

MOTIVATION OF TRAINERS OF HIGHER MILITARY EDUCATIONAL INSTITUTIONS IN ORGANIZATION OF THEIR INDEPENDENT WORK

T.D. Dilshodbekov

Lecturer at the Customs Institute State Customs Committee Republic of
Uzbekistan,

Abstract

The article examines the role of motives and motivation for independent educational activity of cadets of military universities and their types. And also the analysis of research in the field of psychology and pedagogy is carried out, considering the issue of motivation in education.

Keywords: motive, motivation, independent work, Russian language, cadets of military universities, education, educational motivation, professional motivation, stages of the emergence of motives.

Introduction. Independent work must be considered in conjunction with the personality of the cadet and the teacher, since the study of some psychological processes occurring at the personality level will help to offer the most effective solution to the problems facing the organization of independent work of cadets (hereinafter CWS).

The rational organization of independent work or independent educational activity of cadets depends on the personality, as well as their interests. Continuing this thought, I recall the words of KD Ushinsky: "The independence of the student's head is the only solid foundation of any fruitful teaching."¹.

The personal qualities of both the teacher and the cadets directly play an important role in organizing independent work in the Russian language.

Personality is both a category of psychological science and the end result of pedagogical activity. To concretize our thoughts, we selected "motivation" in the study as a psychological system and a characteristic personality trait that contributes to the effective organization of IBS.

Motivation is one of the fundamental interdisciplinary categories, which can equally be attributed to the field of psychology, pedagogy, sociology, philosophy and other sciences. To a large extent, this is the reason for the multiplicity of interpretation of the essence of this concept. Its origin is connected with the Latin word "movere" - to move.

In V. Dahl's dictionary, "motive" is interpreted as "an incentive reason, a reason for some action"². In the Psychological Dictionary (ed. By A. V. Petrovsky) "motive" is defined as, "that which prompts human activity"³.

According to A.N. Leont'ev, "motive" acts as a material or ideal, sensually perceived object of need, ie. "Conscious, objectified need"⁴. The teacher and psychologist S.L. Rubinstein notes that "objects and phenomena of the external world act not only as objects of the external world, but also as engines of behavior, as its stimuli, which generate in a person certain impulses for action."⁵, what are the signs of motive.

As L.M. Friedman, "motivation" is broader than the concept of "motive", since the first "acts as a complex mechanism for correlating a person's external and internal factors of behavior, which determines the emergence, direction, and methods of implementing specific forms of activity."⁶.

Motivation has its own distinct characteristics. These include stability, plurality, structure, hierarchy and dynamism. In addition, motivation manifests itself in interaction with the emotional, volitional and intellectual sides of the personality. For example, the formation and development of motivation is actively influenced by the intellectual side; the emotional side of the personality is its source of energy; the stability of motivation is

provided by the strong-willed side of the individual. In turn, the reverse action has also been scientifically proven, when motivation determines the characteristics of perception, memory, imagination, thinking of a person in cognitive activity. Thus, understanding and assessing the qualities of motivation is of particular importance for the organization of IBS.

Motivation is of paramount importance in education and professional activity. The choice of a profession is a difficult and lengthy process for an applicant; his satisfaction with his own life in the future largely depends on its correctness. From this it should be concluded that human activity is conditioned by certain goals. Consequently, prior to the manifestation or formation of educational motives among cadets before entering military universities, they were driven by professional motivation.

By definition, professional motivation is characterized by a number of specific factors:

- firstly, by the educational system itself, by the educational institution where vocational training is carried out;
- secondly, the organization and content of the educational process of vocational training;
- thirdly, subjective characteristics (age, gender, intellectual development, abilities, level of professional and personal aspirations and self-esteem, interaction with teachers and other students, etc.);
- fourthly, the specifics of the discipline in the structure of professional training;
- Fifthly, the subjective characteristics of the teacher and, first of all, his attitude to the student and professional activity.

