

PEDAGOGICAL AND PSYCHOLOGICAL FACTORS OF ADJUSTING STUDENTS' MOTIVATION TO SAFE LIFE IN INCLUSIVE EDUCATION

Maxtuma Fazliddinovna Qurbonova
Senior Teacher of Angren University, "Pedagogy and Economics" Department

Annotation:

This article highlights the possibilities of purposeful and effective use of motivational factors in the organization of the process of inclusive education, its pedagogical and psychological mechanisms, as well as aspects related to the safety of life of students, and proposes a model.

Keywords: motive, model, pedagogy, inclusiveness, student with disabilities, psychological, quality of education, need, action, psychological characteristics and process, level of adaptation, integration into education, safe behavior in everyday life, upbringing, perspective, pedagogical process. , stereotype, assimilation.

INTRODUCTION

One of the most important components that contribute to the formation of the readiness of children (students) with disabilities for a safe life is the stimulation of personal activity, which should be paid attention to its social and psychological factors.

Personal motivation plays an important role in revealing socio-psychological factors.

Motivation is derived from the Latin word - drive to action, a person's ability to actively satisfy his needs, and is a physiological and psychological dynamic process that controls his behavior, determines its direction, organization, activity and stability [18].

LITERATURE ANALYSIS AND METHODOLOGY

According to the analysis of psychological and pedagogical literature (L.I. Bojovich, I.A. Zimnyaya, A.N. Leontev, E.P. Ilin, S.L. Rubinshtein, E.V. Sidorenko, etc.), motivation is complex and multifaceted considered as a category, which is explained by different approaches to understanding its essence, nature and structure.

The development of the problem of motivation is primarily related to the analysis of the sources of human activity, the motivating forces for his activity. From this point of view, motivation is initially interpreted as a source of activity and a system of incentives.

In the conceptual model of A.N. Leontev, motivation is recognized as a system of interrelated components (need - motive - goal, action - operation) existing in the structure of activity, while from the point of view of S.G. Rubinstein, motivation is an integral part of personal development, an emotional response to the world, to one's own activity. and creates needs directed at the formation of value relations[17].

According to L.I.Bojovich, I.A.Zimnyaya and A.K.Markova, educational motivation is considered as a special type of motivation included in educational activities. One of the motivational components of educational motivation is described as one of the integral manifestations of the complex processes of the motivational environment[5,8,21].

RESEARCH METHODOLOGY

According to A.G. Asmolov, educational activity is polymerized and controlled by a complex system of motives forming a hierarchy. There are the following components of the motivation system[3].

- 1) Educational and cognitive motives (pay attention to the development and mastery of new knowledge and methods of action);
- 2) Social motives:
 - a) paying attention to ideals and social values (A.K. Markova);
 - b) the motive of duty and responsibility to society (M.V. Matyukhina);
 - v) affiliation motives - (affiliation from the English language - joining) - the desire to establish or maintain relationships with other people, the desire to communicate and communicate with them;
 - d) motives of safe behavior in society;
 - e) motives of self-development and self-education - orientation to continuous improvement of methods of self-development and acquisition of knowledge and skills (A.K. Markova, A.B. Orlova, L.F. Fridman);
- 3) external motives:
 - a) material reward motive;
 - b) the motive of seeking security and stability;
 - c) prestige and status motives;
 - d) motivation to avoid failure.
- 4) Internal motives. According to A.K. Markova, T.A. Matis, A.B. Orlov, a person is satisfied with his behavior and activities:
 - a) own autonomy or personal causal motive;
 - b) the motivation of one's qualification and the possibility of free choice.

L.I. Bojovich, I.A. Zimnyaya, A.N. Leontev, E.P. Ilin, S.L. Rubinstein, E.V. Sidorenko, H. Heckhausen classify motives according to their direction and content as follows:

- social (understanding the importance of duty, responsibility, education for the whole society);
- cognitive (desire to know more, to be knowledgeable);
- professional value (expanding opportunities to get a promising and interesting job);
 - aesthetic (learning is a pleasure, a person's hidden abilities and talents are revealed);
- communicative (opportunity to increase a person's intellectual level and expand his social circle by making new acquaintances);
- status-position (advancement through education or social activity in society is recommended);
- traditional-historical (stereotypes that appeared in society and strengthened over time);
- utilitarian-cognitive (desire to study a particular topic of interest and self-educate);
- unconscious motives (based on a complete misunderstanding of the meaning of the received information and a complete lack of interest in the cognitive process).

ANALYSIS AND RESULTS

According to the direction and content of these motives, they are of great importance in the life activities of children (students) with disabilities studying in the process of inclusive education and serve to increase their social activity.

From this point of view, there is a need to develop activities that motivate the life safety of children (students) with disabilities in an inclusive educational environment.

Stimulating activity in inclusive education is a purposeful pedagogical process of shaping the safety and social adaptation of children (pupils) with disabilities in society.

Based on Porter-Lawler's characteristics belonging to the category of procedural motives, we will analyze the possibility of its application for children (students) with disabilities, focusing on its main components.

