



TECHNOLOGY OF FORMATION OF SOCIAL MOTIF IN STUDENT YOUNG PEOPLE

Murod KHOLYIROV

Termiz State University teacher

Article history:

Abstract:

Received: 11th October 2023

Accepted: 10th November 2023

Published: 14th December 2023

In this article, the factors related to the formation of social motives of elementary school students of general secondary education are highlighted, and this article is intended for a wide audience.

Keywords: professional activity, professional formation, communication motivation, dominance motive, ability, need, reflection, motive, motivation.

As we all know, ensuring the implementation of the tasks specified in the Decree of the President of the Republic of Uzbekistan dated October 8, 2019 "On approval of the concept of the development of the higher education system of the Republic of Uzbekistan until 2030" No. PF 5847 actual issues such as formation of a perfect system of personnel training based on the achievements of the technology of increasing the social motivation of students are set. In this regard, it is necessary to mention the opinion of our respected President Sh. Mirziyoyev, "It is necessary to look at the issue of creating high technologies, scientific developments, training qualified specialists, and taking a worthy place in the world information technology market as a priority task for the most important aspects of our life." is also permissible [1].

Accordingly, one of the priority directions of the reforms implemented in the field of education of our country is to bring the quality of personnel training to the level of world requirements.

Today, the education sector is faced with the challenge of raising a capable, intelligent and well-rounded person who can foresee reality, has the ability to make the right decisions, develops himself and works tirelessly on himself. For this, of course, we need to give students the right motivation.

A number of didactic studies carried out by pedagogic scientists shows that among the teaching factors that increase the effectiveness of the educational process while the factor of motivation for educational activity is in the first place, i.e. 92% of educational efficiency depends on motivation of educational activities. Anyone who understands human nature at least a little bit admits that this is not for nothing is enough. Motives are the main driving force of the didactic process.

Motivations of activity are understood as all factors that cause the manifestation of educational

activity: needs, goals, standards, sense of duty, interests, etc.

Problems related to motive and motivation have been studied by foreign pedagogues and psychologists with many experiments. Practical results have also been achieved. For example, in the studies of E. Thorndike, Z. Freud, S. Thompson, G. Rosenfeld, G. Hunnicutt, R. Woodward, J. Bruner, E. Keiron, our above ideas were expressed.

G. Rosenfeld pointed out the following factors in the formation of the character of motivation to study.

1. Study for education.
2. specific interests.
3. Reading for social identity.
4. Study to succeed or avoid failure.
5. Studying out of compulsion or fear.
6. Reading based on generally accepted norms or moral obligations.
7. Education to achieve purpose in life.
8. Education based on social goals, requirements and values.

J. Bruner has a different approach to the issue of study motivations. In his book "Educational Process", he recognized the practical and theoretical aspects of the student's problems that arise during a real, sufficiently long learning process [2].

J. Bruner thinks not only about the motivation of reading, that is, not only about the perceived factors that always encourage the reading process, but also about the student's motives. Although his views are general in nature, some aspects of them are noteworthy. This is, first of all, the importance of motivations in the nature of knowledge in the process of learning and the feeling of inner satisfaction arising from knowing something new, the setting of protection issues. It should be recognized that this sense of internal satisfaction is later combined with a positive motivation for learning.



According to J. Bruner, the importance of the internal motive as a force that arouses inclination is great in mastering complex educational material. For example, the more extensive a topic is, the more mental "stimulation" (in the sense of understanding the material and broadening one's horizons) the learner must receive in order to be sufficiently interested in the next topic. begins to learn with. It studies the forms of the learning process and their specific characteristics in terms of incentives or punishments. The conclusion of the scientist is that the motivations for reading that compel students to read are determined by motives that are outside of the reading activity. At this time, it is necessary to constantly increase the role of motives of inclination to study activity in the educational process.

According to T. Solomanidina, the psychological conditions for increasing motivation in professional activity are not only related to the educational process, but also to the individual's social. it is also carried out through education in political, legal, ideological, national spirit [3].

a lot of scientific research on the study of primary school students' motives has been carried out by pedagogic scientists, it is felt that the problems of motives are still not sufficiently studied.

In recent years, Uzbek pedagogic scientists have conducted a number of extensive didactic studies on the study of students' educational and cognitive activities. Such works include O. Rozikov, K. Zaripov, N. Ortikov, B. Adizov, R. Safarova, R. Asadova, U. Musayev, H. Nazarova, G. Najmiddinova, A. Hamroyev it is possible to include the researches of scientists such as Although, in these works, various aspects of the motives are highlighted, in them, educational activities only some issues of motivation are stated.

In particular, R. Safarova's practical activity of students is to master language materials thought about the need to be managed according to needs. It's students that as his interest and activity increase, his practical activities will also develop pointed out [4].

