

MOTIVATION AS ONE OF THE PROMISING APPROACHES TO  
ACHIEVING THE EXPECTED RESULTS WHEN STUDENTS STUDY RUSSIAN IN  
THE MODERN WORLD.

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**Annotation:** *This article provides information that for many years there has been an opinion in educational practice that the success of the learning process depends mainly on the capabilities and mental abilities of the student. But the psychological research currently is being proposed shows that motivational factors play an important role in learning activities.*

**Keywords:** *Motivation, the process of mental regulation of specific activities, mechanisms of development, establishment of relationships, traditional problems, the right direction, self-development of the motivational and value sphere.*

Extracurricular activities play an important role in the development and improvement of Russian language teaching, in equipping students with solid knowledge of the subject, in developing strong speech skills and abilities, in preparing students for tests and exams along with classes. Well-organized and systematic extracurricular activities allow, on the one hand, to consolidate the knowledge and skills acquired by students in the classroom, on the other - to reveal more deeply the richness of the Russian language, to familiarize students with the facts of the language not taught in the classroom. Well-organized and systematic extracurricular activities allow, on the one hand, to consolidate the knowledge and skills acquired by students in the classroom, on the other - to reveal more deeply the richness of the Russian language, to familiarize students with the facts of the language not taught in the classroom.

The study of scientific and well-established approaches to research in educational practice indicates that the mechanisms of developing student motivation are currently underused. The issue of organizing conditions for the formation of a student's need for independent acquisition of knowledge, achieving goals and establishing relationships in the learning process is relevant.

Motivation formation is not the teacher's "shifting" of ready-made, externally set motives and learning goals into the student's head. In practice, the formation of teaching motives is the creation of conditions under which internal motives (motives, goals, emotions) for learning will appear; the student will be aware of them and further self-development of his motivational sphere. At the same time, the teacher does not act as a simple observer of how the motivational sphere of students develops; he stimulates its development with the help of a system of psychologically thought-out techniques.

Currently, motivation as a mental phenomenon is explained in different ways. In one case - as a set of factors supporting and guiding, i.e. determining behavior [Godefroy 1992:

102], in another case - as a "set of motives" [Platonov 1986: 14], in the third - as "a stimulus that causes the activity of the organism and determines its direction" [Shapar 2009: 293]. In addition, motivation is considered as a "process of mental regulation of specific activities" [Magomed-Eminov 1998: 97], as a "process of motor action and as a mechanism determining the emergence, direction and methods of implementation of specific forms of activity" [Dzhidaryan 1976: 66], as a "cumulative system of processes responsible for motivation and activity" [Viljunas 1990: 139].

An important role in stimulating cognitive interest is played by a positive psychological atmosphere of the lesson, ensuring humane relations between the teacher and the student, choosing a democratic style of pedagogical interaction: accepting their students regardless of their academic performance, the predominance of motivation, encouragement, understanding and support. Psychological stroking of students: greeting, showing attention to as many children as possible - with a glance, a smile, a nod. It should be remembered that the formation of motivation is of great importance not only for underachieving students, but also for everyone, even an outwardly prosperous student. To do this, it is necessary to identify the state of the student's cognitive sphere (desire to learn), volitional and emotional spheres (goals during training, experience

Types of motives  
Educational.

They are related to the content of the educational activity and its process fillings.

Social.

They are associated with the social significance of educational activities, with relationships with other people.

Motivation is the processes that determine the movement towards the intended goal, as well as factors (external and internal) that affect the activity or passivity of behavior. Motivational processes can be managed. This process is called motivation. Motivation can be understood as creating conditions for development students' own motives and as an external incentive, the use of a system of rewards and punishments. Motivation of students' activities in the lesson can be carried out by various methods: emotional, cognitive, volitional, social.

There are five levels of educational motivation:

1. The first level is a high level of school motivation and educational activity. (Such children have a cognitive motive, the desire to most successfully fulfill all the school requirements during training).

2. The second level is good school motivation. (Students successfully cope with educational activities.) Such a level of motivation is the average norm.

3. The third level is a positive attitude towards school, but the school attracts such children with extracurricular activities. (Such children feel well enough at school to communicate with friends and teachers. They like to feel like students, have a beautiful briefcase, pens, pencil case, notebooks. Cognitive motives of such children are formed to a lesser extent, and the educational process attracts them little.)

4. The fourth level is low school motivation. (These children attend school reluctantly, preferring to skip classes. They often engage in extraneous activities and games in the classroom. They have serious difficulties in learning activities. They are in a serious adaptation of the learning environment).

5. The fifth level is a negative attitude towards school, school maladaptation. (Such children have serious learning difficulties: they do not cope with educational activities, have problems communicating with classmates, in relationships with the teacher. They often perceive school as a hostile environment, and staying in it is unbearable for them. In other cases, students may show aggression, refuse to complete tasks, or follow certain norms and rules. Often, such students have neuropsychiatric disorders)

The problem of motivation is one of the oldest, traditional problems for any learning system, for any teacher, and will always remain the most relevant. At all times, teachers have been concerned that most students are completely indifferent to their studies. You can often hear from them: "Students in the classroom are completely uninteresting, indifferent, they have no motivation."

So, human behavior throughout his life is characterized by the presence of motives.

Motives are the motivation of a person to engage in activity, what it is done for is something that belongs to the subject of behavior himself and is his stable personal property. The role of motives can be needs and interests, hobbies and emotions, attitudes and ideals. The motivational sphere largely determines a person's attitude to work in general and to a specific type of activity in particular.

Interest is one of the unchanging and powerful motives of human activity. Interest is one of the motives of learning. Interest is a real prerequisite for action, which is felt by a person as a very important reason. Cognitive interest manifests itself in the student's emotional attitude to the object of cognition. Interest is formed according to the 3 pedagogical laws of L. S. Vygotsky:

1. "Before you want to encourage a student to engage in any activity, get him interested in it, make sure to find that he is ready for this activity, that he has all the necessary forces strained for this, and that the student will act independently, the teacher can only direct his activities.

2. The whole question is how much interest is directed at the subject itself and is not related to the extraneous influence of rewards for it, punishment, fear, desire to please, etc. Thus, the law is designed not only to arouse interest, but also to ensure its proper direction.

3. The third and final conclusion of the use of interest prescribes to build the entire pedagogical system in close proximity to life, to teach students what interests them, to start with what is familiar to them and naturally arouses their interest" [Vygotsky 2008: 65].

Thus, motivation will not appear without an interest in learning.

Cognitive motivation is systemic in nature. It is characterized by directionality, stability and dynamism. Cognitive motivation, which is a special type of motivation, is characterized by a complex structure. Such characteristics of cognitive motivation as its stability, connection with the level of intellectual development and the nature of educational activity are essential. Recognizing the leading role of motivation in teaching the Russian language, the teacher needs to clearly understand the ways and techniques of its formation in the conditions of the educational system. So, when considering the problems of motivation and finding ways to form it, it is unacceptable to simplify its understanding, since the formation of motivation is not the teacher shifting ready-made, externally set motives and learning goals into the minds of students. The formation of motives is, first of all, the creation of conditions for the

manifestation of internal motives for learning, their awareness by students themselves and further self-development of the motivational and value sphere.

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