MOTIVATION OF STUDENTS TO STUDY AT THE UNIVERSITY

Abdullayeva Barno Sayfutdinovna
Doctor of Pedagogical Sciences, Professor of Tashkent
State Pedagogical University

The motivational aspect underlying educational activity has been and remains the focus of psychological science.

Psychologists and teachers found that the leading activities for a university student is a combination of educational and professional activities.

An important feature of the motivational support of a student's educational activity in modern conditions is that when he enters a university, he moves from the position of a student to the position of a student, that is, his activity acquires all the characteristics of an adult person's activity. Consequently, the main characteristics of a student at a university in the conditions of modernity are their independence, the desire for self-government, self-realization. The independence of students, as a "conscious motivation of actions", when there is no need for any coercion to study from the outside, is the main condition for creating a holistic learning activity. The leading role in the formation of motivation and the definition of learning goals also belongs to the student. Since the student's cognitive need is determined by his need to study specific problems, the basis for organizing the educational process at the university is the practical orientation of the curricula, their correlation with the specific goals of each student. Thus, one of the main features of the motivational support of the student's educational activity is a change in his position in the educational process of the university. From a student, he moves into the position of a student, which, accordingly, changes the meaning of his activity and the role of the teacher's activity.

Another feature of motivational support is the professional orientation of the student's educational activity, which consists in the integration of motives associated with educational and professional activities. Professional orientation contributes to the formation of motives in the process of learning, awareness of the need for knowledge for the successful mastery of a profession, their need for orientation in various production situations. This, in turn, causes students to need to master skills and abilities. The assimilation by students of "synthesized" knowledge, skills and abilities, on the one hand, forms an interest in the future profession, a value attitude towards it, and on the other hand, an interest in the subject, as students are aware of its applied nature

The professional orientation of students, according to scientists, is a typological characteristic of a personality, an expression of its integrity; sense-forming structure, a set of properties; the core of professional self-determination; a system of internal conditions (motives, attitudes, values). A high level of professional orientation awakens the energy and creative potential of the individual. Thus, the professional orientation and its connection with cognitive independence is one of the most important features of the motivational support of the student's educational activity.

It should also be noted that the structural components of the motivational support of the student's educational activity are characterized by some features. Focusing on the learning situation remains an integral component of students' learning activities. However, in the conditions of a university, the content

of attention becomes more complicated, due to the scale of the goals of the educational process, an increase in the number of objects of attention, a large variety of types and methods of educational work, qualitatively new requirements in comparison with the school for the results of a student's educational activity, from which depends on the level of professional preparedness of the future specialist.

P.M. Yakobson distinguishes three different types of learning motivation: firstly, it is a motivation that can be conditionally called "negative" /21/. Under the negative motivation of learning, he means the student's motives caused by the awareness of certain inconveniences and troubles that may arise if he does not study. This motivation does not lead to successful results if it is not further restructured.

The ratio between all these constituent moments determines the level of implementation of the action.

Next, I would like to consider the points of view of Russian psychologists on the problem of motivation for educational activities.

Different authors name different motives for entering a university, which largely depends on the angle of studying this issue, as well as on the socio-economic and political changes that have occurred in our country in recent years. Nevertheless, one can note stably manifesting motives that do not lose their significance in a different way of the social system. E.P. Ilyin refers to such motives: the desire to be in the circle of student youth, the great social significance of the profession and the wide scope of its application, the correspondence of the profession to interests and inclinations and its creative possibilities. There are differences in the significance of motives for girls and boys. Girls more often note the great social significance of the profession, the wide scope of its application, the opportunity to work in large cities and scientific centers, the desire to participate in student amateur art activities, and the good material security of the profession. Young men more often note that the chosen profession meets their interests and inclinations. They also refer to family traditions.

Social conditions of life significantly affect the motives for entering a university. This is clearly seen from the data obtained by S.V. Bobrovitskaya during the period of our country's attempt to transition to capitalism. The loss of former values and guidelines in life, the plight of the education system and the army led to new motives for entering a university. Only 43% of the surveyed first-year students of the Pedagogical Institute had an orientation towards mastering a profession, while only half said that they like working and communicating with children. The rest (of those oriented towards the teaching profession) came to a pedagogical university only because they like a certain subject or to improve their intellectual level.

