



MECHANISMS OF FORMATION OF LEARNING MOTIVES IN STUDENTS OF EDUCATIONAL MANAGEMENT

Davronov Obidjon Hazratkulovich

The International Nordic University,

Master's degree in educational institutions management

Annotation

On the basis of the latest and most reliable information, activities of students are coordinated, changed and improved depending on the situation, i.e., development of the activity of students is carried out. Based on new and reliable information, it is possible to analyze the effectiveness of pedagogical processes, and based on them, tasks are determined in the directions of improving the pedagogical process and forming and motivating students with a positive motivation to study.

Key words

motive, method, systematic object, continuous education, technologies of continuous education.

Researchers V.A.Slastenin and A.I.Mishenkolaming stated that the pedagogical process is a process of interaction between pedagogues and students, directed to educational goals and specially organized. Educators and students as subjects are the main components of the pedagogical process. These researchers distinguish the processes of education, development, communication, independent learning and self-education as components of a holistic pedagogical process.

In the pedagogical process organized in the continuous education system, it activates the internal capabilities of the subjects, helps to develop their concepts independently, "education" – "self-education", "information" – "independent information" of pedagogy. ", "education" - "independent education", "development" and "educational relations" concepts complement each other and provide for each other, serve for the development of a person and the formation of personal abilities.

Therefore, in the development of a person, his independent activity, that is, independent education and independent information acquisition, as well as self-education, are important.

importance and as the basis of the development of the learner's personality in the pedagogical processes of the continuous education system, education - independent education, education - self-education, information - independent information, development and taking into account the specific features of the processes of educational relations, they can be distinguished as components of the whole pedagogical process.

To create the necessary conditions for the participants of this process based on changing the general model of the pedagogical process in the continuous education system, to develop the activity of the teacher and to determine the subject-subject relations in the pedagogical process, it is necessary to take into account the following basic principles:

- when the ways of effective development of the pedagogical process in the continuous education system are roughly determined, the success in the development of the system depends on the abilities of the subjects, the ability of the pedagogue to see a favorable situation and not lose the system;

- for the successful development of the pedagogical process organized and managed in the system of continuous education as a systematic object, it is necessary to ensure and coordinate the pace of

development of all components that make up it, the integration of relations and activities of subjects;

- the success in the development of the pedagogical process in the continuous education system depends on the ability of the leader and teacher to see the future and identify development opportunities in advance based on the existing factors;

- the impossibility of forcibly determining the development directions of the pedagogical process in the continuous education system without determining the needs and opportunities for the development of the pedagogical process with a complex structure, the abilities and basic concepts of the subjects;

- non-existence of the possibility of ensuring the effectiveness of pedagogical processes in the continuous education system based on the methods of strong, mandatory and comprehensive influence;

- having a (local) influence on constituent parts and links in a clearly defined manner serves as a basis for achieving good results in the effective development of pedagogical processes organized and managed in the continuous education system.

When changing the general model of pedagogical processes in the continuing education system, it is necessary to take into account the interdependence and connection of the system, that is, to pay special attention to the fact that the efficiency of each system affects the efficiency of the second system process.

1. **In an authoritarian style**, teachers try to transfer their will to students through administrative force, that is, they use coercion, intimidation, punishment and other measures.

2. **Liberal (free work) management style** is characterized by the teacher's giving assignments and advice to the students, less interference in the work of the students.

In this case, teachers act as mediators, in addition to giving a wide range of independence and full freedom to students in pedagogical processes, they pay little attention to the teacher's actions and exercise control slowly. He does not like to take responsibility, he works on the basis of agreement, that is, he fulfills all the requirements of the teacher in order not to break the relationship with the students. This in itself leads to chaos in pedagogical processes, to the weakening of control over the behavior and educational activities of students, due to a specific subject.

leads to the loss of interest, as well as the decrease in the activity of learners in other pedagogical processes.

3. In a democratic style, teachers do not act as the sole subject of the pedagogical process, they conduct their activities relying on the students and taking into account their opinions, that is, the independent and free thinking of the students in the pedagogical process, directs to ensure the activity of students by creating basic conditions for them to freely demonstrate their abilities and freely express their opinions. In pedagogical processes, a comfortable educational environment for all is created based on the formation of subject-subject (teacher and learner) relations. Teachers working in this style listen to the opinions expressed by the students, consult with them, and encourage them, taking into account their positive aspects.

Pedagogical processes in the continuing education system have a special role in the organization of activities aimed at determining the future of the individual and creating an important foundation, that is, preschool education, general secondary schools, academic lyceums, vocational colleges. and in higher educational institutions, all-round perfection qualities are brought up in students. In forming a perfect personality

choosing a development strategy suitable for the integrative nature of the pedagogical system and applying such approach technologies as systematic, task-oriented, creative, reflexive, coordinated, ethnic, individual-activity, national-territorial and innovative approach to the research and improvement of this system and applying them to their essence It is important to use it correctly. After all, "Education is a great criterion that ensures equality of opportunities. It serves as an important factor in increasing the intelligence of society, increasing competitiveness and increasing achievements".

Today, the requirements for the subjects of the pedagogical process include the unification and modernization of educational standards and curricula; in planning, organizing and improving the pedagogical process and activities of subjects, taking into account a number of specific features, such as the interrelationship and interdependence, integrative nature of the components of the pedagogical system, creating conditions for planning, organizing and improving innovative and collaborative activities in this system, i.e., organizing special courses, educational seminars and training with educational and

methodological products in the direction of ensuring the effectiveness of this process provide;

It envisages the elimination of existing problems in a number of directions, such as the development of the activities of the educational institution, family, neighborhood, collective management bodies and public organizations, that is, the organization and improvement of cooperative management. Also, the development of development strategies in accordance with the integrative nature of pedagogical processes and the design of implementation mechanisms determine the need to ensure the interdependence and relevance of concepts studied in pedagogical processes, as well as the novelty and reliability of information.

REFERENCES:

1. Azizkhojaeva N.N. Teacher training technology. - Tashkent: TDPU, 2000. - 52 p.
2. Ahlidinov R.Sh., Nosirova F.A., Rajabova M.R. Internal control in school management. - Tashkent: Sharq, 1996.- pp. 15-17.
3. Ahlidinov R.Sh. Features of management of the school education system in the Republic of Uzbekistan (theoretical-methodological aspects). - Tashkent: UzPFITI, 1997. - p. 25-26.