DECADENCE OF STUDENTS' MOTIVATION

Kavilova Tamara
JSPU, Jizzakh, Uzbekistan

Summary: *Presently, a pressing socio-psychological challenge concerning learning motivation revolves around the imperative for universities to enroll students regardless of circumstances. This article delves into the intricacies of students' educational motivation, examining the terms "motive" and "motivation," while also providing insights from an empirical study on student motivation in Uzbek universities. Furthermore, it offers recommendations for both students and educators aimed at enhancing educational motivation and consequently improving the efficacy of the learning experience.*

Key words: *educational motivation, learning experience, rating, competition*

INTRODUCTION

The problem of student motivation does not present itself in the same way at university as at universities. While a large number of university students usually enter university with strong motivation. However, this fact decreases over the years.

Our studies among students in Uzbekistan confirm this trend. In two different studies, we asked them to express on a scale of one to ten how motivated they were to take their courses. Table I presents the results obtained in the first study conducted with 2736 undergraduate students. Examining these results shows that students who are starting (two sessions or less) say they have high motivation to follow their courses (3.66), while those who finish (five sessions or more) say they are less motivated. (2.66). The gap between these different groups of students is statistically significant.

Statistics

Table I : Degree of motivation (/10) of students according to number of study sessions

0-2 sessions (n=1462)	3-4 sessions (n=842)	5 and + (n=432)	Total (n=2736)
3,66	3,23	2,66	3,42

In the subsequent study, conducted at a prominent engineering institution, students were prompted to indicate both their level of motivation towards their coursework and their satisfaction with studying at the institution. The findings of this survey are presented in Table II. Notably, all participants reported an average motivation level of 2.66 towards their courses. Interestingly, newcomers exhibited the highest motivation level at 3.66, which gradually decreased to its lowest point

among students with 61 to 90 credits at 3.33. The only statistically significant disparity was observed between these two groups.

Table II: Degree (/10) of motivation and experienced satisfaction

	Overall average (n=817)	No credit (beginners) (n=171)	Between 14 and 29 credits (n=115)	Between 30 and 50 credits (n=94)	Between 51 and 86 credits (n=112)	Between 87 and 110 credits (n=104)
Degree of motivation to attend the lesson	5,60	5,88	5,42	5,60	5,22	5,54
Satisfaction felt in the study in Pedagogical University	4,76	5,27	4,88	4,53	4,08	4,31

This declining pattern persists when examining the enjoyment students derive from their experience at this institution. Similar to the motivation levels, newcomers report the highest level of enjoyment at 6.38, while those with 61 to 90 credits report the lowest at 5.19. Statistically, the latter group stands out from both newcomers and those with 15 to 30 credits. These findings indicate that the primary challenge for university professors lies not in instigating initial motivation in students, which appears to be relatively high, but rather in sustaining it throughout their academic journey.

In analyzing the overall motivation of undergraduate students, it's evident that the project approach garners the highest level of motivation at 4.28, followed closely by the case study (4.11), problem-based approach (4.05), and workshops (4.01). Conversely, the activity that elicits the least motivation among students is the reading seminar, scoring 3.61. Is this reluctance attributed to the solitary nature of reading and preparation for discussion, or does it stem from a disconnect between the assigned readings and student expectations? Regrettably, the survey results don't offer clarity on this matter. Nonetheless, the overarching motivation expressed towards these teaching methodologies is reinforced when examining the three perceptions that underpin students' motivational dynamics.

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towards these teaching methodologies is reinforced when examining the three perceptions that underpin students' motivational dynamics.

Project-based learning is the educational activity that students perceive as being the most useful, in which they feel most competent, and over which they feel they have the most control. Learning by case studies comes in second place, while reading seminars, an activity highly appreciated by university professors, comes in last place. In our opinion, these results confirm, on the one hand, that the perceptions of students in a professional faculty vary depending on the educational activities offered to them and, on the other hand, that it is important to look at the motivational conditions that these activities must meet to improve the three perceptions which are at the source of the motivational dynamics of students. Before examining these conditions, let's look at the results of one final study.

