Interest and motive harmony as a result of activity

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ABSTRACT

Interests are of great importance in the formation and development of learning motives. Another way to form students' interest in the educational process is to implement goals, ambitions, and the interest of the individual to find his rightful place in social life. It educates the student's conscious desire to find his place in society based on the content of educational materials during the learning process.

Keywords: Learning motive, interest, educational process, need, motivation, goal, activity, education, motive.

Educational motives are distinguished not only by their content, but also by their relatively deep understanding by members of society. Students tend to show that motivations serve to provide a close perspective in education. Depending on the circumstances, learning motives are hidden or difficult to determine their essence. Individuals are unique. There is a connection between his characteristics and his motivation. The existing characteristics of a person have a direct impact on his motivations. The uniqueness and persistence of motivations become a unique characteristic of a person. Learning motivation is recognized as a private motivation of each person and includes goals that serve to determine the activity and content of personal activity, knowledge It covers needs, interests, ideas, aspirations, motivational instructions. The listed system of motives forms the basis of the student's motivation to learn and determines its level, dynamics and strength . recognize. Among the sources of activity listed above, experts recognize social, knowledge-oriented understanding and private (personal) motives. The following are the educational motives; exclamatory (exciting), guiding, regulating functions can be distinguished separately. Educational motives are characterized by the strength and consistency of educational motives present in each person. Therefore, all types of motives have their own in the process of its formation, it goes through the following stages: the relevance of usual motives, the introduction of new ideas based on existing motives, the increase of their strength as a result of the functioning of existing motives in achieving certain goals, the emergence of new motives based on these motives, the unification of various motives unification on the basis of one motive, emergence of new qualities (independence, reliability) in a number of motives, etc. This process represents the appearance of personality formation. It should not be forgotten that for a child, only the type of activity or work that draws his attention and attention is interesting. through formation, his strong interests increase. According to LMFridman, it is appropriate for the teacher to use both ways and methods of forming motives in students in his educational activities.

Motives control the process of reading and learning, determine the content and essence of education, as well as the acquisition of activity. Therefore, in the process of education of students, educational motivations and comprehensive motivations are very important in the formation of a well-rounded person, a mature qualified staff. Motivation is an important factor that regulates personal activity, behavior and activity. Because under various actions of a person there are reasons for these actions, their motivation. Therefore, the educational process is affected not only by learning-cognitive motives, but by all comprehensive motives with their scope of influence. Teaching is to encourage and support the educational process. We need to educate a person who actively participates in the educational process, who can feel responsibility for his views.

The system of motives is the driving force of educational activity, which includes the following very important aspects related to the needs of knowledge:
- goals;
- interests;
- desire;
- ideas;

This system of learning motives is characterized by its stability and dynamic nature.

The strength of educational motivation is determined by the complex of leading internal motivations included in it. According to AKMarkova, social motives give rise to cognitive motives. These motives have opposite forms, such as increasing the student's interest in learning, and sometimes the opposite, and it is directly related to the child's age and the conditions created for him.

He divides the motivation qualities of students related to learning into the following types:

Content - that is, related to the nature of educational activity (awareness, independence, generality, self-determination, etc.).

Dynamic - related to the specific psychophysiological characteristics of the child related to its general development (the strength of his interests, his strength of will and willpower, the ability to switch his interests from one activity to another, the variety of his motives, etc.). A learning motive is a private motive directed to a certain activity. In this place, the type of activity is reading, learning, knowledge activity.

is an important factor in the developing student not only to determine his own direction, but also to fully utilize his potential and also to manifest and develop his emotional and volitional aspects . It also serves as an important factor of objective assessment of the student's educational activity for a certain period of time and reflection of quality changes in it. Like all types of activities, motivations for educational activities are determined or closely related to many factors that exist in the individual, such as:

- the nature of the education system;
- the organization of the pedagogical process in the educational institution;
- specific (gender, age, level of education, ability, attitude to learning, self-evaluation, ability to cooperate with others) aspects of learners;
- the personality of the teacher (pedagogue) and his attitude towards students and pedagogical activity;
- specificity of academic subject.

Sources of study motivations.

Educational activities have multi-motivational characteristics, because the sources of activity of the student are diverse and colorful.

Three sources of activity are distinguished in pedagogy.
- internal;
- external;
- private (private).