Impressing the opinion of A.K. Markov⁷, we believe that in order to organize an effective and at the same time sustainable independent

educational activity of cadets, it is important to purposefully develop their motivation for learning and its strength, stability, strict structure, hierarchy. Motivation for learning, in our opinion, is represented in the educational process as a set of skills to activate positive personality traits (preferences, interests, etc.), skills to find meaning in the performed SR, as well as the ability to apply techniques to maintain and stimulate the proper level of interest at all stages of organizing independent work. ...

The inclusion of cadets in the cycle of the educational process as an active participant without developing their motivation for learning is not only difficult, but also practically impossible. For the same reason, it is necessary to systematically stimulate, develop and strengthen the motivation of cadets to learn at all stages of SR organization.

At the initial stages of SR organization, motivation manifests itself as motives for learning activities, i.e. in the form of actions that direct cadets to gain new knowledge and expand cognitive interests, thereby stimulating them to new searches for sources of knowledge.

The motivation for learning is most clearly manifested in the initial courses, since in the subsequent and senior courses, the motivation for learning is replaced by professional motivation. This can be determined by the localization of motivation at the level of types of educational activities and subjects, forms, etc. Psychologists distinguish three levels of localization:

- amorphous (unclear), in which interest in vocational training is expressed in general terms and is often supported by external motives;
- a widespread manifestation of interest in many academic subjects and assignments, as well as a desire to search for additional knowledge not included in the compulsory training program, in other words, independent

educational activity. It seems to be a wide professional curiosity in the absence of depth of knowledge;

- localized, focused on the main professional interests, extending to no more than two academic disciplines and focused on the inclinations, inclinations and abilities of cadets.

It should be emphasized that motive as an important component of educational activity, as a persistent feature of a cadet's personality and as an educational tool increases the quality of the educational process of a military higher educational institution as a whole. However, it is necessary to determine the structural levels, relationships, forms, conditions affecting the manifestation or activation of motives and types.

Let's take a closer look at their types. Cadets spend a huge amount of time at their desks. In the process of SR, they directly use the motives of activity, among which educational motives are the leading ones. A.N. Leontieva divides them into:

- meaning-making (indicating a high goal of educational activity (to be useful to the Motherland in order to get a good profession, etc.)
- motives-incentives (prompting for activity: marks, praise, etc.).⁸

Sense-forming educational motives among cadets develop with the beginning of the first school day. A sense of patriotism is instilled in cadets from the very first lessons, thereby the teachers point to the high goal of educational activities and the cadets realize the importance of the acquired knowledge, skills and abilities, as well as the competencies developed on their basis in their future professional activities.

However, in the absence of meaning-forming educational motives, educational motives-stimuli become the leading ones. Like every student of the university, so does the student of the VVOU closely monitor their grades. The teacher's assessment is the teacher's attitude to the knowledge

of the cadet, the attitude of the cadets to the subject is the attitude to the fair and / or unfair assessment of the teacher, sometimes to the teacher himself. Often, such an attitude towards the teacher arises due to the fact that he “does not motivate marks, does not highlight the essential features of the answer, does not develop in adolescents an understanding of the requirements for their knowledge and skills in the subject”⁹.

According to the influence of factors on the personality, motives can be internal and external. The teacher, relying on the interests, abilities and inclinations of the cadets, contributes to the development of their external motives. Consequently, they contribute to intellectual activity, emotional uplift, volitional aspirations of cadets. The external motive of A.B. Orlov¹⁰ considers the motive for getting something outside of their own behavior. Internal motives are personally significant in nature, due to the cognitive need of the subject, the pleasure received from the process of cognition, and the realization of his personal potential¹¹. This means that the dominance of internal motives is characterized by the manifestation of high cognitive activity in the process of educational and professional activity. Mastering the educational material necessary and valuable for future professional activity is both a motive and a goal of professional training, and brings emotional satisfaction.

In psychological research, motives are divided into social (associated with various social interactions with other people) and cognitive (associated with the content of educational activity and the process of its implementation). In turn, according to A. Maslow¹², cognitive motives have a peculiar hierarchy of subgroups:

- broad cognitive motives (consists in the orientation of the individual to mastering new knowledge, and the levels of which are determined by the depth of interest in knowledge);

- educational and cognitive motives (act as an orientation towards the assimilation of ways to search for knowledge);
- motives of self-education (consist of the orientation of the individual towards self-improvement of the methods of learning).

