

THE ROLE OF MOTIVATIONAL DETERMINANTS IN STUDENTS' ACADEMIC ACQUISITION

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Abstract: This article analyzes the motivational determinants that influence students' academic performance in the learning process. The study highlights the influence of internal and external types of motivation on the effectiveness of assimilation based on the theory of self-determination. The results show that autonomous motivation, internal interest in learning, and a sense of competence are the main factors that increase the level of assimilation of students.

Keywords: motivation, determinant, educational process, assimilation, psychological support, student activity.

Topic presentation. In the context of today's globalization and competition, one of the most important tasks of the higher education system is the formation of students as independently thinking, proactive, and highly motivated individuals. The high level of academic achievement largely depends on the student's internal motivation, the ability to engage themselves in learning, and the level of self-competence.

In psychology, the term "motivational determinants" refers to internal and external factors that motivate a person's learning activity. These determinants are divided into internal (interest, personal goal, positive emotions) and external (evaluation system, competition, social expectations) types. Studies have shown that it is internal motivation that ensures stable assimilation, while external motivation is limited to short-term results.

In modern educational institutions, the effectiveness of learning is not limited to the results of education, but also has activity-practical, motivational, value-based, and emotional aspects.

The concept of "academic mastery" is a complex concept inextricably linked with learning motivation. Conducted research shows that the main reason for students' failure or success in academic performance is motivation. Motivation influences students' attitudes, learning habits, and academic preparedness. Many researchers draw attention to the importance of students' motivation for learning for the success of mastering educational programs. Students who better understand their educational goals will be more motivated, have a positive attitude towards learning, and therefore have a greater chance of success. Analysis of the structure of motivation for learning at the higher education level is especially important, since in this case there is a combination of educational and professional activity. At the same time, the presence of formed professional aspirations in students influences the educational process, their future professional and personal development. Many researchers emphasize the importance of studying educational motivation for the development of special pedagogical techniques and methods that increase students' learning motivation.

University students need a comprehensive program of special pedagogical support to increase motivation for learning, to develop all the necessary skills that are important in acquiring a future specialty and profession. As part of this support aimed at increasing motivation, it is necessary to take into account the feelings of students. At the same time, it is necessary to develop a more delicate, that is, sincere, relationship between the teacher and the student, to use a flexible approach that increases the low abilities of students. It is advisable to include

measures to promote self-esteem, "the development of students' creative abilities (in practical and cognitive activity)," as well as measures to improve their "immature communication skills." Students can acquire the necessary knowledge and skills not only when mastering the compulsory curriculum, but also by involving additional knowledge, taught in the form of optional subjects, in research work and other methods of active and additional education. Without a high level of motivation, it is difficult to overcome such volume and achieve good academic performance.

Currently, many scientific studies have been conducted on student performance, effectiveness, and success in education. In the "similar" conditions of the educational environment, special attention is paid to the fact that the level of assimilation of students' learning activities is different. On the other hand, students studying in different educational programs may show a low level of formation of the components of educational activity. In this regard, it is necessary to identify the causes that contribute to or hinder the development of educational activity, develop measures for their development or elimination, and investigate the presence of factors that determine the level of development of educational activity.

As such factors, it is advisable to take into account the psychological characteristics of students: cognitive, motivational, and behavioral characteristics of the individual.

Motivation given to students in higher educational institutions is an important factor for the successful and effective implementation of the educational process. The diversity of motivation is directly related to the personal needs, interests, and goals of students. Motivation is one of the main concepts studied in psychology, and it can be defined as the sum of internal and external factors that motivate a person to a certain action. Internal motivation reflects the student's need for knowledge, personal interests, and desire for development, while external motivation is associated with social factors such as excellent grades, receiving a scholarship, receiving various incentives and awards, and the opportunity to find a job. In higher education, internal and external motivation are complementary, and their effective combination plays a large role in the success of the educational process.

Students' motivation in the educational process is interconnected with their social, psychological, and cultural factors. Academic motivation is aimed at acquiring knowledge and developing professional skills, manifested through students' interest in subjects and their attitude towards learning. And the motivation for personal development is connected with the student's desire for self-awareness, self-expression, and self-development. Social motivation expresses the student's desire to improve their position in society, develop relationships with the team, and cooperate. Financial motivation is aimed at finding a good job and earning a high salary as a result of the educational process.

Motivation is the main force in the educational process. A student with high motivation actively participates in classes, searches independently, thinks creatively, constantly works on himself, and tries to create innovations. A student with strong internal motivation masters subjects more deeply, is interested in scientific research, plays an important role in setting goals and achieving them through self-awareness. Motivation also plays an important role in personality development and laying the foundation for future success.

In higher education, an individual approach is important for increasing student motivation. By improving the system of organization and stimulation of the educational process, taking into account the needs and interests of each student, it is possible to strengthen their motivation. External motivations, such as supporting and encouraging students' active participation in classes, scholarships, and certificates, play an important role in academic performance. At the

same time, it is possible to develop internal motivation through the application of innovative methods, including individual learning and project-based learning using artificial intelligence and online educational platforms.

In higher educational institutions, the motivation of students in the educational process is diverse, which has a direct impact on increasing the effectiveness of education. By combining internal and external motivation, taking into account the individual needs of students, and using innovative approaches, it is possible to organize the educational process more effectively.

Motivation, along with being the driving force towards the goal, creates the basis for the quality and effectiveness of the educational process. Motivation, in turn, forms the skills of creative thinking, a critical approach, and self-management of the individual. For a student, achieving success is associated not only with external motivation, but also with an internal need, which increases their activity and further strengthens their interest in learning.

Stimulating independent thinking by the teacher in the pedagogical process, giving creative tasks, and allowing them to set personal goals activates motivational determinants. Social support, encouragement, and positive evaluation are also among the motivational factors.

In conclusion, it can be said that motivational determinants occupy a central place in the academic performance of students. In particular: creating a pedagogical environment that stimulates internal motivation, teaching students to make autonomous decisions, developing positive social connections, and strengthening the feeling of competence are important factors in increasing the effectiveness of learning. Therefore, in higher education, not only theoretical knowledge, but also the formation of a motivational environment should be considered as an integral part of the quality of education.

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