



To The Question Of The Study Of School Motivation In Conditions Of Different Languages Of Learning

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<p>CC License CC-BY-NC-SA 4.0</p>	<p style="text-align: center;">Abstract</p> <p>This article presents studies of school motivation in conditions with Karakalpak, Uzbek and Russian languages of instruction in the Republic of Karakalpakstan. The author reveals the motives of learning, the dynamics of school motivation, as well as the influence of the language of instruction on the process of socialization of modern students.</p> <p>Key words: <i>school motivation, students, socialization, language of instruction..</i></p>
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The problem of studying school motivation is relevant, since school age is one of the most difficult periods in a person's life, and the study of the motivational sphere of children, mainly adolescence, plays one of the key roles in the process of learning and socializing the personality of students.

Many scientists have been and are engaged in the study of the motivational sphere. An important role in this study was played by Russian psychologists: A.N. Leontiev, L.I. Bozhovich, A.K. Markova and many others. In the middle of the last century, D.B. Elkonin and V.V. Repkin created the theory of learning activity. In modern society, the problem of learning motivation continues to interest researchers.

The student's motivation is considered as a specific concept in relation to the motivation of a person. In modern studies (by S.L. Rubinstein, L.I. Bozhovich, P.M. Yakobson, Yu.K. Babansky, M.A. Danilov and B.P. Esipov, V.S. Ilyin, A.K. Markova, M.V. Matyukhina, V.F. Morgun, G.I. Shchukina, V.I. Shkurkina, R. Dreikurs, G. Rosenfeld, V. Knorz, etc.) presents the structure and dynamics, characterizes the determinants of development motivation of educational activity, the ways and means of its formation are highlighted.

Thus, under the motive we will understand the internal motivation of the individual to one or another type of activity associated with the satisfaction of a certain need, and under the motivation - the whole set of various motives: motives, needs, interests, aspirations, goals, drives, motivational attitudes, ideals and etc.

Purpose of the study –

to study the psychological features of school motivation in the conditions of different languages of instruction. The object of our study are students of secondary schools in different regions of the Republic of Karakalpakstan. In total, 1456 students with Karakalpak, Uzbek and Russian languages of instruction took Subject of study: learning motives, assessment of school motivation, socialization scales according to M. Rozhkov.

Research methods: methodology for studying the motives of teaching schoolchildren (E.I. Rogov), methods for assessing school motivation Luskanova N.G., methods for studying the socialization of the personality of the pupil M. Rozhkov.

To study the motives of learning, we used the method of studying the motives of teaching schoolchild E.I. Rogov. This methodology includes 30 indicators that are presented to students, from which they must choose five indicators that, in their opinion, help them learn and five indicators that prevent them from learning. So the question "Why am I studying?" (which helps me to study) students from 5th to 11th grades answered. With Karakalpak, Uzbek and Russian languages of instruction. We combined all student responses and selected the most common responses. Here are some motivations that help students learn:

1. The desire to benefit people now or later.
2. Desire to become a good specialist.
3. The desire to enter an institute, college, work at a factory, in an institution.
4. Application of knowledge in everyday life, at work, at home, and at school.
5. Fulfilling the tasks of teachers.
6. The desire to receive praise, encouragement from adults, peers.
7. The desire to master the educational material well and get a high mark.
8. Learning to learn new things is very interesting, pleasant.
9. I want to be literate.
10. To broaden one's horizons.
11. I want to be a useful citizen.

To the question "What prevents me from studying", students noted the following motives:

1. Fear of punishment from parents or teachers.
2. Condemnation from comrades
3. Poor study is a shame.
4. The desire to get a mark at all costs.
5. Parents force.
6. Just used to learning

We found that in all schools, regardless of the language of instruction, students from grades 5 to 11 chose similar learning motives.

To study the attitude of students to the school, the educational process, the emotional response to the school situation, we used the technique of Luskanova N.G. According to this method, we studied students from grades 1 to 11.

Table № 1. Average scores for assessing school motivation among students with Karakalpak, Uzbek and Russian languages of instruction

Classes	Language of instruction	Number of students	Medium points
1-2	Karakalpak	40	21
1-2	Uzbek	123	26
1-2	Russian	74	21
3-4	Karakalpak	34	25
3-4	Uzbek	114	27
3-4	Russian	80	26
5-8	Karakalpak	156	22
5-8	Uzbek	233	22
5-8	Russian	160	23
9-11	Karakalpak	102	18
9-11	Uzbek	172	19
9-11		148	19
	Russian	1456	22

