

MOTIVATION AND ITS SCIENTIFIC-THEORETICAL STUDY FIELD

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Abstract: This article discusses motivation and its scientific-theoretical study, particularly focusing on the motivational readiness of teachers for their professional development in the educational process. The processes of globalization and economic as well as cultural integration between countries necessitate the creation of new approaches and pedagogical conditions in the field of education. Through concepts such as motivation, need, motive, and motivation enhancement, the driving forces and reasons for teachers' self-development are analyzed. Various forms of motivation, factors that influence activity enhancement in the educational process, and their scientific foundations are presented in the article.

Keywords: Motive, motivation, need, globalization, activity, drive, intrinsic aspiration, communication.

As a result of the global process of globalization, the economic and cultural integration between countries has increasingly heightened the need to understand trends in the development periods of specialists in various fields and to improve existing knowledge through self-management. Researching education systems in developed countries underscores the importance of knowing their languages to utilize existing knowledge effectively. Currently, in our country Uzbekistan, important decisions have been made by President Shavkat Mirziyoyev regarding "Measures to Further Improve the System of Learning Foreign Languages" dated December 10, 2012; "Additional Measures to Enhance Effectiveness in Teaching Young People Foreign Languages" dated June 27, 2024; along with various directives from Uzbekistan's Cabinet of Ministers aimed at creating necessary pedagogical conditions for mastering foreign languages freely from primary school through higher education institutions. Therefore, learning foreign languages has been recognized as one of the most urgent tasks in our country.

Efficient organization of teaching systems and methods within educational institutions necessitates openness to implementing certain innovations while creating values related to ideas and organizations within systems. In this context, teachers' actions are particularly significant for ensuring effectiveness in general secondary education activities. Innovative activities require educators to continuously develop professionally; thus, motivation's existence and motivational readiness are crucial for ongoing professional development. Investigating the complexity and multifaceted nature of motivation demands a thorough understanding through various approaches concerning its true essence and composition while also requiring specific classifications. This is why researchers have employed different terms that exhibit varied interpretations. Our work aims to study foundational aspects of this theory regarding motivation and motivational readiness while analyzing them with an objective to ensure teachers'

motivational preparedness for continuous professional growth within today's ever-changing educational environment.

The words "motive" and "motivation" derive from Latin origins. The term "motive" means "drive" or "the causal reason," while "motivation" refers to a collection of drives and reasons. It is appropriate to focus on concepts such as need, motive, motivating factors as well as encouragement when classifying the core essence of motivation.

Need – a demand for something; necessity or requirement.

Needs can be categorized into physical, perceived, and unperceived types. Physical needs manifest as the need to change one's workplace or living environment, while perceived needs require a shift towards things that we like. Unperceived needs are psychological and consist of internal motivations. In general, needs arise and settle within a person's inner world; they are sufficiently common among different individuals yet can emerge in specific forms for each person at different times. The level of need for goals is dependent on the strength of motivation.

Motivation refers to 1) the collection of various reasons that drive a person to study or perform certain actions; 2) the inclination of a student towards activities related to satisfying particular needs¹. It refers to the reasons that explain tendencies and readiness in a person's behavior.

Motivation is the internal aspiration and connection between professors-teachers and listeners/students. It involves engaging a student's inner potential to encourage them to grasp a certain educational material and stimulate their interests.

In this context, the activity level of the listener increases with the help of several factors:

- Readiness to assimilate educational materials;
- Relying on personal experience in independent activities;
- Understanding and analytically implementing activities;
- The systematic nature of the learning process;
- A tendency toward personal skill enhancement;
- Proficiency in using computer technology.

The following motivators increase listener activity:

- Ability to defend one's opinion;
- Active participation in discussions and debates;
- Ability to ask questions directed at both listeners and speakers;
- Critical approach towards mutual Q&A sessions.

German psychologist K. Bundschuh defines motivation in his book "Emotionality, Motivation, and Learning" as follows: "Motivation consists of factors that prompt specific human behaviors aiming to approach positively evaluated situations while avoiding negatively evaluated ones."² U. Schiefele interprets motivation as stable "long-lasting goals or evaluative plans,"³ while J. Jalolov describes it as "driving reasons, internal and external impulses."⁴

On the contrary, motivation can be defined as "the readiness at any moment to direct an individual's sensitivity, cognition, and driving functions toward future goals" or "psychological

¹ Pedagogika: ensiklopediya. II jild / tuzuvchilar: jamoa. – Toshkent: "O'zbekiston milliy ensiklopediyasi" Davlat ilmiy nashriyoti, 2015. – 347 b.

² K. Bundschuh "Эмоционаллик, мотивация ва ўқиш" 1998 86- б.

³ Schiefele, U.: Motivation und Lernen mit Texten. Göttingen: 1996.

⁴ Ж.Жалолов "Чет тили ўқитиш методикаси" Тошкент "Ўқитувчи" 1996, 346 б.

processes that lead into goal-directed actions while ensuring their persistence.”⁵ Considering that various motivations may manifest simultaneously, one can discuss "the competitive reality of different motivations." Which competing motivations ultimately underlie a necessary process depends on both individual characteristics and situational factors.

Learning motivation is considered a specific type of general motivation where “a person is prepared to carry out specific educational activities with an eye toward enhancing the effectiveness of the learning process.” This definition based on action theory expresses an individual learner's intention to actively expand their competencies. U. Schiefele describes learning motivation as an actual characteristic encompassing “the desire or intention⁶ to learn from certain sources or skills.” In both interpretations of motivation terminology, there is no expression regarding how learning effectiveness should be directed toward enhancing competencies. Thus, educational activities may be undertaken either due to an intrinsic desire for learning itself or aimed at achieving results derived from it.

In summary, today, the rise of the intellectual potential of independent Uzbekistan's youth is being emphasized. It is important for them to acquire broad knowledge and professional skills, actively engage in communication with their peers from foreign countries, and stay well-informed about all events, news, and changes happening in the world. A crucial condition for mastering the vast intellectual wealth of the world is giving great importance to learning foreign languages. There is a saying among our people: "He who knows a language knows his nation." Learning a language ensures personal and professional growth since it opens the way to utilize available resources.

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⁶ Schiefele, U.: Motivation und Lernen mit Texten. Göttingen: 1996.