K. Zaripov is in the teacher training system distinguishes the components of students' cognitive activity management [5].

N. Ortikov's interest, aspiration, goal, and confidence in students' activities distinguishes characteristic features. These are the productivity and direction of activity defines [6].

O. Rozikov content, purpose, task, method in educational assignments separated as their invariants. He invariants of educational tasks as a means of

organizing and managing students' educational activities was founded [7].

B. Adizov through the creative organization of primary education, And A. Hamroyev of students in the conditions of primary school mother tongue education by monitoring educational activity and making it different from traditional educational methods, encouragement of students' learning activities as a result of creative organization, they justify that their ability and interest can be increased.

G. Najmiddinova to the issues of formation of students' learning activities in their studies in students through a separate approach, learning material and working on it it is justified that it is possible to motivate educational activity [8].

Psychological research on educational activities is a major part of scientific research is a part of L. Vygotsky human activity and psyche - psyche founded the principle of interdependence: psyche without activity, activity without psyche does not apply. L. Vygotsky's views S. L. Rubinstein in his research developed further. According to S. L. Rubinstein, emotions are the dynamics of activity, the pace and determines the tone. That is why it is unique for each age period The established laws of development of the field of motives are new in education It serves as a basis for the development of programs and the activation of educational motivations by setting special tasks [9].

A. N. Leontev and motivations for human activities, as well as training believes that it will motivate and direct his work. His states that activity is an active attitude of the subject to existence. Motive and matching of goals is the most important feature of the activity [10].

ANALYSIS AND RESULTS: Within our topic, various theories have been put forward by pedagogues and psychologists. We will discuss these views below. First of all, *let's list the level and types of motives:*

1. Broad cognitive motives: directing the acquisition of new knowledge: facts, events, patterns. They are manifested in solving problems, turning to the teacher for additional information [11].

2. Educational and cognitive motivations: orientation to the acquisition of knowledge acquisition methods, independent knowledge acquisition methods. They are manifested in independent efforts to find a solution, in questions asked by the teacher about different methods of work.

3. Motives of self-education: focusing on gaining additional knowledge and then building a special program for self-improvement. Motives of self-



education are found when turning to the teacher with suggestions for the rational organization of the educational process, in the actual actions of self-education.

Let's dwell on the importance of the following motives:

1. Broad social motives : duty and responsibility, understanding the social importance of teaching. They are manifested in actions that show the student's understanding of his duties and responsibilities.

2. Narrow social or positional motives : the desire to take a certain position in relations with others, to get their approval[12].

3. Motives of social cooperation : orientation to different ways of interaction with another person. They are manifested in the pursuit of collective work and understanding of rational methods of its implementation.

Personal motives include self-esteem and passion, the desire to gain prestige among peers, imitation of reference partners, and the desire for personalization.

Continuing the topic, it should be mentioned that the main characteristics of educational motivation are as follows :

Strength and stability of educational motives . If we consider the strength of the learning motive, it is an indicator of the unceasing striving of the student and is evaluated by the level and depth of awareness of the need and the motive itself, its intensity.

Stability of learning motive . It is evaluated by its presence in all main types of educational and cognitive activity of the student.

functions of educational motives can be distinguished :

a) motivational function causes and determines the activity of the student, his behavior and activity;

b) a guide function that reflects the direction of the motive's energy to a certain object ;

s) regulatory function , its essence is that the motive determines the nature of behavior and activity in advance.

Below we list the ways to form motivation for primary school students :

1. Ways to help build motivation in general:

- inclusion of students in forms of collective activity;

- involving students in assessment activities and building self-esteem[15];

- student -teacher cooperation, joint educational activities;

- to encourage students' knowledge activity, to create a creative environment;

- an interesting form of presentation of educational materials (unusual form of presentation of the material, emotionality of the teacher's speech, cognitive games, entertaining examples and experiments);

- skillful use of encouragement and punishment.

2. Special assignments to strengthen individual aspects of motivation.

- strengthening and development of students' learning (encouraging readiness for cooperation, openness to pedagogical influences, strengthening one's own position and strengthening the desire to make one's own choice);

- creation of choice situations to strengthen and understand motives , one's subjective position;

- teaching to set goals in education (strengthening self-esteem and sufficient level of claims, practical evaluation of goals, ability to activate their potential);

- stability of goals and perseverance in their implementation[13].

3. Formation of motivation at separate stages of the lesson.

- the stage of invoking initial motivation;

- the stage of strengthening and strengthening motivation;

- the stage of completing the lesson.

