



## INTERNATIONAL EXPERIENCES IN THE FIELD OF FORMATION OF MOTIVATION FOR SELF-INDEPENDENT DEVELOPMENT IN STUDENTS

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**Abstract:** This paper explores international experiences in the field of formation of motivation for self-independent development in students. Drawing upon examples from Finland, Singapore, the United States, and other countries, the paper examines innovative approaches, best practices, and challenges encountered in fostering intrinsic motivation and self-determination among students. Through a comparative analysis, the paper highlights the importance of creating learning environments that support student agency, cultivate personal interests, and prioritize holistic development. Furthermore, the paper discusses the role of educators, policymakers, parents, and communities in nurturing motivation and self-determination in students and addresses considerations for future research and practice.

**Keywords:** motivation, self-independent development, intrinsic motivation, self-determination, student agency, holistic development, international experiences, education, learning environments.

The formation of motivation for self-independent development in students is a critical aspect of modern education, particularly in the context of an increasingly interconnected and dynamic global society. As students navigate complex academic, social, and professional landscapes, the ability to self-direct their learning and pursue personal growth becomes essential for success and fulfillment. In recent years, there has been growing recognition of the importance of fostering intrinsic motivation and self-determination in students, empowering them to take ownership of their learning journey and cultivate lifelong learning habits. This introduction will explore international experiences in the field of formation of motivation for self-independent development in students, shedding light on innovative approaches, best practices, and challenges encountered in different educational contexts worldwide.

Across diverse cultural and educational systems, educators and policymakers have sought to nurture students' motivation for self-independent development through a variety of strategies and interventions. These efforts are grounded in theories such as Self-Determination Theory (SDT), which posits that individuals are inherently motivated to pursue activities that fulfill their psychological needs for autonomy, competence, and relatedness. By creating learning environments that support students' autonomy, provide opportunities for skill development, and foster meaningful connections with peers and teachers, educators can cultivate intrinsic motivation and a sense of agency in students. In this introduction, we will explore how countries such as Finland, Singapore, and the United States have leveraged these principles to design educational policies and practices that promote self-independent development and empower students to become active, engaged learners. Through a comparative analysis of international experiences, this paper aims to inform educators and policymakers about effective strategies for fostering motivation and self-determination in students, ultimately enhancing educational outcomes and preparing students for success in the 21st century.

**1. Finland:** Finland is often hailed for its high-performing education system, which prioritizes student well-being, autonomy, and self-directed learning. In Finnish schools, students have considerable

freedom to shape their learning experiences and pursue topics of personal interest. Teachers serve as facilitators and mentors rather than traditional authority figures, encouraging students to take ownership of their learning journey. For example, in the Finnish comprehensive school system, students have autonomy in choosing elective subjects and designing individualized learning paths. This approach fosters intrinsic motivation and a sense of agency in students, empowering them to pursue their passions and develop self-independent learning habits from an early age. Furthermore, Finland's emphasis on holistic education and student well-being contributes to the formation of motivation for self-independent development. The Finnish curriculum prioritizes the development of social-emotional skills, creativity, and critical thinking alongside academic knowledge. Educators recognize the importance of fostering students' intrinsic motivation and sense of purpose, believing that these qualities are essential for lifelong learning and personal growth. As a result, Finnish students are encouraged to explore their interests, take risks, and learn from failure, fostering resilience and a growth mindset. Overall, Finland's education system provides valuable insights into how a focus on autonomy, student well-being, and holistic development can nurture motivation for self-independent development in students.

**2. Singapore:** Singapore's education system is known for its academic rigor and emphasis on excellence, but it also places a strong emphasis on developing students' motivation for self-independent development. The Singaporean government has implemented various initiatives to promote lifelong learning and self-directed learning among students. For example, the SkillsFuture movement aims to equip students with the skills and mindset needed to thrive in a rapidly changing economy. Through initiatives such as SkillsFuture Credit and SkillsFuture Work-Study Programs, students are encouraged to take ownership of their learning and pursue opportunities for personal and professional development. Moreover, Singapore's education system places a strong emphasis on values education and character development, which contributes to the formation of motivation for self-independent development. Schools incorporate values education into the curriculum through programs such as Character and Citizenship Education (CCE), which aim to cultivate students' moral and ethical values, as well as social-emotional competencies such as resilience, empathy, and self-awareness. By instilling a strong sense of purpose and values in students, Singaporean educators seek to foster intrinsic motivation and a commitment to lifelong learning and personal growth.

**3. United States:** In the United States, efforts to promote motivation for self-independent development in students have taken various forms, reflecting the diversity of educational approaches across different states and districts. One notable example is the shift towards student-centered learning models, which prioritize student agency, personalized learning, and competency-based progression. Schools and districts across the country are adopting innovative approaches such as project-based learning, inquiry-based learning, and blended learning, which empower students to take control of their learning and pursue topics of personal interest. Additionally, the United States has seen a growing emphasis on social-emotional learning (SEL) as a means of promoting motivation and self-determination in students. SEL programs focus on developing students' social and emotional skills, such as self-awareness, self-regulation, and interpersonal communication, which are essential for academic success and personal well-being. By integrating SEL into the curriculum and creating supportive learning environments, educators aim to foster intrinsic motivation and a sense of agency in students, enabling them to navigate challenges, set goals, and pursue their passions.

While these international experiences highlight promising approaches to fostering motivation for self-independent development in students, they also underscore the challenges and considerations that educators and policymakers face. One challenge is the need to balance autonomy with accountability, ensuring that students have the freedom to pursue their interests while also meeting academic standards and learning goals. Additionally, there may be cultural, societal, and systemic barriers that impact students' motivation and self-determination, such as socio-economic disparities, cultural norms, and inequitable access to resources and opportunities. Moreover, fostering motivation for self-independent development requires ongoing support and scaffolding from educators, parents, and communities. Educators play a crucial role in creating supportive learning environments, providing guidance and feedback, and modeling lifelong learning habits. Parents and caregivers also play a vital role in nurturing students' motivation and self-determination, by fostering a home environment that values curiosity, initiative, and perseverance.

Furthermore, communities can provide additional resources and opportunities for students to pursue their interests outside of school, such as mentorship programs, community service projects, and extracurricular activities.

In conclusion, the international experiences explored in this paper provide valuable insights into the formation of motivation for self-independent development in students. From Finland's emphasis on autonomy and holistic education to Singapore's focus on lifelong learning and values education, and the United States' adoption of student-centered and social-emotional learning approaches, each country offers unique perspectives and strategies for fostering intrinsic motivation and self-determination among students. These experiences highlight the importance of creating learning environments that support student agency, cultivate personal interests, and prioritize holistic development. By empowering students to take ownership of their learning journey, educators can nurture motivation and self-determination, enabling students to thrive academically, socially, and emotionally. However, challenges such as balancing autonomy with accountability, addressing socio-economic disparities, and providing ongoing support and scaffolding for students remain. Moving forward, it is essential for educators, policymakers, researchers, and stakeholders to collaborate, innovate, and continuously improve educational practices to meet the diverse needs of students and promote equitable access to opportunities for all.

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