FORMATION OF PEDAGOGICAL MOTIVATION AT STUDENTS IN THE HIGHER EDUCATION SYSTEM

Khasanova Hilola Muhammadi qizi
A. Kadiri Jizzakh State Pedagogical Institute, Jizzakh city, Uzbekistan

ABSTRACT

The problem of the study is the assumption that the motivation of pedagogical activity is a complex systemic education, which varies depending on the technology of the organization of the educational process in the conditions of university training of specialists, the particular hypotheses put forward in the development scheme require an increment in statistical. In psychological science and practice, the results of a study on the formation of pedagogical motivation will be of interest, since fewer and fewer school leavers choose the profession of a teacher.

In order to test the hypothesis of the study that the dynamics of the motivation of educational activities of university students can be provided by different ratios of its structural elements, as well as by changing the types of educational and cognitive activity in the learning process, we conducted a longitudinal study. The study was conducted over a period of 3 years on a sample of students (n = 80) using the following methods: Methodology "Studying the motives of students' learning activities" by A.A. Reana and Ya.V. Yakunin; Methodology "Focus on the acquisition of knowledge" by E.P. Ilina and N.A. Kurdyukova.

When studying students educational motivation, we proceeded from the fact that the basic structural elements of motivation are cognitive motivation and the motivation to achieve success.

During the study, we came to the conclusion that the formation and development of motivation should be carried out in the course of psychological support of the learning process and its subsequent testing in the process of joint-dialogical cognitive activity.

KEY WORDS: *professional orientation and consolidation, professionally pedagogical orientations and motivations, particular significance, high educational system, professional education*

1. INTRODUCTION

The relevance of the research is related to the understanding of the specifics of the motivation for professional activities and the possibilities of psychological and pedagogical technologies in the formation of motivation.

In the process of professionalization of the teacher, there are some changes in his motivational sphere, which can lead not only to the improvement of his pedagogical skills, but also to significant personal growth.

However, due to the changing social, economic, political situation in Kazakhstan, even during such a short period of time, the content of concepts and principles, including in the field of education, has changed and developed, it requires a dynamic study of the transformation of the portrait of a young man who graduated from wants to know the answer to a question like "Where to go to study?". The quality of vocational education at this stage cannot be formed with the same knowledge and skills

as before, since the requirements of modern life have become more extensive, diverse, and all these aspects cannot be ignored [1].

On the whole, the modern educational situation in Kazakhstan characterizes (as data on the admission of students to our university on the 1st year in 2000 show) a growing interest in higher education due to its increased prestige in society. Undoubtedly, one of the factors that positively influenced this process is the process of diversification of education [2].

As one of the key tools for social development, education implies improving the training and retraining of highly qualified specialists in various fields, both locally and internationally. In general, the term "pedagogical technology" implies a specially normalized educational process (form, content, teaching methods, products and results) or educational activities that purposefully change students or provide an opportunity to change on their own. Each technology has its specific purpose, limits

EPRA International Journal of Research and Development (IJRD)

of application and innovative features [3].

Before conducting an empirical study, we analyzed the current state of career guidance both at the present stage of development of society in general, and in the field of higher education in particular. Career guidance plays a huge social role both in the life of society and in the life of an individual [4].

We believe that vocational guidance in modern conditions should be organically included and should be an integral part of a continuous education system.

Career guidance is not only a kind of link in the "society-personality" system, but also a factor in the influence of a person on the formation of such a system as a socially active and useful unit of society; find their place of self-determination in this society [5].

In the psychological and pedagogical literature, many factors have been identified that determine the development of certain aspects of the cognitive and professional motivation of students. Some principles, ways of studying and criteria for assessing the level of development of cognitive and professional motives as an integral part of the general system of teaching motives have been developed, various approaches (methods, techniques) to their formation have been described. The factors and conditions for the development of these motifs reflect various aspects of learning and personal characteristics of the subjects of the educational process: from the specifics of the goals, the content, the learning conditions, the pedagogical technologies used, the individual psychological characteristics of the students to special techniques.