Cognitive motives provide for overcoming difficulties in educational activities, cause cognitive activity and initiative, form the basis of a person's desire to be competent and able to meet modern demands of the labor market.

In the educational and cognitive activity of cadets, the educational motive manifests itself in the form of interest in a deep and thorough study of a particular discipline and an emotional and cognitive attitude towards it. Consequently, the presence or absence of cadets' interest in the subject being studied is an indicator for the teacher, since this affects the attitude of the cadets to the subject, which can be positive, negative and passive. A certain manifestation of interest in learning activities directly affects their mood: the positive entails - joy, the negative - boredom, passive - upset. "It is a mortal sin of a teacher," noted the German philosopher, teacher and psychologist I.F. Herbart - to be boring. "

As G.I. Shchukin, the phenomenon of cognitive interest is closely related to the development of motivation¹³. Questions about the role of cognitive interest in education and the problem of the formation of cognitive interest in educational activity were the goals of the research of S.L. Rubinstein, D.B. Elkonin, and others.

Thus, organizing the IMS, it is necessary to take into account the state that the cadets experience during and as a result of performing independent work. So, for example, a cadet as a result of the work performed necessarily experiences a certain emotional state. Note that a state that gives a feeling of satisfaction from the work done, increases efficiency and

plays a huge role in ensuring the effectiveness of CP, in comparison with the fact that as a result of the work done, the cadet feels bored, indifferent, or even worse, dissatisfaction. Negative feelings contribute to the loss of a positive attitude towards the learning activity being performed. The teacher's corrective activity should be aimed at localizing and then eliminating the reasons for the decrease in the level of motivation. That is why the teacher's knowledge of personality psychology, the ability to form interest in the subject and activate educational motives are considered an integral part of the methodology for organizing the IBS.

A positive attitude to their actions helps cadets to realize the motive of educational activity, therefore, encourages them to perform it. For the same reason, a positive attitude towards SR is an awareness of motives. Stimulating cadets' motivation, which causes satisfaction and the need to repeatedly experience this feeling of success, occupies a special place in the methodology we are considering. Psychologists MS Lebedinsky and VN Myasishchev note that "a person realizes the goal of an activity and also why he strives for this goal - the motives of the activity"¹⁴.

Adhering to the opinion of K.A. Chugunova and S.O. Shchelin, we believe that the attitude to activity depends on the motives that induce cadets to activity. "The motive of activity can be an inspiring force, but it can also be a stimulus that generates a person to show negative emotions. The teacher must know what prompts ... "¹⁵. Also on the issue we are considering, the point of view of A. A. Lyublinskaya is important, "knowledge of the motives of activity sheds light on the main" mechanisms "of human behavior and the conditions for their formation "¹⁶.

Psychologists L.I. Bozovic, N.G. Morozova and L.S. Slavina point out that teaching is always prompted by several motives, which necessarily interact with each other, while forming a complex system.¹⁷

It should be noted that the motives of activity cannot be determined by qualitative and quantitative indicators. Any complex system has a leading subsystem, category, or base. In a complex system of motives for cadets' activity, these are the motives of learning. It is these motives that must be well developed among the cadets.

Psychologists and educators have identified a lot of specific conditions that increase the motivation of university students to vocational training.¹⁸

These include:

- informing cadets about the goals of the academic discipline and a specific lesson, contributing to the formation of internal incentives for motivation.
- high professional self-organization of the teacher. As studies show, the opinion of the cadet about the academic discipline is largely determined by the individual and professional characteristics of the teacher, the organizational stability of the educational process, which increases the motivation of educational activities.
- orientation of the student's theoretical training on its practical significance in future professional activities.
- elimination of visual and psychological barriers in educational communication, for example, through the introduction of interactive forms of education, problem situations, etc.
- periodic change of cadets' activity, in accordance with the possibilities of keeping voluntary attention (30-40 minutes). The type of activity should be changed until the moment of diminishing attention, for example, offering a discussion discussion of the issue, an independent task, work with handouts.
- optimal correspondence of the level of knowledge of cadets to the level of the proposed tasks, since both too complex and too simple tasks reduce the motivation for mastering new things. The complexity of the tasks should

either be equal to the level of knowledge, or slightly exceed it, while providing for the possibility of independent analysis and information retrieval.

