

### **Foydalanilgan adabiyotlar ro'yxati:**

1. Axmadjonova Yo.T., Yaxshiyeva Z.Z., Axmadjonova U.T. Ta'lim sifatini baholash xorij tajribasi misolida o'rganilmoqda // O'qituvchining kasbiy standarti: amaliyotga joriy qilish va istiqboldagi vazifalar. – 2021.
2. Axmadjonova Yo.T. PISA: «Студентов нужно научить думать, а не запоминать» // Научный журнал «Гуманитарный трактат». – 2021. – С. 12-15.
3. Siddikova Sh.A., Axmadjonova Yo. T., Yaxshiyeva Z. Z., PISA - a criteria for improving the quality of education // Galaxy international interdisciplinary research journal, Vol. 9, Issue 5, May (2021)
4. Yaxshiyeva Z.Z., Axmadjonova Yo. T., Siddikova Sh. A. Pisa – ta'lim sifatini oshirish mezonlari // «Современные тенденции начального образования: интеграция образования и подготовки» Международная научно-практическая конференция. – Джизак, 2021. – С. 313-316.
5. Yaxshiyeva Z.Z., Axmadjonova Yo.T. PISA: O'quvchiga yodlashni emas, fikrlashni o'rgatish kerak // Инновацион ривожланишда ижтимоий-гуманитар фанларнинг долзарб масалалари.-2020. 33-35b.
6. Xalq ta'limi tizimida ta'lim sifatini baholash sohasidagi xalqaro tadqiqotlarni tashkil etish chora-tadbirlari to'g'risida. O'zbekiston Respublikasi Vazirlar Mahkamasining 997-son Qarori. 2018-yil 8-dekabr.

### **STUDY OF THE PROBLEM OF PSYCHOLOGICAL CHARACTERISTICS OF EDUCATIONAL MOTIVATION OF GIFTED STUDENTS IN RESEARCH**

**Khodjaeva D.Dj., Doctoral student of the department of psychology of UzMU, Uzbekistan**

**Abstract:** In this article, the psychological characteristics of educational motivation in gifted students, educational conditions are disclosed. In addition, the research conducted by foreign and local scientists with talented students was analyzed.

**Key words:** personality, talent, motive, motivation, innovative study, pedagogue, psychologist, age characteristics, theory.

The relevance of the topic of the article is determined by the great interest in the problems of education and intellectual level, personal and creative potential of a person in modern society. Studying the factors affecting the development of children's talent is important in connection with the actual task of modern education - revealing the potential of every child.

The motivational field is one of the most important integral mental formations that determine various aspects of a person's interactions with the outside world and himself. Many studies are devoted to the study of motivation and the motivational sphere of the individual (L.S.Vigotskiy, A.N.Leontiev, D.N.Uznadze, A.K.Markova, V.I.Kovalev, D.A.Leontiev, V.G.Aseev, V.I.Levin, G.Hall, A.Maslow, H. Heckhausen, B.Bloom, R. de Charms, T.Amabil) [6. 103-121 p].

Currently, psychology has collected a lot of information and proposed a number of concepts of secondary motivation. Explaining various aspects of motivation to achieve success, including the contribution to the success of educational activities. The relevance of further concrete empirical research in the field of activity motivation is the role of motivational variables in learning and the need to diagnose, form and develop educational motivations in order to identify schoolchildren with different educational

potential and increase the effectiveness of educational activities. is determined by. Leading experts in the field of educational psychology emphasize the importance of turning to the source of the student's internal learning motivation in building an effective learning process (P. Ya. Galperin, V.V.Davidov, A.K.Markova, A.I.Podolskiy, N.F.Talzina, G.A.Zuckerman, D.B.Elkonin) [7. 46-63 p]

The educational process can be facilitated by using educational technologies that help to improve the working mechanisms of the motivational parts of the educational process. Currently, psychology has collected a lot of information and proposed a number of concepts of secondary motivation. Explaining various aspects of motivation to achieve success, including the contribution to the success of educational activities. The relevance of further concrete empirical research in the field of activity motivation is the role of motivational variables in learning and the need to diagnose, form and develop educational motivations in order to identify schoolchildren with different educational potential and increase the effectiveness of educational activities. is determined by. Leading experts in the field of educational psychology emphasize the importance of turning to the source of the student's internal learning motivation in building an effective learning process (P. Ya. Galperin, V. V. Davidov, A. K. Markova, A. I. Podolskiy, N. F. Talzina, G. A. Zuckerman, D. B. Elkonin).