Cognitive motives and motives for achieving success can be combined into two groups: internal and external. Internal learning motivation includes internal motives of entering a pedagogical university, broad cognitive motives and relevant professional motives. External motivation for study is made up of external motives for entering a pedagogical university, narrow cognitive motives and relevant professional motives. With internal motivation to achieve success, the latter is the real result of their own actions, their qualitative assessment; while externally motivated to achieve success, it reflects an assessment of achievements by society and an orientation towards it [6].

Analysis of the classification and systematization of modern learning technologies proposed in the works of G.K. Selevko and V.S. Kukushkin and his comparison with other works allowed to establish that the parameters of the classification technology include such characteristics that distinguish them in terms of their acquisition, philosophical basis, the main factor of development;

orientation on personal structures, nature of content and type of regulation; organizational forms and approach to the child, the predominant method, the direction of modernization and the category of students [7].

In this direction, a study was conducted, the purpose of which was the formation of the motivation for professional activity of future teachers in the learning process. At the same time, the objectives of the study are determined by the fact that in educational psychology, on an experimental psychological basis, a system of students' productive training should be developed, which will significantly improve the effectiveness of training based on the educational system and the management of motivational processes.

2. METHODS (METHODOLOGY) OF AN EXPERIMENT

Literature review. The choice of technology of learning and teaching is the main goal of modern education; Learning technology is an important factor in teaching each student as an individual and a qualified person in the modern world.

In the modern information age, society must be able to think critically, solve various problems, interact with other people, communicate, take initiative. Therefore, an appropriate approach to learning can solve this problem with minimal effort and maximum learning outcomes.

Depending on the nature of the learning environment, all existing technological teaching methods can be divided into three groups:

- technological methods that can be used in the traditional time system (problem-based training, developmental training, role-playing games, etc.);

- technological methods that require organizational restructuring of the university (concentrated training, collective learning and other methods);

- technological methods requiring changes in the content of education ("dialogue of cultures", probabilistic education [8].

E. A. Kryukova indicates that the analysis of modern pedagogical knowledge has shown the absence in modern pedagogy of a consistent theory that could reveal the relationship between pedagogical goals and the corresponding tools. Target attitudes in traditional pedagogy are achieved by certain types of subject activity based on the study of concepts and rules. The personal education model has different goals; the main thing is to master the experience of "being a person", the emergence of individual self-organization. Activity in the model of personality is possible only if there is a free exchange of views, ideas, personal participation of both students and teachers in the learning process. Activity

from the point of view of personal development acts as a background for any other educational activity. Its subject involves understanding, the development of personal personality traits. The ultimate goal of these actions involves the development of meaningful relations of the subject. Consequently, this implies the development of a learning process in which students take on the role of active learners who acquire knowledge and skills, understanding the need for such actions. Such a learning environment can be created through the research orientation of learning and dialogue as one of its elements [9].

The scientific orientation in training is based on the personal experience of students, which is organized by their teachers. The purpose of training is to develop the creative abilities of students to explore new experiences. This development is based on the targeted formation of creative and critical thinking, experience and tools that will be used during teaching and research activities, role-playing games and simulations, searching and determining the values of personality and value orientations. The training itself and its results become personal.

In the process of studying the problem of motivating students 'educational activities, we used two psychodiagnostic methods of research among students of pedagogical specialties of 1-4 courses: Methodology "Studying the motives of students' educational activities" by A.A. Rean and Ya.V.Yakunin; The method of "Focusing on the acquisition of knowledge" by E.P.Ilina and N.A.Kurdyukova.

