

EMPIRICAL STUDY OF STUDENT MOTIVATION AND VALUES

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Abstract: this article highlights the valuable direction in the development of students' motivational field, as well as the internal possibilities of pedagogical-psychological influence in raising the young generation to become well-rounded people in all respects.

Key words: student, motive, motivation, profession, professional activity, creativity, value, empirical knowledge, education, age - generation

One of the main educational reforms being implemented in the Republic of Uzbekistan is the upbringing of the younger generation as fully developed people. Of course, when we say a fully developed person, we mean a person who is spiritually mature, who cares about the history, present and future of his homeland, and who is passionate about contributing to the socio-economic development of society. If we approach this concept analytically, we can understand how multifaceted, complex and comprehensive it is in line with universal human values.

In his Address to the Oliy Majlis on January 24, 2020, the President of the Republic of Uzbekistan touched upon the issue of youth and the generation: "We have set a goal to transform Uzbekistan into a developed country, and we will achieve this not only through accelerated reforms, science and education, and innovation. To do this, first of all, we need to educate a new generation of personnel who will act as initiative reformers, think strategically, and are knowledgeable and qualified." ¹In this context, the development of the youth and the generation studying in higher education institutions as socially active citizens is of great importance.

It can be said that the formation of a complete person, his occupation of a worthy profession, his contribution to the development of society, and thus his understanding and manifestation of his identity in society, in a word, his perfection as a person, is taken into account. The pursuit of perfection is a complex process that occurs in tandem with the professional formation of a person, taking place in an integral way and lasting almost a lifetime. In a broad sense, professional formation means a person's education in a particular professional field, based on his intellectual abilities, physical capabilities, abilities in this or that field, interests and aspirations, as well as values and worldviews, subsequent entry into this field, adaptation, and, finally, over the years, becoming a mature and qualified specialist.

The initial and at the same time extremely important stage of the process of professional formation includes the period of choosing a future profession, that is, before reaching a specific professional decision.

As is known, in the system of continuous education, the 9th grade of secondary education graduates are on the verge of completing secondary schools, a stage of life full of youthful emotions and passions, realizing their future dreams and hopes. In ontogenesis, this period is characterized by its own characteristics, such as the acquisition of citizenship status by young people who are taking a step towards an independent life, personal, social and spiritual views and

¹. People's Word.: "Address to the Supreme Assembly" of the President of the Republic of Uzbekistan, January 25, 2020, No. 19

beliefs. Therefore, it is necessary to further increase the responsibility of responsible persons in ensuring that a person is able to correctly set his goals at the threshold of life, and walk confidently and confidently in the future.

A.M. Jabborov's research on the psychological and ethnic characteristics of Uzbek school teachers is of great importance. He emphasizes that the ethnic psychological foundations of a teacher are manifested in his personal qualities, activities and consciousness, lifestyle and dispositions for managing social behavior.

In the work of M.M. Qoplonova "Psikhologicheskie osobennosti lichnosti uchitelya uzbekskoy shkoly" he makes the following conclusions, one of the effective conditions of the teacher's pedagogical activity is that the pedagogue must have global positive (integrative) interaction. Its multifaceted and additive attitude towards itself allows to compensate for some of its shortcomings and to develop others.

S. Kh. Jalilova stated that in order to improve the psychological-pedagogical training of students in pedagogical higher education institutions, it is necessary to change the methods of psychological training for the profession and to direct them to the image of the "ideal teacher".

S. Kh. Jalilova stated that "Professional activity, as an important condition for the formation of a future teacher and the development of his personality, should be carried out regularly with the help of the influence and experience of existing psychology and pedagogic sciences".

Our ancestors also paid special attention to teaching their children the secrets of their profession and helping them master a craft. That is why they apprenticed them to a master from a young age and supervised them to ensure that they became good craftsmen.

Folk proverbs also place special emphasis on the issues of professions and vocational education: "Seventy crafts are not enough for one young man," "Craftsmanship is a virtue," "Wealth comes from work, and beauty comes from life," and others.

The cultural heritage, teachings, and experiences of our generations regarding professions, as well as modern research and its guidelines, are unable to clarify some aspects related to vocational education.

The right choice of profession, the right direction to the profession and the right occupation are considered as the priority problem of the family and even the society.

The use of the taxonomic approach makes it possible to divide the activity of students according to the results of all tasks and control work into different groups (taxa) at different levels of development. The data obtained in the experiment showed that students can respond adequately to the proposed conditions that support development. He develops almost all aspects of his social activity at different levels. A number of students were able to show their initiative in active public activities and social projects.

The motivational influence on the development of students' own actions is a developed civic motivation, a constructive motivation for conflict. A person must understand the need to determine his civic point of view, in which the motives for civic activity must be formed, the ability to set goals and achieve them must be developed. He must understand the interrelation of his personal success with the development of civil society;

It is known that **motives** are an internal power source that moves a person to a certain goal. Motives appear as concrete needs in the process of human activity and are satisfied by the implementation of this activity. Motives of human activity have different appearance and structure, such as, organic, functional, material, social, spiritual and so on.

It is known that one of the important socially conditioned qualities of a person is his orientation, that is, his motivation.

Motivation is an important psychological process in the structure of a person that leads all actions of a person towards a common and unified goal, urges, fully ensures his stable activity. Its motives, needs and interests, inclinations and desires, internal stimuli form the core of motivation.

It is self-evident that the concept of motivation is a psychological qualitative process that aims at a broad and far-reaching goal, prospective plans, compared to the concept of motive. It is known that a person's dispositional and situational motivations are the source of action that ensures the harmony of his internal and external behavior. In the structure of personality, motivations are considered a socially conditioned component and are developed in the process of education.

The motivational field and empirical learning of students can be influenced by the following factors:

First Factor - the factor of focus on a specific goal and task . In this factor, students expressed their desire to master knowledge related to their future profession, what subjects are good for, and that trying to prove something does not always lead to success, as well as their desire to quickly graduate from high school and become a professional.

Qualitative analysis of the responses obtained suggests that the students' understanding of their future profession is stable, that they are interested in information about their profession, and that a certain sense of indifference towards those around them can be explained by their future professions, their age and intellectual characteristics, and the responsibility of making decisions on the threshold of a new life.

Second Factor 1 – a certain coldness and internal defense towards classes . In this factor, students emphasize that classes are overloaded with too many tasks and assignments, that homework assignments are too complex, that they finish classes quickly and rush home, and that they also have a place in household chores.

Indeed, the role of students in family upbringing is of particular importance. They also have a fair share in household chores, but this does not mean that they are exempted from educational work at school. It is no secret that in the era of training competitive, qualified specialists, having decent knowledge and intellectual potential is becoming a requirement of the times. Therefore, it is advisable for the subjects of the educational process to correctly perceive this process, master knowledge in a timely manner, and for this, the teacher should organize classes based on modern principles.

Third factor - a factor of convenient organization of education. The content of the answers that took place from this factor, they emphasize that the grades and points given by the students in the classes are not necessary, that the lessons are not rushed, but gradually, they do not exaggerate the importance of the school too much.

In our opinion, it seems to indicate that students are not able to master all of them in the landscape of colorful information, various discoveries and inventions, and assessment during training is perceived as punishing them. Undoubtedly, the educational process in this place requires creativity from officials, effective use of non-traditional methods in training. It is natural that such an approach allows the student to work effectively both physically and mentally.

Fourth factor - education - the factor of moral wealth and the guarantee of a decent future . This calls on all the officials of the educational process to work more efficiently in order to

implement reforms, to work more productively today than yesterday, and tomorrow compared to today.

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