The second group of students, which made up the majority (67%), did not set themselves the goal of obtaining a pedagogical education and did not want to work in their specialty when entering a university. Their motives for entering a pedagogical university (probably, as in any other) were: ease, from their point of view, admission, unwillingness to join the army (among young men), the opportunity to communicate with peers, the need for time for self-determination, the prestige of a diploma of higher education.

The latter testifies to the devaluation of higher education. The value is not knowledge, education, but a document.

According to A.N. Pechnikov and G.A. Mukhina, the leading educational motives for students are "professional" and "personal prestige", less significant are "pragmatic" (getting a diploma of higher

education) and "cognitive". But in different courses, the role of the dominant motives changes. In the first year, the leading motive is "professional", in the second - "personal prestige", in the third and fourth - both of these motives, in the fourth - also "pragmatic". The success of training was largely influenced by "professional" and "cognitive" motives. "Pragmatic" motives were mainly characteristic of poorly performing students.

Similar data have been obtained by other authors. M. V. Vovchik-Blokitnaya, at the first stage of the transition of an applicant to student forms of life and education, singles out the prestigious one as the leading motive (asserting oneself in the status of a student), in the second place - cognitive interest, and in the third - a professional and practical motive. F.M. Rakhmatulina /112/ did not study the motive of "prestige", but revealed general social motives (understanding the high social significance of higher education). According to her data, the "professional" motive occupied the first place in importance in all courses. The second place in the first year was taken by the "cognitive" motive, but in subsequent courses, the general social motive came to this place, pushing the "cognitive" motive to third place. The "utilitarian" (pragmatic) motive was fourth in all courses; characteristically, from junior to senior courses, his rating fell, while the rating of the "professional" motive, as well as the "general social", increased. The "professional", "cognitive" and "general social" motives were more pronounced among the well-performing students than among the average students, and the "utilitarian" motive among the latter was more pronounced than among the former. It is also characteristic that the "cognitive" motive took the second place among the students with good progress, and the third among the students with average progress.

Interesting data were obtained by N.P. Fetiskin /12/ during the study of the psychological and psychophysiological characteristics of the expelled students of the Pedagogical Institute. When studying the motives of students leaving the institute, the following data were obtained. Mostly students leave the institute due to dissatisfaction with their future profession (50%); 30% of them declared their disappointment with the profession, and 20% - their unwillingness to continue their studies at the university; 10% said they were dissatisfied with the university environment, which also indicates the difficulties of adapting to the study regime and to student life. Among those expelled, males prevailed (64%); at the same time, there are significantly fewer men than women among excellent students (8% and 92%, respectively).

R.S. Vaisman /1/ observed the dynamics of change from the first to the fourth year of motives for creative achievement, "formal academic" achievement and "need for achievement" among students of the Faculty of Psychology. Under the motive of creative achievement, the author understands the desire to solve any scientific or technical problem and to succeed in scientific activity. The motive of "formal-academic" achievement is understood by him as a motivation for a grade, good academic performance; "the need for achievement" means a vivid expression of both motives. R.S. Vaysman revealed that the motive of creative achievement and the need for achievement increase from the third to the fourth years, and the motive of "formal academic" achievement decreases from the second to the third or fourth years. At the same time, the motive of creative achievement in all courses significantly prevailed over the motive of "formal academic" achievement.

In science, there are several approaches to solving the problem of motivation for learning activities. The first approach follows from the essence of motivation itself - to form certain motives for learning activities. This point of view is shared by E.P. Ilyin, E.V. Markova, Yu.V. Sharov, G.I. Shchukina.

The second approach proceeds from the essence of the educational process itself. O.S. Grebenyuk /5/ developed the principle of motivational support of the educational process in vocational technical schools. He sees the basis for highlighting this principle in the fact that this principle provides the most effective interaction between the participants in the educational process. The motivational support of educational activity, therefore, is the deployment in time of motivational support for activity, "a certain sequence of motivational states replacing each other, continuously stimulating activity as a whole, maintaining its continuity and stability", that is, when each element of educational activity corresponds to its motivational component.

The scheme of motivational support for educational activities, proposed by O.S. Grebenyuk, is as follows: 1) focusing the student's attention on the learning situation; 2) obtaining information about the subject of the need (updating the need); 3) awareness of the need (selection of a motive); 4) choice of solution (setting a goal by the student); 5) striving for the goal (implementation of educational activities); 6) obtaining operational information that corrects actions (reinforcing confidence in the correctness of their actions); 7) self-assessment of the process and result of activity (emotional attitude to activity). The specificity of motivational support is also the fact that it is carried out in unity with the mental processes of the student's individuality, presented in the form of seven areas: intellectual, subject-practical, motivational, volitional, existential, emotional, self-regulation.