3. RESULTS AND DISCUSSION.
When studying the dynamics of changes in the educational motivation of students, we proceeded from the fact that the main structural elements of the motivation of the learning activities of university students are cognitive motivation and the motivation to succeed. Their stimulation directly contributes to the effectiveness of educational activities. In accordance with the data of the authors, the research methods we used, both the cognitive motives and the motives for achieving success can be combined into two groups: internal and external. Internal educational motivation includes internal motives for entering a pedagogical university, wide cognitive motives and relevant professional motives [10].

External motivation for study is made up of external motives for entering a pedagogical university, narrow cognitive motives and relevant professional motives. With internal motivation to achieve success, the latter is the real result of their own actions, their qualitative assessment; while externally motivated to achieve success, it reflects an assessment of achievements by society and an orientation towards it [11].

In the course of the experiment, a study was conducted on the method of "Studying the motives of students' learning activities" developed by A. A. Rean and Ya.V. Yakunin, where each student is subjected to a qualitative analysis of the top 16 motives of the learning activities, and the frequency of choosing another motive. As a result of the ascertaining experiment, out of 16 motives, the most three pronounced motives were identified, and we came to the following conclusions:

At this stage, the recording experiment was conducted above the indicated rate of 3 courses, where the 2nd motive "Acquire deep and solid knowledge" decreases as compared with courses 1 and 2, and after the formative experiment in experimental work, the results obtained in the 3rd course will change.

The results of the 4th course confirmed the assumption that graduates have an awareness - it is impossible to become a highly qualified specialist without deep and solid knowledge.

In accordance with Figure 1, it is also necessary to note that the 3rd "Avoiding Condemnation and Punishment for Poor Study" 3rd motive is absent, that is, the motive to receive a "good grade" is not the main one, and the priority is to become highly qualified specialists and acquire deep and solid knowledge.
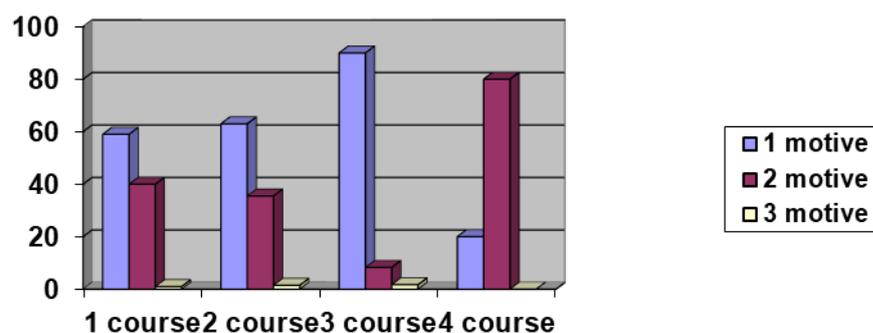
1 motive - "Become a highly qualified specialist"
2 motive - "Acquire deep and solid knowledge"
3 motive - "Avoid conviction and punishment for poor learning"
Figure 1 - Changes in the motives of students learning activities

EPRA International Journal of Research and Development (IJRD)

The considered allows to single out motivational-semantic formations (cognition, achievement, domination, affiliation) in the structure of the motivation of the doctrine, which are a complex multifunctional system combining motivational and semantic components.

When analyzing the results of the study, we took into account the fact that the knowledge in the authors' presentation of the methods is expressed in the pursuit of the depth of professional knowledge, the explanation of the new, of curiosity, the extension of life experience. Satisfaction of knowledge is expressed in the connection of personal meanings with cognitive activity and in the embodiment of the knowledge obtained in real practice [12].

Achievement is characterized by an attitude towards performance and success, a person's confidence in himself, an awareness of the value of any business, perseverance in achieving goals, self-criticism and independence. Satisfaction with achievement entails an awareness of their role in what has been accomplished, provides realistic goal setting, hope for success, continuous self-improvement and improved performance by cognizing and enhancing performance.