- the correctness of the formulation of the task, which allows the student to understand and accept it, as well as to successfully complete it.

- wide use of creative forms of classroom activities and extracurricular activities, allowing each student to satisfy the need for self-realization, self-improvement, and gain public recognition. An example is various contests, olympiads, business games, etc.

- a variety of forms and methods of professional training, which significantly increases the motivation of cadets. Currently used: IT, design methods, methods of critical thinking, discussion platforms, etc. The variety of content and teaching methods corresponds to the variety of organizational forms of the educational process in SVE. Thus, methods and organizational forms based on communication, dialogue, and the development of creative abilities are widely used. One of the important elements of the process of enhancing the development of cadets' motivation is classes of an unconventional form:

- classes based on the ideas of the competition (quiz, competition, tournament, didactic game, auction, cognitive game);

- lessons based on interdisciplinary connections (integrated lesson, binary lesson, excursion);

- classes based on methods of social practice and collective work to find social meaning and personal meaning phenomena of social life (reportage, interview, invention, commentary, auction, meeting, oral journal, newspaper);

- classes offering non-traditional organization of educational material (such as presentation, multimedia, etc.);

- classes aimed at realizing the creative potential of the teacher and cadets (adventure, travel, performance, eureka, essay);
- classes based on modeling social activities (business game, investigation, academic council, parliament, conference);
- classes based on the ability of students to correlate personal interests with public ones, on the proposal of new ideas for solving professional problems (project defense, role play, imitation play, operational play, "business theater");
- classes based on creating a special psychological atmosphere that softens and liberates mutual relations in the educational process (meeting, living room, training);
- classes based on the free exchange of opinions on various topics in a friendly atmosphere (debate, hour of questions and answers, discussion, communication);
- creative activities, involving the creation of an atmosphere of friendship, mutual understanding, the formation of the ability to interact with people (festival, concert, graduation ring, exhibition, fair, defense of the abstract, open day, benefit performance, etc.).

Such numerous non-traditional forms of organization of activity motivate cadets to study, as the basis for future professional activity. The main argument in favor of attracting these forms is the interest of cadets, which stimulates the formation and further development of professional motivation.

- emphasizing the professional choice of cadets by maintaining and approving it, focusing on professional competencies, special professional issues, at the same time increasing interest in the educational process and professional motivation.

- freedom of choice (forms of independent work, assignment option, report topic, assessment tools, etc.), providing students with involvement in the organization of the educational process as a stage of professional development. This increases his professional motivation, since it integrates two leading human needs - involvement and success (D. McClelland).
- a constant increase in the internal motivation of students through public fixation of the situation of success, demonstration of personal and professionally significant achievements, which stimulates the desire to re-experience them, constant increase in performance.
- high-quality communication "teacher - cadet" and "cadet - cadet", implemented in a joint discussion of professionally significant issues, problems, situational tasks.
- organization of a control system that best provides timely and comprehensive feedback between students and the teacher. To maintain motivation, it is important to systematically monitor the level of mastering the knowledge of cadets, to assess them in a timely manner, including from the point of view of mastering professional competencies.
- the publicity of statistics on the effectiveness of training, for example, the openness of ratings, personal educational, research and creative achievements of cadets, stimulating educational and professional motivation for achievement.

Being a complex psychological category, the motives of activity require fundamental study. Since the purpose of this study is not to study the motives of cadets' activity in organizing their independent work, we did not consider the essence of this problem. However, we paid attention to those factors that are necessary when organizing independent work of cadets.

Thus, the rational organization of independent work of cadets depends on many factors, conditions and components of this educational activity,

among which a special place is occupied by motivation for learning and its development. Consequently, the teaching staff of military universities in the course of training should pay special attention to the formation and development of motivation among cadets, to contribute to the improvement of psychological and pedagogical conditions and psychological climate in cadet collectives. As a result of organizing the independent work of cadets in accordance with such a strategy, it is possible to achieve an active and conscious independent educational activity of cadets in the Russian language.

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