



ROAD zenodo   Scopus[®]

ISSN : 2466-0744

MULTIDISCIPLINE PROCEEDINGS OF
**DIGITAL FASHION
CONFERENCE**

KOREA, REPUBLIC OF

Multidiscipline Proceedings of

DIGITAL FASHION CONFERENCE

Copyright © 2021
By Woongjin Think Big Co., Ltd.
All rights reserved.
Available at digitalfashionsociety.org
Published:
서울 합정역
파주출판도시
ISSN 2466-0744
Seoul
Korea, Republic of

EDITORIAL BOARD

Katharina Sand

*PhD Candidate - Faculty of Communication, Culture and Society, USI -
Universita della Svizzera italiana*

Alice Noris

*PhD Candidate - Faculty of Communication, Culture and Society, USI -
Universita della Svizzera italiana*

Michela Ornati

*Faculty of Communication, Culture and Society, USI - Universita della
Svizzera italiana*

ELSEVIER



SSRN
Electronic Journal Library

Universal
Impact Factor



THE IMPORTANCE OF MOTIVATION: ITS ESSENCE AND ROLE IN THE EDUCATIONAL PROCESS

Djanabaeva Adina

2-year master student of Nukus Pedagogical Institute

Abstract. To form strong motives for learning, a whole complex of methods of conducting the educational process is used. Among them, there are visual, verbal, practical methods, reproductive and search methods, methods of independent research. Without exception, all methods of organizing the educational process are aimed not only at assimilating information, but also at creating a motivational impact. Therefore, we can conclude that any method of teaching has a stimulating function.

Key words: Motivation, learning, education, students, knowledge, importance, role, success, achieve.

Motivation is motivating yourself and others to take movement to achieve personal goals. Action without motive or with a weak motive is either not carried out at all, or turns out to be extremely unsteady. Therefore, it is highly valuable that the entire educational process call up in the child an intense and inner urge to knowledge, intense mental work. [1]

The development of the student will be more intensive and effective if he is included in the activity corresponding to the zone of his proximal development, if the learning will cause positive emotions, and the pedagogical interaction of the participants in the educational process will be trust and reinforcing the role of emotions. In order to gain good academic goals in schoolchildren, it is important to make learning a desirable process.

The motivational basis of the student's learning activity consists of the following elements:

- focusing on the learning situation
- awareness of the meaning of the upcoming activity
- deliberate choice of motive
- goal setting
- striving for a goal (implementation of educational activities)
- striving to achieve success (awareness of confidence in the correctness of their actions)
- Self-assessment of the process and results of activity (emotional attitude to activity).

Knowing the kind of motivation, the teacher can create conditions for reinforcing the correlating with positive motivation. Studying will be successful if internally tolerated by the child, if the requires, motives, interests are based on him, that is, it has an individual meaning for him. [2]

It is indispensable to realize the basis construction of motivation for learning at these generations:

a) Cognitive motivation:

A deep interest in exploring a subject in elementary grades is rare, but successful children are attracted to a variety of subjects, including the most challenging subjects.

If a child in the process of learning begins to get pleasure that he has learned something, understood, it means that they develop a motivated appropriate to the main structure of instructional activity. Regrettably, even among the well-performing students, there are very few teenagers with educational and cognitive motives and intentions.

A person is enriched with knowledge only when this knowledge means something to

him. One of the tasks of the school is to teach subjects in such an interesting and lively way that the child himself wants to study and remember them. Learning from books and conversations is quite limited. The subject is comprehended much deeper and faster if it is studied in a real environment.

b) Aim to achieve success.

Children with high academic performance have a pronounced motivation for achieving success - the desire to do a good job, to complete the task correctly, to get the desired result. In primary school, this motivation often becomes dominant. Motivation for achieving success, along with cognitive interests, is the most valuable motive; it should be distinguished from prestigious motivation.

c) Prestigious motivation.

Prestigious motivation is characteristic of children with high self-esteem and leadership inclinations. She encourages the student to learn better than classmates, to stand out among them, to be the first.

If sufficiently developed abilities correspond to prestigious motivation, it becomes a powerful engine for the development of an excellent student who will, at the limit of his working capacity and hard work, achieve the best educational results. Individualism, constant rivalry with capable peers and a disdainful attitude towards others distort the moral orientation of the personality of such children.

d) Motivation to avoid failure.

Low-performing students do not develop prestigious motivation. The motivation for achieving success, as well as the motive for getting a high mark, are characteristic of starting school. But even at this time, the second tendency is clearly manifested - the motivation to avoid failure. Children try to avoid the "two" and the consequences that a low grade entails - teacher discontent, parental sanctions.

e) Compensatory motivation.

By this time, unsuccessful children develop a special compensatory motivation. These are secondary motives in relation to educational activity, allowing to establish themselves in another area - in sports, music, painting, in caring for the younger family members, etc. When the need for self-affirmation is satisfied in some area of activity, low academic performance does not become a source of difficult feelings for the child. [3]

The formation of motivation for learning at school age, without exaggeration, can be called one of the central problems of the modern school, a matter of social importance. Its relevance is due to the renewal of the content of education, the formulation of the tasks of forming in schoolchildren the methods of independent acquisition of knowledge and cognitive interests, the formation of an active life position in them.

References.

- 1.Antsiferova L. The problem of personality self-actualization in the works of A. Maslow // Questions of psychology. - 1973. - No. 3. - P. 173-180.
- 2.Aseev V.G. The problem of personal motivation. // Theoretical problems of personality psychology. - M., 1974 .-- S. 137.
- 3.Chukanova T.V., Chernaya E.V. The problem of motivation in the research of domestic and foreign psychologists at the end of the XX century // International student scientific bulletin. - 2015. - No. 5-2.
- 4.Ananiev B.G. Selected psychological works. In 2 volumes - M .: Pedagogy, 1980.