Dominance is revealed in conflicts and disputes, in the ability to quickly convince others, in obtaining pleasure from participating in important decisions, in directness of expressing one's disagreement, in striving for seniority and responsibility, in ease of speaking to a large audience. Satisfaction with dominance is achieved by actively influencing the tastes and attitudes of people, by convincing others, by directly participating in solving common problems, by striving for social primacy, by manifesting their own competence.

Affiliation includes the joy of helping other people, social preference for loneliness, interest in friends and compassion for their troubles, empathy for the success of others, the prevalence of responsibilities over rights in relations with people, a large number of friends. Affiliation satisfaction is associated with communication with pleasant people, with help from others in overcoming difficulties, with the possibility of receiving help from others, with satisfaction with their social position, with the lack of a feeling of loneliness.

According to the method of "Focusing on the acquisition of knowledge" proposed by E. P. Ilinin and N.A.Kurdyukova, a number of statements are given with paired answers, the results of which reveal information about the motivation to acquire knowledge and the degree of expression of the motivation to acquire knowledge. In accordance with Figure 2, the following data was obtained from the results of this methodology: 1-4 year students do not have a low degree of severity of knowledge motivation, on the contrary, there is a high degree of motivation to acquire knowledge, which is enhanced and clearly expressed by 4th year students.
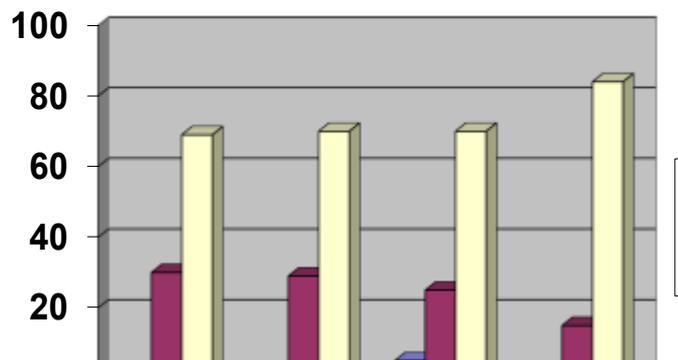
Figure 2 - Changes in the focus on the acquisition of knowledge from students

In the course of studying the problem of cognitive motivation, we relied on the following principles:

- cognitive motivation is not so much a manifestation of a stable personality trait, as a reflection of the given conditions of activity; this opens up the possibility for its formation through specially organized didactic influences;

- cognitive motivation arises in a problem situation, which shows its not only internal but also external conditionality;

- application in the training of specialists of forms and methods of active teaching, in which the principle of problem education is implemented;

- the emergence and development of cognitive motivation is largely due to the type of interaction and communication of the teacher and students, as well as students among themselves;

- the development of the cognitive motivation of students largely depends on the pedagogical skills of the teacher, his ability to properly organize the activities of

students, to encourage them to develop cognitive motivation [13].

A proper understanding of motivation is a necessary prerequisite for a teacher's productive work. Experienced teachers should purposefully develop and deepen the cognitive interest of students in the subject being studied. When students form a specific motivation that manifests itself in solving mental tasks, it is recommended to proceed from the simple truth that knowledge to be assimilated cannot be transferred in finished form, by simple message or display. They can only be learned by performing certain actions.

For the successful implementation of the tasks arising from the requirements of reforming and modernizing the education system in our country, the revision of vocational training of specialists in the field of vocational education becomes relevant at the socio-pedagogical level. Development and approval of standards of higher pedagogical education, the growth of innovative processes in education does not provide a stable motivation of the individual to professional and educational activities. The teachers of higher educational institutions are faced with a responsible psychological and pedagogical task: the transition from the actually carried out educational activities of a student to the professional activities that he masters. From the standpoint of the general theory of activity that we share, such a transition proceeds primarily along the line of transformation of motives, since it is the motive that is the constitutive feature of activity. The transition from the student's educational and cognitive activity to the professional activity of a specialist is in many ways a problem of transforming cognitive motives into professional ones [14].

