

STUDENTS' SELF-CONFIDENCE AND MOTIVATION FEATURES IN THE EDUCATIONAL ACTIVITY

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ABSTRACT

The article states about a psychologically significant part in the broad academic process: motive and motivation. Female students' motives are scientifically investigated by a specific psychological experimental method.

Keywords: Psychology of students, motive and motivation, occupational guidance, self-confidence, professional self-confidence.

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

Each person as an individual appears in different ways. People differ from each other in temperament, behavior, capability, level of intellect, needs and interests. People can only represent themselves as individuals after the development of their personal and mental features reach a certain apex. It is reasonable that a person has his own point of view regarding events and situations taking place around. This factor is one of the main indicators that a person can differentiate one thing from another [2].

As motives are considered significant features in person's achieving his goals, A. Maslow describes a motive as a collection of needs. Motivation in psychology, in a broad sense, is a complex multifaceted guide in a person's life including his behavior and actions.

The subject of our investigation is students. The studentship is an important period in a person's life which helps to realize oneself and shape personal features. During studentship people are observed to increase their educational efficiency rather than acquiring new friends. Therefore, a student tries to communicate and share ideas with those who have similar outlook and close to the sphere of study that he is interested in. By sharing ideas students talk about mutually interesting topics and problem-solving in the academic process. This process develops not only interpersonal relationship between students, but also moulds their personality features; it helps students to form their will, mutual trust to resolve problems in togetherness and, certainly, their responsibility.

The problem of development and formation of an individual-specialist, as a rule, is learnt within the system of characteristic features which is necessary in the activity of a certain specialist, such as peculiarities, abilities, knowledge, qualifications. Investigation conducted regarding this play a great role in optimizing professional knowledge and puts forward tasks to teachers and psychologists to which characteristics of a person attention should be paid and which should be formed and developed.

The high level of occupational guidance represents qualitative specificity of an individual's motives system, and the unity of an individual and interests in the self-realization system. The increase of occupational guidance level puts together fundamental ingredients of its development [5; 172].

Fitting of the guiding motive in the main structure of a chosen profession is not considered the only condition of finding its place in the current activity. The uniqueness of an individual's personality depends on his abilities, qualitative attributes and the level of development. However, in this kind of interrelation of the occupational guidance, the main place pertains to the guiding motive. This sort of guiding motive appears in students only when they perceive their professional knowledge and skills from educational institutions.

We have tried to have a close look at the appearance of academic motivation which is a fundamental activity in the education process of students; and this represents the task of the current research.

According to D.L. Melamed, in the formation of students' motivation, a big role plays a group, specifically, it means that the group has to aim at one thing and be closely bonded¹. Surely, in order to reach their target, especially to be successful in the educational activity, students' and their peer mates' goals should be integral. In this case only, they can assess what individual features make them differ from each other and their actions toward reaching their goal.

In the current research we used "Diagnostic methods of educational motivation of students of Pedagogical higher educational institutions".

The process of demonstration of students' educational motivation is implemented in three stages and this can be identified from the character of the research methods because professional development of students is shaped in the following three forms: a) past (principal motives of choosing a profession); b) present (motives of educational activities practically taking place in reality), c) future (professional activities motives). The three perspectives of realization of motives are closely interconnected between each other. The importance of one perspective will surely impact the other one.

In the analysis of students' educational motives, their three-season conditions are taken into consideration. Together with students' educational motives' appearing in three time-seasons, we should keep in mind their formation in internal and external forms.

In the indicators of the research subject, it is worth noting that developing responsibility in the educational process and highlighting characteristics of professional activity in future has an influence upon the organization of three seasons and two types of formation.

¹ Melamed, D. L. Features of motivations of different-status students' educational and professional activity. Dissertation abstract, Candidate of Psychological Sciences, Moscow: 2011, p.11

Correlation factor of interrelation of female students' control and educational motives

Motives	Scale	Self-monitoring	Motives for choosing a profession		Educational activities motives		Professional activities motives	
			Internal	External	Internal	External	Internal	External
	Self-monitoring	1	0,079	0,129	0,295**	0,026	-0,041	0,085
Motives for choosing a profession	Internal		1	0,061	0,203**	-0,343**	0,131	0,044
	External			1	-0,200**	-0,093	-0,269**	0,168*
Educational activities motives	Internal				1	0,078	0,217**	0,104
	External					1	0,027	0,049
Professional activities motives	Internal						1	-0,053
	External							1

** $p \leq 0,01$; * $p \leq 0,05$

According to the results of female students', we can observe that in correlation factors self-monitoring depends on real educational motives only ($r=0,295, p \leq 0,01$). This shows that female students' real educational motives have their inner meaning and this factor is connected to self-monitoring. We can assume that in reference to professional activities, their monitoring mechanisms and choosing a profession have not been structured yet. This implies that it has not been considered that students' self observation inherent to each gender representative does not accord with educational motives. It turns out that real educational activities are important for them for the present time.

The appearance of educational motives in three forms and the correlational rapport between them is observed between students' profession choosing motives' internal character and educational activities motives' internal presentation ($r=0,203, p \leq 0,01$) and external presentation ($r=-0,343, p \leq 0,01$). Formation of profession choosing motives by female students according to their own interests and capabilities complies with the chosen academic orientation. We can say that it can be the reason of decrease of educational motives' appearance due to external influences. Also, according to the results, the external appearance of motives of first direction together with having inner character of educational motives has created the relation of negative importance ($r=-0,200, p \leq 0,01$). This, in its turn, shows that some female students when shaping real educational motives face challenges because choosing a profession, they based upon external motives. These motives are correlationaly connected with each appearing characteristics of the professional activity: $r=-0,269, p \leq 0,01$ and $r=0,168, p \leq 0,05$. The reason of such perspective is that female students while structuring their motives for choosing a profession are affected by external attributes, thus negativation of labor motives during professional activity takes place and there is a prognosis that the required professional knowledge, skills and qualifications can lead to their inappropriate formation.

In the second representation of female students' educational motives, an important correlation is identified: ($r=0,2, p \leq 0,01$) (between the internal educational activity motive and internal professional activity motive). This value provides a positive results in the professional activity in future and in the educational activity motives' internal factors, such as being enthusiastic about the profession, being successful in the academic activities, prioritizing

personal activeness toward the study, developing cognitive flexibility in the educational activity, and positive approaching to the academic activities tasks.

In their educational activities as well as in the workflow in future students will encounter different people among which senior people are not an exception. In this process, the assessment and attitude that seniors express to students as well as giving various assignments to students with trust to be fulfilled encourage them to become more confident and self-assured; this factor helps students to master rules and disciplines as well as norms and concepts in social life.

Proceeding from their personality, students present their goals and behavior. Group, as a significant part in education, will involve students as its indispensable elements. In group, students will build relationship with others depending on their motives in the educational activity and on personal characteristics.

Results of group development analysis demonstrate that the most essential part in a group is togetherness, or the presence of “us”. And this, considered as a universal tendency of psychic development of the group, can help an individual in the group identify and differentiate number of “I”s and “they”s which are present in the system of the group.²

To summarize, it is worth mentioning that it is highly necessary that students in the academic process are provided with both individual, independent way of study and group work opportunities in a proper psychological atmosphere. To assist students achieve their goals, it is necessary to have a responsible approach for shaping motives, being familiar with knowledge and skills in the target sphere and implementing them in practice.

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² Sagindikova N.J. “The role of responsibility in working as a group in the educational activity”// Ethnic characteristics and technologies of educational projecting // Scientific-practical conference materials. Nukus, 2013, p. 69.