

Educational Activity of Medical Institute Students Diagnose of Motivation

Kuldasheva Gulbahor Davlyatovna

Candidate of psychological sciences, associate professor of the department of "Pedagogy and Psychology" institute for retraining and advanced training of directors and specialists of preschool educational organizations (Uzbekistan)

Article Information

Received: May 22, 2023

Accepted: June 23, 2023

Published: July 24, 2023

Keywords: *motivation, motive, activity, students, experiment, educational motivation, activity, method, questionnaire, process.*

ABSTRACT

This article presents a diagnostic questionnaire developed by the author to study the direction of motivation for studying the educational process. The characteristic of internal and external motivation of educational activity is given.

The urgency of the problem. In the current educational process, in the first place, it is necessary to take into account not only students' acquisition of knowledge, which is becoming increasingly complex day by day, but also the fact that they are active learners and have demanding motivational structures as individuals. Educational activity is based on motives and requirements that determine the activity and direction of a person, including his activity or passivity in the happening events, indulgence, dissatisfaction. From this, dedication to educational activities, and activity in it, feelings of self-satisfaction and the results achieved, are considered the basis for consciously motivating a person to think again and work harder on himself in his future work.

1. Every person's behavior is guided by certain motives and gives it a personal meaning. In this regard, many scientists conducted research and expressed different opinions and comments (S.L. Rubinshtein, A.N. Leontev, A. Maslow, E.P. Ilin).

The manifestation of "internal" and "external" motives in different situations was studied when considering the opinions and opinions of a number of scientists, but it is one of the urgent problems to study it in such a way that taking into account the lack of experiences related to educational motives and motivations of students of the medical institute.

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Purpose of inspection. Studying the motives and motivations of the students of the medical institute.

Materials and test results. Students of the 1st, 2nd, 3rd and 5th years of the Samarkand State Medical Institute were selected to determine the level of educational motivation of students and their uniqueness. Diagnostics of learning motivation is a very complex process, and its effectiveness can be determined using complex methods. For this reason, we used observation, activity product analysis, interviews, questionnaires and natural experiments.

In order to gather reliable information, we used the "Learning-oriented" methodology recommended by E.P. Ilin and N.A. Kurdyukova in the experiments.

This methodology consists of 12 questions, which are given with a series of paired answers. The examinee can choose 1 of 2 answers. 1 point is awarded for each correct answer. Positive motivation answers correspond to questions 1-6, 8-11 from "a" answers and 7-12 from "b" answers, and the rest are less important questions and answers. Scores from 0 to 12 determine the level of positive motivation for learning. The higher the score, the higher the motivation to learn.

Methodological questions "oriented to learning" are as follows:

1. At home after getting a bad grade from class:
 - a) you suddenly sit down to study and repeat which question you answered poorly
 - b) you watch TV or play computer, taking into account that this lesson is a day later
2. Once you get a good grade, you can:
 - a) you prepare for the next lesson diligently
 - b) you will not prepare well for the lesson, knowing that you will not be asked in the next lesson.
3. Have you ever been unsatisfied with your answer rather than your grade?
 - a) yes b) no
4. Reading for you is:
 - a) means studying the news b) is a mandatory assignment
5. Does your grade depend on your preparation for class?
 - a) yes b) no
6. After getting a bad grade, do you analyze the answer you got wrong?
 - a) yes b) no
7. Is your preparation of homework related to its assessment?

a) yes b) no

8. Is it easy for you to go to classes after vacation?

a) yes b) no

9. Are you sorry that the teacher was absent due to illness?

a) yes b) no

10. When you transfer to another course, you will receive new literature, is the information in them interesting to you?

a) yes b) no

11. Which do you think is better, studying or being sick?

a) study b) get sick

12. What is the most important knowledge or value for you?

a) grade b) knowledge

79 groups of 795 students participated in the experiment from the faculties of treatment, pediatrics, medical pedagogy and higher nursing of the medical institute. This is shown in the table below:

No	Faculty	Number of 1st year students	Number of 2nd year students	Number of 3rd year students	Number of 5th year students	Total
1.	Higher nursing work	56	19	-	-	75
2.	Treatment	98	182	119	23	422
3.	Pediatrics	66	98	39	-	203
4.	Medical pedagogy	35	28	32	-	95
		255	327	190	23	795
	Percentage	32%	41%	24%	3%	

As can be seen from the table, 75 students of the 1st-2nd year of the higher nursing faculty, 422 from the 1-2-3 and 5th courses of the medical faculty, 203 from the 1-2-3 courses of the pediatric faculty, and 1-2 students of the medical pedagogy faculty - 95 students from 3 courses participated. It was 32% from the 1st year, 41% from the 2nd year, 24% from the 3rd year and 3% from the 5th year.