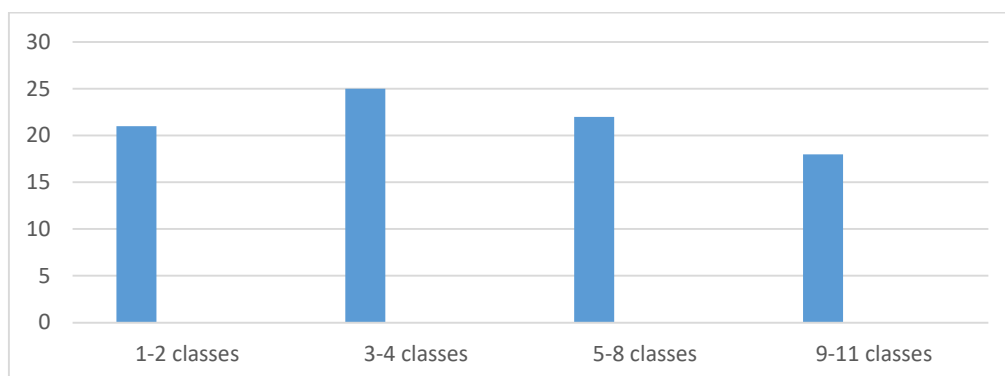


Figure 1. Average scores for school motivation among students with the Karakalpak language of instruction

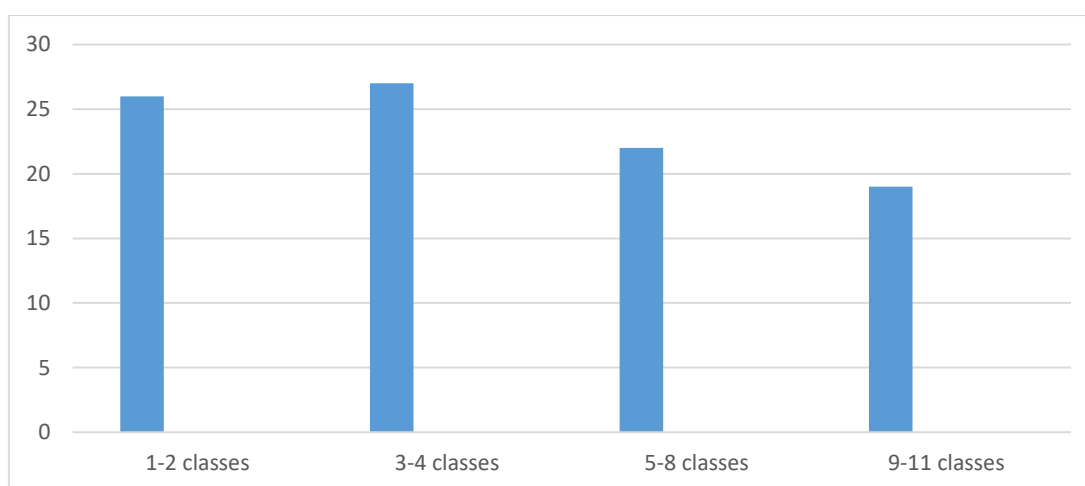


Figure 2. Average scores for school motivation among students with the Uzbek language of instruction

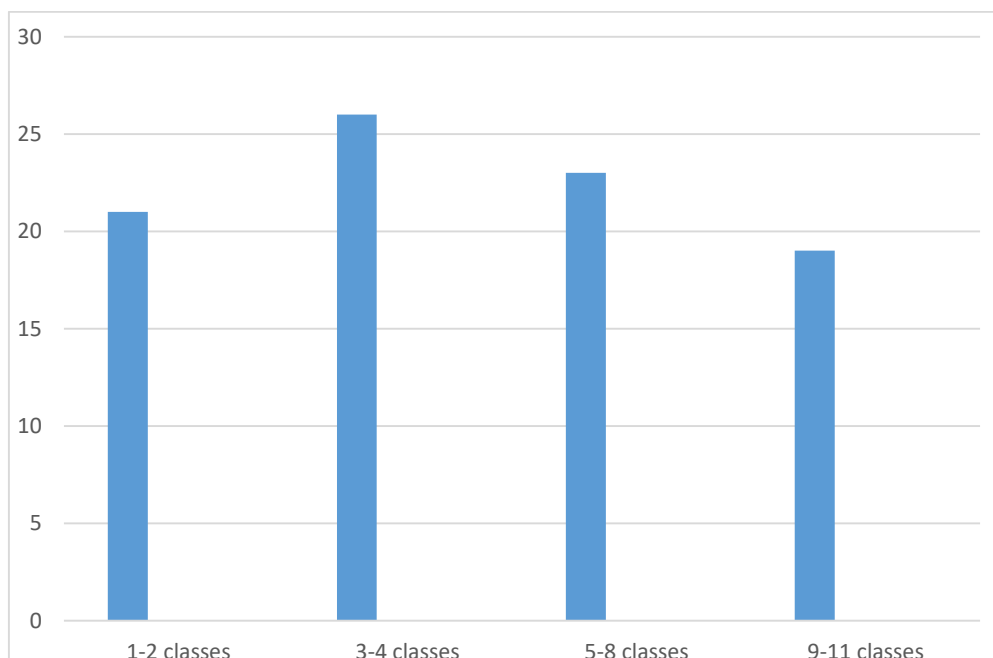


Figure 3. Average scores for school motivation among students with Russian as the language of instruction

Table No. 1 shows the average scores for indicators of school motivation for students with Karakalpak, Uzbek and Russian languages of instruction.

