

MOTIVATION-BASED LEARNING AS A PSYCHOLOGICAL CONDITION FOR ENSURING QUALITY IN TRAINING

Assoc. Prof. Dr. Nurali Chelebiyev

Azerbaijan State Pedagogical University Sheki Branch

Sheki, Azerbaijan

n_chelebiyev@mail.ru

SUMMARY

In modern times, education in all countries of the world is based on a number of new paradigms as a socio-cultural phenomenon, aiming to improve quality indicators. As well as the content of education, its forms and means are being updated, and a result-oriented educational paradigm is being formed with the application of innovative educational technologies.

The new requirements for education require the optimization of its important structural components, namely, teaching and learning processes. It is impossible to achieve the desired results without motivating the learning activities of learners. Therefore, the formation of a motivation-based learning environment in training attracts attention as an urgent problem.

Motivation-based learning in the educational process is an important psychological condition for improving the quality of students' learning, academic success, and an important component of eliminating chronic failures in learning. A student motivated for success actively participates in learning, feels the joy of learning. As in other types of activities, external and internal motives have a stimulating function in educational activities. External motives are conditioned by the demands and instigations of other people, and internal motives are conditioned by the interests and desires, enthusiasm, and orientation of the student. The article is devoted to learning motivation, which is one of the current topics of pedagogical psychology.

The introduction explains the scientific essence of key concepts such as "learning", "motivation", etc., and the author argues his own ideas and opinions explored in the article, referring to scientific sources where appropriate.

The article discusses the role and importance of external and internal motivation for improving the quality indicators of students' learning activities. It was determined that the motives perceived in learning stimulate the assimilation of knowledge and ensure the quality of social learning activities. The determinants of students' chronic learning failures in the learning process and the factors that condition them were investigated, and the lack of motivation was noted as one of the determinants of learning failures as the main factor.

Keywords: motive, learning motives, learning, intrinsic and extrinsic motivation, motivation to achieve success and avoid failure

Introduction

New trends observed in the development of education in the modern era and new paradigms being formed are mainly aimed at improving its quality indicators. In this regard, increasing the level of acquisition of students is a topic of wide discussion as one of the urgent problems that resonate with global challenges.

In the era of information and communication technologies we live in, the improvement of the content of training, which is the main component of the education system, as well as its forms and means, is a necessary requirement, and new, innovative teaching technologies are becoming one of the integral components of education. In this regard, the role of cognitive and metacognitive knowledge in training is increasing, and the creation of internal motivation for learning and motivation-based learning are becoming a priority task in improving the quality of students' assimilation and knowledge acquisition.

Purpose

Learning is a continuous and purposeful activity that serves to create positive changes in a person's physical and mental (mental) activity, as well as in his behavior, and its result. Training, like all other types of activity, is a special form of

activity based on motivation, implemented with the unity of the cognitive, volitional and emotional spheres of a person and having a learning content. Learning is a cognitive activity based on motivation. Motivation (motivation) is a set of motives that provide orientation of the personality, are connected with its interests, goals, intentions, etc., and are conditioned by stimuli. Motivation is expressed in the connection and relationship between the stimulus and the goal of the activity, and in this case, the motive can become the goal, and the goal can become the motive. The purpose of the research work is to investigate the possibilities of forming positive learning motivation in learners, to identify means that stimulate the motivation to achieve success in them.

Significance

The scientific results obtained from the research work are of theoretical and practical importance. The formation of positive learning motivation in school-age children promotes their academic success and guarantees the improvement of learning outcomes. Teachers and parents, being familiar with the scientific and psychological characteristics of the formation of learning motivation in children, can ensure their high results in their educational activities and motivation-based learning.

Theoretical Basis

Motive is a motivating force that directs a person to any work or activity. The prominent Russian psychologist Alexei Nikolayevich Leontyev called the factors arising from a person's needs and directing him to satisfy those needs "motive". According to A.N. Leontyev, a motive can also appear in the form of an image, concept, idea, ideal.

In psychology, the term "motivation" has a wide and narrow meaning. In a broad sense, "motivation" is a term that belongs to the field of psychological research and characterizes the motivating, directing and supporting behavior of a person at various levels of activity. This area of scientific research was distinguished in psychology at the beginning of the 20th century and distinguished as an independent psychological phenomenon.

