. Any activity cannot be carried out for itself, and any motive can be subordinated to other people's needs. A student may get an education to attract the attention of their parents, but they may also struggle for the same attention, wanting them to let them learn. In this case, we see not two different types of motivation, but two different goals and means. If we talk about motivating factors, it is possible to deal with the fact that scientists call them by different motivators, motivational sources, factors. Among them, as it is important for psychologists, are the need, interest, goal, desire, and internal motivation (incentive). In addition, there are also a number of motivating factors, which include worldview, values, inclinations, ideas, and so on. It should also be noted that the strongest motivator is interest. Interest is defined as a positive attitude of the subject to its activities. The essence of the research determines the relationship between educational motivation and its goals. And the awakening of interest is necessary first of all in order to create conditions for the emergence of motivation, and then open the possibility of finding a goal.

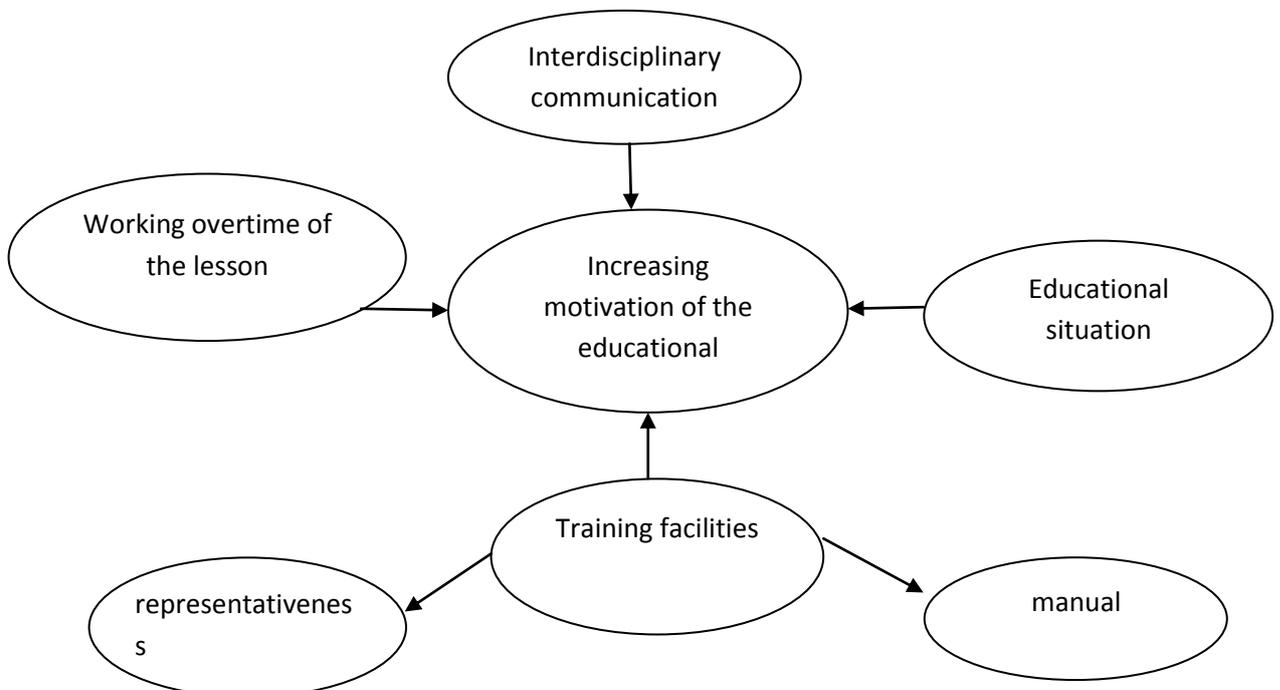
The motives, motivations, and their types described above are, in a sense, hidden forces. The awakening of these forces that support learning, their ability to become a real driving force throughout the learning process, depends on the teacher. Therefore, its task is to develop educational motives, that is, to create the foundations that cause the corresponding motivations using these means of science.

