SOCIAL AND PSYCHOLOGICAL CHARACTERISTICS OF FORMATION OF MOTIVATION OF LEARNING ACTIVITY IN CHILDREN OF A KIND HOME

T.G.Suleymanova.,

M.T. Soliyev

Andijan State University, Uzbekistan.

ABSTRACT

The article describes the concepts of motive and motivation, and the psychological features of the motivation of the educational activities of the children of the House of Mercy and Children's town.

KEYWORDS: Orphanage, Children's town, foster, motive, motivation, learning activities, interest, psychological trauma.

INTRODUCTION. Today, attention to youth in our country is growing day by day. In this regard, special attention is paid to pupils of orphanages and orphanages, creating conditions for them to become full-fledged people, to fulfill their sacred duty to the Motherland, to find their place in society as a harmoniously developed generation. ... deserves. A number of Resolutions of the President and the Cabinet of Ministers of the Republic of Uzbekistan are also aimed at serving the interests of children in orphanages and children's camps. In particular, the Resolution of the President of the Republic of Uzbekistan dated February 11, 2019 No. PQ-4185 "On additional measures to strengthen social protection of orphans and children deprived of parental care" and a striking example of this is the Resolution of the President of the Republic of Uzbekistan dated April 22, 2019 No. PP - 4296 "On additional measures to further strengthen the guarantees of the rights of the child." One of the main tasks of our society today is to effectively use the created conditions, to send pupils of orphanages and children's camps to universities, to expand the intelligentsia of our society.

Motivation is the motivation to act to meet a specific need. Motivation in the broadest sense is considered as a complex multifaceted manager of a person's life (his behavior, activities).

Motivation is a complex multi-level system of motivating a person to act, which includes needs, motives, interests, ideals, aspirations, attitudes, emotions, norms, values.

Motivation is a complex structure, a set of forces that control activity, which manifests itself in the form of tendencies, goals, ideals and directly determines and directs human activity.

Motivation is a set of reasons that motivate a person to be active.

VS Merlin dwelled on some aspects of the motor systems in more detail. He describes the process of formation of systems of motives as follows: "different motives gradually become interconnected and interdependent, and ultimately an integral system of motives is formed". According to V.S. Merlin, in the process of forming a system of motives, not only the stability of motives is required, but also the fulfillment of such conditions as an understanding of motives. Consequently, according to V.S. Merlin, the systems of motives consist of a whole set of interrelated and interdependent personal motives. But although V.S. Merlin pointed out some really important aspects of motor systems, he did not study the systemic relationship between motives, the problem of motor systems and functioning.

Among foreign psychologists A. Maslow is known for his theory of the hierarchy of needs. In his theory, A. Maslow identifies the following hierarchical series of needs: physiological needs, the need for security, the need to be associated with love, etc., the need for respect, the full manifestation of the hidden potential of a person, the need for achievement. and implement, and so on. According to Maslow, in order to satisfy a specific need, a hierarchical row must first satisfy the previous need. In other words, according to Maslow's concept, needs at a high level of the hierarchy are subordinated to needs at a higher level. In A. Maslow's concept, the participation of the human mind in the management of motivational processes, the role of management is not taken into account. The scientist analyzed vertical relationships in the hierarchy of needs, while horizontal relationships between needs at the same level were not studied.

Learning motives are the process of guiding students to various aspects of learning activities. For example, if a student is focused on what he or she is doing with the object being studied, these can be called learning motives. If the learning activity is aimed at the correct communication with different people in the learning process, social motivation will arise. In other words, sometimes the learning process motivates students to read, while others motivate them to read.

A.K. Markova divided the motives into 2 large groups.

1. The content of educational activities and the motives of learning associated with its implementation.

2. Social (social) motives of the student in relations with other people.
These types of motives are widely studied in the psychological literature. [1]

Psychologists note the pros and cons of learning motivation. Negative motives are motivators that are perceived by the reader in connection with the emergence of frustration, inconvenience and uncertainty that he or she is not reading.

Positive motives are reflected in the performance of socially significant tasks related to reading, success, learning new ways of learning, and good relationships with others. Another feature of motives is the speed and strength of their formation. This feature is reflected in how long a student can engage in learning activities motivated by this motive. The teacher should focus on the forms in which the motives for learning are expressed. Based on this, the teacher gets the first idea of the motives of the student's activity. Then we need to focus on unstable motives, such as avoidance of frustration, when the intrinsic properties of the motives have a negative modality. According to psychological data, any activity occurs under the influence of certain motives and occurs only when adequate conditions are created. Consequently, to ensure the assimilation, acquisition of knowledge and the implementation of training in the educational process, students need to have educational motives. The motives of cognition are aimed at the gnesological goal of a person (subject), that is, at solving the set goal, acquiring knowledge and skills. Usually such homogeneous and homogeneous motives, as shown by theoretical data, are called external and internal names, forming a certain category. [2]

The problem of studying the motivation of educational activity between orphans and orphanages is of particular importance, since their position is different than that of ordinary schoolchildren. This allows us to draw a parallel between the peculiarities of their development and the motives of their educational activities. There are many problems associated with identifying key guiding trends in the promotion of educational activities and the search for their solutions, the socialization of schoolchildren. [3]

Oral improvement and assessment, which characterize the learning activity of students, play an important role in the formation of motivation to learn. Negative attitudes

towards learning can arise for a number of reasons. These can be subjective reasons related to specific characteristics of the students. For example: the lack of appropriate positive motivation among students (lack of educational, scientific, professional interests, lack of confidence in the need for extensive information, bad ideals, the prevalence of narrow material needs, etc.); creates difficulties in the implementation of a positive motive.

The loss of parents, neglect, upbringing in special institutions, adoption by outsiders not only harm the child's psyche, but also complicate the realization of his potential, radically change his worldview. affects the outside world and the subsequent process of socialization.[4]

In addition, chronic pathologies in orphans lead to consequences such as the central nervous system, chronic somatic diseases, and delayed intellectual and emotional development. For orphans and children left without parental care, the problem of lack of motivation for learning activities, especially in comparison with other schoolchildren, is not fully formed or weak. The emotional forces of a child experiencing stress and psychological trauma are primarily focused on meeting basic needs, so the child often falls behind in learning, experiences difficulties in absorbing the curriculum and is deprived of the knowledge, skills and abilities that he acquired. does not see the return, does not think about further life goals. [5]

Motivation for success is characterized by the setting of a positive goal, an active search for a way to achieve it, as well as positive emotions, which, in turn, mobilizes a person's resources. Orphans who have received psychological trauma are especially susceptible to a decrease in the motivational background. They are dominated by the motivation to avoid failure. [6]

Based on the data presented, it can be said that the main reasons for the lack of motivation for educational activity in children deprived of parental care are the loss of loved ones, various psychological trauma, dissatisfaction with the surrounding social situation, i.e. the fact that they feel unnecessary people, that there are no people with close emotional experiences, and that their main goals are focused on meeting basic needs. [7]

We consider it necessary to pay attention to the following factors in the organization and conduct of psycho correctional measures in the formation of educational motivation in children in orphanages:

1. Conducting complex psychological diagnostics of factors of formation of individual qualities of personality and motivation of educational activity of pupils of orphanages;

2. Implementation of psychological prevention of various negative situations that may arise in adopted children in the course of educational activities;

3. The effective use of bibliotherapy, communicative teaching methods, psychologically inspiring videos in the formation of positive educational motives in children in orphanages is an important factor in the development of motivation for educational activities of pupils.

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