

THE IMPORTANCE OF INCREASING THE MOTIVATION OF STUDENTS AND PUPILS IN ORGANIZING THE EDUCATIONAL PROCESS**Makhmudova Feruzakhon Abdurakhmon kizi**

English teacher of the highest qualification category

feruzochka1998@gmail.com

+998914791410

Abstract: This article highlights the importance of psychological knowledge for teachers and the critical role of student motivation in the educational process. The need, concepts of motivation, and components of motivation in the formation of motivation have been studied. Theories about personal needs and their role in personality development are described. Strategies researched to attract and engage students in lessons are presented.

Keywords: pedagogical psychology, pupil, student, motive, motivation, need, activation, persistence, intensity, interest.

Introduction

The social, economic, political, spiritual, and cultural reforms being implemented in our country require a fundamental renewal and development of the education system and the personnel training system. Therefore, developing the education system in accordance with modern requirements and accumulated experiences to educate the younger generation as active, well-rounded, highly moral, and competent individuals is a priority of state policy.

President Sh. M. Mirziyoyev emphasized that educating our children to be independent thinkers, equipped with modern knowledge and professional skills, firmly positioned in life, and genuine patriots is a matter of urgent importance [1]. In this context, psychological knowledge is essential for teachers to effectively organize lessons for students and pupils. While general psychology is a pure psychological science, pedagogical psychology focuses on human socialization and behavior modification within the educational sphere.

Pedagogical psychology deals with: Children, their development, needs, and abilities; The educational process, e.g., the impact of group learning on education; Learning processes and effective methods of implementation, among others. Current issues in this field include: How are skills formed in children during the educational process? When is learning more effective? What factors aid the learning process? Why do we forget what we have learned? Is it possible to improve memory? Psychology helps teachers answer these kind of questions. By considering motivation and interest factors in teaching, teachers can significantly increase educational effectiveness. Psychological knowledge helps positively transform teachers' approaches to education.

Knowledge of how to engage students meaningfully in class has long been of interest to educators. Below, various theories of motivation and their application in daily lessons are discussed.

Some people may argue that people act without any incentives, unconsciously. In fact, every activity is driven by internal motives arising throughout a person's development. Not knowing one's motives or how to stimulate them does not mean motivation is absent.

A motive is an internal, stable force guiding behavior. Motivation is the dynamic process of psychological and physiological regulation of behavior, consisting of a set of motives, including initiative, direction, organization, and support. In education, learning motives arise from questions such as "why?" and "for what purpose?" Motives first drive learning activity and second help select the necessary methods to achieve goals. Learning motives are chosen by students and are directly related to their goals, interests, and future plans.

Motivation is defined as the inspiration that drives a person to act. It is an internal state guiding our thoughts, feelings, and actions (Lahey, 1995). Individuals may exhibit high interest and

readiness to perform a task tirelessly or, conversely, may lack motivation entirely. When motivated, people work relentlessly toward achieving their goals.

There are two types of motivation: intrinsic and extrinsic.

1. Intrinsic motivation: The internal force or motive that arises when facing a situation due to innate or genetically predetermined inclinations. A student with intrinsic motivation performs a task with pleasure because the drive comes from within.

2. Extrinsic motivation: A person is motivated by external factors or environmental influences. For instance, a student studying hard for an exam to obtain a better grade is driven by extrinsic motivation. External rewards should be used carefully as they can reduce intrinsic motivation.

Motivation includes biological, emotional, social, and cognitive forces that activate behavior. Researchers have identified three main components of motivation: activation, persistence, and intensity.

Activation is the decision to initiate action. For example, enrolling in English courses to improve proficiency.

Persistence is the effort to pursue goals despite obstacles. Attending class even when tired is an example.

Intensity is the level of engagement toward achieving a goal. One student may pass an exam with minimal effort (low intensity), while another studies consistently, participates in discussions, and engages in extracurricular research (high intensity).

The degree of these components affects goal achievement. Strong activation increases the likelihood of initiating goal-directed behavior, while persistence and intensity determine sustained effort.

Carol Dweck (1986) categorized motivation into:

a) Learning goals, where individuals aim to understand or master new knowledge and develop competencies;

b) Performance goals, where individuals strive to receive positive feedback or avoid negative judgments. Completing a challenging task can boost self-awareness of one's abilities.

Theories of motives and motivation are acknowledged in both Western and Eastern psychology. Eastern thinkers analyzed learning motivation from the perspective of needs. They argued that fulfilling these needs requires teachers to consider the psychological characteristics of students during education and to approach them individually whenever possible.

G'oziyev, in his book, categorizes motives, motivation, needs, and aspirations as part of volitional processes. A key human trait is the presence of personal needs, which are essential for survival. Needs manifest as heightened responsiveness to stimuli related to satisfying them. Unfulfilled needs can hinder personal development.

