



## Motive and motivation

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**ABSTRACT**

In this article, opinions were expressed about the concept of motive and motivation.

**Keywords:**

motive, motivation, psyche, activity, social, behavior

In modern psychology, the term "motivation" is used as a general concept of psychological updates, changes, situations, and processes. Motivation can be evaluated as a stimulus that directs behavior to natural and social conditions and bodies of vital importance. Because it is a mental reflection that determines goal orientation, selectivity, bias in thinking, as well as a state of managing activity with its help. This broad interpretation of motivation corresponds to the direct understanding of it by people in marriage. The public has the opportunity to explain why a living being performs exactly this behavior, why it does not act in a different way. In other words, the basis of this psychological reality is the factor of causal conditioning of behavior. The implementation of activity and the explanation of individual behavior In psychology, the concepts of motivation and motive are used for The concept of motivation has a wider meaning than the concept of motive. The concepts of motivation and motive are used in psychology to explain the implementation of activity and the behavior of a person. The concept of motivation has a wider meaning than the concept of motive. Motive is the concept of internal stability of

human behavior, encouraging in action. Motivation is a dynamic process of psychological and physiological control of behavior, which includes initiative, orientation, organization, support cheers. In the educational process, the motivations of learning are "why", "why?", "with what purpose?" based on questions like Motives, firstly, encourage educational activities, and secondly, help to choose the necessary ways and methods to achieve the goal. Learning motives are chosen by students in educational activities and they are directly related to the student's goals, interests, and future plans. Based on the characteristics of age, educational motives are different in different age periods. This concept is used when it is necessary to explain the behavior of this or that person. Studying the reasons for a person's behavior and behavior among people in society is something that has educational importance, and two aspects of explaining the issue are distinguished; means the set. This concept is used when it is necessary to explain the behavior of this or that person. Studying the reasons for a person's behavior and behavior among people in society is something that has educational importance, and two aspects of

solving the problem are distinguished: a) internal reasons, that is, subjective psychological characteristics of behavior are considered motives, needs, goals, objectives, desires, interests). b) external reasons, that is, external conditions and circumstances of activity. These are external stimuli that cause specific situations to arise. Controlling a person's behavior from the inside, due to internal psychological reasons, is usually called personal dispositions. It may or may not be realized by the individual. Sometimes it happens that a person does not understand the real reason for the attitude he has formed in relation to the work he has done or the changes in himself, "why? "I don't know, I don't know." These are called unconscious dispositions or dispositions. If a person is consciously interested in a profession and works diligently to master all its secrets, then the situation is different, that is, the disposition is considered conscious. The control of a person's behavior from the inside, due to internal psychological reasons, is usually called personal dispositions. is held. It may or may not be realized by the individual. Sometimes it happens that a person does not understand the real reason for the attitude he has formed in relation to the work he has done or the changes in himself, "why? "I don't know, I don't know." These are called unconscious dispositions or dispositions. If a person is consciously interested in a profession and works diligently to master all its secrets, then the situation is different, that is, the disposition is considered conscious. Studying the motive is currently one of the main central problems of psychology and pedagogy. Although our scientists have made a lot of progress in the study of the motif, clear guidelines for its systematization have not been developed. Some social and cognitive types have been developed to systematize the motive and show its criteria. The study of the motive is currently one of the main central problems of psychology and pedagogy. Although our scientists have made a lot of progress in the study of the motif, clear guidelines for its systematization have not been developed. Some social and cognitive

types have been developed to systematize the motive and show its criteria.

The problem of the flow of personal motives and motivation means to examine both its methodological and theoretical relations. Because many of their parts and aspects have not been resolved in the psychology of the former union until now. Among psychologists abroad, the set of views that "human motives are based on biological needs" is widely used. For example, in the opinion of B. Damell from the USA, the needs that arise in the tissue are the main source of stimulation. Danlen, who commented on this idea, is of the opinion that "stimulation does not deviate from biological tissues." Guilford claims that the primary source of activity is food. When evaluating this situation, it should not go beyond the scope of consideration of the exchange of places between the flow of psychological problems and the biological flow of motives and motivations. Because the source of activity of the biologically determined plan is manifested as the processes of mutual exchange of places assimilation and dissimilation. Whereas biological states form the material basis of mental processes. For the same reason, they appear as the primary source and basis of psychic activity.

As a result of the extensive study of motivation in the science of world psychology, it has expanded in terms of content, meaning, and essence, and has been enriched with original theoretical and practical materials. At the same time, due to the fragmentation of motivation into several independent directions, its research subject began to be focused on: A) aspects (spiritual, dynamic aspects), B) levels (social, biological, underground), V) mechanisms (reinforcement, to support, squeeze, etc.). Thus, the set of reasons that determine human behavior reflects one or another relationship studied by modern psychology of motivation, has its own aspects and levels, direct and underlying, genetic and situational, correct and created the possibility of naming with opposite terms. Studying the problems of motive and motivation in the science of Russian psychology Russian and ex-

Union psychologists made their significant contribution to the study of the problems of motive and motivation, including K. D. Ushinsky, I. M. Sechenov, I. P. Pavlov, V. M. Bekhterev, A. F. Lazursky, V. M. Myasishchev, A. A. Ukhtomsky, L. S. Vygotsky, S. L. Rubinstein, A. N. Leontev, P. M. Jacobson and others. The most important and special study of the socio-historical period up to the beginning of the 20th century is L. I. Petrajitsky's scientific work "On the motives of human behavior" prepared at St. Petersburg University (1904). In his research, the author puts forward the idea of creating a scientific theory of motivation and emphasizes that it is extremely important for psychology and other sciences. According to him, it is absolutely impossible not to take motivation into account in order to rationally assess a person's character.

For the same reason, he notes the social necessity of studying the motives of jurisprudence (understanding the law) for this period. He emphasizes that motives are a decisive, moving mechanism. Nevertheless, L. I. Petrajitsky analyzes and interprets the problem of man and his motivation from the position of psychologization, but this psychological reality is not the author's scientific retreat, of course. The great experimenter of his time, A.F. Lazursky, was interested in the issue of motives when researching mental processes and personality traits. In order to do this, the author tries to study such contexts as "the strength and weakness of inclinations and desires", "propensity for the struggle of motives", "being involved in the discussion of motives", "the fact that the desire has value and specific characteristics". At the same time, A.F. Lazursky emphasizes that the level of development of aspiration is related to conscious voluntary effort. That is why he allocates a large place to the system of such relations in the research program of the individual.

In his research program, the author tried to approach the person from a social point of view, but due to the fact that the issue was explained based on the theories of

endopsychiatry and exopsychiatry, the social psychological essence of a person, the unity and harmony of biological and socially conditioned aspects of a person did not find their scientific expression. As a result, his comments are mixed with the shell of mechanism and biologization, which makes the author somewhat distant from the original science. There are a number of materials devoted to the study of motives and motivation in foreign psychology, which are a great contribution to world psychology. At the present time, about thirty concepts and theories have been developed in foreign psychology, most of them are devoted to the behavioral motivation of animals and people.

However, all kinds of motives that shape human behavior are primarily "self-motivation." It is a person's inner self-awareness that guides him in every action. For successful activity, a person needs to control himself, to provide a regime in which any activity will be effective. From self-motivation are born other types of motives that contribute to the achievement of goals.

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