The basic forms of activity are the educational (lecture, seminar), quasi-professional (business game and other game forms), educational and professional (research work of students, work experience, preparation of the graduation project, etc.) activities. With the transition from one basic form of activity to another, students receive more and more developed practice of applying educational and scientific information as a means of performing these activities, mastering real professional experience, gaining opportunities of natural entry into the profession. The basic forms of organization of students' activities are aligned with the semiotic, imitation and social learning models. Semiotic models include tasks, tasks and problem situations that ensure that a student assimilates the objective values presented in them. In simulation models, a student goes beyond the values, relating information gathered from training texts to professional situations and using it as a function of the means to implement one's own practical actions and actions [15].

Information acquires a student's personal meaning, turns from information into knowledge, adequately reflecting professional reality. Finally, in social teaching models, learning tasks are presented in the form of problem situations and tasks that imitate professional and are resolved in collectively distributed forms of communication and dialogical interaction of students. Personal meanings are transformed into social values - a system of responsible attitudes towards nature, work, society, another person, and oneself. With the help of the system of adequate forms and pedagogical technologies in contextual training, the movement of the student's activity from the actual training to the professional is set, along with the transformation of needs, motives, goals, objective actions and actions, means, subject and learning outcomes.

However, it is obvious that the problem of the formation and development of motives of activity — cognitive, professional, or any other — is extremely complex due to its polymotivation. The motivational sphere of the subject is, according to A.N. Leontyev, a lot of vertex education, prompted not by one, but by several leading motives (cognitive, professional, achievements, affiliations, etc.) [16].

In this regard, in our opinion, it is necessary to find an adequate approach to understanding the hierarchical relationships in this area.

The problem of the formation of professional orientation and consolidation of students in senior classes of specialized education is important. In modern conditions, working with applicants who form their contingent and selection is of particular importance both within the educational system and in general in social aspects [17].

Due to these points, more attention needs to be paid:

- Student's identity;
- The significance of the socio-psychological portrait of future specialists; their motivation, personal ambitions, desires.

The study of the psychological foundations of the formation and development of professional pedagogical activity is today becoming a very relevant area of psychological and pedagogical research, since the knowledge and understanding of the motivational sphere of any specialist allows him to develop his professional self-determination both at the level of career choice and in the process of his improvement as a professional.

Thus, the modern development of society, the complexity and increase in the diversity of all social processes impose new requirements on the quality of training; the nature of his theoretical and methodological knowledge; and, therefore, first of all to the system of its preparation within the framework of higher education.

On the other hand, this process creates a wide range of choices for students, expands the opportunities and prospects for their professional development. On the other hand, this entails new requirements for the personality of students, for their nature of preparation for training in these specialties. All this provokes the need to know the characteristics of a contingent that is multifunctional in its socio-psychological characteristics,

EPRA International Journal of Research and Development (IJRD)

interests, trends, level of training, and information about the future profession. This applies to both students and pupils, students of the last year. Therefore, studies related to the "portrait" of those who make up this potential [18].

4. DISCUSSION

An important social function of vocational guidance is the coordination of the interests of the individual and society; realization of the abilities and inclinations of youth in the interests of their society. Modern and effective professional leadership can reduce the likelihood of psychological dissatisfaction, frustration (including behavior, drug addiction), as evidenced by mistakes in professional choice, because it reduces the likelihood of such mistakes.

Currently, when studying the structure of the vocational guidance system simultaneously with a large number of results, research and practical approbation, there are a number of insufficiently studied positions, which is primarily associated with a complex system of approaches.

