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STUDY OF THE PROBLEM OF MOTIVATION AND MOTIVATION IN PSYCHOLOGIST RESEARCH

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Abstract. In the article, the scientific views of foreign psychologists on the motivational qualities of educational activity in students, the ideas they put forward, make it necessary to further research this problem. It is said that the level of organization of the student's motivational field, the study of structural features, and the regular approach to personal psychology are filled with such qualities.

Keywords: learning activity, motivation, personality psychology, psychological factors, inclination toward the learning process, motivational inclinations, epistemic behavior.

Problems related to the motivation of educational activities were reflected in the studies of foreign psychologists E. Thorndike, Z. Freud, W. McDougall, W. Kennedy, G. Willcott, S. Thompson, G. Hunnicutt, R. Woodward, J. Bruner, E. Keiron, D. Atkinson, A. Maslow, G. Allport, K. Rogers, G. Hackhausen, G. Kelly, W. Wundt, Y. Rotter, E. Lewald, G. Rosenfeld, G. Hall, K. Madsen. American scientists studied the educational process not in terms of well-understood motives, but in terms of some aspects that are less obvious, such as desires.

They tried to identify some components of motivation by studying which psychological factors influence the individual behavior of the student. In this area, they are considered followers of Thorndike.

Thorndike explains the learning process as the establishment of a certain connection between a particular response and a certain state, that is, between this response and the situation.

Such a general definition allows him to observe how this connection manifests itself both in the behavior of a rat in a maze, and in the behavior of a person, say, when he memorizes numbers, meaningless syllables, or draws a line with his eyes closed.

Thorndike tries to study the influence of a person's disposition and inclination towards the desired response on the repetition of his desired response. He concludes that punishment factors, when applied under the same conditions, are much less effective and weaker than incentive factors. In his subsequent studies, he showed that incentive generally has the ability to maintain and strengthen all connections, and punishment often (but not always) changes connections from certain to uncertain. emphasizes the possession of. Thorndike recognized that the positive motivation of the student to learn cannot be created by punishing him, and such measures only create negative motivation in the student.

Thus, for Thorndike in the theory of learning, the issue of positive and negative reinforcement of motives is central. Based on his research, Thorndike comes to general conclusions about the learning process, which is a long-term process that a real person carries out through his own needs

and requirements of various plans, and these conclusions, when viewed from the point of view of motivation, do not fit into a single system of reinforcement.

The importance of encouragement and punishment in the learning process is discussed in the article "Encouragement and Punishment as Motives of Inclination" by W. Kennedy and G. Wilcott. This article discusses the case of children from various special groups and classes, as well as normal and retarded students. It is studied how students performed various tasks. From the above, it becomes clear that there is a contradiction in the results of the research, some authors say that praise and encouragement are strong motivators, while others consider punishment to be a stronger influencing factor than praise.

When children who were cheerful and restless were divided into one group and children who were very restless into the second group, the following conclusion was reached: children in group 1 performed their actions at a very high level when praised, while children in group 2 performed these actions well when reprimanded.

In this regard, S. Thompson and G. Hunnicutt argue that a primary school teacher may use praise and reprimand incorrectly if he does not take into account the specific aspects of the children in his class.

Different opinions on the assessment of the importance of praise and reprimand in instilling a tendency to the learning process are also found in scientific research in recent years. In particular, W. Kennedy and G. Wilcutt conducted sufficiently in-depth scientific observations.

Using the method of analyzing factors in the learning process, they studied the extent to which praise and reprimand are beneficial, changing such aspects as the mental development of students, gender, race, social groups, and the nature of praise. The studies showed that there were no significant changes in the learning process among students related to praise and reprimand.

However, it is wrong to say that the problems of learning motivation are studied by scientific researchers only in the areas identified by Thorndike, because today this problem is being studied by many scientists in a wide range of different areas. In particular, in the works of R. Woodward, theoretical issues of general motivation were widely studied, while in the scientific studies of J. Bruner, learning motivations are explained quite clearly and fully.

R. Woodward tries to explain the motives in human activity in two directions. First, he believes that there are human needs that arise not from the organic needs of a person, but from his actions in the natural and social environment surrounding him.

Secondly, the nature of human activity shows that he derives satisfaction not from the money he receives, but from the actual content of labor and its results. These views of R. Woodward on the nature of the motives of human activity differ sharply from Thorndike's views on the motives of activity.

