THE EFFECT OF STUDY MOTIVATION ON THE FORMATION OF A POSITIVE ATTITUDE TO STUDENT DURING STUDENT PERIOD

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Annotation

The article puts forward ideas about the psychological laws and characteristics, criteria, factors that affect the formation of learning motivation in the student period. It was also noted that the development of learning motives and motivation in the personality of the student is a factor that stimulates their attitude to learning. In particular, the fact that the content of education is fully understood by the student is explained to serve to strengthen his desire for knowledge.

Keywords: reading, student, learning activity, motive, motivation, learning motivation, interest in learning, mental independence, initiative, pedagogical personality, stimulation of cognitive activity.

Introduction

Considering the motivation of learning activities, it should be noted that the concept of motive is inextricably linked with the concepts of purpose and need. In the human person, they interact and are called the field of motivation. In the literature, this term includes all types of stimuli: needs, interests, goals, stimuli, motives, inclinations, attitudes.

Learning motivation is defined as a specific type of motivation involved in a particular activity, in this case learning activity. As with any type, learning motivation is also determined by a number of factors and the specifics of the activity it involves. First, it is determined by the education system, the educational institution itself; second, by organizing the educational process; third, with the subjective characteristics of the learner; fourth, with the system of subjective characteristics of the educator and, above all, his attitude to the learner; fifth, with the content of the subject [1].

Learning motivation, like any other type of it, is structured and characterized by directionality, stability, and dynamism. Accordingly, in the analysis of motivation there is a complex task not only to identify the dominant motivator (motive), but also to take into account the structure of the whole motivational sphere of the individual. Seeing the application of this field in education, A.K. Markova emphasizes its

structure and gradual (hierarchical). Thus, it includes the need to read, the essence of reading, the motive of reading, purpose, emotions, attitudes and interests [2].

While we describe interest (in general psychology as an emotional experience of the need to know) as an integral part of learning motivation, it is important to note that the term "interest" is often used synonymously with learning motivation in everyday and professional pedagogical communication. This includes "he has no interest in reading", "it is necessary to develop his interest in learning" and so on. such considerations will be evidence. Such confusion of concepts is due to the fact that, first, in the theory of learning, it was interest that was the first object of study in the field of motivation (I. Herbert). Second, it is explained by the fact that interest is, by its very nature, a phenomenon of complex diversity. It is necessary to create the necessary conditions for students to be interested in the content of education and learning activities - to show intellectual independence and initiative in reading. The more active the teaching methods, the easier it will be to engage students with them [4].

Creating a problematic situation in the formation of interest in reading is of great importance, as students face difficulties that they cannot solve with the help of their existing knowledge base; when faced with a challenge, they become convinced of the need to acquire new knowledge or apply existing knowledge in a new situation. Only work that requires constant effort is fun. Overcoming difficulties in learning activities is an important condition for the emergence of interest in it. The difficulty of the learning material and the learning problem will only lead to an increase in interest when there is an opportunity to overcome this difficulty, otherwise interest will quickly decline.

The teaching material and teaching work methods should be sufficiently diverse (but not excessive). Diversity is ensured not only by the fact that students encounter different objects in the learning process, but also by discovering new aspects in a single object. The novelty of the material is the most important condition for the emergence of interest in it. However, knowledge of innovation should be based on knowledge already available to the student. The use of previously acquired knowledge is one of the main conditions for the emergence of interest.

The need for communication and superiority has a significant and varied effect on teaching [5]. First, the learning-cognitive (cognitive) motive begins to affect, then it becomes dominant, gaining independence and only then is realized, that is, the first condition is the self-organization of educational activity. In this case, the motivational effect itself is better formed when it is focused on its methods, rather than the "result" of the activity. At the same time, it manifests itself differently for different age groups

depending on the characteristics of the learning situation and the strict control of the teacher.

Psychological stability is defined as the ability of an individual to maintain the required level of mental activity under the influence of various factors. According to learning motivation, its sustainability is such a dynamic feature that it provides relatively high and continuous productivity of activities in both normal and emergency conditions.

Psychological Determinants of Stability Include

- The main type of motivational structure;
- The importance of the content of the subject for the person;
- Type of study assignment;
-Internal factors become stronger: the predominance of motivational orientation, the characteristics of the internal structural dynamics and the psychological content of the motivational structure [6].

As noted earlier, learning motivation manifests itself in a specific type of motivation, characterized by a complex structure in which one form is an internal (process and outcome) and an external (incentive and avoidance) motivational structure. Learning motivation is important with features such as its sustainability, relevance to the level of intellectual development, and description of learning activities.

Now let's look at the level of aspiration (or aspiration) to be recognized by others. One of the important aspects of personality structure that manifests itself as the most important component of personality activity is the degree of aspiration (or aspiration) for recognition by others (L.V. Borozdina, K. Levin).