Among all the concepts used in the field of motivational psychology, the concepts of "demand" and "motive" occupy a central place. "Motive" from the Latin "movere" (to move, push), (French - "motiver" - to move, to be the source of movement, to control and regulate it) is by its nature the source of internal psychological and physiological movements and determines their activity and purposefulness. In almost all areas of modern psychology, when studying the causes and mechanisms of purposeful human behavior (as well as the behavior of animals), the term "motivation" is widely used. (Karpenko, 1985: 190).

In world psychology, the researches of Z. Freud, K. Lewin, G. Allport, A. Maslow, J. Nutten, H. Hekhanzen, etc. are well-known in this field. Motivation, in a broad psychological sense, is the unity of the goals facing a person and it requires the mobilization of the internal and external motivating forces and capabilities of the personality.

In the process of activity, the motives of "striving for success" and "avoiding failure" are of paramount importance in the motivation of a person. Striving for success and avoiding failure are relatively independent motives that are not dependent on each other. However, in the process of activity, each of these motives can manifest itself in the same person. Depending on their strength, they can be equal or different, and can be combined with each other in various ways. (For example, a chess player says: "Even if I cannot win, I am satisfied with a draw. I just don't want to lose"). These motives affect a person's status in society, his position and fate. People with a strong motivation to succeed are more likely to achieve success in life and advance in their careers. Most people with a strong motivation to avoid failure are not only more likely to succeed, but they are also more likely to accept their failures.

The basis of the theory of achieving success in motivational psychology was laid by American psychologists D. McClelland, C. Atkinson and German psychologist H. Hekhanzen. According to their conclusion, this need is formed in a person during the first 10-12 years of life. The development (origin) of this need depends on how the child is raised in the family, the attitude of people around him to his success and failure. The need to achieve success arises because the person who has it tries to do everything better, always takes as an example higher standards or examples of success, and moves towards them. Such a person, with his own preparation, joins all tests and competitions, including exams, with the determination to be the winner among his peers. Therefore, it is very important for the results of his activities to be evaluated and appreciated by other people. If he fails in any test, competition or event, he does not give up, does not lose enthusiasm, and mobilizes his efforts to the maximum to achieve success. He repeats his attempts many times

until he achieves the desired result. A person motivated by success always feels confident, has adequate self-esteem and a high level of ambition. A person with a need to avoid failure does not exert the necessary effort to achieve success in his activity. He is satisfied with the result he has achieved and reassures himself that "I have nothing to lose", and accepts his previous status and results. The most important thing for him is not to achieve new success, but to avoid failure, that is, not to lose what he has previously achieved, to maintain his previous status. In other words, he does not want to be either the first or the last. The middle position satisfies him completely. The motive for striving for success and avoiding failure begins to form in early childhood.

Most preschool children react emotionally to their success or failure in the process of their activities, experiencing positive or negative feelings depending on the result. The child is not only happy with the success that is the result of his activities, but also feels a sense of pride in his own way, trying to demonstrate his personal dignity. One of the features that attracts attention in the psychological face of children at the age of 5-6, in the regulation of behavior in terms of emotional and motivational aspects, is the mutual subordination of motives. Children try to subordinate their random desires and inclinations to higher moral motives by slowing them down. They learn from their elders what happened in the past when they were younger and what will happen in the future, and they sympathize with the actions of strong, brave, kind, and intelligent people.

During school age, children's motivation to achieve success and avoid failure is conditioned by their main type of activity, learning, and is directly determined by learning outcomes. The determinants of students' chronic failures in school learning are multifaceted. Among them, the most common reasons include children's insufficient readiness for school learning and failure to reach the level of "school maturity". Poor development of fine motor skills is one of the major obstacles that young schoolchildren face in learning to write.

Since they cannot control their fingers and fine movements of the finger joints, they have difficulty writing letters and numbers according to calligraphic rules. The low level of cognitive processes and their high level of involuntariness prevent children from understanding the teacher's verbal instructions. The nature of family relationships, authoritarian family upbringing style, constant family conflicts, asthenia, general weakness of working capacity, the child's body and immune system can also be considered the main causes of chronic learning failures. The results of psychological studies show that 18-20% of young schoolchildren make spelling mistakes, 15-16% are inattentive and absent-minded, 15-16% have problems with problem solving, and 14% have problems with retelling the text. 10-12% of young schoolchildren do not know the addition and multiplication tables perfectly, 20% have difficulties in completing homework independently, and about 10% forget their notebooks, books, and other supplies at home. (Istratova, 2008: 126).