In recent years, the understanding by psychologists and teachers of the role of positive motivation for learning in ensuring the successful mastery of knowledge and skills has increased. At the same time, it was revealed that high positive motivation can play the role of a compensating factor in case of insufficiently high abilities; however, this factor does not work in the opposite direction - no high level of abilities can compensate for the absence of a learning motive or its low severity, and cannot lead to significant academic success.

A.I. Gebos /23/ highlighted the factors that contribute to the formation of a positive motive for learning among students:

- awareness of the immediate and final goals of training;
- awareness of the theoretical and practical significance of the acquired knowledge;
- emotional form of presentation of educational material;
-showing "promising lines" in the development of scientific concepts;
-professional orientation of educational activity;
- selection of tasks that create problem situations in the structure of educational activities;
-the presence of curiosity and "cognitive psychological climate" in the study group.

Interesting data were also obtained in the study of the learning process at the university. A significant part of students is convinced that general scientific and social educational disciplines do not bring them closer, but move them away from mastering professionally important knowledge and skills. It is no coincidence that the largest dropout of students occurs in the first years, when studying these disciplines.

Characteristically, the factor of motivation for successful study turned out to be stronger than the factor of intellect. According to M.D. Dvoryashina, academic success did not find a close relationship with the intellect of students /6/, educational success in terms of intelligence can be predicted in 56% of girls and only in 35% of young people, while in terms of the level of motivation for educational activity " strong" and "weak" students differed. The former have a need to master the profession at a high level, they are focused on obtaining strong professional knowledge and practical skills. The latter, in the structure of the motive, mainly have external motivators: to avoid condemnation, punishment for poor study, not to lose scholarships, etc.

In domestic psychology, there are various classifications of motives for learning activities. For example, L.I. Bozhovich /20/ identifies motives in the study of educational activity, due to the educational activity itself and collectivist motives.

According to E.N. Danilin /4/ in the process of vocational training, motivation changes towards the adequacy of activity and the role of professionally and socially significant motives increases in the structure of motivation and the role of scientific and cognitive motives decreases. Only by the last year of study in the structures of the image of a professional and in his motivational sphere do the components associated with the specifics of future professional activity begin to predominate.

E.N. Danilin identifies several main motives for the activities of students:

1. The motive for promotion in the professional hierarchy;

2. The motive for promotion in the administrative hierarchy;

3. The motive for promotion in the cultural hierarchy;

4. The motive of conservation (this level of motivation means the "sphere of adaptive motivation of the individual", that is, the mechanisms that regulate the behavior of individuals in a group);

The dominant motives of students are the motive of advancement in the professional hierarchy and the motive of preservation.

In the studies of M.G. Rogov, dedicated to students of higher education, it is said about the predominance of internal motivation over external one: intellectual and cultural potential, independence in life". Yu.N. Kulyutkin /9/ classifies the types of motivation for cognitive activity in terms of the structure of activity, the ratio of "means-goals" and divides them into two large groups, which differ according to whether the source of activity lies in the activity itself (direct motivation) or outside of it (indirect).

Evaluation of knowledge in terms of opportunities and their immediate, direct use of practical activities, according to Yu.N. Kulyutkin, is one of the most important stimulators of knowledge.

If utilitarian needs express the interest of large social groups, they can also become the social needs of the individual, motivating his cognitive activity for a long time.

Yu.N. Kulyutkin calls another type of mediated cognitive motivation the motivation of the social prestige of the individual.

In this case, cognitive activity is mediated by another system of motives: they express the need of the individual to manifest himself, to maintain and assert his "I". There is no utilitarian benefit for the person himself; rather, he receives self-affirmation of himself as a person among a certain social group.

Motives of this kind can act as powerful stimuli for the cognitive activity of a person.

At the same time, how effective cognitive activity will be, in this case depends on the content orientation of motives.

The second (direct) type of motivation for cognitive activity, when the source is in itself. The leading role here is played by the need to acquire new knowledge, skills, discoveries, etc.

