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## **THE THEORETICAL AND PSYCHOLOGICAL ANALYSIS OF DEVELOPING ACHIEVEMENT MOTIVATION AMONG STUDENTS**

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**Abstract.** This article analyzes the psychological mechanisms of enhancing students' achievement motivation through the development of an internal locus of control. The degree to which individuals perceive control over their actions significantly influences their sense of responsibility, self-assessment, and motivation for success in learning activities.

**Keywords:** internal locus of control, achievement motivation, self-regulation, self-assessment, psychological mechanisms, personality development.

In the global field of education, scientific research is increasingly focused on training highly qualified specialists through the use of modern technologies and enhancing students' motivation toward learning activities. In today's world, young people are expected not only to acquire deep knowledge and professional competence but also to develop the ability for continuous professional growth and mobility within the context of a rapidly developing, information-driven society and knowledge-based technologies. Furthermore, it is essential for them to cultivate a strong need for achievement and a desire for success as part of their personal and professional development.

In Uzbekistan, large-scale reforms have been implemented in recent years to fundamentally improve the higher education system, enhance the quality of human capital, and train competitive professionals who meet international standards. According to the Law of the Republic of Uzbekistan "On Education," it is necessary to further improve the system of continuous education and ensure the development of science and education. Increasing access to quality educational services, maintaining policies aimed at preparing highly skilled professionals to meet the modern labor market's demands, and improving students' professional motivation in the learning process are among the most pressing priorities of the national education strategy.

Sigmund Freud regarded all motivational regularities as dynamic and energetic in nature. He argued that motivation represents an energetic aspect of human experience and reaction, distinct from associative mechanisms of behavioral control. In studying the problem of motivation, many foreign scholars have proposed various theories. F. Herzberg's two-factor theory (1959), C.R. Alderfer's ERG theory (1972), K. Lewin's field theory of needs (2001), A. Maslow's hierarchy of needs, D. McClelland's theory of acquired



needs (2007), and W. McDougall's conception of motivation as having an instinctive and hereditary nature are among the most influential.

Most empirical studies, however, have been conducted within secondary or higher education institutions (O.V. Vishtak, M.G. Rogov, M.M. Sokolova, O.A. Chadenkova, L.R. Yarullina, and others), focusing on various aspects of student motivation and its structural components. These authors identified the key elements of educational activity, examined the factors influencing the motivational sphere of university students, studied the dynamics of professional motivation, and analyzed learning motivation across different forms of education.

The founder of behaviorism, John B. Watson, emphasized that the main task of psychology is to study the motives of behavior. Rejecting introspection, he divided behavior into internal and external forms, which are directly linked through stimulus-response relationships. For Watson, "behavioral motivation" became a central concept, viewed as inherently connected to the functioning of the psyche.

William McDougall sought to justify the innate nature of motives by comparing them to instincts. He initially identified 14, and later 18, fundamental human instincts and described their roles in behavior. Although his views evolved over time, his theoretical framework remains significant in the study of instinctive motivation.

Heinz Heckhausen developed an expanded model of motivation that incorporated most of the previously discussed motivational criteria. In this model, he introduced four interrelated concepts—action, situation, result, and consequence—to explain behavioral processes. These constructs interact through different types of expectancy relationships. The expectancy of a situation leading to a result forms the basis of personal belief, although in some cases expectations may persist even in the absence of an immediate outcome. Heckhausen distinguished this type of expectancy from the probability of success but emphasized their conceptual unity within motivational models.

Heckhausen also introduced the "action-situation-result" expectancy, describing it as the degree to which external or situational factors (such as fatigue or assistance from others) may increase or decrease one's expected outcome. The connection between result and consequence operates through "result-consequence expectancy," representing the emotional or cognitive bridge between an action's outcome and its perceived effects.

Within this model, expectancy and incentive interact dynamically, as each behavioral outcome may be associated with a particular stimulus. G.J. Rosenberg later classified behavioral consequences into four categories: self-



evaluation, striving toward higher goals, evaluation by others, and indirect effects.

The findings of the present study demonstrate that an internal locus of control serves as a major cognitive-volitional determinant in the formation and stabilization of students' achievement motivation. When individuals attribute the outcomes of their learning activities not to external circumstances but to their own effort and persistence, they become more active, goal-oriented, and self-disciplined. Conversely, students who rely on external control often exhibit passivity, avoidance of responsibility, and excessive dependence on external evaluations, which diminishes their intrinsic motivation and limits their capacity for self-regulation.

Developing internal control allows students to strengthen their self-concept and experience the sense of "I accomplished this myself." In doing so, they derive their need for achievement from internal psychological sources, becoming independent of external reinforcement and forming a stable motivational system. Thus, cultivating an internal locus of control is not only a factor in improving students' academic performance but also a critical stage in their personal growth and psychological autonomy.

In the educational process, it is necessary to systematically conduct psychological training aimed at fostering responsibility, decision-making, and self-assessment skills that promote internal control. Motivational games and reflective writing exercises should be implemented as effective methods to help students analyze their actions, recognize the relationship between effort and outcome, and strengthen their sense of internal control. For teachers and psychologists, methodological guides on developing internal locus of control should be created, with particular emphasis on fostering self-regulation and personal responsibility during professional preparation. It is also advisable for school psychologists to establish diagnostic monitoring systems to assess students' motivational profiles, including their levels of internal and external locus of control.

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