The academic success of students in their learning activities directly depends on the factors that promote their acquisition of knowledge, skills and habits. Among them, perceived motives are the main factor. Their learning success depends not only on the ability and abilities of students to learn, but also on their learning motivation. According to their role in the learning process, motives are of situational and broad motives, motives directed at activity and its results, egoistic and socially significant motives, and according to their manifestation characteristics, broad social motives, motives of learning activity.

As in other types of activity, external and internal motives manifest themselves in training activities. Many foreign psychologists attach special importance to the role of internal motivation in training activities. This issue attracts more attention in the studies of the English psychologist John Bruner. He noted that the desire to know everything, the desire for competence (gaining experience, mastering skills, possessing knowledge and skills, etc.) is primarily related to interests. "Russian psychologist G.I.Shchukina noted that a strong internal motive is based on cognitive interests. External motives are caused by the instigation of others, while internal motives are caused by a person's interests and desires, orientation, beliefs, convictions, and worldview. For example, a student's good study can be caused by both external and internal motives. Russian psychologist LY.Subbotina calls the internal and external factors of learning motivation "base factors" and divides them into two groups: internal and external. She includes the level of abilities and skills, volitional effort, and the degree of difficulty of the task, social factors, and random factors, as internal factors. (Klyuyeva, 2003: 364).

Students' awareness of the importance of reading does not always become a motivating force that directs them to educational activity. Only perceived motives in most cases act as a real influencing force. A first-grader tries to do his

homework himself. He knows that he needs to prepare lessons, otherwise he may disappoint his parents by receiving an unsuccessful grade. Reading is his school duty and duty. This manifests itself in the student as an internal motive for activity. However, this cannot be attributed to all students. Let's look at another case:

The parent tells the child: "You won't go out to play until you finish your homework" This is an external motive that parents use to encourage the child to take action. In many cases, strict parental control, prohibitions and sanctions imposed on the child also stimulate the motive for action. The child understands that after preparing his homework, he will have the opportunity to play. This motive satisfies the child in every way: on the one hand, he manages to get a good grade, and on the other hand, he manages to please his parents. Motivation in the learning process manifests itself in the form of the student's acceptance and understanding of the goals and objectives of the training. Motivation can be positive and negative. For example, if a student shows a desire to study and tries to perform learning tasks at a high level, this indicates the presence of positive motivation in him. If another student tries to avoid lessons and exercises with all his might, then he has negative motivation towards learning activities. The activity of assessing the level of mastery is of particular importance in terms of motivation. While the lesson is interesting for some students, it seems boring and dull to others. Some students study enthusiastically, while others show passivity and laziness.

Motivation in the learning process has its own psychological characteristics. As in other types of activity, in learning, motives and goals are the main components. The goal is the intended and perceived result of the activity. The goal set in learning activities is, as a rule, clear to the teacher and students. Goals are (or should be) set in the lesson and should be quite clear. Motives, however, are not always clear to the teacher and students.

Depending on the nature of the motive for action, it has different meanings for the child. The child solves the problem. The goal here is to find the correct answer by solving it correctly. Motives in this situation can be different. One of them may be to gain the teacher's favor, and another may be to please the parents by getting a good grade. Motives affect the nature of the learning activity, the child's attitude to learning. If, for example, a child studies because of fear of getting a bad grade or punishment, then he is under constant stress. In this case, learning deprives him of the joy of intellectual labor. "The negative attitude of schoolchildren to learning is associated with subjective and objective reasons. Subjective reasons are mainly related to the individual characteristics of children, and objective reasons are related to the activity of the teacher, the difficulty of the subject, etc." (Gamezo, Petrova, Orlova, 2003: 303).

Motives are perceived and unrecognized. Even unrecognized motives themselves are manifested in certain emotions, but the child does not realize the motive that directs him to action. That is why the desire to do or not do something forms the basis of positive and negative motivation. As a rule, the child's learning activity is based not on one motive, but on a whole system of various motives, and they are in various interactions and relationships with each other. Not all motives have the same influence on the child's learning activity. Some of them are leading, and some are secondary. In the learning process, some motives arise in the course of learning activity and are directly related to the content of the learning process and the methods of mastering knowledge. Other motives are outside the boundaries of the learning process, and learning is associated only with broad social motives (attempting to finish school with good grades and enter higher education, having a certain level of preparation for one's future profession, etc.) and social (living in prosperity, gaining the approval of teachers and parents, standing out from classmates, having a superior status in the class, etc.) motives. "Cognitive interests are deep internal motives based on innate cognitive needs and inherent only to humans." (Rotenberg, Bondarenko, 1989: 41).

