

FORMATION OF A POSITIVE STABLE MOTIVATION OF STUDENTS FOR EDUCATIONAL ACTIVITIES

Yuldashev Elyorjon Sadigovich

Independent researcher of the Kokand Pedagogical Institute.

**Annotation:** The article reveals the peculiarities of achieving educational achievements based on the formation of a positive motivation for the educational activity of students. In the process of training, theoretical and practical opinions were expressed about the motives of the training.

**Keywords:** student, motive, educational activity, pedagogical State, Pedagogical phenomenon.

School education today represents the longest stage of human education and is one of the decisive factors both for individual success and for the long-term development of the whole country. The formation of a positive motivation of students for educational activities is one of the main tasks of the educational system and is reflected in the target program for the development of the public education system until 2030.

Today, within the framework of the project of the national educational initiative "Modern School" in our country, the following have been developed and approved for general education institutions, which will be implemented on model projects taking into account Advanced International experience:

- teaching special education standards and programs;
- special requirements for the organization of the educational process;
- list of adapted educational literature;
- the procedure for evaluating secondary institutions in order to determine the appropriate level;

The change in priorities in the national education system, the search for the conditions for the interaction of subjects and subjects of the participants in the pedagogical process set the most important task of developing a positive stable motivation of students. With the growing interest in the subjective component of the educational process on the basis of a new educational strategy based on a competency approach, the attitude towards the result of education and the process of determining the personal fate of the student has changed.

Pedagogical aspects of social motivation in the development of the worldview and culture of students R.Safarova, D.Temirov, S.Babajanova, Sh.S.Sharipov, B.Ziyamukhammadov, M.Ochilov, N.Muslimov, didactic possibilities of educational motive in the development of social activity and creativity in students o.Mosurmanova, E.Gaziev, B.Adizav, S.Davletshin, O.Inkamav, M.Abdullaeva, as studied in the scientific research of leading scientists of our country.

From scientists of the countries of the Commonwealth of independent states I.Plodlasiy, A.T.Svetkova, G.A.Bogareva, V.S.Iliga, Z.P.Shabalina, G.I. In the research work of tshukina, socio-psychological issues of communicative competence and communication are highlighted.

The analysis of philosophical and psychological-pedagogical literature, the study of the experience of schools identified the following contradictions:

many manifestations of the spontaneous motive for the educational activity of students between the orientation of the modern domestic school educational process in the subject-subject relationship of the participants in the pedagogical process and the social phenomenon for the manifestation of a positive stable motivation for the educational activity of students;

lack of programs for the formation of demand for students with positive stable motivation and positive stable motivation;

orientation of teachers to the personality-oriented and systematic activities of teaching schoolchildren in the educational process and the absence of a model in the real conditions of school pedagogical practice.

Theoretical studies and school experience developed to this day show that motivation is a combination of various motives, motives, needs, interests, aspirations, goals, aspirations, motivational attitudes or inclinations, ideals, etc. the broad meaning implies the designation of behavior in general. The study and generalization of conclusions about the essence of positive sustainable motivation, which is contained in psychological and pedagogical research, made it possible to form the basic definition used in the research process.

Positive stable motivation is a set of motives that determine the student's active, personal bias attitude to reading, providing him with the relative duration of effective actions aimed at regulating the satisfaction of his needs and interests, while mastering generalized methods of solution.

An analysis of the essence and main factors that determine the manifestation of positive stable motivation in the middle classes allows us to confirm:

educational motivation as a kind of motivation is characterized by a complex structure, one of the forms of which is the structure of internal and external motivation;

important characteristics of positive motivation, such as stability, level of intellectual development and connection with the nature of educational activity;

The main factors that prevent the manifestation of positive motivation are: failure to achieve success, personal anxiety, low self-esteem, external attribution;

the main determinants of the educational activity of the individual are the motivation for achievement and some features of the personality, first of all, autonomy;

positive stable motivation is determined by several factors inherent in this activity. Firstly, it is interconnected with the structure of the educational system and the type of educational institution, in this case the school in which educational activities are carried out; secondly, the organization of the educational process; thirdly, the subjective characteristics of the student (age, intellectual development, abilities, level of aspiration, self-esteem, its interaction with other students, etc.); fourth, the subjective characteristics of the teacher's interaction with schoolchildren and, first of all, the system of his relationship with the student;

Positive stable motivation, like any other type, is characterized by orientation, stability and dynamics of manifestation in educational activities.

Taking into account the above rules allows the pedagogical community of the school to form an important and complex task - a positive stable motivation for educational activities of high school students in the educational process.

The educational process of the school affects the formation of positive motivation through the organization of group forms of students, which contributes to the socialization of their personality, which does not sufficiently affect the children of families and households, directing them to the formation of motivation for success, including educational activities.

This fact necessitates the development and introduction into practice of a model for the formation of a positive stable motivation for educational activities of schoolchildren.

The developed model for the formation of a positive stable motivation for educational activities in the process of teaching at school is based on the following principles: scientific and systematic, subjective; consciousness, activity and independence; development and activity, practical orientation; collectivity; reflection.

The mechanism for the formation of a positive stable motivation of educational activity in the educational process of the school consists of the main stages: goal setting, determining the structure of the educational movement, justified selection of operational-cognitive, organizational forms of work, activity-operational, reflection, assessment of adolescent activity.

We looked at the group activity of students as a sum of cases of pedagogical support for students' activities, in which not only a positive stable motivation of students for learning is formed, but it manifests itself. On personal achievements, the formation of a positive motivation for learning activities is determined. For all three components of positive stable motivation for educational activities, differences in the manifestation of positive stable motivation of students for educational activities in experimental and control groups of schools have been identified;

When comparing students' test results in control and experimental groups, it should be noted that there are significant differences between them in the low and medium level manifestation of internal motivation. In the management group, for the types of activities offered to students in the learning process, it is usually low-level and less moderate-level.

Positive stable motivation for educational activities is determined by a number of specific factors for this activity: the educational system itself, in this case the school Institution; Organization of the educational process; subjective characteristics of the student (age, intellectual development, ability, degree of aspiration, self-esteem, its interaction with other students, etc.); subjective characteristics of the teacher's interaction with schoolchildren.

The formation of a positive stable personal motivation is a complex and long-term process of active interaction between the teacher and students in certain conditions that helps to transfer the external motivation of students to the internal one: to involve students in real practical activities. group activities; the use of active teaching methods that contribute to the development of interests for positive emotional experiences in the lesson; an increase in students' need to work on themselves.

Including scientifically analyzed the development of small business and business, and the legal basis, at this time financially support small business and business, the latter is amended and the rules for this branch of national legislation are added.

Now studying scientific heritage, socio-political activities and acquaintance youth charity of our above-stated ancestors is considered one of the main urgent objectives of the modern intellectuals.

It turns out that as a result of the implementation of a model for the formation of a positive stable motivation for educational activities in the school process, a positive stable motivation for educational activities in high school students due to the need: intellectual self-realization in the classroom, skills and qualifications of educational activities in the group, readiness for self-assessment.

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