The educational process can be facilitated by using educational technologies that help to improve the working mechanisms of the motivational parts of the educational process. The development of innovative teaching technology, the step-by-step theory of mental processes, which reflects the main motivational components based on the theory of developmental education of V.V.Davidov and D.B.Elkonin, is of great importance, which can be more effectively supported in educational practice.

One of the most intriguing, and often frustrating, puzzles for those who study individuals with great intellectual and creative promise is why some bright students never reach the level of success of which they seem so capable. More than half a century ago, David McClelland and his colleagues published a now-classic study of this problem, *Talent and Society* (McClelland, Baldwin, Bronfenbrenner, & Strodbeck, 1958). They suggested that the solution to this puzzle could be found by looking at a range of nonintellective factors, with particular attention to achievement motivation. One recent definition of motivation is “the process whereby goal-directed activity is instigated and sustained” (Schunk, Pintrich,&Meece, 2008, p. 4). In otherwords, motivation includes choosing some goals and not others, starting work toward a goal, and persevering in that work. Motivation is commonly defined in psychology and education publications in a way that includes both personal and environmental factors. Motivation theory and research address differences in the relatively stable motivational characteristics of people, but they also address the situational characteristics of tasks and environments that may lead to more or less motivation.

How is motivation related to a “gifted” level of performance? What are the motivational characteristics of gifted and talented students? Which aspects of motivation seem to either promote or inhibit the fulfillment of giftedness? Research and theory on motivation and gifted students has a long history, and it can be classified into personal and environmental categories as noted previously (Clinkenbeard, 1996, 2006). On the more psychological or personal side, there is a large body of research that has investigated the motivational characteristics of children and adults who have been identified as gifted. Many theories of giftedness and definitions of the gifted even include motivation as a defining characteristic (e.g., Renzulli, 1986, included task commitment

along with creativity and above-average ability in his three-ring model of giftedness) [2. 140-146 p].

On the more educational or environmental side, there is a growing set of studies that examines motivation, especially variables related to achievement motivation, as an important outcome of educational programs and practices for gifted students. Both perspectives are important for an understanding of the motivation of gifted students. The purpose of this article is to analyze several contemporary theories of motivation for their implications regarding gifted students and their education. Selected empirical research studies on motivation and gifted students, where available, will be used to illustrate the theories and their implications.

*Expectancy-Value Theory.* Contemporary expectancy-value theories are built on a foundation laid partly by Atkinson's (1964) work on achievement motivation, which built on McClelland's (1961) more psychoanalytic investigation of need for achievement. Expectancies are people's beliefs about whether they can succeed at a task, and values are beliefs about why they might want to engage in a particular task (Schunk et al., 2008). Motivated behavior occurs when we think a task is worth doing and expect that we can do it. In addition, many other motivation theories can be considered from within an expectancy-value framework. For instance, attribution and self-efficacy theories (discussed later) are related to expectancy: Do I think that I can achieve at this task? Goal and intrinsic motivation theories are related to value: Do I want to pursue this task? Eccles and her colleagues (e.g., Eccles, Wigfield, & Schiefele, 1998) developed a comprehensive expectancy-value model and have conducted research on its various components. In their model, expectancies include student beliefs about how well they might do on some future task or in a particular subject matter area, and higher expectancies are related to greater motivation and achievement outcomes. Values include interest in a task, importance or usefulness, and trade-off or cost of doing the task. There are numerous other components to this particular theory, many of which are related to theories mentioned later. However, when one looks just at expectancies and values, a number of implications for gifted students can be generated.[4.179-183 p]

*Intrinsic and Extrinsic Motivation.* Motivation is often divided into two contrasting types: intrinsic and extrinsic (Schunk et al., 2008). People who are highly intrinsically motivated to learn are interested, curious, and usually focused on the task. People who are extrinsically motivated are interested in the outcomes of learning (grades, prizes, etc.) more than the task itself. Most of us are motivated by a combination of intrinsic and extrinsic reasons that may vary according to the task. Although intrinsic and extrinsic motivation can change in individuals depending on context, they have often been investigated as personal characteristics. Several researchers have found that gifted students score more "intrinsic" than other students

on measures of motivation do. Olszewski-Kubilius, Kulieke, and Krasney (1988) reviewed several studies showing that gifted students score higher on measures of motivation that reflect intrinsic reasons for learning, including internal locus of control and measures of intrinsic motivation and autonomy. Csikszentmihalyi, Rathunde, and Whalen (1993) conducted a longitudinal study of intellectually talented adolescents and found that compared with average students, they showed more intrinsic motivation for reading, thinking, and solitude. Gottfried and Gottfried (1996) found that gifted students (as defined by IQ above 130) scored significantly higher on a measure of academic intrinsic motivation than a comparison group.