Studies devoted to the study of learning motives of younger schoolchildren show that motives related to the content and nature of learning activities occupy a leading place in this age period. Studies of the Russian psychologist L.I. Bozhovich on the learning motives of younger schoolchildren showed that such motives are in third place for first-grade students and in fifth place for third-grade students. The formation of learning motives has its own characteristics in the younger school age period. Usually, the nature of learning motives that arise during this period influences the development of these motives in later periods. The motivational basis for the implementation of learning tasks and operations in the early stages of primary school age is determined by internal and external factors. "The success of schoolchildren in their learning activities, their academic success, depends not only on the level of development of their intellect, but also to a significant extent on the role of motivation that sets the intellect in motion." (6)

Methodology

During the research process, school-age children were asked questions such as “Why do you read?” and “What makes you read?” They mentioned various motives as their motivating forces in their learning activities. At the same time, observations were conducted on individual students, as well as schoolchildren of different ages, to determine the continuity and stability of these motives, and their activity in lessons was monitored. Observation, comparison, analysis, synthesis, verbal survey, analysis of activity products, and mathematical-statistical methods were used in connection with the research. In the research process, changes in the dynamics of motives were determined in schoolchildren depending on their age, and the stabilization of situational motives depending on their age dynamics was recorded. “When talking about the dynamic characteristics of motives, it is necessary to note their 3 main features. First, the continuity of motives (i.e., even when learning conditions change or become unfavorable, the student continues to learn without paying attention to them). Second, the modality of motives, i.e., their emotional coloring. This is reflected in the negative and positive nature of learning motives. Third, the strength of motives. This is determined by the expressiveness of motives, their rapid emergence, and the time spent by the student on completing tasks. (Gamezo, Petrova, Orlova, 2003: 299)

Grades play a significant role in the motivation of younger schoolchildren to learn. Psychological studies have shown that all younger schoolchildren understand the objective role of grades in learning. However, the direct relationship between grades and knowledge is not fully understood by all schoolchildren. Children note that grades make them and their parents happy or sad. That is why studying for the sake of getting good grades acts as a motivator for many children.

As a result of the study, it was determined that not all motives have the same degree of influence at different age periods and for different students. Usually, for different age periods and for different students, one of these motives is the main, leading, while others are secondary, auxiliary, and the following ones are always subordinate to the main motive to one degree or another. This is also proven by a number of psychological studies. In one case, the desire to be an excellent student in the class, to take the place of an excellent student, in another case, to continue one's education in the future, to get a higher education, and in another case, interest in knowledge itself can manifest itself as such a leading, main motive. “Learning operations such as logical processing of educational material, planning, and separating the important from the unimportant are formed during adolescence.” (Bojovich, 1979: 20). As a result of surveys conducted with adolescents during the research process, it was determined that the most important learning motives during adolescence are the awareness of social duty, the desire to receive recognition and rewards, the desire to attract the attention of others, the desire to imitate others, the desire for self-discipline, etc.

When studying the learning motives of upper-grade students, it was found that these motives were ranked in the following order according to their importance: the content of science; the importance of science in modern life; attachment to personal interest; the teacher's personality and teaching method; the desire to increase knowledge; the practical importance of education in life; motives related to prospects (preparation for higher education, attachment to future profession); cognitive motives; citizenship motives; motives for communication with peers; and self-education motives. The predominant role and importance of such learning motives were determined.

As a result of the study, it was revealed that indirect learning motives (here, first of all, internal, cognitive motives are meant) have great didactic significance, in addition to their emotional and social significance. Such motives arouse activity in a person towards objects of cognition, stimulate him to more businesslike and creative activity. Especially in adolescents and senior school-age students, indirect motives prevail over indirect motives.

Therefore, it is a pedagogical and psychologically important condition for the teacher to constantly take this fact into account in his activities. If even the highest level of mediated motives are referred to in teaching activities, teaching will become a duty for schoolchildren, and teaching work will be carried out only based on a sense of duty. Otherwise, the schoolchild will never be able to feel the pleasure of spiritual improvement of cognition either at school or after school.

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