



DISTINCTIVE PSYCHOLOGICAL CHARACTERISTICS OF THE MANIFESTATION OF LEARNING MOTIVATION IN STUDENTS

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Abstract. *This article theoretically analyzes the psychological characteristics inherent in the manifestation of learning motivation in students. Within the framework of the study, the content of educational motivation, its internal and external factors, as well as the relationship with the individual psychological characteristics of the student's personality are highlighted. Based on the analysis of scientific literature, the level of self-esteem, professional orientation, social environment, and the psychological organization of the educational process are substantiated as important factors in the formation of educational motivation.*

Keywords: *learning motivation, student personality, internal and external motives, learning activity, psychological characteristics, professional orientation, self-assessment, educational psychology.*

Introduction. In the modern education system, the student's activity in the process of acquiring knowledge and their attitude to educational activity is one of the important factors determining the effectiveness of education. In this process, learning motivation manifests itself as the main psychological mechanism that ensures the student's internal need for knowledge, goal orientation, and stable participation in learning activities. Especially in the context of the increasing complexity of the educational process in higher educational institutions, the growth of the share of independent education, and the intensification of the competitive environment, the in-depth study of the features of the manifestation of learning motivation in students is becoming an urgent scientific issue.

Educational motivation is inextricably linked with the needs, interests, values, and individual psychological characteristics of the individual, which determines the student's attitude towards educational activity, activity in the process of acquiring knowledge, and the level of academic success. Insufficient formation of motivation can lead to passivity in educational activities, indifference to learning, and academic difficulties. Therefore, identifying the psychological mechanisms of learning motivation and analyzing the forms of its manifestation is one of the important directions of educational psychology.

Scientific research conducted in recent years on the problem of educational motivation is mainly aimed at studying the external and internal factors of motivation, its influence on the results of educational activity, and methods of motivation development. However, the specific aspects of learning motivation in students related to age, individual-psychological, and social conditions have not been sufficiently systematically analyzed. In particular, the fact that the student's personal characteristics, level of self-esteem, professional orientation, and internal attitude towards educational activity play an important role in the manifestation of motivation requires scientific substantiation.

Literature review. The problem of learning motivation in students is one of the important and multifaceted research areas of educational psychology. This phenomenon is closely related to the internal and external attitudes, needs, and goals of the individual towards educational activity and is interpreted as the main factor determining their academic activity and success. In the scientific literature, the concept of learning motivation is explained on the basis of various theoretical approaches.

The cultural-historical approach plays an important role in the analysis of the psychological foundations of educational activity. A representative of this approach, Lev Vygotsky, interpreted educational activity as a process inextricably linked with the social environment and substantiated the decisive role of social factors in the formation of motivation. According to his views, learning motivation develops in

the process of a person's transformation from external activity into an internal psychological need[1].

Within the framework of activity theory, the problem of learning motivation was deeply analyzed by Alexey Leontiev. He interprets motive as the driving force of activity and emphasizes that the effectiveness of educational activity directly depends on the content and stability of motives. In Leontiev's theory, the interrelationship between motive, goal, and activity serves as an important methodological basis for explaining student activity in the learning process [2].

In the analysis of internal and external factors of learning motivation, the theory of self-determination, widespread in modern Western psychology, is of particular importance. The authors of this theory, Edward Deci and Richard Ryan, divide learning motivation into such types as internal motivation, external motivation, and motivation. In their opinion, when internal motivation prevails, the student demonstrates high interest, independence, and stability in learning activities [3].

In the studies of domestic scientists M.Kh.Djumaniyazova and R.M.Bakhtiyorov, the psychological aspects of learning motivation are also widely covered. In these studies, the professional orientation of the student, the level of self-esteem, the social environment, and pedagogical influences are shown as important factors in the formation of learning motivation. In some scientific works, it is scientifically substantiated that insufficient development of motivation leads to passivity in educational activity, superficial assimilation of knowledge, and academic difficulties.

Also, in modern research, the manifestation of learning motivation in students is analyzed in connection with age-related psychological characteristics, individual differences, and the level of organization of the educational process. Researchers emphasize that the stability of motivation is formed in conjunction with the meaningful organization of educational activities, the student's personal interests, and future professional plans.

