



## THE RELEVANCE OF THE PROBLEM OF EDUCATIONAL MOTIVATION IN STUDENTS OF MEDICAL HIGHER EDUCATION INSTITUTIONS AND DEGREE OF SCIENTIFIC STUDY

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### **Annotation:**

This article reflects on the actual aspects of the manifestation of educational motivation in students of a medical higher educational institution.

**Keywords:** Motivation, student, education, medicine, educational motivation, professional motivation, motive, goal, need, professional training.

Today, a number of fundamental reforms are being carried out in the system of Higher Education, which is the upper stage of the system of continuing education in our country. The issue of training high-level personnel with an independent opinion and emphasis is paid on the level of Public Policy. In Particular, President Sh.M. This is exactly what the decision of Mirziyoyev "on additional measures to improve the quality of education in higher educational institutions and ensure their active participation in the comprehensive reforms carried out in the country" PQ-3775 of June 5, 2018 [1]. In particular, as a confirmation of the attention given to medical institutions of higher education, as of 09.07.2020, it is noteworthy that the number of state medical universities operating in our Republic is 11 [7]. Many future medical boys and girls are educated in them, and they contribute to the construction of today's New Uzbekistan, mobilizing all their strength and capabilities.

Interest in the study of motivation among students of medical higher educational institutions has a high level of social significance, and it is significant that problems associated with the complexity of mastering this profession have been noted in many research works [4].

The acquisition of knowledge by students of the medical higher educational institution is one of the important stages in the development of Medicine and health care in general. The highest motivation among future doctors is observed when studying in Higher courses of clinical departments, when the student is "closer" to his future profession. In this regard, there are also problems affecting the educational activities of students. As one of them, we can give an example of low-level training motivation.

At this point, it is true if we dwell on the psychological essence of the concept of "motivation". Among the concepts used in psychology to describe and explain excitatory States in the human Hulk, the concepts of motivation and motive are the most general and fundamental.

The term "motivation" has a broader concept than the term "motive". "Motivation" are determinants of behavior in modern psychology. To this, in particular, needs, motives, goals, aspirations and many others) are used in a hesitant sense as a feature of the process that determines the system and keeps



the activity of the Hulk to some extent, stimulating it. We apply the concept of motivation in the first sense. Hence, motivation can be defined as the sum of reasons that have a psychological nature that explains the human behavior, its origin, direction and activity.

Motivation is need or desire, stimulated and directed behavior. "Motives are the power of internal motivation that forces a person to engage in one or another activity." Modern behaviorists interpret the stimulus as an external trigger and consider it an activator of the internal energy of the organism [2].

All the laws and mechanisms of activity apply to the acquisition of any profession, not only to master, but also to its skillful implementation. In order to simply master a professional qualification, it is important not only to remember the information related to it and, if necessary, not to do it again, but also to remember that complex processes lie in the conscious performance of both internal (psychic) and external (subject-oriented) movements. But the psychological factors that forced the students of the medical higher educational institution to carry out activities related to the restoration of human health or the adequate Organization of medical care - reasons are important, which are said to be the reasons - motives of activity.

In the modern educational process, it is necessary not only to teach the student certain skills, knowledge and qualifications, but to form the character and individuality of the individual, reflecting the result of the educational process [5], to develop a system of needs and motives of the individual, which in turn is an indicator of the quality of Education [6].

Students of the medical higher educational institution [10] according to the scientific approach to the formation of the motivation of future professional activities, the presence of information on the internal negative impact of motivation [8] and the positive impact [9] confirms how important the topic is in this article.

At the same time, contrasting approaches that reveal the features of professional motivation require new research in this direction. That is, a special aspect is relevant in future doctors the problem of determining the specifics of internal and external professional motivation, depending on the success of students.

In the inner type of motivation, activity becomes important for the individual himself. In External professional motivation, the desire for the satisfaction of other external needs in relation to the content of the activity is understood (social prestige, salary, etc.), which, in turn, are divided into: external positive and external negative types. It is indisputable that external positive motives are more effective and desirable in all respects than external negative motives [2].

As we know, educational motivation in students also develops in connection with professional motivation from side concepts. That is, a high level of educational motivation in turn serves professional motivational development.

The problem of professional development of personality does not lose its relevance in the modern socio-cultural context. An example of this is the need for the emergence of competitive new professions and specialties in the field of Medicine in the elimination of complications of Covid-19, a Coronavirus infection that is impressive for the life and life of mankind. The logic of the development of the



profession is that it arises from certain requirements of people at the beginning. It is then done by collecting practical experience and reflecting it deeply [2].

In psychology, the study of the professional motivation of an individual is based, first of all, on general theoretical approaches to the psychology of motivation; secondly, on the conceptual basis of theories of professional and labor activity.

In explaining professional motivation, the following theories have been presented by foreign scientists: F.Herzberg's theory of two factors (1959); S.R.Alderfer's ERG theory (1972); K.Levin's theory of expectation (2001); A.Maslow's theory of the hierarchy of needs (2003); D. Mc.Clelland's theory of acquired needs (2007); D. Mc.Gregor's theory of goal setting (1985); V.H.Vroom's "paternalistic" concept of Labor motivation [Vroom and E.Disi proposed a "paternalistic" concept of Labor motivation in 1972, according to which the greater the incentive to work, the higher the satisfaction of one's own work. The award is used to make employees work harder.] (1964); J.S.Adams' equality / justice theory (1965) et al. For example, the exponent of biogenetic theory, William McDugall (1871-1938), tried to explain this reality by linking issues of innate instincts with questions of innate instincts to prove his own view that motivation is hereditary (given from nature).

