SPECIFIC PSYCHOLOGICAL CHARACTERISTICS IN THE DEVELOPMENT OF MOTIVATIONS OF EDUCATIONAL ACTIVITY IN STUDENTS

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Annotation. This article provides information about the importance of motives in educational activities, classification of educational motives. Scientific theoretical concepts also have been cited in regard to the importance of educational motives in the academic activities of students

Key words: activity, personality, motivation, ability, activity, emotion, motiv, motive, behavior, intelligence.

СПЕЦИФИЧЕСКИЕ ПСИХОЛОГИЧЕСКИЕ ОСОБЕННОСТИ РАЗВИТИЯ МОТИВОВ УЧЕБНОЙ ДЕЯТЕЛЬНОСТИ У УЧАЩИХСЯ

Аннотация. *В данной статье представлена информация о важности мотивов в учебной деятельности, классификация учебных мотивов. Также приводятся научные теоретические концепции, касающиеся важности учебных мотивов в учебной деятельности студентов*

Ключевые слова: *деятельность, личность, мотивация, способность, активность, эмоция, потребность, мотив, поведение, интеллект.*

Entrance. Today, the need has arisen for the formation in the educational process of young people who can meet the requirements of the era to achieve the enormous goals set before the members of society, who are ingenious, enlightened, humane, independent-minded, inquisitive, striving for innovation and confident in

the future. Motivation is an important factor that regulates personality activity, behavior and activity. Because under the various actions of a person lies the motivating grounds for this behavior, their motivation. Therefore, the educational process is influenced not only by educational motives, but by all comprehensive motives with their own sphere of influence.

Literature analysis. The problem of motivation and motivation is studied in world psychology through approaches from different district points of view. In far and near foreign countries, specific psychological schools have arisen, on the basis of which there are ideas and directions that differ from the essence of scientific positions and concepts.

Including from foreign scientists M.Seligman, J.Piaget, R.Ryan, A.F.Lazursky, V.N.Myasyshev, A.A.Ukhtomsky, D.N.Uznadze, S.L. Rubinstein in their research, have revealed the formation of motives of students in educational activities and its psychological characteristics.

The motive is also associated with schism, which does not go beyond the essence of behavior, but is inextricably linked with emotional experiences, a system of motivating factors. One of the most important functions of emotion is that it serves to define how necessary moments of importance to a person are for him.

S.L. Rubinstein expresses the following considerations about the psychological nature of the motive: motivation is the determinacy generated through the psyche; motive means the subjective reflection of the cognitive process of personality behavior in a subjective way that connects directly with the external universe. [1].

S.L. Rubinstein points out the main role of the motivated system in the reflection of human being, emphasizing such considerations: the first is given not objects of observation, but objects of eloquence and human behavior. The specificity of motivated ustanovkas regarding activity is also structured in such a way that it serves to define the element and state of the being that it harbors. In their opinion, it is enough to show the active motivational nature of the attitude towards the external world. Rubinstein writes that" consciousness is not just a reflection, but

also a person's attitude towards the external environment". [2].

Edward Deci's research, particularly through Self-Determination Theory (SDT), has significantly contributed to understanding the psychological features that influence the development of educational motives in students. [3]. Here's a detailed examination of these psychological features based on Deci's work:

1. **Autonomy.**

a. Choice and Control: Students who feel they have choices in their learning activities and who perceive their educational tasks as self-chosen are more likely to be intrinsically motivated. This sense of control fosters engagement and persistence.

b. Self-Direction: Allowing students to set their own learning goals and make decisions about their learning processes enhances their motivation and investment in academic tasks.

c. Autonomy-Supportive Teaching: Teachers can support autonomy by offering choices in assignments, allowing students to explore topics of interest, and encouraging self-directed learning. This helps students feel more in control and invested in their education.

2. **Competence**.

a. Mastery Experiences: Students are more motivated when they can experience success and improvement in their abilities. When students feel competent, their intrinsic motivation is strengthened.

b. Optimal Challenge: Tasks that are appropriately challenging (neither too easy nor too difficult) promote a sense of competence and engagement.

c. **Scaffolding and Feedback**: Providing supportive feedback and designing tasks that match students' skill levels can help them develop a sense of competence. Incremental challenges and opportunities for mastery are crucial for maintaining motivation.