Abraham Maslow described humans as beings with endless aspirations and proposed the hierarchy of seven needs:

1. Physiological needs: Basic survival needs, such as food, water, and rest.

2. Safety needs: Protection from external threats and security.

3. Love and belonging needs: The desire to establish sincere relationships with others.

4. Need for achievement: Divided into the pursuit of success and avoidance of failure. Drives behavior that earns respect from others.

5. Self-esteem needs: Unmet needs lead to depression and low self-evaluation.

6. Aesthetic needs: Desire for beauty, valuable possessions, and appealing environments.

7. Self-actualization needs: Once basic needs are met, individuals seek to realize unique potentials.

Addressing needs is a key task in nurturing motivated and well-rounded youth.

Motivation Theory in the Classroom

Students' abilities, values, and prior interests in specific learning situations all influence motivation. Teachers must understand their students' fundamental needs. For instance, before focusing solely on teaching, teachers should consider students' nutrition, rest, and health.

Praise for academic achievements encourages continued effort. Classrooms decorated with visually appealing materials enhance student engagement. Recognition and respect increase self-confidence. Teachers should communicate expected learning outcomes at the beginning of class to maintain attention and focus. Extracurricular activities uncover hidden talents. At Harvard University, student extracurricular involvement is highly valued, enhancing learning, social bonds, and self-discovery. Various clubs—sports, music, arts, journalism—provide opportunities for students to showcase talents.

Following general educational strategies have been identified to stimulate motivation and engagement as a result of several researches:

1. External rewards and collaborative learning;
2. Social interaction: stronger students assist peers struggling with tasks;
3. Student autonomy and choice;
4. Situational interest: triggered by environmental stimuli, can be short-term;
5. Goal-setting;
6. Competitions;
7. Relevance, meaning-making, and real-world connections;
8. Applying these strategies as a teacher can significantly enhance student motivation and engagement.

Conclusion

Motivation is a fundamental psychological construct that underpins all human behavior and is particularly critical in educational settings. It functions as the driving force that encourages students and pupils to engage with learning activities, persist in the face of challenges, and strive for personal and academic achievement. The role of the teacher in fostering motivation cannot be overstated; educators serve as facilitators who can shape, enhance, and sustain learners' intrinsic and extrinsic motivation by understanding their individual needs, aspirations, and psychological characteristics.

The integration of motivational strategies into teaching practices contributes significantly to students' active engagement and academic success. These strategies may include the provision of meaningful rewards and recognition, the design of contextually relevant and stimulating learning tasks, promotion of cooperative and collaborative learning environments, and the incorporation of extracurricular activities to develop students' unique talents and interests. Additionally, situational motivators, such as problem-based challenges, and intrinsic motivators, such as personal curiosity or interest in a subject, can further enhance learners' commitment to learning and persistence.

Research and practical experience demonstrate that when students' needs, interests, and prior knowledge are acknowledged, they are more likely to demonstrate initiative, self-regulation, and sustained engagement. A classroom environment that balances challenge, support, and recognition cultivates not only academic competence but also social-emotional development, critical thinking, and lifelong learning skills. Motivated students are better equipped to set meaningful goals, make informed decisions, and actively participate in their communities, ultimately becoming well-rounded, confident, and socially responsible individuals.

In conclusion, promoting and maintaining student motivation is essential for the effectiveness of the educational process. By employing evidence-based psychological principles and motivational techniques, teachers can transform learning experiences, foster intellectual curiosity, and guide students toward both academic excellence and holistic personal development. The cultivation of motivation, therefore, is a cornerstone of quality education and a decisive factor in preparing future generations to contribute meaningfully to society.

References:

1. Mirziyoyev Sh.M. We will build our great future together with our brave and noble people. Tashkent: "Uzbekistan" 2017. -136 p.
2. Boymurodov N. Practical psychology Tashkent: "Yangi asr avlod" 2008. – 74-76 p.
3. G'oziyev. E. General psychology Tashkent: "Universitet" 2002. – 23 p.
4. Nishanova Z. T., Kamilova N.G. Kamilova, D.U. Abdullayeva, M.Kh. Kholnazarova. Developmental psychology. Pedagogical psychology Tashkent: "National Society of Philosophers of Uzbekistan" 2018. – 461 p.
5. Carol S. Dweck Motivational Processes affecting learning. American Psychologist 1986
6. Ronald L., Girmus How to motivate your students. New Mexico State University at Carlsbad - 2011
7. <https://flhs.org.uk/flhs-best-character-values/character-motivation/#:~:text=Motivation%20involves%20the%20biological%2C%20emotional,driving%20force%20behind%20human%20actions>
8. https://archive.mu.ac.in/myweb_test/SYBA%20Study%20Material/edu-II%20psycho.pdf
9. <https://www.fayllar.org/ijtimoiy-hulq-motivlari-va-shaks-motsiyasiya.html>
10. <https://college.harvard.edu/admissions/why-harvard/student-activities>