

Organisatoren der Motivation und ihre wissenschaftlichen und theoretischen Grundlagen

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Abstrakt. In jedem Aspekt der heutigen Zeit gibt es Ansichten und konkrete Maßnahmen zur Motivation und ihrer Integration in die menschliche Tätigkeit. Der Artikel analysiert Motivation und ihr Forschungsgebiet, Theorien und spezifische Ansichten. Gleichzeitig werden die Motivationskonzepte, die Definitionen von Wissenschaftlern und ihre wichtigen Aspekte behandelt. Als Autorenansatz werden die Studien tabellarisch dargestellt.

Schlüsselwörter: Motiv, Bedürfnis, Motivation, Motivation, Prozess, Aktivität

Organizers of motivation and its scientific and theoretical basis

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Abstract. In every aspect of today's era, there are views and concrete actions on motivation and its integration into human activity. The article analyzes motivation and its field of research, theories, and specific views. At the same time, the concepts related to motivation, the definitions of scientists, their important aspects are covered. As an authorial approach, the studies are presented in tabular form.

Keywords: motive, need, motivation, motivation, process, activity

Introduction. The transnational economic and cultural integration that has taken place as a result of the process of globalization is increasing the need for specialists in various fields to understand the trends of the development period, self-governance, improve existing knowledge.

Effective organization of the use of the system and methods of teaching in educational institutions, openness to the introduction of certain innovations, the need to create and systematize ideas, organizational values. In this process, the behavior of teachers is of particular importance in ensuring the effectiveness of general secondary education. Innovative activity requires a teacher to constantly develop himself professionally, and for continuous professional development the presence of motivation, his motivational readiness is important.

The study of the complexity and versatility of motivation, the understanding of its original nature, its composition, and its comprehensive study through many approaches require special classifications. This is why it can be seen that scientists have used different terms and have different interpretations. Our work aims to study, analyze, identify the conceptual basis of the aspect of motivation and motivational training, which is the basis of this theory, and to ensure the motivational readiness of teachers for continuous professional development in today's changing educational environment.

Scientific-theoretical analysis and classification. In classifying the essence of motivation, it is appropriate to focus on the content of concepts such as need, motive, motivation, and motivation.

Need is the demand for something; need, necessity, necessity, need Needs are divided into physical, perceived and unperceived types. While physical needs are manifested in the form of the need to change jobs and residences, perceived needs - need to shift to what we like available. Unperceived needs are spiritual, which are internal stimuli [14; - S.115]. In general, needs are things that arise and settle within a person (inner world), are common enough for different people, and can appear individually in a certain way in each person at the right time [2; - S.153]. The achievement of the goal to the level of need depends on the strength of the motive. Motive - 1) a set of different reasons that motivate a person to study or perform certain actions; 2) the tendency of the student to activities related to the satisfaction of certain needs (ped.ents. - p. 347). It implies a reason that explains a person's propensity and readiness for behavior.

Motive has several definitions as a scientific term, in particular, H. Heckhausen [20] says that motive is a product of thinking - a construct, while other researchers interpret motive as a psychological phenomenon. E.G.Azimov [1] and A.N.Shukin [21] described the motive as an event that stimulates activity, depends on the satisfaction of human needs, activates the subject and people based on the harmony of external and internal conditions and determines its direction.

In psychology, including S.L. Rubinstein, the social behavior of a person in society, how he behaves, and the realization of behavior is interpreted in connection with the concept of motive. The motive was clearly seen in terms of activity, and the needy approach further enriched this theory. Explaining the psychological nature of the motive, the scientist called it the zeal that was the source of the activity and motivated it [16]. A.N.Leontev motives fall into two categories: content-acquiring motives and stimulus-motives. The former serves as both arousal and content, while the latter only serves as arouser.

In covering this issue, V.M Karimova, F.A Akramova distinguish two aspects: a) internal reasons, ie the subjective psychological characteristics of the owner of the action (motives, needs, goals, objectives, desires, interests, etc.); b) external causes - are external conditions and conditions of activity, which are external stimuli that lead to the emergence of the same specific circumstances

While the primary motives express innate needs (eating, thirst for drinks, a comfortable environment, getting rid of disease and danger, well-being of loved ones, overcoming obstacles, play, etc.), the secondary motives express socialization (beauty, honesty, purity, caution, curiosity, reliability, dignity) , thrift and efficiency, knowledge, awareness, ability to work, health and universality).

The second classification of motives is divided into perceived and incomprehensible motives. Perceived motives are based on an individual's cognitive function. Awareness is linked to personal experiences gained in the inner and outer world. Cognitive processes create personal attention or the ability to comprehend and

reflect on events in an individual's mind. In this case, the motive is understood from the previous action. It is difficult for the brain to control all the information by nature, so the actions and behaviors that are often performed are performed directly by motives that are not widely understood.

Here it is necessary to distinguish between the concepts of motive and motivation, according to the studied literature, it can be concluded that motivation is a process of conscious formation of motive, motives form the structure of motivation.