The motive, according to V.G. Leontiev, is an integral way of organizing human activity. It combines cognitive, need and regulatory-performing functions. I would like to dwell on the cognitive function of motive in more detail. The essence of the cognitive function of any motive, according to V.G. Leontiev, is the inclusion of cognitive processes in the evaluation mechanism and the development of a strategy for meeting needs. The function is manifested in the energization and increase in the level of cognitive processes under the influence of motives in situations where there is difficulty in the selection of need-driven excitations or conditions and means of satisfaction. This function is of particular importance, according to V.G. strictly defined properties of a cognitive object and methods of its cognition.

It is important for the formation of specifically cognitive motivation whether or not a person discovers significant differences between aspects of a cognizable object at the stage of non-specific energization and an increase in the level of cognitive processes under the influence of a motive. If a person "at least intuitively begins to feel such a difference, then he can significantly increase the motivation to continue the thought process (analysis, synthesis and generalization) in the direction of an ever deeper disclosure of the corresponding content of the problem being solved, and, conversely, if he does not even minimally anticipate, does not predict such a difference, then his cognitive motivation can become much weaker. Thus, the cognitive function is closely related to the dynamic aspect of the cognitive processes involved in the evaluative mechanism.

The cognitive side of motivational processes was studied by H. Heckhausen. Analyzing the results of research into the problems of motivation in modern psychology, he came to the conclusion that cognitive properties ensure the invariance of activity with respect to the situation and time intervals. The mechanisms of cognitive processes, in his opinion, are directly included in the structure of motivational processes. This position is seen in his development of cognitive prerequisites for the development of motivation.

The cognitive basis in understanding the leading characteristics of a motive is also noted in other works of foreign psychologists.

So, motivation, according to E. Morgan, is a phase of activation, by which he understands the energy level in anticipation, anticipation of future results and acts of activity, future events. It forms readiness and attitude towards them. According to V.G. Leontiev, all this is provided by the cognitive function of the motive. Exploring the motivation of learning, VF Morgun identifies three approaches to the education of the motivational sphere of the individual in learning /10/.

1. The individual approach is to study the leading social valuable motives of each particular student and rely on them in learning.

2. The typological approach consists in relying on those motives that are characteristic of all students of a given level of development, age, gender, etc.

3. The topological approach consists in constructing a type of teaching that contains the possibilities for the formation of a multitude of socially valuable motives for students in learning.

The topological approach to the education of needs, according to V.F. Morgun, is closest to the optimal one, since, due to its richest "motivational palette", it facilitates an individual approach and overcomes the impersonality of the typological.

Obtaining information about the subject of need, awareness of this need and setting students their own goals in the structure of motivational support for educational activities, as evidenced by experiments conducted by researchers at the universities of the Tashkent State Pedagogical University, Jizzakh State Pedagogical Institute, are the shortcomings in the educational process of higher school, which is associated with the problem of integrity and continuity in the implementation of learning goals, namely, the relationship between goal setting, goal setting and goal realization.

Goal-realization is associated with the subsequent element of the motivational support of the educational process, that is, with the implementation of actions to satisfy the actualized need, with the development of achievement motivation. The need for achievement supports the process of setting goals and underlies perseverance in overcoming obstacles that arise in the course of action. As studies by N.S. Kopeyna /8/ show, a student's tendency to anxiety determines his behavior in situations related to the achievement of a significant goal. A high degree of anxiety in a student causes the need to avoid failure in activities. An insignificant degree of anxiety, according to E.A. Kalinina contributes to a strong need to succeed. At the same time, the experimental findings of L.I. Gebos /23/ indicate a tendency to increase the state of anxiety - anxiety among students during their studies at the university. So, L.I. Gebos believes, for the success of educational activities, the teacher needs to create such conditions for interaction with students that would help reduce the state of anxiety and form the ability for mental self-regulation. Conscious regulation by a person of his activity, as is known, affects the development of his self-awareness, self-esteem, self-management. Therefore, achievement motivation, its formation, is closely related to the student's ability to adequately assess the results of his activities and plan subsequent actions, striving to achieve success, and not to a situation of avoiding failure. The development of students' need for achievement is one of the important conditions for the formation of professional motives. It is known that if the need for achievements is not realized, the success of educational activity decreases, and the student is mentally traumatized. Therefore, important for the development of achievement motivation is the creation of the necessary conditions for its implementation. Researches of scientists show that the functional state of students in the classroom, their well-being and activity largely depend on the teaching methods used by teachers. The use of active teaching methods, their emotionality significantly affects the cognitive activity of students.

