



DEVELOPMENT OF STUDENT COGNITIVE MOTIVATION IN PEDAGOGICAL EDUCATION

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ABSTRACT

The article notes that increasing students' motivation to learn is an important part of the educational process, which serves not only their personal development, but also their future usefulness to society as specialists, that creative, strong and responsible personnel from motivated students are important for the sustainable development of any country, that motivation is a spiritual factor, a source, reason, evidence and various possibilities of student activity, that it is a powerful tool that encourages students to actively work towards studying the foundations of knowledge, skills, and specialized disciplines with enthusiasm and interest, that motivation is a purposeful direction of increasing students' activity in learning through psychological means, which is associated with satisfying a certain need, that the characteristics not only guarantee students a high level of knowledge, but also characterize their vital activity, that is, the formation of the student's personality, his active attitude to practice and life.

KEYWORDS

Education, process, profession, student, activity, activity, motive, quality, result, formation.

INTRODUCTION

The pace of world development, like all other spheres, requires a new approach to the educational process and the introduction of innovative technologies. Accordingly, raising the younger generation to be physically healthy, intellectually developed,

independent-thinking, with a firm life position, and loyal to the homeland, as well as increasing their social activity in the process of deepening democratic reforms and developing civil society are important tasks. Therefore, the prosperity of every state and



society is inextricably linked to the maturity, aspirations, and enthusiasm of the younger generation. In this sense, it is especially noteworthy that investments from the state budget in the social sphere, including reforms of the education system, are steadily increasing in our country, and that urgent tasks such as training highly qualified personnel, ensuring the effective integration of science and production within the framework of laws and state programs in the field of education, and educating young people in the spirit of national and universal values are being successfully implemented.

Main part

Students' motivation to learn is an important psychological factor that determines their interest in learning, their level of activity and aspiration for scientific processes. This motivation plays a key role in increasing the effectiveness of the educational process, ensuring personal development, and preparing qualified specialists who meet the requirements of modern society.

The importance of motivation to learn

1. Arousing interest in science - when students have a high motivation to learn, they strive not only for grades or diplomas, but also for a deep understanding of science. This paves the way for their success in their chosen field.
2. Motivation for independent learning - highly motivated students are ready to study additional literature, conduct research, or master new skills on their own. This increases their activity in the learning process.
3. Developing creative thinking - motivation to learn expands the scope of students' thinking and encourages them to approach problems creatively. These skills are required in society and production processes.
4. Ability to make independent decisions - through motivation to learn, students become independent in

their choices, learn to overcome difficulties in the learning process, and develop a sense of responsibility.

5. Increasing the effectiveness of the lesson process - highly motivated students actively participate in the lesson process, ask questions, and participate in discussions, which leads to the liveliness of the learning process and an increase in the quality of knowledge.

Methods for increasing motivation to learn:

1. Preparing interesting educational materials

The teacher's use of new and interactive materials in lessons, giving examples that are used in practice, increases students' interest.

2. Using interactive methods:

- Teamwork.
- Case studies.
- Role-playing games and simulations.

3. Assessing student success: students' desire for knowledge can be strengthened through praise and encouragement.

4. Discussing social issues: discussing issues that are important for modern society in the educational process instills a sense of responsibility in students and increases interest in learning.

5. Individualization of learning: giving appropriate tasks to each student, taking into account their knowledge, abilities and interests, increases motivation.

As is known, motivation is a psychological factor, a source, cause, evidence and various possibilities of student activity. It is a powerful tool that encourages students to engage in active labor activity in the study of the foundations of knowledge, skills, and specialized disciplines with enthusiasm and interest. That is, motivation is a purposeful direction of increasing students' activity in acquiring knowledge through psychological (spiritual) means. It is associated with satisfying a certain need [1]. The need is manifested in the reasons, because the need is a motive that pushes people to action. At the same time, the need to form a



need for knowledge in students arises. The task of the teacher is, on the one hand, to search for and find ways to form a need for knowledge in students, to implement them in the learning process, and on the other hand, to improve and coordinate the activities to satisfy the need for knowledge. In order to increase the activity of students in the process of acquiring knowledge, it is desirable to form their inclinations, interests and needs.

RESULTS AND DISCUSSIONS

Although the activity of students in higher education institutions seems to represent the state of two separate processes, it is an indicator of behavior occurring in a single, integrated process based on their mutual integration [2]. The emergence of activity in students, on the one hand, reflects the effectiveness of education, as well as the result, product of pedagogical activity aimed at its formation. The formation of student activity in higher education institutions also indicates the training of a qualified specialist in the conditions of market relations.

