

WAYS TO INCREASE STUDENTS' EDUCATIONAL AND COGNITIVE MOTIVATION

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Abstract: The article discusses the issues of formation and development of students' learning motivation in the modern system of higher education. Analyzing the factors of internal and external motivation, the author explores the impact of active learning methods, including gamification, project-based learning and digital technologies, on student activity. In the course of the study, the main pedagogical strategies were identified that contribute to the transformation of a student from a "passive listener" to an "active applicant." At the end of the article, practical recommendations aimed at improving the quality of education are given.

Keywords: motivation, student, intrinsic motivation, active learning methods, digitalization, pedagogical strategy, higher education, education, motivation, learning process, pedagogy

Introduction

Currently, one of the main goals of the education system is the formation of a competitive, self-educated personality. The educational motivation of students plays a special role in achieving this goal. Motivation-refers to a person's orientation towards a certain action and the internal or external motivation to perform that action.

The level of motivation of students directly affects their academic performance. Therefore, the problem of increasing motivation is relevant in pedagogy and psychological sciences.

Motivation is a set of internal and external forces that guide the activity of a personality, increase its activity and encourage it to achieve a certain goal. From a scientific point of view, motivation is considered as the main driving mechanism of human behavior.

The term Motivation comes from the Latin word "movere" ("to move", "to push"). This concept includes psychological processes that affect how a person begins, continues, and completes a certain action.

Results and discussion. Motivation is a complex and multifaceted psychological phenomenon. It is the main driving force on the way to achieving the goal, regulating the activity of the individual. Motivation is especially important in the field of education, as it determines the learning activity and effectiveness of students.

Various scientific theories are proposed to explain motivation:

1. The theory of hierarchy of needs. According to this theory, human needs are arranged in a certain hierarchy.:

- physiological needs,
- security,
- social needs,
- earn respect,
- self-realization,

A person does not strive for a higher level until they satisfy their needs at a lower level.

2. theory of self-determination. This theory divides motivation into internal and external, emphasizing human autonomy. There are three basic psychological needs:

- autonomy (freedom);
- competence (a sense of ability);
- communication (social relations);

Meeting these needs increases internal motivation.

3. the theory of expectation . According to this theory, a person's motivation depends on three factors:

- the expected result.
- the importance of the result.
- faith in success.

That is, if a student believes that he can achieve a certain result, and this result matters, he will have a higher motivation.

Materials and methods. Motivation consists of several main components:

Necessity

- a person's inner need for one thing or another.

Motive

- the real reason for the action

Goal

- expected result of the action

Interest

- emotional attitude to action

These elements are closely related and complement each other. For example, a student's need for knowledge forms his motivation to learn and directs him to achieve a certain goal.

Motivation is also classified according to several criteria: intrinsic motivation, extrinsic motivation, and positive and negative motivation.

Internal motivation is based on one's own interests and needs. For example: an interest in gaining knowledge, striving for self-development, and the pleasure of learning something new. This motivation is considered the most stable and effective.

External motivation is formed by external factors: receiving an assessment, reward or punishment, social pressure. This motivation can produce short-term results, but is more likely to be less effective in the long run.

Positive motivation is the pursuit of reward. Negative motivation is an escape from punishment. It is much more effective to use positive motivation in the learning process.

Motivation performs the following main functions:

- * Guiding activity-directs action towards a specific goal.
- * Stimulating activity-increases activity.
- * Regulatory activity-controls behavior.
- * Semantic activity-gives meaning to an action.

Students' academic motivation directly affects their academic achievements, professional development, and self-development. Students with high motivation: actively participates in the learning process and can overcome difficulties along the way, becoming more inclined to self-education. And students with low motivation have lower academic performance and lower interest in the learning process.

Students' learning motivation is a multifaceted and dynamic phenomenon. It is formed, along with personal characteristics, under the influence of social, pedagogical and institutional factors. Scientific research shows that the factors influencing motivation can be divided into several main groups.

1. Individual (individual) factors. These factors are related to the internal psychological characteristics of the student.

- Needs and goals.

The student's goal in getting an education (to become a specialist, build a career, develop himself) determines the level of his motivation. A clear and precise goal strengthens motivation. The higher the interest in the subject, the higher the student's learning activity. Curiosity is the main source of intrinsic motivation. Students who believe in their abilities do not shy away from difficult tasks. Low self-esteem weakens motivation. Some students strive for high results, while others tend to run away from failures. This difference affects their learning activities.