The final stage in the structure of the motivational support of the student's educational activity, according to O.S. Grebenyuk, is the self-assessment of the process and the result of one's activity.

The motivation of educational activity, its nature depends on what goals the students are guided by, what needs they are aware of, what motives they experience. Analyzing this problem, O.S. Grebenyuk identifies several levels of motivation.

The first (low) level of motivation is characterized by a small number of positive motives for learning and work. Basically, these are motives for avoiding inconvenience, discomfort, or narrowly personal (the desire to somehow get settled in life). Cognitive interests are situational, short-term. The main task of transforming the first level, according to O.S. Grebenyuk, is to enrich the content of motivation, to form socially significant motives for learning, cognitive needs.

The second level of development of motivation is characterized by the fact that learning acts for the student as a means to achieve personal well-being. In general, the motivation of the second level is still unstable. The main task of its transformation lies in the development of the moral content of motivation, in the formation of socially significant motives for teaching.

Students belonging to the third level of development of motivation are distinguished by the sufficient formation of all components of motivation.

Motivation of the third level is characterized not only by the development of such positive motives as awareness of the need for higher education and profession, cognitive interest, understanding of the social significance of knowledge and skills, but also their clear focus (on mastering theoretical or applied knowledge, methods of cognitive or labor activity, etc.), their relative stability. The tasks of education here are to develop in students the ability to set goals for upcoming activities, to develop cognitive interest and need, to form an interest in the profession, in learning.

Students of the fourth level of motivation are distinguished by a deep awareness of the need to receive higher education, a formed cognitive need, and other motives. They are distinguished by a general purposefulness and perseverance in mastering subjects. Such students deeply study the subject, engage in self-education.

These students associate the purpose of learning with the need to become a qualified specialist. Motivation is characterized by clearly expressed needs and value orientations that permeate the motives of learning and work.

In general, the fourth level is characterized by a high development of all components and signs of motivation. The goals of educating students with such motivation are to create conditions for its further improvement, in the development of dynamic properties.

According to the concept of A.G. Kovalev, the formation of motivation can go from less differentiated motivational processes to their increasing differentiation, from a dynamic and unstable state to an increasingly stable one. Processes are very dynamic, states are less dynamic, personality traits are relatively stable.

V.G. Aseev figuratively calls this mechanism of formation of motivation "from the bottom up". It lies in the fact that pedagogical influences in the conditions of educational activity selectively actualize individual situational motives, which, with systematic activation, gradually strengthen and pass into more stable motivational states and personality traits. The success of the teacher in the formation of motivation in this case depends not only on the stable qualities of the students' personality, but also on his ability to excite certain, adequate and necessary motivational states for this type of activity, on his ability to maintain them throughout the lesson and consolidate them. in the future as a result of specially organized activities.

As a result of the research, O.S. Grebenyuk /5/ proposed the following program for the formation of motivation in the learning process. Taking into account the fact that currently the majority of students come to universities with a negative attitude towards the study of general education subjects, at the first stage, the main attention is paid to the formation of a motivation focus on the content and methods of teaching. The task of the teacher at this stage is to simultaneously influence, influence the attitude of students to knowledge, to the profession.

After making sure that the motives of duty, awareness of the need to master knowledge and skills in this subject are mainly formed among students, the teacher proceeds to the next stage of the formation of positive motivation. The main purpose of the second stage is to arouse students' interest in the learning process. The task of the teacher at this stage is to focus the attention of students not only on the content side of the issues being studied, as was the case at the previous stage, but also on the ability to learn, on the methods and techniques of teaching. It is important to convince students that mastering mental operations and learning skills is accessible to them and makes it possible to feel confident when studying any issue or academic subject.

O.S. Grebenyuk believes that another important feature of the teacher's influence at the second stage is the development of the ability of students to determine the purpose of their work. The significance of this skill is that it contributes to the formation of not only the motives of learning, but also motivation in general, since the goal of the activity is one of its important components. The formation of motivation will be especially successful if the goal of the upcoming work is defined and formulated by the students themselves. The completion of this stage is determined by how students relate to various types of work in the classroom. If they are active not only in practical activities, but also in the process of joint work on theoretical issues, and are included in the work at its various stages - from setting a goal to formulating a conclusion, then we can consider the teacher's goal achieved and proceed to the next stage of motivation formation.