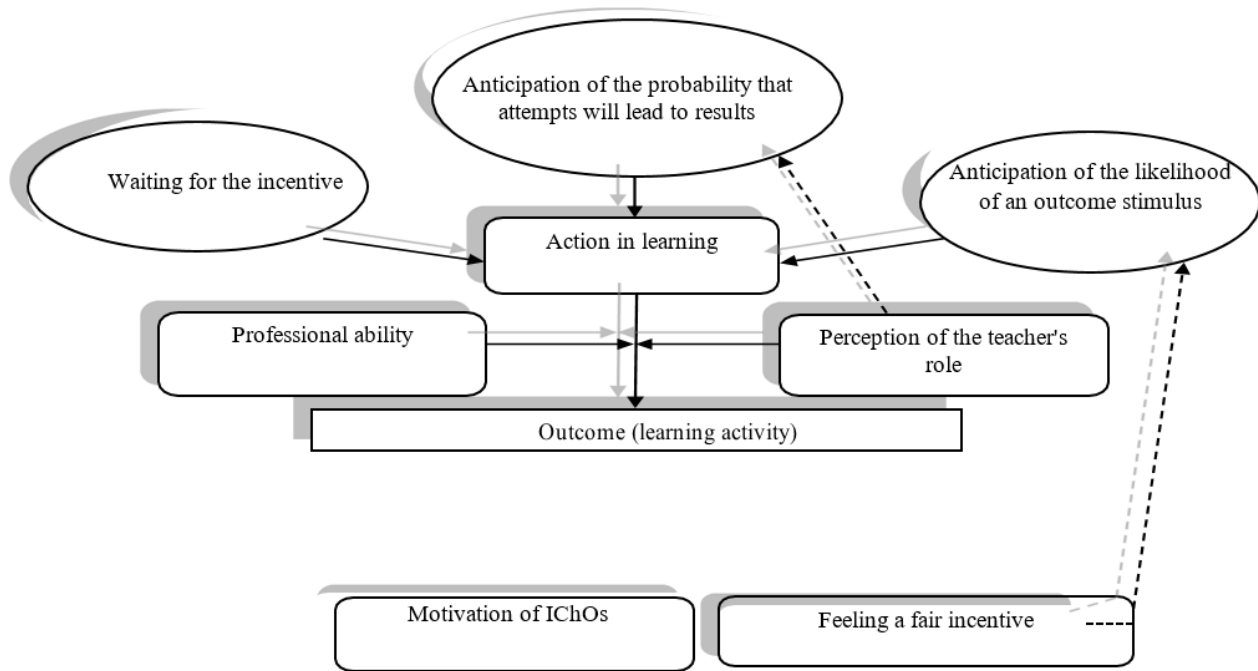


Figure 1. Procedural motivation of children (students) with disabilities

According to the developed model of motivation, it identifies five components, which include the following: efforts made by disabled children (students), their perceptions, results obtained, knowledge obtained and the level of satisfaction with them. Thus, the level of efforts made by children (pupils) with disabilities in the educational process is determined by their motivation and the level of confidence that the quality and quantity of these efforts will actually lead to the expected result.

It should be noted that achieving the desired level of performance can lead to certain internal rewards: it can be self-confidence, strengths and competence in a certain field, self-esteem, satisfaction with the tasks performed, and such as promotions, salary increases, bonuses or approval of superiors. external rewards.

Based on the rules of the theory of justice, disabled children (students) can have their own personal assessment of the fairness of the incentives they receive for achieving certain results. Here, satisfaction is the result of disabled children (students) feeling how much the state and society need for them.

The motivation of disabled children (pupils) receiving education in an inclusive environment is not just an element of a chain of causal relationships, but an indicator of the importance of integrating interrelated concepts (satisfaction, reward, results, abilities, actions and perception) into a system.

The implementation of this condition requires a motivational approach to the development of safe behavior that forms motives in the needs and interests, aspirations and feelings, attitudes and ideals of children (students) with disabilities studying in an inclusive environment.

The real source of motivation for a child (pupils) with disabilities studying in an inclusive environment is the internal motivation that helps to form a safe type of personal behavior. Therefore, learning motives (internal motivational forces) were given a decisive importance, which include their own development, working with others and for others, knowing new, unknown things in the process of inclusive training.

CONCLUSION

In short, in order to form the readiness of disabled children (students) for a safe life, in the system of formation of purposeful inclusive activities, the process of educational motivation is considered a necessary condition at all stages of data processing and psychological regulation. It is necessary to determine.

Coordination of the classification of motivational factors in terms of the needs of the times and creation of an innovative program of practical implementation, determines the criterion of effectiveness by giving the opportunity to further accelerate the complex and multi-stage process of formation of the readiness of disabled children (students) for a safe life. Also, this process is the basis of the level of adaptation of children (students) with disabilities to society and their integration into education, it creates the assimilation of stereotypes of safe behavior in everyday life, and in the process of inclusive education from dangerous and emergency situations, as well as threats and dangers that occur in all spheres of life. ensures proper functioning of defense mechanisms.

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