2. Pedagogical factors. Factors related to the teacher and the learning process directly affect motivation. A teacher who is able to present the material intelligibly and interestingly increases the student's interest in the subject.

Unlike traditional lectures, interactive methods (group work, case studies, debates) increase motivation much more effectively. An honest and transparent assessment inspires confidence in the student. Only a price-based system can generate only external motivation. Timely and constructive feedback helps students understand their mistakes and move forward.

3. Social factors. The social environment around the student also plays an important role. The support and expectations of parents increase the student's responsibility for learning. An environment that is active and committed to education enhances a student's motivation, while an opposing environment can reduce motivation. The status of education in society also influences the motivation of students.

4. Institutional factors (educational environment). The condition and organization of the educational institution is also important. Modern classrooms, laboratories, and technologies increase the student's interest. Practice-oriented programs with modern content enhance motivation. A supportive, fair, and motivating environment increases student engagement.

5. Digital and technological factors. Of particular importance in our time are: accessible and interactive resources contribute to the student's self-education. Systems of points, levels, and awards make the learning process exciting. Open educational resources increase motivation.

6. Emotional and psychological factors. Stress levels, that is, overload, reduce motivation. Positive emotions make the learning process easier. Proper time management and self-control help to maintain constant motivation.

The factors influencing student motivation are numerous and closely interrelated. The most effective result is observed only when these factors are taken into account in a comprehensive manner. Especially the combination of pedagogical and personal factors plays a crucial role in the formation of internal motivation of the student.

Increasing students' learning motivation is one of the most important conditions for improving the quality of the educational process. To strengthen motivation in modern pedagogy, a harmonious application of traditional and innovative methods is necessary. These methods not only increase the cognitive activity of students, but also form their self-education skills.

Interactive methods ensure the active participation of students in the learning process. They transform from a passive listener into an active participant.

The main types:

- Teamwork-students work together to solve problems, which develops social and communication skills
- Debate (debate) – enhances the ability to think critically
- Case study – analysis of real situations) - connects theory with practice
- Role-playing games-simulate professional situations

These methods increase the student's interest and promote deep learning of the educational material.

Gamification is a method of increasing motivation by including game elements in the learning process. Tools:

- * Scoring system
- * Levels and achievements
- * Rating and leaderboard
- * Awards (badges, certificates)

Advantages:

- Increases the interest of students
- Creates an element of competition
- Makes the learning process emotionally appealing

A properly set goal is the main source of motivation. By setting short- and long-term goals, the more a student sees his success, the more motivated he is to continue learning.

Feedback is an important tool for increasing motivation. Features of effective feedback: be timely, clear and understandable, be supportive. Not just to point out a mistake, but to celebrate achievements by explaining how to fix it.

Combining theory with practice increases students' motivation. When a Student sees that knowledge is being used in real life, their learning value increases. Technology is an important motivating factor for modern students. It is carried out through online platforms, video tutorials, interactive tests, and mobile applications.

Formation of the first favorable psychological environment. The learning environment directly affects the motivation of students. A positive environment increases student engagement.

It is also important to use external motivation effectively. The student's ability to self-manage ensures the sustainability of motivation. Builds self-development skills through Time management, self-control, and reflection. These skills shape a student's ability to learn throughout their life.

Motivation enhancement methods produce effective results only when applied comprehensively. Interactive methods, digital technologies, individually oriented learning, and a supportive psychological environment play a crucial role in shaping students' internal motivation.

Therefore, in the modern education system, teachers, along with traditional methods, need to actively use innovative approaches.

Increasing student motivation is one of the most important tasks of the education system. Students with a high level of motivation actively participate in the learning process and achieve high results.

Conclusion. Summarizing the results of the study, it was proved that increasing the educational and cognitive motivation of students in the modern higher education system is not only a pedagogical, but also a deep psychological and socio—economic problem. The decrease in student motivation to study is not only personal, but also a manifestation of the disparity between the educational environment and the requirements of the modern labor market. Student motivation is not a constant value that can be controlled and developed. It is only when the role of a teacher shifts from "informer" to "motivator-facilitator" that a new level of educational quality can be achieved. The main guarantee of training a competitive, innovative-minded specialist in the labor market will be only systematic work aimed at unlocking the inner potential of students.

The results of the study show that the use of interactive methods, digital technologies and personality-oriented learning effectively increases students' motivation to learn. Therefore, teachers should use modern pedagogical approaches and pay special attention to the development of students' internal motivation.

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