J. Bruner also approaches the issue of motivating learning differently from Thorndike. In his book "The Learning Process", he recognized the practical and theoretical problems that arise in the student due to the real, sufficiently long learning process.

Bruner thinks not only about motivation for learning, that is, about the factors that always encourage and motivate the learning process, but also about the student's motives. Although his ideas are general in nature, some of their directions are noteworthy. This is, first of all, the importance of cognitive motives in the learning process and the internal satisfaction that arises from knowing something new, the raising of issues of protection. It must be admitted that this internal satisfaction is later combined with positive motivation directed towards acquiring knowledge.

Much has been written about the role of incentives and punishments in teaching, but very little has been said about the importance of interest, internal experiences in "discovering newness". If we,

as educators, want to teach students to master increasingly large learning topics, it seems that we need to use more internal "stimuli" in the process of learning the curriculum, such as quick comprehension and understanding.

J. Bruner says that the importance of internal motivation as a driving force in the mastery of complex educational material is great. For example, the wider the subject is in terms of its study, the more mental "stimulation" the student should receive (in the sense of understanding the material and expanding the scope of his own capabilities), and then he will begin to study the next topic with sufficient interest. In cases where the student does not understand the material so deeply, such as moving to the next group, the desire to master the next knowledge occurs when the student stops moving from group to group, that is, when he leaves the university, graduates.

J. Bruner studies the large forms and specific characteristic aspects of the learning process, instead of focusing on short and limited actions in the mastery of words, sentences, and actions, and determining what they are activated for (encouragement or punishment).

From J. Bruner's conclusion, the idea follows that the motives for studying that compel students to study are determined by a goal that is external to the study activity, as well as by the intention and purpose attached to the activity itself. The point is that it is necessary to increase the role of motives of inclination towards the cognitive process.

For each student, it acquires a different meaning. For some students, it is a means of obtaining the consent of their parents, while for others it serves as a means of integration into social life.

The environment at the university can contribute to intellectual development, or vice versa, and against this complex background, the attention-grabbing side of subjects that the student finds interesting stands out.

J. Bruner's views on the development of educational activity and the role of motives that set it in motion reflect the views of progressive American educators and psychologists.

Representatives of the conservative stream of American psychologists interpret the problem of motives and motivation differently. In this regard, we can dwell on the work of E. Keron entitled "Motives for achieving and avoiding success are the initial determinants of epistemic behavior." The author uses the term "epistemic behavior" and understands by this the individual's own activity in reading, listening to lectures, and correctly posing questions.

Such behavior is determined by motives of various kinds. These motives can be in the form of external motives aimed at directly acquiring knowledge. An example of this is the desire of primary school students to get a good grade for their work, to gain prestige.

A contrast arises between this type of learning and the "internal" motives inherent in the educational activity itself. In this regard, this study attempts to determine the effectiveness of participants' behavior during two different types of experiments, namely when they are looking for a result and when they are learning the material out of curiosity.

E. Keron conducted experiments with college preparatory students to determine the extent to which the Atkinson model of predicting student behavior allows. A thousand students were involved in the experiment. They were divided into high and low mastering groups according to their achievements in previous classes. It was assumed that these two groups differed in terms of expectations of success and failure during the study. The results of this experiment confirmed Atkinson's theory.

According to German scientists G. Lewald and G. Rosenfeld, who thought about the motivation and diagnosis of student learning, it is also necessary to take into account the situation in which this work is carried out, since this is important for motivational diagnostics of education.

G. Lewald believes that when diagnosing education, it should take into account the situation, direction or be appropriate to natural conditions. For example: motivational material should correspond to real life, because artificial conditions, the environment have a negative impact on the emergence of personal characteristics.

What a student expresses in a picture about a university, that is, the reflection of a lesson or break situation, can serve as a meaningful description of the attitude towards education, within the framework of the psychoanalytic concept, the origin of motives is considered a decisive factor in their division into internal (innate) or external (later acquired) motives. For example, E. Deci defines internal motives as innate, inherent in human birth. In his opinion, all people are born with an undifferentiated need for self-esteem.

A number of psychologists compare the energetic, spiritual, and moral aspects of motivation, interpreting it as a source of purely energetic bioenergetic activity and seeking to explain it in their own way, without taking into account its spiritual and moral aspects.

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