



PSYCHOPHYSIOLOGICAL CHARACTERISTICS OF LEARNING MOTIVATION OF STUDENTS

Abdullayeva Barno Sayfutdinovna

Doctor of Pedagogical Sciences, Professor of Tashkent State Pedagogical University

Article history:

Received: September 28th 2021

Accepted: October 30th 2021

Published: November 30th 2021

Abstract:

The need for knowledge is one of the main human needs, on the basis of which the individual masters the centuries-old human experience. At different periods of a person's life, the objects of his interest, forms and methods of acquiring knowledge change, but the need for knowledge as an inherent property of a person, not only does not become dull over the years, but also receives its further development.

Keywords:

The need for knowledge is one of the main human needs, on the basis of which the individual masters the centuries-old human experience. At different periods of a person's life, the objects of his interest, forms and methods of acquiring knowledge change, but the need for knowledge as an inherent property of a person, not only does not become dull over the years, but also receives its further development.

In recent years, special attention has been paid to the issues of motivation of educational activity in the psychological scientific literature. This is not accidental, since the question of motives is essentially a question of the quality of learning activity. The predominance of external, utilitarian motives leads to the fact that the teaching becomes formal, there is no creative approach, independent setting of educational goals. It is known that it is a negative or indifferent attitude to learning that can be the cause of a student's poor progress or poor progress.

There are many works devoted to the study of the motivation of educational activity of university students. But the connection between psychophysiological factors of motivation and the success of educational activity has not been studied enough. In recent years, the number of works devoted to the study of the influence of hemispheric asymmetry on the learning process of younger schoolchildren has been growing. However, the role of interhemispheric asymmetry in student learning has also not been studied enough. Meanwhile, timely diagnosis and correction of learning motivation, taking into account psychological and psychophysiological factors as the basis for improving the quality of training of young specialists, is an urgent task for psychologists. The problem is to find, taking into account individual psychological and psychophysiological characteristics, such methods of psychological and pedagogical influence that would not only motivate learning in the best way, but also contribute to the maximum

development and realization of the student's personality.

One of the most urgent problems of modern education is the construction of such a learning process, which could be the basis for the formation of the motivational sphere of students.

In this regard, contradictions arise between the existing state of motivation for learning among university students and modern requirements for their educational activity; between the needs of practice in evidence-based recommendations for managing the motivational sphere of students and the lack of scientific and psychological knowledge sufficient for this.

The study of the motivational sphere of psychology students is of particular importance, since in the process of teaching this profession, unlike others, future psychologists have the opportunity, taking into account the knowledge of the basics of scientific psychology, to change themselves, including their own motivational sphere of personality.

The purpose of our work is to study the role of psychophysiological and psychological characteristics of psychology students in the formation of successful educational motivation. The subject of our research work is psycho-physiological characteristics, quantitative and qualitative characteristics of the motivational sphere of personality among students with different academic performance.

The study of the role of psychophysiological and psychological characteristics of psychology students in the formation of successful learning motivation will be if:

1. Generalized stable motives, energy components of motives, psychological and psychophysiological characteristics of psychology students differ depending on the level of academic performance and the course of study.

2. The combination of various motives that determine the high performance of students differs



depending on the course of study.

3. Psychophysiological features that affect the motivational sphere of students' personality are specific for each of the motives of behavior and do not depend on academic performance and course of study.

4. The level of hemispheric activity and the level of general mental activation are associated with the formation of motives that determine the progress of students of different courses.

We research identified the following tasks:

Theoretical:

1. Conduct an analytical review of studies on the problem

motivation of educational activity and its connection with individual typological features.

Empirical:

2. To identify the features of the motivational sphere, as well as the distinctive psychophysiological and psychological characteristics of psychology students with different academic performance in different courses of study.

3. To investigate the relationship of psychophysiological and psychological characteristics of students with different academic performance in different courses of study.

4. To reveal the influence of educational and personal motivation on the progress of students in different courses of study.

5., To reveal the degree of influence of psychophysiological and psychological characteristics on the dominant motives of students with different academic performance in different courses of study.

6. To study the level of hemispheric activity and the level of general mental activation as psychophysiological factors that determine the motivation for successful learning.

The theoretical basis of the study was developed in domestic psychology, provisions on activity, its mechanisms, motivational components; about the functional system as a neurophysiological basis of motivation mechanisms; about the interdependence of external and internal factors of personality development and its motivational sphere; about the sources of motivation; about the change, development and formation of motivations, about the relationship between hemispheric asymmetry and mental states, about the relationship between temperament, motivation and intelligence.

At the same time, in the study of motivation problems, theoretical data obtained in foreign psychology were widely used.

