



EOC
EUROASIAN
ONLINE
CONFERENCES

ENGLAND CONFERENCE

**INTERNATIONAL CONFERENCE ON
MULTIDISCIPLINARY STUDIES AND
EDUCATION**



Google Scholar

zenodo

OpenAIRE

doi • digital object
identifier

eoconf.com - from 2024



INTERNATIONAL CONFERENCE ON MULTIDISCIPLINARY STUDIES AND EDUCATION: a collection scientific works of the International scientific conference – London, England, 2025. Issue 9

Languages of publication: Uzbek, English, Russian, German, Italian, Spanish

The collection consists of scientific research of scientists, graduate students and students who took part in the International Scientific online conference «**INTERNATIONAL CONFERENCE ON MULTIDISCIPLINARY STUDIES AND EDUCATION**». Which took place in London , 2025.

Conference proceedings are recommended for scientists and teachers in higher education establishments. They can be used in education, including the process of post - graduate teaching, preparation for obtain bachelors' and masters' degrees. The review of all articles was accomplished by experts, materials are according to authors copyright. The authors are responsible for content, researches results and errors.





TALABALAR O'QUV MOTIVATSIYASINI PASAYTIRUVCHI PSIXOLOGIK OMILLAR VA ULARNI BARTARAF ETISH YO'LLARI

Hamroyev Azizbek Rustamovich

Asman universiteti

Pedagogika, ta'lim va ijtimoiy fanlar kafedrası o'qituvchisi

Annotatsiya. Ushbu tezisdá oliy ta'lim muassasalari talabalarining o'quv motivatsiyasini pasaytiruvchi asosiy psixologik omillar – o'qishning shaxsiy ma'nosi yo'qligi, nazorat qiluvchi ta'lim muhiti, o'z imkoniyatiga ishonchsizlik va vazifalar murakkabligining nomutanosibligi tahlil qilinadi. Ushbu omillar faoliyat psixologiyasi va o'z-o'zini belgilash nazariyasi nuqtai nazaridan izohlanadi. Xorijiy tadqiqotlar tajribasi asosida avtonomiyani qo'llab-quvvatlovchi o'qitish va shakllantiruvchi baholashni joriy etish bo'yicha takliflar ilgari suriladi.

Kalit so'zlar: o'quv motivatsiyasi, talaba, ichki motivatsiya, avtonomiya, o'z-o'zini samaradorlik, o'rganilgan ojizlik, shakllantiruvchi baholash, o'quv faoliyati.

PSYCHOLOGICAL FACTORS THAT REDUCE STUDENTS' ACADEMIC MOTIVATION AND WAYS TO OVERCOME THEM

Hamroyev Aziz Rustamovich

Lecturer of the Department of Pedagogy, Education and Social Sciences,

Asman University

Abstract. This thesis analyzes the main psychological factors that reduce the academic motivation of university students: the lack of personal meaning in learning, a controlling educational environment, low confidence in one's own abilities, and a mismatch between task difficulty and students' skills. These factors are interpreted from the standpoint of activity psychology and self-determination theory. Drawing on international research, proposals are made for introducing autonomy-supportive teaching and formative assessment.

Keywords: academic motivation, university student, intrinsic motivation, autonomy, self-efficacy, learned helplessness, formative assessment, learning activity.

Oliy ta'limda talabaning muvaffaqiyati ko'p jihatdan uning o'qishga bo'lgan munosabatiga bog'liq. Psixologiyada bu munosabat o'quv motivatsiyasi tushunchasi orqali ifodalanadi. O'quv motivatsiyasi – talabani bilim olishga





undovchi, uning faolligini yo'naltiruvchi va qiyinchiliklarga qaramay o'qishni davom ettirishga yordam beruvchi ichki va tashqi omillar majmuidir. Kredit-modul tizimiga o'tilib, mustaqil ta'lim ulushi ortib borayotgan bugungi sharoitda talabaning o'zini o'zi undashi, ya'ni ichki motivatsiyasi hal qiluvchi ahamiyat kasb etmoqda.