The degree to which one seeks recognition (or assertiveness) by others often determines its activity and independence, as well as the many affective processes that accompany behavior. Character determines the system of expression of a person's attitude to another person, to people, to himself (B.G.Ananev, B.Basarov, N.D.Levitov, B.C.Merlin, V.N.Myasishchev, Yu.M.Orlov, K.Leongard, E. Fromm et al.).

One of the psychological phenomena that reflects the individual characteristics of a person's motivation to achieve a goal and goal-oriented behavior is the degree of aspiration (or aspiration) for recognition by others.

The assessment of the degree of aspiration (or ambition) for recognition by others is made in terms of its adequacy-suitability to the existing opportunities in the individual. The degree of aspiration (or ambition) for recognition by private and public is different. The level of aspiration (or aspiration) to be recognized by others in particular includes achievement in certain areas of activity (sports, music, etc.) or in

personal relationships (seeking a place in a team, friendship, family or work, and so on). At the heart of such a degree of aspiration (or ambition) for recognition by others lies a self-assessment of the relevant field of activity.

The degree of aspiration (or aspiration) to be recognized by others may have a more general character, i.e., it relates to different areas of human life and activity, primarily its intellectual and spiritual qualities. The degree of striving (or claiming) to be recognized by others is inextricably linked to his or her self-esteem, that is, the desire to achieve a goal to the extent that one considers oneself capable. At the heart of the degree of aspiration (or ambition) for recognition by others lies an assessment of one's own abilities, the preservation of which has become a necessity for man [7].

The notion of a "degree of striving (or claiming) recognition by others" later appears in Frank's work as an inclusion of the goals of an individual's self-esteem. K. Levin argues that the subject should take into account its own capabilities in predicting the probability of achieving a goal. According to B.V. Zeigarnik, in all cases the idea goes to self-assessment, and such an attitude is much more precise. Indeed, J. Frank summarizes extensive research on the degree of aspiration (or claim) for recognition by others between 1930 and 1940, and analyzes the degree of aspiration (or claim) directly for recognition of how an individual evaluates himself, i.e., his self-esteem. emphasizes that it allows to determine the assessment. J. Gardner, R. Sears, D. Rotter, in a sense R. Mayli and J. Reykovsky, give similar views on the degree of aspiration (or claim) for recognition by others, H. Heckhausen and many foreign researchers agree. Summarizing the majority opinion, V. Goshek states that the degree of aspiration (or aspiration) to be recognized by others reflects a portable self-esteem expressed by demanding the quality of their activities.

Since the introduction of the concept in discussion into psychology, the literature has accumulated many different specific definitions of the degree to which one seeks recognition (or assertiveness) by others. Each author emphasizes individual aspects, which is why the term has many variable meanings and, despite its widespread use, maintains diversity in the understanding of the phenomenon they express. According to VN Myasishev, the degree of aspiration (or ambition) for recognition by others is a qualitative and quantitative indicator that the person being tested must satisfy his productivity. According to BG Ananev, the degree of aspiration (or aspiration) for recognition by others is related to the needs of evaluation, and then these needs become an individual's desire to be evaluated by others [3].

According to V.S.Merling, the degree to which an aspiration (or claim) to be recognized by others reflects the assessment phase required for a person to feel satisfied. analyzing the dynamics of the degree of aspiration (or claim) to be

recognized by others, V.S.Merlin, temperament traits (anxiety, extra- or introvertedness), etc. found that the initial degree of striving for recognition depends on extreme personality traits, such as the adequacy or inadequacy of self-esteem, its level of stability, and the motive for self-assertion [2].

In turn, L.V. Borozdina considers the degree of aspiration (or aspiration) to be recognized by others as an important component of the personality structure.

It is a more stable individual quality of a person: firstly, it describes the level of difficulty of the tasks set, secondly, the choice of the next action goal by the subject in connection with the success or failure of previous actions, thirdly, the desired level of self-esteem. However, most authors retain a more general understanding of the degree of aspiration (or claimability) to be recognized by others when considering views close to the original sources, which represent the level of difficulty chosen by the subject. Abroad, this comment is sufficiently solidified. It is also the basis of Russian psychology. It is not difficult to see that in such a definition the view of the degree of aspiration (or claimability) to be recognized by others, which is seen as the most important personality structure, is not exaggerated and is a specific indicator of the subject's methods of predicting goals.

The next personal-professional component of student development during the educational period is learning motivation. Learning motivation manifests itself in a specific type of motivation, characterized by a complex structure, one form of which is internal (process and outcome) and external (motivation and avoidance) motivation structure. Learning motivation is important with features such as its sustainability, relevance to the level of intellectual development, and description of learning activities [5].

In this case, the student's self-activation in the process of training specialists through a well-built and organized educational environment in higher education institutions, such as individuality, striving for greater freedom, integrity, personal and professional growth, independence, self-respect, public approval or denial important aspects are modeled.

It is impossible to organize and implement a system of continuous education of young people without a complete understanding of the mental and cognitive activity of the student and an in-depth study of the psychophysiological determinants of mental development at all stages of education.

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