In order for the research work to be reliable, elementary and senior students were selected.

Information such as age, gender and marital status of students were also taken into account. Students aged 16 to 37 took part in the experiment, 58% were boys, 42% were girls. This is shown in the table below.

Courses	Girls the number	Guys the number	Age of students														
			16	17	18	19	20	21	22	23	24	25	26	27	28	36	37
1- course	146	109	8	23	58	70	37	25	5	2	3	-	-	-	3	1	-
2- course	129	198	-	6	64	81	99	56	16	7	-	-	1	-	-	1	1
3- course	55	135	-	-	4	16	44	51	27	5	2	1	-	2	-	-	-
5- course	1	23	-	-	-	-	-	6	14	19	4	-	-	-	-	-	-
Total:	331	464	8	29	126	167	180	138	62	33	9	1	1	2	4	2	1
Percentage	42	58	1	3,6	16	21	23	17	8	4	1	0,1	0,1	0,2	0,5	0,2	0,1

As can be seen from the table, more boys took part in the research, they consisted of 464

students, and 331 girls. When analyzed in terms of age, most of them were students aged 18 to 21 years. The participation of 5th year students in the experiment gave more meaning to our work and was very useful for analysis. The reason is that most of the students studying in the 1st year are 19 years old, and the 23-year-old students who have a completely independent opinion in the 5th year are much different from the elementary students.

Quantitative analysis of the results of the questionnaire was expressed in percentages. Accordingly, the questionnaires related to each positive motivation were analyzed separately and separated in the table below.

Questions number	«a»	percentage	«б»	percentage
1	654	82 %	141	18%
2	739	93%	56	7%
3	708	89%	87	11%
4	732	92%	63	8%
5	638	80%	157	20%
6	722	91%	73	9%
7	419	53%	376	47%
8	354	44%	441	55%
9	595	75%	200	25%
10	751	94%	44	5%
11	770	97%	25	3%
12	86	11%	709	89%

As can be seen from the results in the table above, if we qualitatively analyze the positive answers given by the students to the survey questions, according to the information obtained from it, "Which is better for you, to study or to be sick?" 97 percent to the question; "After you get a bad grade, do you analyze the answer you got wrong?" - 91; "Which knowledge or value is important to you?" - 89; "At home after getting a bad grade from class:" - 82 percent of students identified positive motivation responses. But 44 percent of students also noted that it is not easy for them to start classes after the vacation.

It is interesting to note that as the age of the student grew, that is, as a result of the transition from course to course, his interest in learning increased, he felt responsibility, and when he reached the 5th year, most of them proved their attitude towards learning motivation by getting high scores.

During the questionnaire, students expressed their opinions with great interest and emphasized that the main motivation for learning is primarily the group of students and the skillful approach of teachers in educational institutions to their professions. During the interview, it became known that the students who were interested before entering the institute had a strong internal educational motivation, and it was observed that the educational process was free, with desire and interest. But the students who entered the school due to the desire of their parents and other reasons, i.e. the owner of an honorable profession, only to get a higher education, get a diploma, get a good salary in the future, not to fall behind in social life, etc. k. indicates the strength of external learning motivation.

The product of the influence of extrinsic learning motivation in students is that they explained their negative attitude towards the social sciences taught at the medical institute and stated that they would prefer to acquire more specialized subjects. When asked why, they gave different opinions, some of them said that they don't like the teachers' teaching methods, others said that they were wasting time, and others said that they didn't understand the subjects.

Thus, the results of the studied experiment showed that based on theoretical data, it is important in the implementation of diagnostic work to determine the formation of educational activity motivation among students of the medical institute.

Summary

1. Personal characteristics play a key role in the formation of educational motivation among students of the medical institute.
2. The stability of motivation of educational activity in a person depends on the degree of formation of interest and different views in them.
3. Self-awareness and evaluation of a person is shown as an important component in the formation of educational motivation.
4. Intellectual development strengthens the individual's desire for knowledge, and social and personal motives are also shown as an important factor in the formation of educational motivation.

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