Methods.

What can we do to offer educational activities that will promote the motivational dynamics of students? The results presented in the previous section demonstrate how important it is for university professors to reflect on the educational activities they offer to their students and to ask themselves to what extent they contribute to maintaining their motivation throughout the course. their studies. For an educational activity to generate and maintain student motivation, it must meet certain conditions. Here are the ten most important.

●Be meaningful in the eyes of the student An activity is meaningful for a student to the extent that it corresponds to his interests, harmonizes with his personal projects and responds to his concerns. This condition particularly influences the student's perception of the value he places on an activity. Thus, the more meaningful an activity is, the more the student judges it to be interesting and useful.

●Be diverse and integrate with other activities Diversity must first be found in the number of tasks to be accomplished within the same activity. An activity that requires the execution of a single task (for example, the repetitive application of a procedure or an algorithm) is generally not very motivating in the eyes of students. The activities chosen must also be varied. Repetition of the same activity day after day can be a source of demobilization for the student due to its routine nature. This condition particularly affects the student's perception of the control he exercises over his learning. If the student is invited to carry out different activities and if, moreover, he has the possibility to choose those which suit him best, he will have the feeling of exercising a certain control over what takes place in class.

Finally, an activity must be integrated with other activities, that is, it must fit into a logical sequence. For the student to perceive the value of an activity, he must be able to easily see that it is directly linked to the one he has just accomplished and

to the one that will follow. It will be easier to offer activities to students if they are part of a project or an educational approach.

●Represent a challenge for the student An activity constitutes a challenge for the student to the extent that it is neither too easy nor too difficult. Thus, a student quickly loses interest in a success that cost him no effort or in a failure due to his inability to successfully complete an activity. This condition influences the student's perception of his competence because, if he succeeds in meeting the challenge, he will tend to attribute his success not to the lack of complexity of the activity, but to his own abilities and to His efforts.

●Be authentic An educational activity must, as far as possible, lead to an achievement, that is to say to a product which resembles those that the student will find in his future professional life. In fact, it is important to avoid, as far as possible, making the student feel like they have to do work that is of interest only to their teacher and that is only useful to them. for evaluation purposes. Creating an authentic product improves the student's perception of the value they place on what they do.

●Require cognitive engagement on the part of the student A student will be motivated to complete an activity if it requires cognitive engagement on their part. This is what happens when he uses learning strategies that help him understand, make connections with concepts already learned, reorganize the information presented in his own way, formulate proposals, etc. This condition is linked to the student's perception of his competence, because it requires him to invest all his abilities in the success of an activity. It is obviously necessary that the cognitive commitment required corresponds to what the student is able to offer to enable the success of the activity in question.

●Empower the student by allowing them to make choices Several aspects of an activity, such as the theme of a work, the material, the designation of team members, its duration, its mode of presentation, its deadline , etc., may be left to the discretion of the student. However, it is up to the teacher to decide which elements of teaching and learning will remain under their responsibility and which will be those for which they can delegate responsibility to the student. The ability to make choices improves the student's perception of their ability to control their learning. An activity risks becoming demotivating if it requires all students to complete the same tasks, at the same time and in the same way.

Conclusion:

In this article, we wanted to demonstrate that motivation problems at university should be approached from the perspective of maintenance, that is to say, the efforts that must be devoted to helping students maintain strong motivation while throughout their studies. One of the gateways offered to teachers to maintain the motivation of their students is the educational activities that they offer them.

These activities must have a positive influence on the value that students attach to them (perception of usefulness), on their perception of their competence in carrying out them and on their feeling of controllability of their progress. To do this, we have proposed ten conditions to be met. A teacher may want all of his or her teaching activities to meet these ten conditions. However, it would be more realistic for this objective to be set for projects or complete educational approaches integrating a sequence of several activities. Finally, we must not lose sight of the fact that there are other entry points to achieve student motivation, notably the evaluative practices of teachers, and themselves, through their attitudes and their relationships with students.

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