The results of the research on the questionnaire for studying the assessment of the level of school motivation are presented in Table No. 1 and Figures 1-3. From the presented data, the following was obtained. According to the interpretation of the points obtained for school motivation, students in general in the entire sample of respondents are characterized by such indicators as: for students in grades 1-2, the level of school motivation

corresponds to the average level of learning motivation. This level is characterized by the following: the attitude towards oneself as a schoolchild is practically formed. Children successfully cope with educational activities. In grades 3-4, the level of school motivation increases. Attitudes towards themselves as a schoolchild are formed, students have a desire to fulfill the requirements of the school (20-22 points), however, already in grades 5-8, the level of school motivation falls, and in grades 9-11, the level of school motivation decreases significantly. (18 - 19 points). This is explained by the fact that for primary school students the leading activity is educational activity, in adolescence and early adolescence, communication becomes the leading activity. A higher level of school motivation was found among respondents with the Uzbek language of instruction in grades 1-2 and grades 3-4 (26-27 points). What does a high level of learning motivation and learning activity mean, students have an attitude towards themselves as a schoolchild. Such children have a cognitive motive, the desire to most successfully fulfill all the requirements of the school. Students clearly follow all the instructions of the teacher, are conscientious and responsible, they are very worried if they receive unsatisfactory grades. This is explained, in our opinion, by the fact that in classes with the Uzbek language of instruction for students, it is easier and faster to adapt to the educational process, and in classes with the Russian language of instruction, adaptation is difficult for the new language of instruction for children and not all children easily adapt to the educational process. However, for classes with the Uzbek language of instruction, a general trend of decreasing learning motivation in high school was revealed, which is typical for the entire sample of students we studied.

Table № 2

Correlations between the scales of socialization of the personality of students according to the method of M. Rozhkov and the method of assessing school motivation according to the Spearman criterion in groups with Karakalpak, Uzbek and Russian languages of instruction

Scales	Language of instruction		
	Karakalpak (N=262)	Uzbek (N=405)	Russian (N=308)
Social adaptation	0,192**	0,214**	0,108
autonomy	0,105	-0,049	- 0,081
Social activity	0,072	0,119*	0,189**
Adherence to humanistic standards of life (morality)	0,199**	0,161**	0,046
Level of socialization	0,282**	0,159**	0,096

Note: * - $p < 0,05$; ** - $p < 0,01$.

In order to study the correlation between socialization scales according to the method of M. Rozhkov and school motivation, depending on the language of instruction of students, we used the Spearman criterion. On many scales of socialization and school motivation, correlations were obtained at a significant level with - $p < 0,05$; ** - $p < 0,01$. Most correlations were found in the groups of students with the Uzbek language of instruction, less - with the Karakalpak language of instruction, and even fewer such relationships were found in the groups with the Russian language of instruction.

The higher the level of socialization of schoolchildren, the more they are adapted to the educational process and the higher their social activity and moral guidelines, the higher the level of school motivation and learning activity, students with Uzbek ($r=0,159**$) and Karakalpak ($r=0,282**$) languages of instruction. In groups with the Russian language of instruction, no correlations were found between the level of socialization and school motivation (see Table No. 2).

In groups with the Russian language of instruction, a correlation was found only between the “social activity” scale and school motivation at the level $r=0,189**$. This means that the higher the social activity of students with the Russian language of instruction, the higher their indicators of school motivation. This relationship was not found in groups with the Karakalpak language of instruction. In groups with the Russian language of instruction, socialization is taught mainly by students of Uzbeks and Karakalpaks by nationality, it may be more difficult for them to socially adapt and, in general, socialize in the educational process.

CONCLUSIONS:

1. For students in grades 1-2, the level of school motivation corresponds to the average level of academic motivation. In grades 3-4, the level of school motivation increases, but in grades 5-8, the level of school motivation falls, and in grades 9-11, the level of school motivation decreases significantly. This is due to a change in the leading activity: for primary school students, the leading activity is learning activity, in adolescence and early adolescence, communication becomes the leading activity.
2. Research has shown that the language of instruction at school affects the process of socialization of schoolchildren of different nationalities in the educational process, and can have both a positive and a negative impact on the characteristics of school motivation.

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