A.N.Leontyevning faoliyat nazariyasiga ko'ra, har qanday faoliyat motivdan boshlanadi, motiv esa ehtiyoj o'ziga mos predmetni topganda paydo bo'ladi. Olim faoliyatga shaxsiy mazmun beruvchi motivlarni faqat qo'shimcha turtki vazifasini o'tovchi motivlardan ajratgan. E.Deci va R.Ryanning o'z-o'zini belgilash nazariyasi esa motivatsiya barqaror bo'lishi uchun shaxsning uchta tayanch ehtiyoji – avtonomiya (o'z xatti-harakatini o'zi tanlash), kompetentlik (uddalay olish hissi) va aloqadorlik (boshqalar bilan iliq munosabat) qondirilishi zarurligini ko'rsatadi. Shu ikki yondashuvdan qaraganda, talabalar motivatsiyasining pasayishi tasodifiy hodisa emas, balki muayyan psixologik omillar ta'sirining natijasidir.

Birinchi omil – o'qishning shaxsiy ma'nosi yo'qligi. Talaba o'rganilayotgan fan yoki mavzuning kelajakdagi kasbi bilan qanday bog'liqligini ko'rmasa, o'qish uning uchun "majburiyat"ga aylanadi. Bunda baho va reyting yagona turtki bo'lib qoladi, imtihondan keyin esa o'zlashtirilgan bilim tezda unutiladi. J.Eccles va A.Wigfield tadqiqotlarida vazifaning foydaliligi va shaxsiy ahamiyatini anglash talabaning unga sarflaydigan kuchi va qat'iyatini belgilovchi muhim omil sifatida ko'rsatilgan.

Ikkinchi omil – nazorat qiluvchi ta'lim muhiti. Qattiq davomat nazorati, jarimalar, "imtihondan o'tkazmayman" degan ogohlantirishlar va faqat yakuniy natijaning baholanishi talabada majburiyat hissini kuchaytiradi. O'z-o'zini belgilash nazariyasiga ko'ra, bunday muhit avtonomiya ehtiyojini cheklaydi va motivatsiyani tashqi bosimga tayanadigan shaklga o'tkazadi. Bunday motivatsiya bosim yo'qolishi bilanoq so'nadi, ba'zan esa faoliyatning o'ziga bo'lgan qiziqishni ham yo'qotadi.

Uchinchi omil – o'z imkoniyatiga ishonchsizlik. Bir necha bor muvaffaqiyatsizlikka uchragan talaba buni "menda qobiliyat yo'q" degan o'zgarmas sabab bilan izohlay boshlaydi. B.Weinerning atributsiya nazariyasiga ko'ra, bunday talqin keyingi urinishlardan voz kechishga olib keladi. M.Seligman ta'riflagan "o'rganilgan ojizlik" holatida esa talaba har qanday harakatni befoyda deb hisoblaydi. A.Bandura ta'kidlaganidek, o'ziga bo'lgan ishonchni tiklashning eng ishonchli yo'li – shaxsiy muvaffaqiyat tajribasini to'plashdir.

To'rtinchi masala – vazifalar murakkabligining talaba imkoniyatlariga mos kelmasligi. Haddan tashqari oson topshiriqlar zerikish, juda murakkab topshiriqlar esa xavotir va chalkashlik keltirib chiqaradi. M.Csikszentmihalyi ishga butunlay





berilish (“oqim”) holati vazifa qiyinligi bilan shaxs malakasi muvozanatda bo’lgandagina yuzaga kelishini ko’rsatgan. Bir guruhdagi talabalarning tayyorgarligi turlicha bo’lgani uchun barchaga bir xil topshiriq berilishi ayrimlarida zerikish, boshqalarida esa xavotir uyg’otishi tabiiy.