Attention is drawn to the predominance of fragmentary research, the lack of integrity in these aspects, the tendency to develop individual connections and forms of vocational guidance. In this case, the whole need for continuity between the stages; ensuring the real interaction of the forms and methods of activity at the pre-university stage of preparation is not always taken into account. In the context of the modern introduction of various phenomena in pedagogy, vocational guidance is not only practical activity, but also includes the development of the theoretical foundations of this activity. Not all three stages of professional orientation (practice, theory, methodology) contradict each other, but on the contrary, they must be organically linked. Thus, from our point of view, professional orientation can be defined as unity:

a) Practical educational activities in preparing young people for the conscious choice of a profession in accordance with their abilities, inclinations and needs;

b) The development of interdisciplinary theory, which includes pedagogical, psychological, sociological and other aspects;

c) Methodological foundations of the organization of knowledge and transformation of practice.

Consequently, the consideration of vocational guidance activities as a systematic complex phenomenon should include such research approaches that, in sum, could ensure the possibility of all multidimensional activities, both when building a theoretical model and in actual practice [19].

Philosophical-methodological, pedagogical, psychological, economic, medical-biological, socio-legal, socio-cultural, sociological approaches should be revised to such research methods.

Experience shows that the systematic and dynamic study of the processes of vocational orientation requires a periodic repetition of research as one of the methodological principles of analysis. A one-time investigation gives only one measured "cut" of the object of interest to us, which is characterized at a certain point. To comprehend its dynamics, to determine development trends require a variety of temporary studies that allow the comparison of various characteristics and indicators [20].

It is obvious that the vocational orientation pursued by the university, both inside and outside the higher education system, takes a certain position, which dictates the objective necessity and interest in a more pronounced multi-discipline and polyfunctionality of this system.

Innovation activity is nothing more than a system of ongoing activities to ensure the innovation process at a certain level of education. Innovations in education represent a creative study of new ideas and principles, which in some cases leads to the fact that they become typical projects containing the conditions for their adaptation and application. By type of activity there are pedagogical, procurement and administrative innovations. There are two types of innovative phenomena: the pedagogical theory of innovations (innovations in the education system) and innovative learning. While the pedagogical theory of innovation is associated with the restructuring and modification, improvement and change of the education system or its individual parts, characteristics and aspects (creation of new legal acts, new structure, models, learning paradigms, forms of integration links, etc.) Learning innovation is defined as a special type of learning and as a product of conscious, purposeful and scientifically based activity in the educational process. Innovative learning is now replacing supplementary learning. This is considered a reaction of the education system to the transition of society to a higher stage of development and a reaction to the changed goals of education. Innovative learning is learning that stimulates innovative changes in the existing culture and social environment. It acts as an active reaction to the problem situations that appear in front of each person and society as a whole and is intended to prepare not only the "learning person", but also the "acting person". In addition, all elements of learning support are present in the innovation process; the only question is to determine the ratio between the reproductive and productive, active and creative components [21].

In addition, innovative learning can be viewed, first, as a deliberately built learning process based on the use of scientific and cultural research knowledge; and, secondly, as a deliberately organized situation of personal development that builds the future and the willingness to realize this future (in other words, this is "training for tomorrow"). The paradigm foundation of any learning technology reflects its main features in didactic and diagnostic positions and organizational and methodological approaches. In this regard, it includes a number of statements and principles for the construction and maintenance of the educational process in accordance with the requirements of this technology. Usually, the

paradigm basis also states the advantage of the transition from the traditional system to educational technology [22].

In pedagogical technology, the process of setting goals is a central problem that is solved in two aspects: 1) setting diagnostic goals and objective quality control of the acquisition of educational material by students; 2) personal development in general. In any system, the element "goal" is system integration. A necessary requirement for setting goals for the functioning of the pedagogical system is their diagnostic ability, i.e. having an objective method for determining the level of achievement of these goals. Thus, the learning technology is characterized by the principle of diagnostic focus in relation to transformation, which means that for the existence of a real learning technology it is necessary to have a goal setting that would objectively and finally control the level of goal achievement. Therefore, the goal in the technology of education should be set so accurately and definitively so that it is possible to draw an unambiguous conclusion about the level of its implementation and create a rather specific didactic process that would guarantee its implementation in a set period [23].