Methodological tools were presented by the

following tests: functional interhemispheric asymmetry was studied using the modified questionnaire by M. Annette, the questionnaire by N.N. Bragina and T.A. Dobrokhotova; questionnaire of P.N. Ermakov To study the level of anxiety, the method of S. Taylor was used

Temperament was studied using the J. Strelyau questionnaire (excitation level, inhibition level, mobility). Also, the OST test by V.M. Rusalov was used, which made it possible to identify the following parameters: ergicity, social ergicity, plasticity, social plasticity, tempo, social tempo, emotionality, social emotionality.

The degree of extraversion - introversion was determined using the C. Jung test.

When studying the motivational sphere of students' personality, we paid attention to its following characteristics:

the degree of stability and generalization of motives;

- energy (dynamic) characteristics of motives, reflecting their strength and stability;

- content characteristics of motives, reflecting their orientation or individual personality traits;

- the connection of the motive with the displayed type of activity.

Guided by these criteria M.Sh. Magomed-Eminova, all

The motives we studied were structured as follows:

Stable generalized motives reflecting the energy characteristics - the desire for rivalry, the desire to achieve the goal, the desire for social prestige.

Stable generalized motives reflecting individual personal characteristics - the desire to achieve success, the desire to avoid failure.

The motives that reflect the orientation of the individual are general and creative activity, the desire to improve social status, the desire to communicate, the desire for life support, comfort, the desire to be socially useful.

Specific stable motives are the motives associated with studying at a university (the desire to acquire knowledge, the desire to master a profession, the desire to get a diploma).

The energy characteristics of motives were determined using the methodology developed by M. Kubyshekina, which is aimed at identifying the desire (motivation) of a person to achieve the goal, the desire for rivalry, the desire for social prestige.

Stable generalized motives reflecting individual personal characteristics were determined using the following methods: to diagnose the need for achievement, the method of Yu.M. Orlov was used. Motivation to avoid failures was studied using the



technique of T. Ehlers.

The motivational structure of the personality was determined using the methodology of V.E. Milman, which makes it possible to identify some stable personality tendencies: general and creative activity, the desire for communication, ensuring comfort and social status, etc.; identify the business or general orientation of the individual.

To study the motivation of learning at the university, we used the methodology proposed by T.I.Rilina, as well as the methodology proposed by A.A.Rean and V.A.Yakunin

To identify situational psychophysiological prerequisites that facilitate the formation of motives that determine academic performance, a formative experiment was conducted with third-year students in the form of motivational training.

We have identified the following:

1. Generalized stable motives reflecting individual personal characteristics, educational motives, motives of personality orientation, psychological and psychophysiological characteristics of psychology students with different academic performance differ in nature, degree of expression and level of relationships. Energy components of the motives of students with different levels of academic performance are similar in structure and degree of expression.

2. A combination of generalized stable motives, motives that characterize the orientation of the personality and educational motives, specific for psychology students of each course, creates the prerequisites for high academic performance.

3. Each of the generalized stable motives, educational motives and mo-

tives of the "working" orientation of students-psychologists, is due to the same

combination of stable psycho-physiological prerequisites - a formal

but-dynamic, neurodynamic and features of the lateral organization

tions regardless of the level of performance and the course of study.

4. Certain combinations of the level of hemispheric activity and the level

mental activation cause the formation of the desire to compete

quality, creative activity, the desire to acquire knowledge, as a motivator

s that determine high academic performance.

For the first time, an integrated approach was used in the work, including the study of psychophysiological and psychological characteristics, to study the motivational sphere of psychology students with different academic performance in

different courses of study. For the first time, the relationship and influence of psychophysiological and psychological characteristics on the dominant motives of psychology students with different academic performance was studied.

For the first time, hemispheric activity and general mental activation were studied as psychophysiological prerequisites for the formation of motivation for successful learning.

The research results show that individual typological features determine the formation of a different motivational structure of a personality, which in turn affects the success of educational activities. The information obtained must be taken into account when organizing the learning process, as well as in psycho-correctional, psycho-diagnostic and career guidance work with students.

REFERENCES:

1. Allport G.W. Trait in Motivations' Theory. - N.Y. - 1937. - 21p.
2. Annett M. Left, right hands and brain: The right shift theory. - London, - 1985. - 203p.
3. Annett M., Manning M. Arithmetic and laterality / Neuropsychologia. - 1990. V.28.N.I. P. 61-69p.
4. Annett M. The growth of manual preference and speech. //Brit. J. Psychology. -1970. -V. 61.- №4.- 545-558p.
5. Annett M., Manning M. The disadvantages of dextrality for intelligence. //Brit. J. Psychol. - 1989. - Vol. 80. - №2. - 213-220p.
6. Atkinson J.W. Introduction to Motivation. - N.Y. - 1964. - 5 lp.
7. Atkinson J. W., Raynor J. O. Motivation and Achievement. - Wash D. C. - 1974. -23p.
8. Arkes H. R., Garske Y. P. Psychological Theories of Motivation. - Monterey -1982.-65-68p.
9. Bryden M.P. Laterality: Functional Asymmetry in the Infact Brain. - Academic Press-1982.-315p.
10. Bruner E. Exploration in Personality. - N.Y. - 1960. - 24p.
11. Buck R. Human Motivation and Emotion. - N.Y. - 1976. - 34-5 lp.
12. Cannon M. Asymmetrical function of the brain. - Cambrige: Univ. Press. -1978.-33p.
13. Caron S. Achivement and avoidant motivation as determinants of epistemic behavior. // Am. J. Psychol. - 1963. - V.108. - №3. - 213-215p.
14. Cattell R.B. Personality and Motivation: Structure and Measurement. - N.Y. -1957. - 65p.
15. Dell E. The Concept of Motivation. - London - 1967. - 3 lp.
16. Eysenck H.J. The biological basis of



- personality. - Springfield, Illinois: Thomas - 1967.-88p.
17. Eysenck H.J., Eysenck M.W. Personality and Individual Differences. Plenum Press-1985.-3ip.
18. Ford M. Motivating humans: goals, emotions and personal agency beliefs. -N.Y.-1992.-72p.
19. Freeman G. Physiological Psychology. - Toronto, N.Y., London - 1948. -21-25p.
20. French E.G., Thomas F.N. The relation of achievement motivation to problem -solving effectiveness //Journal of Abnormal and Social Psychology. - 1958. - 56p.
21. Fress R. Some aspects of eyedness. //Cortex. - 1971. - №8. - 357p.
22. Freud S. New Introductory Lectures on Psycho-Analysis. - N.Y. - 1933. - 2lp.
23. Hail G. Psychology of Motivation. - N.Y. - 1961. - 12p.
24. Hebb D.O. The Organization of Behavior. - N.Y. - 1949. - 76p.
25. Heider F. The gestalt theory of motivation. Nebraska symposium on motivation. V.8 - Lincoln: University of Nebraska Press - 1969. - 73p.
26. Hoppe F. Erfolg und Misserfolg // Psychol. Vorschunddg. - 1930. -14p.
27. Kelley H.H. Attribution in social interaction. - N.Y. - 1971. - 12-13p.
28. Kenedy W., Willcutt H. Prise and blame as incentives. //Psychological Bulletin -1964.-22p.
29. Kimura D. The asymmetry of the human brain. //Sci. Amer. - 1973 - V.228 -70-72p.'
30. Kinsborne M. Asymmetrical function of the brain. - Cambrige: Univ. Press. -1978/ -565p.
31. Lewin K. Grundzuge der topologische Psychologie. - Bern - 1969. - 66p.
32. McDougall W. Outline of psychology. - N.Y. - 1923.- 52p.
33. Mc Clelland D.C. Assessing Human Motivation. - N.Y. - 1971. - 41-43p.
34. Madsen K.B. Modern Theories of Motivation. Copenhagen, Verl. Psychol. -1959. -66p.
35. Maslow A.H. Motivation and Personality. - N.Y. - 1954. - 75p.
36. Merfe S. Perception of emotional words. //Neuropsychology. - 1978. - V. 21. -N.I.-34-37p..
37. Morgan E. Motivation. - N.Y. - 1975. - 1 l-14p..
38. Mowrer O. H. Preparatory set (expectance) a determinant in motivation and learning //psychol. Rev/ - 1938. - V.45 - №1 - 65-67p.
39. Nebraska Symposium on Motivation. Lincoln: Univ. Neb. Press - 1953. - V.I; 1955.- V.3; 1959. - V.7; 1960 - V.8 etc.
40. Nutten Y.R. Motivation, Planning and Action //A Relational Theory of Behavior Dynamics. - Hillsdale - 1984 - Ch.5 - 54-56p.
41. Peters R.S. The Concept of Motivation. - London - 1969. - 12-32p.
42. Richter C. Theories of motivation. - Chicago - 1972. - 22p.
43. Sheldon H.W. Personality. - N.Y. - 1942. - Юр.
44. Smith S. Individual in Society. - N.Y. - 1962. - 12-14p.
45. Stellar B. Human behavior. - N.Y. - 1957. - 18p.
46. Trudewind C. The development of achievement motivation and individual differences': Ecological determinants. In: W.W. Hartup (ed.), - Chicago - 1982. - V.6 -67-69p.
47. Vernon M.D. Human Motivation. - Cambrige - 1969. - 55-57p.
48. Weiner B. Theories of Motivation. - Chicago - 1972. - 43p.
49. Young P.T. Motivation of Behavior. - N.Y. - 1948. - 76p.
50. Young P.T. Motivation and Emotion. - N.Y. - 1961. - 12-15p.