It should be noted that foreign theories of professional motivation are developed in most cases in accordance with the psychology of management (Heckhausen H., 2003; Kixler E., Roder K., 2003; Shults D., Shults S., 2003; Muchinski P., 2004; Nutten J., 2004; Ritchie Sh, Martin P., 2004), that is, their teachings mainly concern the labor activities and professional obligations directly performed by the subject [View metadata, citation and similar papers at core.ac.uk page 218].

Shahs's level of professional motivation is influenced by several external and internal socio – psychological factors. The variety of professional motivation, even in students of a higher educational institution, can also depend precisely on the above factors. But students who are admitted to a higher educational institution and have a high level of professional motivation later, as they move to higher stages, there are cases of a slight decrease in the level of professional motivation. [3].

A.K. According to Markova, educational motivation includes:

- 1) direct motivations based on the emotional manifestation of the individual;
- 2) promising motivational motives of educational activities based on understanding the importance of general knowledge and, in particular, the subject;
- 3) mental motivational motives based on satisfaction with the process of cognition itself [14].

E.Yu.Patyaeva distinguishes between different manifestations of educational motivation on the basis of educational situations: motivation for a given education; motivation for spontaneous training; decision-making in the context of a conflict of motives and feelings; motivation for self-determined educational activities, which include the ability to form a position, Justify and defend it, make decisions taking into account various positions, Act, etc [14].

Looking at the problem of educational motivation of students of higher educational institutions, the most studied aspects of this problem are: B.G.Ananiev, T.A.Mathis, W.A.Yakunin et al replaced the motivation of communication in the structure of the motivational sphere of students; M.I.Dyachenko, L.A.Kandibovich, S.L.Kandibovich, L.F.Zheleznyak et al link between educational effectiveness and the



development of motives of social value in accordance with the requirements of the future profession; S.V.Bobrovitskaya, A.N.Pechnikov, G.A.Mukhina, M.V.Vovchik-Blakitnaya et al. the dynamics of the motives for entering universities, institutes and the change of motives in the course of study; A.A.Rean, W.A.Yakunin, N.I.Meshkov et al. attitude of students to different academic disciplines; I.R.Altunina, R.I.Tsvetkova, R.S.Nemov et al. motivational factors and mechanisms that affect the behavior of students, educational professional and professional activities; P.S.Weissman, O.N.Arestov, P.R.Bibrich, M.G.Rogov et al. the role of the achievement motive in the learning process; S.A.Gaponova, E.P.Ilin and others have scientifically studied the issues of motivational support for the process of training cadets.

E.P.Ilin argues that it is of practical importance to identify the reasons for entering the Institute, for obtaining education, that is, it is determined by the current socio – economic and political conditions. The author notes that, nevertheless, it is possible to distinguish constantly manifested motives that do not lose their relevance in other manifestations of socio-life. The main motives for entering the institute are: the desire of the student to be in the company of young people, the great social significance of the profession and the breadth of its scope of application, the compatibility of the profession with interests and inclinations, the search for creative opportunities.

E.P.Ilin points out the differences in the importance of motives in girls and boys in this regard: girls often take into account the great social importance of the profession, the breadth of its scope, the possibility of working in large cities and scientific centers, the desire of students to participate in artistic amateur activities and the fact that the profession is well, it is of fundamental importance that it corresponds to the social environment of the family in which it lives. On the other hand, it is important that the profession in which the guys are often chosen also corresponds to their interests and inclinations, family traditions.

M.V.Gamezo, E.A.Petrova, L.M.Orlova notes that the teaching motives of students directly affect the formation of the quality of professional training. Some of the authors are given a meaningful description: the motive of personal prestige, the motive of maintaining and raising status, the motive of self - realization, the motive of self-realization, affirmation, material motives, etc [11].

In conclusion, the following recommendations can be made on the basis of theoretical and practical studies on educational motivation of students of the medical higher educational institution, as well as on the basis of the definitions of specialists, to increase students ' enthusiasm for studies.

1.In order for students to understand as early as possible why and for what reason they entered the institute, to realize the importance of this movement and to try to study more successfully, it is necessary to assess the importance of pragmatic and stimulating motives in their educational activities.

2.It will be important to pay attention to the following areas at the Institute:

a) work with students (to provide students with information about the necessary specialists, to form a professional orientation, to form important motives for educational activities and conscious interest in reading, to help determine their social and professional position, etc.);

b) development and implementation of socio - pedagogical programs for working with teachers, social-pedagogical assistance, methodological assistance in organizing the educational process, etc;



- s) working with parents (teaching them how to help their children in their studies, etc.)
3. Introduction of elective courses by leading specialists of medical centers, as well as teachers of higher educational institutions;
  4. Organization and conduct of various trainings, competitions, projects, etc.;
  5. It is intended to organize science and complex Olympiads, in which students of various specialties and courses will be involved as much as possible.

When implementing these recommendations, the information obtained as a result of learning about the difficulties and problems in increasing the educational motivation of students will be relevant.

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# Academicia Globe: Inderscience Research

ISSN: 2776-1010      Volume 4, Issue 4, April, 2023

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