For example, the process of setting goals and managing education and mentoring in a comprehensive school is divided into three levels: global, gradual, and operational. The global level of goal setting includes the pedagogical interpretation of the social and state order and the construction of the personality model of the graduate school.

The analysis of learning shows the contradiction between the need to train students for life in another type of sociocultural development and the existing educational system that does not ensure the development of student autonomy and responsibility in learning, intrinsic motivation and teaching skills. Plan your work, including the decision-making process. The educational conditions characteristic of reproductive pedagogy significantly hamper the inclusion of high school graduates in modern society [24].

This article contains data containing a detailed comparative description of educational technologies that can be used in the training system. The authors provided a qualitative assessment of each approach in order to determine the most appropriate for both the teacher and the student.

5. CONCLUSION

Taking into account the changing factors and conditions of vocational training, organization of the educational process, as well as individual personal factors, a step-by-step method was developed to form the motives of professional activity through the author's program for implementing psychological conditions for forming the motivation of students 'pedagogical activities in the process of learning at the university. In the developed program for the implementation of the psychological conditions for the formation of professional motivation of future teachers, experimental

periods have been identified for each of the realizable conditions, which are characterized by specific tasks, content, forms and teaching methods.

Realized psychological conditions must be considered in inseparable unity, highlighting in each period the formation of the motives of professional activity of the leading role of a particular condition, taking into account the principle of continuity.

Theoretical and empirical development of the basics of the motivation of pedagogical activity should be carried out in the course of studying the special course "Motivational sphere of the personality", the training "Development of a professional orientation", training of professional identity.

Structuring the obtained theoretical knowledge and practical skills, the formation and development of the motivation of pedagogical activity, and it is necessary to develop during the course of training using interactive teaching methods, as well as at motivational training.

The study raises the question of the division of the structure of vocational guidance activities into internal and external substructures, between which quantitative, qualitative, temporal differences are determined, as well as the presence of various sets of tools and methods that are privileged in relation to a particular group of applicants. In our opinion, vocational orientation is a complex dynamic system that consists of certain elements, if only one of them can reduce the quality of work as a whole.

A structured test of the logical assumptions made about the phenomenon under study made it possible to formulate a number of conclusions:

1. The dynamics of changes in the motivation of the educational activities of students of a higher education institution is provided by a different ratio of its structural elements, as well as a change in the types of educational and cognitive activity in the learning process at the university;

2. Features of changes in the motivation of the pedagogical activity of students in the learning process may be due to professional self-determination (satisfaction and value of the chosen profession);

3. The presence of sustainable motivation of pedagogical activity due to the formation of psychological readiness to it, which has a more positive impact on the creative, active lifestyle and on the performance of educational work;

4. Changes in the motivation of the pedagogical activity of students in the learning process can be determined by the introduction of a system of interactive teaching methods;

5. The formation of the motivational sphere of the personality of the future teacher is optimized through the purposeful management of the technology of jointly dialogical cognitive activity, determining factors and means of psychological influence;

6. The presence of sustainable motivation of students' pedagogical activity in the process of learning at the university is due to systemic determination: internal psychological conditions (professional self-determination of personality, psychological readiness for activity), as well as the structural organization of external conditions (use of a system of interactive methods, implementation of joint dialog-cognitive activity).

Thus, it can be summarized that the attitude of students to higher education and the choice of profession in modern socio-economic conditions becomes more pragmatic, the structure of motives changes significantly and the resulting economic motives begin to prevail, and the profession often becomes just a tool for achieving these goals. Differences in the motivation of professional choice allow us to distinguish groups of students with different orientation of professional self-determination.