“Motivation is the goal-orientation of learners' activities through psychological interventions based on specific needs [12; - B. 347]. Motivation guides the behavior of participants in the educational process, sets goals that need to be achieved. Motivation is a dynamic process that moves the participants of the educational process to develop and improve their joint activities.

“Motivation is the goal-orientation of learners' activities through psychological interventions based on specific needs [12; - B. 347]. Motivation guides the behavior of participants in the educational process, sets goals that need to be achieved. Motivation is a dynamic process that moves in the direction of developing and improving the joint activities of the participants of the educational process " Motivation is the motivation of an individual and a subject to act by influencing external forces. Incentives play the role of carriers that create the effect of certain motives. Incentives can include individual objects, other people's activities, interactions, carriers of commitment and opportunity, created conditions, and much more. These can also be provided to an individual as compensation for the outcome of a particular activity. So, the process of using different incentives to motivate individuals is to motivate. Authorship approach. Motivation is understood as the use of a person's moral inclinations in the management of human activity [12; - B. 348]. While the term motivation was first mentioned in a dictionary of psychologists in the early 1880s, Webster's academic dictionary defines motivation as "a motivational activity or process." To date, motivation has been studied in several studies as an important factor in the scientific literature. We see this in the following table:

Interpretation of the concept of motivation

| | |
|------------------------------|--|
| Maslou | Motivation belongs to one part of a person, not to one side, but to his whole personality. Any psychological or physiological condition, any change in the body is also associated with a certain degree of motivation |
| S.L.Rubenshteyn | Determination formed by the psyche |
| G.V.Rogova | Motivation is a component that determines the effectiveness of lessons. |
| I.A.Zimnyaya | A mechanism that activates any human activity. |
| O.S.Vixanskiy, A.I.Naumov | It is a set of internal and external driving forces that motivate a person to action, define the form and boundaries of activity and give direction to this activity, aimed at achieving certain goals. |
| A.G.Maklakov | A system of factors that determine (determine) behavior. |

| | |
|--------------------------------|--|
| R.S.Nemov | The dynamic process of psychological and physiological management of behavior. |
| R.Ye.Slavin | It is the inner motivation that motivates a person to move and keep him or her in that position that opens the way for the person to move. |
| Nyustrom and Devis | The forces, valences, desires, expectations, and means that motivate a person to act are defined as its products. |
| Wigfiyeld, Yeccles, Rodriguyez | the desire to perform any goal-oriented behavior. In a success-oriented environment, such as in schools, an individual's motivation can in many ways predict the choices made, the effort expended, the determination to perform tasks, and the ability to work effectively. |
| Deci, Ryan | It means that a person is trying to do something. Motivation is the duration from incentives to internal motivation. A set of habits that are practiced regularly. |
| J.Jalolov | Propensity for verbal activity, readiness, inner motivation, inclination to speak. |
| B.R.Samatova | An event that is supportive in the process and ensures that the necessary courage is not lost. |

In the educational institution as a whole, the aspirations of the teacher will be aimed at increasing the level of knowledge of the student, who is coming from the external environment. Therefore, in order to be able to respond to changes at a time when global competence is required and the need for competitive training is growing, it is necessary to develop a system of motivation in the activities of teachers and their continuous professional development in the interests of students. In particular, it is important to fully understand the content of the definitions of motivation and the nature of the research (Table 1.2).

Content of motivational research

1.2-Table

| Scientists | Mechanism | Process | State | Event | Motivation | Willing | Strength |
|------------------------------|-----------|---------|-------|-------|------------|---------|----------|
| Maslou | | + | + | | | + | |
| S.L.Rubenshteyn | | + | | + | + | + | |
| G.V.Rogova | + | | + | | | | + |
| I.A.Zimnyaya | + | | + | | | + | |
| O.S.Vixanskiy, A.I.Naumov | | + | | | + | | + |
| A.G.Maklakov | + | + | | | | | |
| R.S.Nemov | | + | | + | | | |
| R.Ye.Slavin | | + | + | | + | | |

| | | | | | | | |
|--------------------------------|--|---|---|---|---|---|---|
| Nyustrom and Devis | | + | | | | + | + |
| Wigfiyeld, Yeccles, Rodriguyez | | + | | | + | + | + |
| Deci, Ryan | | + | + | | + | | + |
| J.Jalolov | | | | | + | | |
| B.R.Samatova | | | | + | | | |

As a result of generalization and analytical study of the above scientific views, we have formed the following approach to motivation from an educational point of view, ie motivation is a constantly active process of forces motivating, motivating and motivating a teacher or student to teach and receive, personal and professional interests, goals.

Conclusion. In conclusion, it should be noted that the studied research, attempts to motivate people's activities, definitions of motivation in general, interpretations of this concept continue today in accordance with the form in each field. Motivation of the teacher, which is the basis and pillar of the development of education, is one of the ways to determine the place in society, self-awareness, the strengthening of internal motivation. It is external motivation that directs him to internal motivation and motivation to prepare for continuous professional development in his activity.

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