As is known, the subject of educational and cognitive activity in higher education institutions is the student. Therefore, in the center of education with a socio-pedagogical basis lies his personality, consciousness, and the relationship between both the world being studied and his partners in educational and cognitive activity: students, teachers who organize and direct their education. This issue has been equally important in all periods.

The student's activity is manifested in his intellectual reasoning in the process of cognition, in the performance of general and specific tasks [3]. These features not only guarantee the acquisition of a high level of knowledge by students, but also characterize their vital activity, that is, the formation of the student's personality, his active attitude to practice and life. Therefore, it can be safely said that the development of educational and cognitive activity is

the formation of an active life outlook of a person [8, 9].

Another distinctive feature of the educational and cognitive activity of students of higher educational institutions is its unique organizational content. Since the purpose, content, and types of students' educational and cognitive activity are included in the program, the educational process in which they are involved can be different; it can proceed with the activity, independence, and different expenditure of the subject's (student's) strength. In some cases, the educational and cognitive activity of students as a process can be imitative, reproductive (productive), research, and creative in nature. The content of the organization of educational activities affects the character of the final result - acquired knowledge, skills and competences [10].

The following mechanisms can be indicated as mechanisms for increasing students' activity in acquiring knowledge:

- 1) learning activities should be organized in such a way that they can interact more with the teacher;
- 2) it is important not to postpone the answers to questions that interest students on the topic until the end of the lesson, but to answer them as soon as they arise, even if the question is not directly related to the topic;
- 3) to highly evaluate and encourage any achievements of students in reading and learning;
- 4) to patiently create conditions for students to fully use their abilities and demonstrate their knowledge, not to give incorrect explanations for their answers;
- 5) to develop their initiative and encourage them with the help of available tools;
- 6) to prevent students from remaining in the position of passive observers when using technical means of teaching, to effectively use modern, interactive teaching methods;



7) strict adherence to the principle of fairness in assessing students' knowledge. Unless students are rewarded for their work and abilities, and their intellectual intelligence, they will not strive for active knowledge acquisition.

8) conveying the content of education in a volume and complexity that students perceive at the level of their intellectual abilities;

9) the teacher's position: - severity, strictness, indifference in necessary cases (to some shortcomings of the student), relative indulgence, demandingness, cheerfulness, professional knowledge, pedagogical ability are required. On the contrary, complacency, irritability, lowering rating points, paperwork, excessive admonition, and disgruntled appeals to the dean's office irritate students, increase their stubbornness, and lead to a weakening of their activity in acquiring knowledge. The complexity of the teacher's work lies in finding a way to each student's heart, creating conditions for the development of the potential of each person.

Currently, after a brief theoretical introduction, the curriculum begins with practical exercises. In fact, it would be right to move on to practical exercises only when the theory is well understood. Only then will students have a desire to further expand and deepen their knowledge.

In order to increase students' interest in learning, existing problems should be studied, divided into groups by specialty, and brought to the attention of students with a proposal to find solutions on separate topics, and methods should be developed to encourage students who have found some noteworthy solution to the problem. This method also helps to increase students' interest and activity in studying [4, 5, 6, 7].

The teacher must be aware of the latest scientific ideas and scientific achievements. If the students themselves are always the source of new information,

and the teacher lags behind events, then soon there will be no trace of either his pedagogical or educational authority. A teacher's broad outlook, ability to find satisfactory answers to any question, and ability to explain new developments foster a sense of respect for him and the subject he teaches. The teacher's ability to attract students' attention during the learning process, find a common language, discuss various issues among all students, and properly approach issues of moral virtues and social culture also help to increase students' activeness in learning.

CONCLUSION

In conclusion, it should be noted that in order to increase students' activity in acquiring knowledge, the teacher must have extensive knowledge in his field, conduct lessons based on interesting examples, instructive stories, events and conclusions from life experience, take into account the interests of students during the lesson, and try to find answers to any questions with generosity. Also, the effective use of advanced pedagogical technologies in the educational process, the widespread use of modern technical means and handouts in lessons will further improve students' learning and cognitive activity. Of course, each subject has its own unique aspects, features that attract students. In our opinion, there are especially many such aspects in specialized subjects. In order to increase students' activity in acquiring knowledge in specialized subjects, the role of the studied subject in the life and development of humanity, its place in the economy and potential of the country should be fully explained. Only then will the student try to study this subject more deeply.

Therefore, the quality and efficiency of the educational process is directly based on the interaction of the teacher and students. Therefore, the main attention of the teacher should be focused on the formation of students' motivations for studying.



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