

## THE ROLE OF THE MOTIVATIONAL BASE OF LEARNING IN THE FORMATION OF LEXICAL COMPETENCE IN ACADEMIC LYCEUM AND HIGHER EDUCATION

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For a long time, the issue of educational motivation does not cease to interest psychologists, teachers, and methodologists. This problem is of particular importance now. Education in higher education is considered as a process of forming a student's personality, capable of self-development, self-improvement, and creative realization. Achievement of the designated goal is possible only under the condition of the development of the student's creative activity, the formation of a motivational basis for training.

The study of educational motivation is associated with several difficulties due to the terminological ambiguity of this concept, as well as the multiplicity of the proposed views and approaches. The main difficulty is the lack of clarity in the use of the term's "motive" and "motivation".

The concept of "motive" is often understood not only as motivation, need, intention, subjective reason for action, goal, property or state of a person (a set of various psychological factors that determine human behavior and activity), but also the process of motivation itself. It seems necessary to distinguish between these two concepts.

Various definitions of motive can be attributed to two main approaches: 1) the motive is seen as a direction, an incentive to activity, associated with meeting the needs of the subject; a set of conditions causing and regulating activity (PB Gurvich, IA Zimnyaya, EP Ilyin, AK Markova, SL Rubinstein, etc.); 2) an object, material or ideal, prompting and determining the choice of the direction of activity for the sake of which it is carried out (L.I.Bozhovich, A.N. Leontyev, SP. Manukyan).

With all the differences in definitions, shades of meaning of the term "motive", one can single out the presence of a common one. This is the presence of a "dynamic component" that sets the direction of the action and determines its value, significance, i.e., acting as an incentive to action.

In this case, the motive is considered not as any impulse that arises in a person, but only as "an internal conscious impulse reflecting a person's readiness for activity (action, deed)" [1, 1].

The educational motive in this work is understood as the subjective excitement of students to the educational process and activities aimed at meeting their actual needs and achieving the set educational goals. Such an impulse "is formed in the learning process through the subject content of the activity and through the relations that develop between the participants in the educational process" [2, 2].

The process of forming a motive begins with the emergence of a student's need. Further, there is an actualization of the psychological formations of the personality (interests, inclinations, values, attitudes, etc.), which provide a reasonable choice of the way to satisfy the need. The formation of motive ends with the emergence of intentions and motivation to achieve the goal. Yu.M. Zabrodin and B.A. Sosnovsky distinguishes the following functions of the motive: 1) incentive (can manifest itself in two ways: a) in the potential aspiration of a person; b) in the realization of the victorious potential aspiration, i.e. procedurally designated purposeful human activity); 2) guide; 3) meaning-making [3, 3].

There is also a wide variety of points of view in understanding the concept of "motivation". For example, it is often identified with a specific dominant motive. Some scholars consider it as a hierarchical system of motives or as a system that includes needs, interests, drives, ideals, etc.

Numerous approaches to defining the essence of motivation can be combined into two main directions: 1) motivation is considered as a system, a set of factors, motivations that determine human behavior (L.I.Bozhovich, I.A.Zimnyaya, A.K. Markova, N.M. Simonova, V.D.Shadrikov and others); 2) motivation is viewed as a dynamic education, as a process that stimulates and maintains human behavior at a certain level (S. Grigoryan, E.P. Ilyin, Yu.N. Kuliutkin, G.K. Meske, T.A. Trufanova , H. Heckhausen and others).

Adhering to the second direction, following E.P. Ilyin, by motivation we mean "the dynamic process of the formation of a motive (as the basis for an action)" [1, 1].

Thus, we define educational motivation as the process of students choosing educational goals and active, purposeful participation in the educational process (based on a personal decision) aimed at achieving a certain result, mediated by the goal. Motivation for learning is characterized by two criteria: 1) meaningful; 2) dynamic. The content aspect is related to the content of educational activities. Dynamic characteristics reflect the form of manifestation of motives.

Content characteristics include: 1) semantic fullness, expressed in the presence of personal meaning, interest in the learning process; responsibility for its results; 2) validity, manifested through activity and initiative in learning both in the classroom and at home; 3) maturity, which consists in the predominance of educational motivation over other types of motives; 4) independence, realized in educational actions in the absence of external influence; 5) awareness, meaning the acceptance of the goals and objectives of learning; 6) the breadth of coverage, manifested in a selective attitude towards the subjects studied, material, forms of educational work, etc.

The dynamic characteristics of motivation are manifested: 1) in the stability of motives, the constancy of students' interests; 2) emotional coloring, which consists in a positive or negative attitude towards the subject and the entire learning process; 3) the strength of motives that determine the complexity of the tasks that direct educational efforts. In Russian psychology,

the study of motivation is based on the methodological principle of the unity of its dynamic and content-semantic sides.

Most researchers of the problem of motivation and motives (L.I. Bozhovich, Golu P., I.A. Zimnyaya, A.N. Leontyev, V.E. Milman, Yu.M. Orlov, V.I. Chirkov, G.D. Yurchenkova and others) distinguish both internal and external motives and motivation. Internal motives include motives that represent personal significance and value for the learner, due to his cognitive need, as well as the pleasure obtained from the realization of their capabilities in the learning process and from the learning activity itself. External motives are understood as motives that are determined not by the educational process itself and cognitive activity, but by the result of the activity. They depend on the needs of society and are aimed at obtaining a diploma, scholarship, a prestigious profession, etc.

For example, external motives are considered the motives of prestige, duty, necessity, responsibility, achievement, and internal - cognitive motives and motives of self-realization.

Based on the data of the experimental work of V.V. Ryzhova [Ryzhov, 1995] and the results of ST research. Grigoryan and P.B. Gurvich [Grigoryan, Gurvich, 1976], we distinguish the following types of educational motivation in the study of foreign language vocabulary: 1) communicative; 2) linguo-cognitive (generated by the interest of students in a deeper understanding of the linguistic form; 3) cognitive and educational (prompted by the desire to be an all-round educated person; the desire to expand the range of cognitive phenomena of the surrounding life; the desire to learn life, culture, literature etc. from other countries); 4) instrumental (generated by the feeling of satisfaction that students receive when performing certain types of work (exercises)); 5) intellectual development (the ability to develop thinking, memory and other intellectual properties of the individual); 6) professional and pedagogical; 7) emotional; 8) motivation of ambition (prestige of knowing a foreign language); 9) identification (striving for identification, identifying oneself with some other people or ideas about them); 10) pragmatic (go abroad, get a prestigious job); 11) motivation of duty (the need to fulfill educational duties, get a higher education, to benefit society).

Interacting with each other, the above types of motivation form a motivational basis for teaching a foreign language vocabulary.

Among the identified types of motivation, the leading role in the process of studying the lexical material of a foreign language belongs to such types as: a) communicative; b) cognitive; c) instrumental; d) linguistic and cognitive; e) professional motivation.

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