

## **MOTIVATION IN A GENERAL TERM**

*PhD., associate professor*

**Rustamova Adash Eshankulovna**

*Samarkand state institute of foreign languages*

Motivation refers to an individual's positive feelings regarding a specific aspect of their surroundings. Consequently, their actions are both initiated and guided. We can say that motivations serve an energizing role as well as a directing role. Terms like “need,” “want,” and “interest” highlight distinct facets or states of motivation. “We deduce these motivational conditions based on how an individual behaves. For instance, we conclude someone is hungry when they eat or thirsty when they drink. Similarly, we infer needs for affection or an interest in science through individual actions. Since all people exhibit certain behaviors in specific environmental contexts, we have innate motives as members of the human species. Such motives are termed primary motives, which encompass psychological necessities like the need for food and water. Other behaviors stem from these primary motives, such as an attraction to science or a desire for wealth. Examples of these motives are classified as secondary motives. They are acquired and play a crucial role in facilitating learning” [2; p.3].

Objectives and aims are nearly identical terms, and it is often difficult to spot a difference between them at first glance. Objectives and aims are interconnected, making it challenging to differentiate between the two. “One significant distinction lies in the aspect of time. People pursue their aims by establishing deadlines, while deadlines do not apply to an objective. Just as we describe human behavior as a condition or state, we also recognize that individuals respond to a particular object or mental state. This object is referred to as a goal, serving as the rationale behind an action. Goals may be immediate or long-term. The term "incentive" encourages increased activity but does not equate to "goal." It specifies a goal-object. For example, the accumulation of wealth serves as a goal,

while a specific amount of money functions as an incentive that is part of that goal” [6; p.3].

### Learning transfer

“Responses learned in one context may be suitable in a different context. Previous learning can facilitate the acquisition of a new subject. This phenomenon is referred to as transfer of training. A diagram may be utilized to depict the general model of motivation. The fundamental components of a generalized motivation model include: (1) Needs or expectations, (2) Goal, (3) Behavior” [5; p.2].

### Motivation in education

There is no doubt that motivation plays a critical role in academic success. “It comprises two elements: the purpose of learning and the learner's attitude; if knowledge holds significance for the learner, it can be acquired effortlessly. Educators are focused on fostering a specific type of motivation in their students—the drive to learn. Numerous factors contribute to the motivation to learn, including planning, concentration on objectives, metacognitive awareness of what and how one intends to learn, the active pursuit of new information, a clear understanding of feedback, pride and satisfaction in accomplishments, and the absence of anxiety or fear of failure” [4; p.3]. Thus, the motivation to learn encompasses more than merely wanting or intending to learn. “It incorporates the quality of a student’s mental engagement. A major issue in today’s classrooms is that teachers often lack insight into effective teaching methods and motivation strategies. They frequently assume that students are blank slates awaiting knowledge to be poured in. However, students possess complete personalities, and teachers must grasp effective pedagogy and recognize students' characteristics; otherwise, they will struggle to achieve success in teaching” [8; p.].

To start with, the student is a vibrant, living, developing, evolving, and maturing individual [6; p.1]. The teacher does not focus on the hereditary factors influencing the student. By the time a child begins school, they already possess a well-formed personality. “This indicates that they are organized, while it is up to the individual to fulfill their own

needs and desires. Additionally, students are motivated by both unconscious and semi-conscious drives. Luckily, many of these motivations can be redirected through suitable encouragement in formal education. Educational programs must take into account the dynamic nature of the student, their experiences, overall environment, and individual differences” [7; p.3].

Maturation can be defined as the process of maturing. “This encompasses not only the physical growth individuals experience as they age but also their capacity to behave, act, and respond appropriately. In this regard, maturation extends beyond physical development to include emotional and mental growth. Psychologists assert that maturity develops alongside individual growth and progress. This is a continuous process throughout adulthood, equipping individuals for novel situations. Each situation acts as preparation for subsequent ones” [8; p.4].

Unlike learning, which depends on experience and practice to alter behavior, maturation occurs independently of such factors. “It is gained through the changes and growth that individuals experience. Motivation cannot be separated from maturation; they must work in harmony. Formal education can only occur when the learner is sufficiently mature physically, mentally, emotionally, and culturally to comprehend and complete the tasks. Some educators assign challenging tasks that may be beyond the students' current readiness or level of maturation. In schools, students are typically categorized based on their chronological age, which serves as a guideline for maturity” [3; p.4]. Individual differences also pose challenges for teachers. Each person has unique ways of acquiring new information. Some learners favor repetition; others thrive on structured rules, while some benefit from discussing topics in groups or pairs, highlighting that students have varied learning preferences. Teachers need to take these aspects into account during instruction. Bringing assignment within student’s experience

“Learning through experience is the most effective way to gain knowledge. Education cannot occur without experience, and every experience can serve as a lesson. The caliber of education is defined by the quality of the learner's experiences. Experiences

hold significant importance in the learning process. We understand new experiences by referencing past ones. Learning builds on previous experiences, and when connected to “the total pattern,” it enhances comprehension and accelerates the learning process” [7; p.2]. Assignments also facilitate practice; they are akin to trials that reveal new results. This practice also equips students to tackle exams and unforeseen challenges that may arise. Thus, the requirement extends beyond just assignments; students must also demonstrate the ability to produce high-quality work.

### Rewards and punishments

“Rewards and punishments are interconnected concepts. Both act as forms of external motivation, which can sometimes be deceptive in their immediate effectiveness. In the context of conditioning, punishment halts behavior while reward promotes it. However, many resort to punishments with the hope of persuading others to meet expectations. This contributes to the ineffectiveness of punishments; they can trigger reactions or unhealthy coping mechanisms that may become dysfunctional. In contrast, intrinsic motivation aims to foster deep personal drive through inspiration and other more challenging motivating methods. The primary challenge for many leaders is that intrinsic motivation requires more time and skill to cultivate” [9; p.4].

The concepts of reward and punishment encompass a broad spectrum of motivation. “Rewards aim to positively influence behavior by linking a pleasant emotion to the desired action. Punishments strive to prevent or dissuade an undesirable behavior by associating it with negative feelings. Both rewards and punishments have their pros and cons in the context of learning in schools. Regarding motivating learning, the benefits of rewards compared to punishments include: (1) they create a pleasant association that encourages repeating the desired behavior, (2) they foster interest and enthusiasm, and (3) they cater to ego enhancement and build high morale” [6; p.5]. On the downside, some drawbacks of rewards in motivating students are: (1) they may promote inappropriate attitudes, (2) they can motivate students to pursue a prize rather than develop a genuine interest in the subject matter. The disadvantages of punishments in motivating learning include: (1) they rely on

fear rather than healthy emotions, (2) their effectiveness diminishes if the child no longer fears the consequences or is willing to accept them, (3) they can foster negative emotions, and (4) their effects are not always lasting. Among the advantages of punishments are: (1) they provide a means of discipline, and (2) they are particularly effective when perceived as natural consequences of undesirable actions.

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