At the third stage, the teacher must form the motivation for search activity, stimulating not only the desire, interest in new knowledge, but also the need for its independent acquisition. In the future, on the basis of motives that have become personality traits, the development of educational and cognitive needs, the desire for self-education, and the acquisition of experience in search activities.

Research emphasizes the need to form students' needs for active and constant mental activity. "Lennorth of the mind leads to the degradation of intellectual functions in gifted students." The decrease in intelligence by the fifth year, according to N.G. Kopeina, is associated with the wrong choice of profession, poor health and unwillingness to study.

To form the motivation for successful learning, it is necessary to study its psychophysiological foundations.

REFERENCES
1. Вайсман Р.С. Развитие мотивационной сферы человека в старшем возрасте: Автореф. дис....канд. психол. наук. М. 1973. С.4
2. Гинзбург М.Р. К проблеме мотивационных компонентов интеллектуальной инициативы

//Вопросы психологии. 1976. №4 С. 12-16

3. Гинзбург М.Р. Познавательная мотивация и развитие личности. //Психология личности: теория и эксперимент. М.: изд-во АПН СССР. 1982. С. 12-15

4. Данилин Е.Н. Психологические основы стимулирования деятельности учащихся.//Среднее специальное образование. 1983. №3 С. 13

5. Гребенюк О.С. Проблемы формирования мотивации учения и труда у учащихся средних профтехучилищ. - М.: «Просвещение». 1985. С.21-30

6. Дворяшина М.Д., Владимирова Н.М. Интеллектуальное развитие и успешность обучения: Комплексное исследование проблем обучения. Л.: изд-во «Медицина». 1980. С.21

7. Ильин Е.П. Мотивация и мотивы. СПб: изд-во «Питер». 2000. С.30-58

8. Копеина Н.С. Мотивация учебной деятельности. Вопросы практической психодиагностики и психологического консультирования в вузе. Л.: изд-во ЛГУ. 1984. С.98-122

9. Кулюткин Ю.Н., Сухобская Г.С. Индивидуальные различия в мыслительной деятельности взрослых учащихся. М.: изд-во «Педагогика». 1971. С.65-78

10. Моргун В,Ф. Психологические проблемы мотивации учения //Вопросы психологии. 1976. №6. С.40-52

11. Файзулаев А.А. Мотивационная саморегуляция личности. Ташкент. 1987. 43с.

12. Фётискин Н.П. Психологические и психофизиологические особенности отчисленных студентов педагогического института: Психофизиологические аспекты спортивной и учебной деятельности. Л.: изд-во ЛГУ. 1987. С.24-25

13. Хекхаузен Х. Мотивация и деятельность. Т.2. М.: изд-во «Наука». 1986. С.76-85

14. Щербак Ф.К. Стимулы трудовой деятельности. Л.: изд-во ЛГУ. 1976. 11с.

15. Шумакова Е.Р. Динамика психологических и психофизиологических характеристик у детей в процессе занятия оригами. Дисс... канд. психол. наук. г.Ростов-на-Дону. 1998. С.98-100

16. Bruner E. Exploration in Personality. - N.Y. - 1960. - 24p.

17. Heider F. The gestalt theory of motivation. Nebraska symposium on motivation. V.8 - Lincoln: University of Nebraska Press - 1969. - 73p.

18. Hoppe F. Erfolg und Miserfolg *II* Psychol. Vorschunddg. - 1930. -14p.

19. Kelley H.H. Attribution in social interaction. - N.Y. - 1971. - 12-13p.

20. Kenedy W., Willcutt H. Prise and blame as incentives. //Psychological Bulletin -1964.-22p.

21. Trudewind C. The development of achievement motivation and individual differences': Ecological determinants. In: W.W. Hartup (ed.), - Chicago - 1982. - V.6 -67-69p.

22. Якобсон П.М. Психологические проблемы мотивации поведения человека. М: изд-во МГУ. 1969. С.76-88

23. Гебос Л.И. Психологические условия формирования положительной мотивации к учению. //Воспитание, обучение, психическое развитие: Тезисы докладов к 5 Всесоюзному съезду психологов СССР, 4.1. М.: изд-аво МГУ. 1977. С.56-59.