CONCLUSION . In organic connection with motives, there are needs that are the source of activity and the driving force. When the subject of need is identified, it takes the status of a cause. In this regard, learning motivation can be defined as an identifiable need. Our conclusion is that the teacher plays a very important role in motivating students' activities in the educational process. Because he, as the entity that organizes and manages the educational process, directly manages the activities of students.

Needs, motives, stimuli are the practical expression of our thoughts. In the process of education Stimulating students from other motivations of learning and learning in them serves to be stronger than

As a conclusion, the theoretical and experimental results are summarized and the main conclusions are given.

1. From the above, it can be concluded that the solution of these goals and tasks requires teachers to keep up with the times, not only to develop their skills,



but also to live with the pain of educating young people and to be able to clearly see the future.

2. Each teacher will conscientiously imagine the current problems, goals and tasks of our country and teach them to use their opportunities, knowledge, and experiences with enthusiasm in order to fulfill them clearly, and educate them to have the skills of a creative approach to pedagogical activities[14].

3. The teacher needs to be able to see the personality of the student and to be able to have his thoughts, worries and joys, and to have a scientific and creative approach to the interests and interests of the audience. Because the educational process should be directed to the formation of the abilities of primary school teachers and the result of the educational process should be compared with the ideal.

REFERENCES:

1. Muslimov N.A. Kasb ta'lim o'qituvchisini kasbiy shakllantirishning nazariy-metodik asoslari: ped.f.dok....diss.–T.:2007,-315.b.
2. Sharipov Sh., Muslimov N., Ismoilova M., "Kasbiy ta'lim pedagogikasi". Metodik qo'llanma. - T.2005 y.
3. G'affarov E. Innovatsiya, ijtimoiy innovatsiya va innovatsion faoliyat: ilmiy-nazariy yondashuvlar. NamDU ilmiy axborotnomasi. 2019 yil, 10-son. 153-157 betlar.
4. Sharafutdinova, K. G. (2020). Destruction of family relations psychoprophylaxis family-neighborhood-educational institution cooperation. *ACADEMICIA: An International Multidisciplinary Research Journal*, 10(11), 1000-1007.
5. Шарафутдинова, Х. Г. (2021). Oilada destruktiv shaxs xususiyatlari. *Academic research in educational sciences*, 2(11), 231-236.
6. Sharafutdinova, K. G. (2021). THE ROLE OF TEMPERAMENT IN THE FORMATION OF INDIVIDUAL AND DESTRUCTIVE INDIVIDUAL RELATIONSHIP STYLE. *Theoretical & Applied Science*, (8), 210-214.
7. Gulyamutdinovna, S. K. (2021). Manipulative relationship of a destructive person in the family. *ACADEMICIA: An International Multidisciplinary Research Journal*, 11(9), 175-179.
8. Шарафутдинова, Х. Г. (2009). Узлуксиз таълим тизимида ақлий қобилият диагностикаси ва психокоррекцияси дисс. псих. номз. *Тер мездУ*.
9. Mengaliyevna, N. S., & Qizi, X. S. M. (2022). CHARACTERISTICS AND STEPS OF USING TECHNOLOGY FOR THE DEVELOPMENT OF CRITICAL THINKING IN STUDENTS. *European International Journal of Multidisciplinary Research and Management Studies*, 2(03), 60-70.
10. Mengaliyevna, N. S., & Qambardinovna, U. G. (2022). Scientific and theoretical foundations for the formation of social intelligence at school age. *Asian Journal of Research in Social Sciences and Humanities*, 12(5), 245-248.
11. Абдуллаева, Р. (2019). Лидерлик ва раҳбарлик сифатларининг боғлиқлик жиҳатлари. *Янгиланаётган жамиятда ёшларнинг ижтимоий фаоллиги: муаммо ва ечимлар. Республика илмий-амалий конференцияси мақолалар тўплави*, 255-256.
12. Абдуллаева, Р. (2022). ТАЪЛИМДА ТАЛАБАНИНГ ИНДИВИДУАЛ ХУСУСИЯТЛАРИНИ ҲИСОБГА ОЛИШНИНГ АҲАМИЯТИ. *Архив научных исследований*, 2(1).
13. Zebiniso, K. (2022). Forming of universals culture values and upbringing learners idea of peace. *Web of Scientist: International Scientific Research Journal*, 3(6), 1830-1834.
14. Kurbonova, Z. (2023). USING THE TEACHING OF MAHMUD AZ ZAMAXHARI IN IMPROVING THE SYSTEM OF SPIRITUAL AND MORAL EDUCATION OF STUDENTS. *World Bulletin of Social Sciences*, 21, 121-123.
15. Курбанова, З. (2023). Mahmud az Zamaxshariyning axloqiy-tarbiyaviy qarashlari. *Современные тенденции психологической службы в системе образования: теория и практика*, 1(1), 81-86.