



MOTIVATION IN THE EDUCATIONAL FIELD

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Abstract: *This article discusses motivation in an educational institution*

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Motivation is considered as a source of activity and a system of incentives for each type of activity. It includes the concepts of motive, motivation and the sphere of motivation. Berezhnova E.V. said that the concept of "motive" already represents the concept of "motivation", which serves as a mechanism for correlating external and internal factors in a person that determine the forms of activity. The motivational sphere covers the affective and volitional spheres of personality. Motivation is a complex system of forces that determine human actions. Educational motivation is a special case of it.

Let's consider the main issues of the theory of educational motivation from a pedagogical point of view. Many psychologists studying this issue have given their definition to this term. For example, G. N. Khamedova assumed that "educational motivation is a process mediated by internal and external factors to encourage students to study in order to achieve educational goals." Markova A. K. also gave her definition of educational motivation: "Motivation is the orientation of a student to certain aspects of academic work related to the student's internal attitude to it."

Batarshev A.V. believes that "the motive of educational activity is a motive that characterizes the personality of a student, his main orientation, which in a previous life was addressed both in the family and in the school itself." Egorshin A.P. defines a motive as an incentive to be active in a certain direction.

Ilyukhina V.A. defines a motive as "the direction of activity towards an object, the internal mental state of a person, which is directly related to the objective characteristics of the object to which the activity is directed." The motivation in the educational process is the orientation of students towards certain aspects of the educational process. Thus, the concept of "educational motive" includes the orientation of the student to assimilate knowledge, get a good grade, praise from parents and build desired relationships with peers. In other words, learning behavior is always stimulated by several motives.





According to Krali H. motivation is a psychological reality underlying a student's positive attitude to learning. Motivation is the starting point for any activity and therefore occupies a leading place in its structure. At the same time, the motivational sphere itself is a comprehensive education. The level of development of the motivational sphere depends on the formation of needs, motives, interests, goals and other components thereof.

There is no universally recognized clear classification of learning motives. Ilyukhina V.A. classifies educational motives as: achieving success and avoiding failures. At the same time, the teacher's task is to develop the student's desire for success, encourage small successes and not focus on failures.

There are two levels of cognitive and social motivation. In particular, the levels of cognitive motivation include broad cognitive motives that are focused on the assimilation of new knowledge. Educational and cognitive motives that focus on mastering the methods of obtaining knowledge, and self-education motives that focus on obtaining additional knowledge and developing a self-improvement program.

Social motives have three levels. Broad social motives include duty and responsibility, as well as an understanding of the social meaning of learning. Narrow social or positional motives include the desire to take a certain position in relationships with others in order to obtain their consent. The motives of social cooperation are focused on different ways of interacting with other people.

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