

## MOTIVATION OF DISABLED STUDENTS IN HIGHER EDUCATION

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### Abstract

In order to raise the degree of student interest in the educational process and learning in general, the article illustrates a difficulty with developing motivation to learning activities among impaired students at higher education institutions. The importance of higher education institutions in ensuring a young person's assimilation into society is emphasized. A vocational education will make sure that a student achieves both financial and personal independence. An overview of recent studies on what drives impaired individuals to pursue higher education is provided. The variables influencing students with health restrictions' motivation to pursue higher education are listed. Such students' (cognitive, social, and practical) learning and professional motives are explained in depth. Their professional choices and personal, social, organizational, and interpersonal demotivators are listed as learning deterrents. It is concluded that while the professional and learning goals of disabled students and regular students are similar overall, the unique living circumstances of disabled students are the factors impeding the development of educational programs and necessitating additional measures to support disabled students' learning activity. The essay provides incentives to boost impaired pupils' motivation.

**Keywords:** motivation, demotivators, effective learning, motivating traits, self-determination

### Introduction

The construction of a universal barrier-free environment and barrier-free education, which makes it possible to secure the full inclusion of handicapped children and young people into society, is now one of the primary orientations of the state policy in the field of education. At this point, inclusion aims to give persons with certain psychophysical characteristics equitable opportunity across all societal strata by adjusting the learning and social environment to the student's opportunities (Fuflygina, 2017).

The motivation of students' learning activities is extensively covered in scientific literature, but in the context of our nation's development of inclusive education, scholars and practitioners are still learning about the challenges of motivating the learning activities of disabled students in higher education institutions. Additionally, it is important to keep in mind that the current higher education system is undergoing rapid change as it is being built. The current educational system is defined by modernization processes in all of its structural elements, including federal

educational standards, educational programs, interaction principles for educational participants, organization principles for the learning environment, etc (Fuflygina, 2017).

The duties assigned to a student with health restrictions during training activities must be understood and accepted internally by the student in order for them to take on some meaning for the student in order for the student to be truly engaged in the educational environment. High levels of positive motivation can serve as a compensation element for deficiencies in knowledge and skills and talents. However, even the most skilled and clever learner will not succeed if they lack the want and drive to study. One of the key elements for effective learning is motivation, which is the primary tool for raising a student's level of interest in the educational process and learning in general. The motivation of pupils who have health issues Learning activities are defined as the whole of internal and external driving forces that encourage students to engage in learning activities with the intention of achieving learning objectives. The necessity for a study of students' educational and professional motivation is determined by the realization of the significant value of motivation in educational activities.

When examining students' motivation, there have also been advancements utilizing the hierarchical theory of self-determination and the idea of feasible goal orientations that concentrate on various facets of learning motivation. While the hierarchical theory of self-determination analyzes the motivations for participating in the educational process, the theory of feasible goal orientations focuses on the goals of students' engagement in educational activities (Maloshonok, Semenova, & Terentyev, 2015).

We may recognize the study that attempted to shed light on the unique traits of impaired students, their study motivating traits, and the degree of safety of higher mental functions under stressful circumstances related to enrolling in college and changing one's social environment. The goal of the study was to analyze each handicapped person accepted to a higher education institution for their potential, forecast the conduct that may be anticipated from them in their first year of study there, and determine in advance how much rectification work will need to be done with them (Robustova & Baglyuk, 2017).

## Conclusion

In order to provide young people with particular psychophysical development with equal possibilities in the field of vocational education, higher education institutions were required to research the methods and characteristics of the current work experience with such pupils. It should be emphasized that due to the recent integration of universities in the system of inclusive education, research on the motivation of learning activities of students with health constraints is limited. Such investigations must to be supported by existing theories of stimulation and motivation as well as analyses of changes taking place in higher education. These rewards are designed to help students with impairments develop positive, socially

conscious educational and professional motivation. Utilizing new technology, methods, strategies, forms of organizational structures for the university's educational process, as well as adjusting the educational material's content to a student's demands, are all important : health restrictions, the creation of essential new teaching resources, etc. The driving force behind a person's professional progress should be the cornerstone of these advancements.

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