The internal source of educational activity includes the student's cognitive and social needs (the desire to achieve achievements that are accepted and recognized by members of society). External sources of educational activity consist mainly of social requirements. The requirements require compliance with the norms of social etiquette, communication, and society's requirements in the process of activity. It refers to the activity of overcoming

difficulties in the process of educational activity of members of society. Opportunities are conditions related to the implementation of the educational process (availability of school, textbook, library, etc.).

Personal resources . Among the listed sources of activity of educational activities, personal sources take the main place compared to others. The content of personal (private) resources includes the interest, need, and behavior of a person related to self-representation, demonstration, self-awareness, and the desire to find a place in society in education, as well as in other types of activities. includes a set of actions. The combination of internal, external and personal (private) activity sources of educational activity directly affects the quality of the educational process and its final results. The lack of one of these sources of activity leads to the imperfection of the system of educational motives or their composition.

Based on the sources of activity mentioned above, the following group of motives can be distinguished:

Social motives (understanding the social importance of education, knowing that it has the character of personality development, understanding that education is a necessary condition for developing a worldview, expanding the range of thought, etc.). Social motives are motives in which the child perceives education as a vital necessity and seeks encouragement from teachers. They accept it as a natural condition, although it is not inherent in the form of the internal learning motive in the process of educational activity. Understanding (interest in learning, curiosity, the desire to develop cognitive abilities, enjoyment of intellectual activity knowledge, etc.) Personal (such as self-respect, the desire to stand out among peers, imitation of respectable persons, the desire to be noticed by others).

MVMatyukhina singles out two main motives among them.

I. Motives underlying educational activities:

1) motivations related to the content of education: directs the student to learn and learn new facts, to acquire knowledge, to know and understand the basic content of the process being studied on the basis of various means.

2) motivations related to the educational process: the student has the desire to demonstrate intellectual activity during the performance of various types of tasks during the educational process, to think, observe, as well as during the performance of tasks during the educational process to overcome the difficulties encountered, that is, to keep the child busy not with the result, but with the fun of the activity in the educational process. Broad social motives: motives of duty to country, society, parents and teachers. Motives of self-awareness (feeling the future importance of education, preparing oneself for future professional activities, etc.) and self-improvement, development (improving one's personality based on education). Private motives in a narrow range : the desire to be praised, to get good grades, to stand out among peers (motivation of peace and well-being), to be the first student, to have a worthy place among one's peers (prospect motivation).

Negative motives : avoiding disappointments among parents, teachers, peers (motivation to avoid disappointments). According to AK Markova, one can include cognitive and social motives among the motives. If during the educational process students have a strong desire to master the content of the academic subject, then it is possible to recognize the existence of motivations for knowledge in the child. If the student is more interested in science than in the people around him, then social motives are of leading importance. Learning motives include the child's cooperation with others in the educational process, solidarity, knowing the unknown, new things. aspirations are meant.

There are the following motives, which are determined by a stronger external environment:

- mandatory nature of education;
- that the educational process is a daily routine;

-    that education is a factor of personal interest;

-    striving to be in the center of attention.

The motives we are thinking about can have a negative effect on the results of the educational process and its character. This effect is especially strong if it is evident from the outside that the student's educational motives are built on the basis of praise or material interest . It is important that one of the main tasks of the teacher is aimed at the development of internal educational motivations among all the motivations of students.

Interest is an individual characteristic of a person consisting of an active and stable direction to acquire and know a certain thing or event. Interest varies in content, size, depth, and persistence. Interest is one of the main factors for the successful implementation of any activity. The problems of the importance of awakening and formation of interest in learning are reflected in the research of many scientists. Based on the analysis of their work, SMBondarenko singles out the factors that play an important role in making the learning process interesting for the student. In the formation of students' interest in the content of education and the process of learning, importance is attached to their independence, initiative and creativity in the process of learning. The more active the educational methods are, the more the student's interest in learning increases. The main means of forming a strong and reliable interest in learning among students is determined by the content, complexity and level of interest of the questions and assignments given to students. A question arises. Why do students, especially those of junior school age, become more interested in textured images, imaginary events, and abstract concepts than in real realities, events, and objects around them? The main reason for this is that they do not understand the true nature of real events and objects. Children cannot fully reflect them in their minds. For children, events that are not subject to certain life laws, created by themselves or for them, are more understandable.

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