Xorijiy tajriba bu omillarni bartaraf etishning samarali yo’llarini taklif etadi. J.Reeve tadqiqotlarida avtonomiyani qo’llab-quvvatlovchi o’qitish uslubi – talabani nuqtai nazarini tinglash, tanlov imkoniyatini berish, talablarning sababini tushuntirish va buyruq ohangidagi so’zlardan qochish talabalarning faolligi va o’qishga qiziqishini oshirishi ko’rsatilgan. P.Black va D.Wiliam esa ko’plab tadqiqotlarni tahlil qilib, shakllantiruvchi baholash – o’quv jarayonida muntazam qayta aloqa berish va talabaga xatosini tuzatish imkonini yaratish o’quv natijalarini sezilarli yaxshilashini isbotlagan.

Xulosa qilib aytganda, talabalar o’quv motivatsiyasining pasayishi ko’pincha ularning “dangasaligi” bilan emas, balki ta’lim jarayonini tashkil etishdagi psixologik kamchiliklar bilan bog’liq. O’qishga shaxsiy ma’no berish, avtonomiya va kompetentlik ehtiyojlarini qondirish hamda vazifa murakkabligini talaba imkoniyatlariga moslashtirish motivatsiyani tashqi bosimsiz, barqaror rivojlantirish imkonini beradi.

Talabalarning o’quv motivatsiyasini oshirish uchun quyidagi takliflar ilgari suriladi:

1. Har bir fan dasturida mavzularning kasbiy ahamiyatini ochib beruvchi amaliy keys va loyiha topshiriqlari ulushini oshirish, mashg’ulot boshida mavzuning kelajakdagi kasb bilan bog’liqligini tushuntirishni odat tusiga kiritish.
2. Baholash tizimida yakuniy nazorat bilan bir qatorda shakllantiruvchi baholashga ko’proq o’rin berish, talabaga topshiriq turini tanlash va xato ustida qayta ishlash imkoniyatini yaratish.
3. Topshiriqlarni murakkablik darajasiga ko’ra tabaqalashtirish, muvaffaqiyatsizlikka uchragan talabalar bilan ularning natijasini qobiliyat emas, harakat va o’qish strategiyasi bilan bog’lab tahlil qilish.
4. Professor-o’qituvchilar malakasini oshirish kurslariga “avtonomiyani qo’llab-quvvatlovchi o’qitish” bo’yicha amaliy modul kiritish hamda psixologik xizmat orqali talabalar akademik motivatsiyasini muntazam o’rganib borish.





FOYDALANILGAN ADABIYOTLAR RO'YXATI

1. Леонтьев А.Н. Деятельность. Сознание. Личность. – М.: Политиздат, 1975. – 304 с.
2. Ryan R.M., Deci E.L. Self-Determination Theory and the Facilitation of Intrinsic Motivation, Social Development, and Well-Being // American Psychologist. – 2000. – Vol. 55, No. 1. – P. 68–78.
3. Eccles J.S., Wigfield A. Motivational Beliefs, Values, and Goals // Annual Review of Psychology. – 2002. – Vol. 53. – P. 109–132.
4. Weiner B. An Attributional Theory of Achievement Motivation and Emotion // Psychological Review. – 1985. – Vol. 92, No. 4. – P. 548–573.
5. Seligman M.E.P. Helplessness: On Depression, Development, and Death. – San Francisco: W.H. Freeman, 1975.
6. Bandura A. Self-Efficacy: Toward a Unifying Theory of Behavioral Change // Psychological Review. – 1977. – Vol. 84, No. 2. – P. 191–215.
7. Csikszentmihalyi M. Flow: The Psychology of Optimal Experience. – New York: Harper & Row, 1990.
8. Reeve J. Why Teachers Adopt a Controlling Motivating Style Toward Students and How They Can Become More Autonomy Supportive // Educational Psychologist. – 2009. – Vol. 44, No. 3. – P. 159–175.
9. Black P., Wiliam D. Assessment and Classroom Learning // Assessment in Education: Principles, Policy & Practice. – 1998. – Vol. 5, No. 1. – P. 7–74.
10. G'oziyev E. Umumiy psixologiya. – Toshkent: O'zbekiston faylasuflari milliy jamiyati, 2010.