3. **Relatedness.**

a. Supportive Relationships: Positive relationships with teachers and peers contribute to students' motivation by fostering a sense of belonging and emotional support.

b. Collaboration and Connection: When students work in collaborative settings and feel valued by others, their motivation and engagement in learning activities increase.

c. **Creating a Supportive Environment**: Teachers can foster relatedness by building strong, supportive relationships with students, promoting a positive classroom climate, and encouraging collaborative learning activities.

Discussion.

The motives of educational activity in students play a crucial role in shaping their learning experiences and outcomes. Understanding the psychological features that influence these motives can provide insights into how to enhance student engagement, motivation, and overall academic success. This discussion explores several key psychological factors that contribute to the development of educational motives among students.

1. Intrinsic vs. Extrinsic Motivation: One of the foundational concepts in educational psychology is the distinction between intrinsic and extrinsic motivation. Intrinsic motivation refers to engaging in an activity for its inherent satisfaction, while extrinsic motivation involves performing an activity to achieve external rewards or avoid negative consequences. Research has shown that students who are intrinsically motivated tend to exhibit deeper engagement, persistence, and creativity in their learning. Therefore, fostering intrinsic motivation through meaningful learning experiences, autonomy, and relevance can significantly enhance students' educational motives.

2. Goal Orientation Students goal orientations—whether they adopt mastery goals (focused on learning and self-improvement) or performance goals (focused on demonstrating ability relative to others)—significantly impact their motivation. Mastery-oriented students are more likely to persist through challenges and view failures as opportunities for growth. In contrast, performance-oriented

students may experience anxiety and avoid risks. Educators can promote mastery goals by emphasizing effort, progress, and the value of learning over grades.

3. Self-Efficacy Beliefs. Self-efficacy, or the belief in one's ability to succeed in specific tasks, is a critical determinant of motivation. Students with high self-efficacy are more likely to set challenging goals, persist in the face of difficulties, and engage actively in their learning processes. Strategies to enhance self-efficacy include modeling successful behaviors, providing opportunities for mastery experiences, and encouraging positive self-talk.

4. Social and Cultural Influences. The social context in which students learn also affects their motives for educational activities. Peer influences, parental expectations, and cultural values can shape students' attitudes toward education. For instance, a culture that values academic achievement may instill a strong motivation to excel in school. Conversely, negative peer pressure or lack of familial support can hinder motivation. Understanding these social dynamics is essential for educators to create inclusive environments that recognize and respect diverse backgrounds.

5. Emotional Factors. Emotions play a significant role in the motivational landscape of students. Positive emotions such as curiosity, excitement, and interest can enhance motivation, while negative emotions like anxiety or boredom can diminish it. Educators can foster positive emotional experiences by creating engaging curricula, incorporating collaborative learning opportunities, and recognizing student achievements.

Conclusion. The psychological features influencing the development of motives for educational activity in students are multifaceted and interconnected. Understanding these features is essential for fostering a positive learning environment that enhances student motivation and engagement. Factors such as intrinsic and extrinsic motivation, self-determination theory, goal orientation, self-efficacy beliefs, social and cultural influences, emotional states, and developmental considerations all play critical roles in shaping how students approach their educational experiences. To cultivate effective motives for learning, educators must

recognize the importance of nurturing intrinsic motivation by providing meaningful learning opportunities that align with students' interests and aspirations. Supporting students' psychological needs for autonomy, competence, and relatedness can significantly enhance their motivation. Additionally, fostering a mastery-oriented mindset and enhancing self-efficacy through positive reinforcement and constructive feedback can empower students to embrace challenges and view learning as a lifelong journey. Moreover, acknowledging the impact of social contexts and emotional factors on motivation is vital for creating inclusive and supportive educational environments. By considering the diverse backgrounds and developmental stages of students, educators can tailor their approaches to meet individual needs and promote sustained engagement in learning.

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