

A NEW DIRECTION OF PURPOSE OF STUDY

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ABSTRACT

The article highlights the effectiveness of the learning process and the quality of knowledge as a new dimension of learning motivation, with many psychological and pedagogical factors, and, above all, the organization of teacher-student interaction through the interaction of the subject of pedagogical influence with the subject (students). to determine the extent to which students' academic motivations and motivations are formed, a clear link between their academic motivations and their professional motivations such as the difference in drag.

Keywords: learning process, effectiveness, knowledge, motivation, motivation, learning motivation, orientation.

INTRODUCTION

In the current learning process, it is important to take into account not only the students' increasing knowledge, but also the motivational structures that make them active and demanding knowledge. The basis of the educational activity is the determination of the activity and orientation of the person of motivation and requirements, including his active or passive, indulgent, dissatisfaction with what is happening. As a result of this, the focus on learning activities, the feelings of self-satisfaction and satisfaction with the results, are the basis for conscious thinking and excitement and further work.

Material and methods. Each person's behavior is motivated by specific motivations that give it meaning. When examining the views of a number of scholars (AN Leontev, A. Maslow, E.P. Ilin, N.A. Filrolova, S.N. Mararkova, E. Goziev, V. Karimova), "internal 'And' external 'motives have been explored, but learning is a pressing issue given the insufficient experience with students' learning motivations and motivations.

In the 21st century, the system of higher education has a special role in educating students to think independently and creatively in order to implement the learning process in a way that meets modern requirements. At the same time, students should be able to interact continuously between students and faculty, and their essence should be welcomed by the subjects and understood as necessary. At the present time, it is desirable to highly evaluate the creative task solution that facilitates independent research, improvement and stabilization of the student's mental activity. The student conducts mental activities based on life experience, learning skills in a comfortable environment for him (Lyaudis, 1989).

Results and discussion. The student develops a psychological preparation for active interaction with the teacher. There is a sense that he or she can participate in solving the problem in the classroom, persistently defending their response, questioning (cognitive motivation),

identifying the cause of difficulties, and looking for other forms of inquiry (a sense of dissatisfaction). Teacher-assisted student questions also serve as a diagnostic tool in collaborative activities: introducing psychosocial technology of rational building and reconfiguring collaboration after identifying individual experience characteristics in the learning process so that they can effectively use the time allocated to solve the problem (problem-solving) (E.Gaziev, 2006).

The practical and quantitative data we have obtained in our research have been instrumental in the co-operation of students (teachers and students and students) in justifying students' creative thinking, mental motivation, and psychological behavior. These principles relate to collaboration in the process of thinking independently on the learning tasks and solving them. The basis of such a mechanism is a set of common mental and intellectual actions to establish cooperation.

Our research shows that accounting for appropriate mechanisms is a prerequisite for designing important forms of cooperation. Forms of collaboration are required to divide course students into micro-groups, to re-interact (at the discretion of participants) and to exchange ideas.

In higher education, it was found that the effectiveness of the learning process and the quality of knowledge are determined by many psychological and pedagogical factors. The structure of higher education requires consistent co-operation between the subject of pedagogical influence and its subject (students). Based on this social requirement, we organized the teacher-student interaction in the following way. First of all, we were able to determine the extent to which students' learning motivations and motivations were formed. There was some difference between their educational motivations and their professional motivations. In order to gradually and consistently reduce existing differences, we have tried the following activities.

Experience - Students of standard academic (junior) groups are conditionally divided into three groups (of equal size, of course). First, students are selected based on their natural location in the desks, and then with the help of special tests.

According to the principles of the theory of cooperation (created by the psychologists of Moscow and Tashkent), separated groups are named as follows (Hall, Lindsey, 1999):

- 1) Lecturer group (temporarily acting as a teacher),
- 2) listening group (normal student - listener),
- 3) Expert Group (the activities of the members of the Practical Lecturer during the training and their actions are evaluated as an expert). Collaborative activities are assessed for individual contributions of all group members (but each student's participation, activity, logic, consistency, and meaning are taken into account).

The members of the lecturer will conduct lectures, seminars, workshops, laboratory works on the chosen topic under the direct supervision of the teacher of science. The training sessions are conducted jointly by group members, as well as their workouts are reviewed by the teacher, and after approval, the audience is allowed. Under the leadership of the group's interim leader, they organize a session on a chosen topic. They must perform all the functions of the teacher. The leader (leader) is selected by the members of the group, and the rest of the group members perform the auxiliary duties.

Following the completion of their interim (pedagogical) work (successful or unsuccessful), the lecturer will exchange roles with other groups (lecturer - listener, listening expert, expert lecturer group). Each group performs several pedagogical functions during the school year.

Their participation in practical and pedagogical activities gives a warm feeling to the work of partnerships will lead to the individualization of future professionals to improve and stabilize their educational and professional motivations and motivations.

CONCLUSIONS

Experience - The results of the training sessions show that collaboration activities teach them to make independent decisions, to think creatively, to sense and understand group cohesion, to understand each other, to self-control and to manage their own learning activities. Therefore, collaboration is a guarantee of the stabilization of the students' academic and professional motivations and motivations.

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