Having studied the work on motivation and its significance in education, we can conclude that modern psychologists, teachers and linguists emphasize the general opinion that the quality and result of performing activities depends primarily on the desire and needs of the individual, its motivation. Motivation is an activity aimed at a specific goal, it is a certain force that determines and sets the means and methods for achieving goals. Motivation in relation to educational activities is the main condition for an active source of student learning and improving the effectiveness of the educational process. And a clearly defined motivational base of this process will become the first-level basis for the formation of ways to develop students' interest in learning a foreign language in relation to their professional

activities. As a result, this will give an impetus to the formation and development of their point of view when learning a foreign language, which is associated with the future professional activities of students.

In the structure of motivation, educational motivation occupies a special place; educational motivation, in turn, is a combination of the integrity and content of educational motivations. The main goal of educational motivation is the effective organization of educational activities aimed at maximizing the internal motivational potential of the student. The motivators will perform a variety of tasks: 1) motivating; 2) guiding; 3) making up the content. Learning motivation performs the following tasks: 1) activity-based, provoking the interaction of behavior and activity; 2) directing, that is, linking the implementation in the system of choice and specific behavior; 3) organizing; 4) managing, interacting the gradual nature of motivations; 5) content-professional; 6) controlling[18].

The motivation of the learning process can be described as follows:



The motivation of the students is a key component necessary for a quality education. Thus, to maintain this quality in the case of Williams K.K., the five components that have the greatest impact on the development of student motivation come from the student, teacher, content, method/process, and environment[19]. Such as:

- have a student-knowledge, abilities, interest and assessment of education, etc.;

- a teacher-along with having good knowledge, attention should be in the learning process and be able to control it, be loyal and witty towards their students, and inspire;
- a content-accurate, relevant, timely, stimulating, and relevant to the student's current and future needs;
- a method or process is inventive, motivating, interesting, useful, and provides the student with a weapon that can be applied in their life.:
- the environment is inclusive, safe, positive, human-centered at the highest level and should be conducive to opportunities.

CONCLUSION

Many scientific theories have tried to understand the phenomenon of motivation. For example, some theories claim that people or students are motivated by material rewards, a desire to build their authority and prestige in the world, an interesting job, a rich environment, and recognition and reputation as individuals. To some extent, there is trust in these theories, but the only theory that gives a correct understanding of the motivation of humanity as a whole has not yet been given. The fact is that people in general, especially students, are complex social beings with complex needs and desires. Students are not only physical, economic, political, or psychological majors. H.W Beecher stated about the motive: "*God made a man walk with motives, he does not go anywhere without them, that is, a ship without a veil, like a balloon without gas. When you find out what motivates a person and push that button, you will spin the key that makes the person achieve,*"[20] he explained.

Since students of higher education institutions play a leading role in the educational process, they will have clear goals and objectives set for their education. In traditional methods used in the educational process, if the main task of the teacher is to provide students with artificial motivations, then the students themselves are provided with appropriate motivations by identifying the goal for which they are learning, in individually oriented methods that now require the use of teachers who have become an equal subject of learning.

One of the most important tasks for students at the university is the formation of external motivations that do not depend on the student. The teacher should be able to formulate the conditions for success as a factor that develops motivation, reward him for successfully completed work, build students' self-confidence, understand their failures, and help them find the source, monitor the timely completion of tasks given to students, and organize competitions among students.

But there is a second side to the question. Excessive motivation leads to increased levels of activity and enthusiasm, which can slow down students' learning and cause unpleasant emotional outbursts. Therefore, in the course of

training, it will be necessary to find the most appropriate range that equates the pleasure of learning disciplines with a high motivation effect.

In conclusion, we can say that the development of the most effective ways to increase the motivation of higher education students to master modern knowledge and skills requires a variety of approaches, non-standard views, as well as in-depth scientific research. Conducting more in-depth research on this topic, introducing new pedagogical technologies and motivational promotion of students are urgent tasks today.

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