*Attribution Theory* Attribution theory assumes that individuals naturally search for the causes of achievement (and other) outcomes. Attributions for success and failure

vary on locus (internal or external), stability over time, and controllability (Weiner, 1985). Causal attributions are the reasons or explanations we give for our successes and failures, and they have important implications for effort. The attribution that a student makes for success or failure on a task (ability, effort, luck, etc.) affects how the student approaches similar tasks in the future. The more positive attributions for success are those that are internal and controllable, for instance, believing that you did well because you understood the task and you worked hard. Less positive attributions for success, from the point of view of ongoing motivation to put forth effort, would include believing that you did well because the teacher likes you or the task was easy. Positive attributions for failure (or at least doing less well than expected) include lack of effort and wrong strategy use, and negative attributions for failure would include lack of ability and bad luck because they would be out of the control of the student.

#### **References:**

1. Deci, E. L., & Ryan, R. M. (1985). Intrinsic motivation and self-determination in human behavior. New York: Plenum Press.
2. Emerick, L. J. (1992). Academic underachievement among the gifted: Students' perceptions of factors that reverse the pattern. *Gifted Child Quarterly*, 36, 140 – 146.
3. Epstein, J. L. (1989). Family structures and student motivation: A developmental perspective. In C. Ames & R. Ames (Eds.), *Research on motivation in education: Vol. 3. Goals and cognitions*. San Diego, CA: Academic Press.
4. Gottfried, A. E., & Gottfried, A. W. (1996). A longitudinal study of academic intrinsic motivation in intellectually gifted children: Childhood through early adolescence. *Gifted Child Quarterly*, 40, 179 – 183.
5. McClelland, D. (1961). *The achieving society*. New York: The Free Press.
6. Maklakov A.G Obshaya psixologiya.\_SPb.: Piter, 2008
7. Hekxauzen X. Motivatsiya and deyatelnost. - M.: Nauka, 2005

#### **YOSHLARNI KASBGA YO'NALTIRISHDA KASBIY MASLAHATNING O'RN**

**Matkarimova M.A., Ajiniyoz nomidagi NDPI 2-kurs doktoranti,  
Qoraqalpog'iston Respublikasi**

**Annotatsiya.** Maqolada o'quvchilarni kasbga yo'naltirish bo'yicha maslahatlar va o'smirlarda kasb tanlashda yuzaga kelishi mumkin bo'lgan vaziyatlar haqida so'z yuritiladi.

**Kalit so'zlar:** kasbga yo'naltirish, o'smirlarda kasb tanlash, kasbiy maslahat, psixokorreksiya metodlari, empatiya, nizo, his-tuyg'ular.

Kasb to'g'ri tanlansagina u o'z egasiga katta baxt, quvonch va ilhom manbasiga aylanadi. O'z kasbidan mamnun insonlar hayotda juda katta yutuqlarga erishadi. Bu albatta inson uchun ham jamiyat uchun ham juda foydali. Farzandlarimizni yoshligidanoq kasb-hunarga o'rgatish jamiyatning asosiy vazifalaridan biri hisoblanadi. Shuningdek ularni kasbga xos tushuncha, tasavvur va bilimlar bilan boyitib borishimiz o'z samarasini beradi. O'quvchilarni kasbga yo'naltirish jarayanida eng avval ularning qobiliyati, iqtidori va mehnati jamiyat manfaatlariga mos tarzda e'tiborga olinishi lozim. Turli sohalarni egallashda qo'yiladigan talablar va tavsiyalarni, shuningdek o'zlari tanlagan yo'nalish bo'yicha mutaxassis kadrlarni tayyorlaydigan o'quv muassasalar haqida ma'lumotlar bilan tanishtirib borish o'z natijasini beradi.