
**PSYCHOLOGICAL CHARACTERISTICS OF THE FORMATION
OF MOTIVATION OF EDUCATIONAL ACTIVITIES IN STUDENTS**

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***Annotation.** This article provides information on the peculiarities of motivation that are formed in students during their academic career. Scientific theoretical concepts on barriers to the formation of motivation and The Associated psychic properties have been cited.*

***Keywords:** motivation, motive, activity, consciousness, personality, competence, ability, skill*

**ПСИХОЛОГИЧЕСКИЕ ОСОБЕННОСТИ ФОРМИРОВАНИЯ
МОТИВАЦИИ УЧЕБНОЙ ДЕЯТЕЛЬНОСТИ У УЧАЩИХСЯ**

***Аннотация.** В данной статье приводится информация об особенностях мотивации, которая формируется у студентов в процессе их учебной деятельности. Приведены научные теоретические концепции барьеров в формировании мотивации и связанных с ней психических свойств.*

***Ключевые слова:** мотивация, побуждение, деятельность, сознание, личность, компетентность, способность, навык.*

***Entrance.** The psychological characteristics that underpin the formation of motivation for educational activities in students are central to understanding how learning environments can be optimized to enhance academic engagement and achievement. Motivation, a critical factor in educational success, encompasses a range of psychological attributes that influence why and how students engage with*

their learning tasks. These characteristics include intrinsic and extrinsic motivation, self-efficacy, goal-setting, and the impact of social and cognitive factors. By examining factors such as self-efficacy, social support, and cognitive development, educators can better address the diverse needs of students and implement strategies that promote sustained motivation and engagement. This comprehensive approach to understanding and influencing educational motivation not only enhances academic performance but also supports students' overall well-being and lifelong learning.

Literature analysis. Several scientists have conducted research on motivation in education and the formation of motivation in students. For instance Angela Duckworth, Edward Deci, Richard Ryan, Albert Bandura, Skinner, Adler have conducted several researches to find out different aspects formation of students` motivation.

B.F. Skinner, a prominent behaviorist psychologist, made significant contributions to our understanding of motivation, particularly through his work on operant conditioning. His theories can be applied to the psychological characteristics of motivation in educational activities among students in several ways:

1. Operant Conditioning: Skinner proposed that behavior is shaped by its consequences. In educational settings, this means that student behavior (e.g., reading or class participation) can be enhanced through rewards (positive reinforcement) or discouraged through punishments (negative reinforcement). This principle suggests that motivation can be enhanced by providing appropriate reinforcement for desired behaviors.

2. Reinforcement Schedules: Skinner identified various reinforcement tables (fixed ratio, variable ratio, fixed interval, and variable interval) that affect how fast and consistent behavior is learned. Changing the time and type of awards for academic achievement in education can attract and encourage students. For example, providing feedback immediately after a correct answer can more effectively enhance learning than delayed rewards.

3. Shaping Behavior: Skinner's concept of shaping involves reinforcing

successive approximations of a desired behavior. In an educational setting, teachers can use this technique to gradually guide students toward more complex skills or knowledge by rewarding small steps along the way. This approach builds confidence and motivation as students see their progress.

4. Self-Regulation and Autonomy: While Skinner's work primarily focused on external factors influencing behavior, it also opens up discussions about self-regulation. When students experience consistent reinforcement for their efforts, they may develop a sense of autonomy and control over their learning, which can further enhance intrinsic motivation.

5. Behavior Modification: Skinner's principles are often used in behavior modification programs within educational settings. By systematically applying reinforcement strategies, educators can help students develop positive academic habits and reduce undesirable behaviors. This structured approach can lead to increased motivation as students recognize the connection between their efforts and outcomes.

6. Motivation Through Feedback: Immediate and constructive feedback is crucial in Skinner's framework. Regular feedback helps students understand what they are doing well and where they need to improve, fostering a growth mindset and encouraging continued effort and motivation.

Martin Seligman, a well-known psychologist known for his work in positive psychology, has made significant contributions to the understanding of motivation, especially through the studied concepts of helplessness, optimism and well-being. His research can be applied to the psychological characteristics of motivation in academic activities among students in several basic ways:

1. Engagement and Flow: Seligman's work touches upon the concept of engagement, which is closely related to the idea of "flow" developed by Mihaly Csikszentmihalyi. When students are fully engaged in activities that challenge them appropriately, they experience flow—a state of deep concentration and enjoyment. Creating learning experiences that promote flow can significantly enhance motivation.

2. Well-Being and Academic Success: Seligman's PERMA model (Positive Emotion, Engagement, Relationships, Meaning, and Accomplishment) outlines components that contribute to well-being. In the educational context, fostering positive relationships among peers and teachers, creating meaningful learning experiences, and celebrating accomplishments can enhance students' overall well-being and motivation.

3. Resilience and Coping Strategies: Seligman's research highlights the importance of resilience in overcoming setbacks. Teaching students coping strategies to deal with academic challenges can enhance their motivation by helping them view failures as part of the learning process rather than as insurmountable obstacles.

Martin Seligman's research provides valuable insights into psychological traits that affect motivation in educational activities. By addressing problems such as learned helplessness, promoting optimism, encouraging goal setting, and promoting well-being, teachers can create an environment that increases student motivation and activity in learning processes.

Discussion. The formation of motivation in educational activities is a critical component of effective teaching and learning. Motivation influences students' engagement, persistence, and overall academic performance. Understanding how to cultivate this motivation is essential for educators, parents, and policymakers alike. This discussion explores the various dimensions of motivation, the factors that influence it, and the strategies that can be implemented to enhance it in educational settings.

1. Understanding Motivation in Education

- Intrinsic Motivation refers to engaging in an activity for its own sake, driven by personal interest or enjoyment. Students who are intrinsically motivated are more likely to engage deeply with the material, pursue knowledge for its own sake, and demonstrate greater resilience in the face of challenges.

- Extrinsic Motivation, on the other hand, involves engaging in an activity to achieve external rewards or avoid negative outcomes. While extrinsic motivators

like grades, praise, or parental approval can drive students to perform, they may not lead to lasting engagement or a genuine love for learning.

2. Factors Influencing Student Motivation

- Individual differences: students come with unique backgrounds, interests and learning styles. Recognizing these differences allows teachers to adapt their approaches to better meet students' needs.

- Social environment: class climate has a significant impact on motivation. A supportive environment that encourages peer collaboration and positive relationships can increase students' willingness to engage.

- Teacher influence: teachers play a decisive role in the formation of student motivation. Their passion, teaching style, and ability to connect with students can inspire a love of learning.

- Relevance of content: when students see real programs of what they are learning, their motivation often increases. Linking academic content to student life and future aspirations can increase their activism.

Conclusion. The psychological characteristics of motivation formation in educational activities are fundamental to understanding how students engage with learning processes. Motivation is not a static trait but a dynamic interplay of cognitive, emotional, and social factors that shape a student's willingness to learn. Key psychological characteristics, such as self-efficacy, intrinsic interest, and goal orientation, significantly influence how students perceive their abilities and the relevance of their educational experiences.

By fostering a supportive learning environment that addresses individual differences and promotes autonomy, educators can enhance students' intrinsic motivation. This involves recognizing the importance of feedback, setting achievable goals, and connecting academic content to real-life applications. Additionally, understanding the impact of external factors—such as peer relationships and classroom dynamics—can help educators create conditions that nurture motivation.

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