REFERENCES

1. Lekerova G. Zh., Dlimbetova B. S., Kylyshbayeva G. B., Karbozova G. K., Zholdasbekova K. A., Sikhimbayeva Zh. S., Aymenov A. Zh. Research of a problem of formation of educational motivation of students. Espacios, 2017, vol.38,no. 25,pp. 26-33
2. Lekerova G. Zh., Karbozova G.K., Isabayeva A. S., Dlimbetova B.S., Mamykova R.U., Omarova G.A., Aymenov A.Zh. Results of the Investigation of Psychological Influence on Development of Students, Motivation. International Journal of Environmental and Science Education, 2016, no.11(8), pp. 1711-1720
3. Lekerova G.Zh., Isabaeva A.S., Erepbaev N.K., Dlimbetova B.S., Kashaganova T. U. Research of formation features of the system of value personality orientations in the learning process and its impact on motivation professional choice. Ponte, vol. 74 | no. 1,pp.107 -112
4. Lekerova G.J., Issabaeva A.S., Nurbekova A.M. Features of Motives` Manifestation of Professional Development and Personal Characteristics of Future Teachers. Life Science Journal, 2014; no. 11(ls), pp.160-168.
5. Lekerova G.J. Psychological and pedagogical bases of active teaching metods. Life Science Journal, 2014; no. 11(bs), pp. 101-110.
6. Lekerova G. Zh. Study of internal and external learning motivation of students of pedagogical high school// European Journal of Education and Applied Psychology.- №4.-2015.
7. Lekerova G. Zh. Motivation Research: The Interdisciplinary Problem //European Journal of Education and Applied Psychology.- №4.-2015
8. Lekerova G. Zh. Psychologische Mechanismen zum Formieren der beruflichen Orientierung einer Persönlichkeit //Austrian Journal of Humanities and Social Sciences.- №9-10.-2015
9. Muminova L.R., Lekerova G.Zh., Nurbekova A.M., Isabayeva A. S., Nigmatullina Zh.Sh. Forming of professionally pedagogical orientations and motivations in the system of high professional schools.- Proceeing V International Conference «Industrial Technologies and Engineering» ICITE-2018, Volume V, M.Auezov South Kazakhstan State University, pp.335-337.
10. Viljunas V. K. Psychological mechanisms of motivation of the person. - M, 1990.
11. Nikitina E.V. Psychology of work and engineering psychology. - M, 2009.
12. Hyin E.P. Motivation and motives. St. Peter, 2000.pp:69.
13. Deci E., Ryan R. Intrinsic motivation and self-determination in human behavior. -N.Y.: Plenum, 2005.
14. Dweck C.S. Self-theories: Their role in motivation, personality and development.Philadelphia, 2009.
15. Goleman D. Emotional Intelligence. Bantam Books. 1995.
16. Gordeeva T.O., Manuchina S., Shatalova J. Cognitive and emotional predictors of academic achievement motivation// Paper presented at the 8 International Conference on Achievement and Task Motivation. Moscow, June 12-15. 2002.
17. Handbook of creativity//Td. By R.Sternberg. N.Y.: Cambridge University Press, 1999.
18. Horner M.S. Toward an understanding of achievement related concepts in women.//T. of social issues. 2012.
19. Mc Clelland D.C. Biological aspects of human motivation. Berlin: Springer-Verlag, 2017.
20. Peterson C. Explanatory style in the classroom and on the playing fleld//Attribution Theory: applications to Achievement Mental Health and Interpersonal Conflict. -Erlbaum, 2010.
21. Rotter J.B. Generalized expectancies for internal versus external control of reinforcement.//Psychological Monographs, 2016.
22. Seligman M.E., Maier S.F. Failure to escape traumatic shock.// Journal of Experimental Psychology, 2012., 1-9.
23. Weiner B. An Attributional Theory of Achievement Motivation and Emotion//Psychological Review. 1985.№ 4. P. 548-573.
24. Danilova N.N., Krylova A.L. Physiology of the higher nervous activity. - M, 2009.