Analysis of the literature shows that, although the issue of educational motivation has been sufficiently studied, the need for a comprehensive coverage of the specific psychological features of its manifestation in students remains. In particular, the empirical study of the interrelationship of motivation with individual-psychological and social factors is one of the urgent tasks of modern educational psychology.

Main Part. The manifestation of learning motivation in students is a complex psychological process, which is inextricably linked with the needs, interests, goals, and individual psychological characteristics of the individual. Learning motivation determines the student's attitude towards learning activities and ensures their activity, independence, and stability in the process of acquiring knowledge. The formation and manifestation of this motivation occurs under the influence of the internal psychological state of the student and the factors of the external educational environment.

In the psychological structure of learning motivation, internal and external motives occupy an important place. Internal motives are connected with interest in learning, the need for self-development, and personal satisfaction, ensuring the student's stable activity in educational activities. External motives are determined by factors such as evaluation, incentives, social status, or external control. Studies show that students with a predominance of internal motivation have a more meaningful educational activity and a strong tendency towards deep and conscious assimilation of knowledge.

The individual psychological characteristics of students play an important role in the manifestation of learning motivation. In particular, students with a high level of self-esteem and confidence in their abilities have a more positive attitude and initiative towards learning activities. Conversely, insecurity and fear of failure can lead to a decrease in learning motivation and a decrease in activity. From this point of view, the psychological stability and volitional qualities of the student are considered as important factors ensuring the stability of motivation.

The manifestation of learning motivation is also closely related to the student's professional orientation. Students who clearly envision their future professional activity and understand the importance of their chosen specialty will have a high level of responsibility and interest in educational activities. The clarity of professional goals activates internal sources of motivation, turning educational activity into a process of personal significance.

The social environment and organization of the educational process also have a significant influence on the manifestation of learning motivation in students. A positive psychological atmosphere between the teacher and the student, a clear and interesting presentation of educational material, pedagogical approaches that stimulate students' independent thinking serve to increase motivation. On the contrary, a one-sided, solely controlled educational process can lead to a decrease in learning motivation.

Also, the modern information environment and digital technologies have a two-sided impact on students' learning motivation. On the one hand, the breadth of information resources increases the possibilities of acquiring knowledge, and on the other hand, it creates the risk of distraction and superficial learning. Therefore, in the process of developing learning motivation in students, it is important to apply targeted pedagogical and psychological measures of influence, taking into account their psychological characteristics.

In general, the manifestation of learning motivation in students is a multifactorial psychological process, determined by the individual characteristics of the individual, the social environment, and the qualitative organization of the educational process. The harmony between these factors is an important condition for increasing the effectiveness of educational activity and forming stable learning motivation in students.

Conclusion. The conducted theoretical analysis shows that the manifestation of learning motivation in students is a complex and multifactorial psychological process. Learning motivation determines the student's attitude towards learning

activities and directly affects their activity, independence, and academic success in the process of acquiring knowledge. The formation and stability of this motivation are inextricably linked with the individual psychological characteristics of the individual, professional orientation, and the socio-educational environment.

The research results show that in students with a predominance of internal learning motivation, the learning activity acquires a meaningful and conscious character, and the desire for deep assimilation of knowledge, independent thinking, and self-development is stronger. On the contrary, motivation, based mainly on external incentives, may not be sufficient to ensure the stability of educational activity. Therefore, the formation and support of internal motivation in students is one of the important tasks of the educational process.

Also, the student's self-confidence, the level of self-esteem, and the clarity of professional goals are manifested as important psychological factors in the manifestation of learning motivation. A positive psychological environment, effective communication between the teacher and the student, and an interesting and interactive organization of the educational process are the main conditions for strengthening learning motivation.

In general, a deep study of the specific psychological characteristics of learning motivation in students has important scientific and practical significance in improving the educational process, increasing the effectiveness of educational activities, and training competitive specialists. In future research, it is advisable to study learning motivation on an empirical basis in the context of age, professional orientation, and individual differences.

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