THE IMPACT OF INTEREST AND MOTIVATION ON PERFORMANCE

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Abstract: Interests are great importance of in the formation and development of learning motivation. Another way to form students' interest in the educational process is the interest of the individual in finding his or her worthy place in social life, the realization of goals, ambitions. In the educational process, the content of educational materials fosters the student's conscious desire to find his or her place in society.

Key words: learning motive, interest, educational process, need, motivation, goal, activity, education, motive.

Educational motives are distinguished not only by their content, but also by their relatively deep understanding by members of society. Students tend to indicate that motivations serve to ensure a close perspective in education. Depending on the situation, learning motives are hidden or their essence is difficult to determine. Individuals are unique. There is a connection between their characteristics and motivation. The existing characteristics of a person directly affect his motivation. The uniqueness and persistence of motivations become a characteristic of a person. Educational motivation is recognized as the personal motivation of each individual and includes goals, knowledge that serve to determine the activity and content of personal activity, it encompasses needs, interests, ideas, aspirations, motivational guidelines. The system of motives listed forms the basis of the student's motivation for learning and determines its level, dynamics and strength. recognition. Among the sources of activity listed above, experts recognize social, cognitively oriented understanding and personal (personal) motives. The following are educational motives; motivational (exciting), guiding, regulatory tasks can be distinguished separately. Educational motives are characterized by the strength and consistency of educational motives present in each individual. Therefore, all types of motives have their own characteristics in the process of its formation, which goes through the following stages: the relevance of habitual motives , the introduction of new ideas on the basis of existing motives, increasing their strength as a result of activity. the emergence of existing motives in achieving certain goals, the emergence of new motives on the basis of these motives, the unification of different motives on the basis of one motive, the emergence of new qualities (independence, reliability) in a number of motives, etc. This process. represents a manifestation of personality formation. It should not be forgotten that for a child only that type of activity or work that attracts his attention and attention is interesting. through the formation of which his strong interests increase. According to L.M. Friedman, it is advisable for a teacher to use both ways and methods of forming motivations in students in his educational activities.

Motives govern the process of studying and learning, determine the content and essence of education, as well as the acquisition of activity. Consequently, educational motives and comprehensive motivations are of great importance in the process of educating students in the formation of a comprehensively developed personality, mature and qualified personnel. Motivation is an important factor regulating personal activity, behavior and activity. Because under the various actions of a person there are reasons for these actions, their motivation. Therefore, the educational process is affected not only by educational and cognitive motives, but also by all comprehensive motives with their sphere of influence. Teaching is the stimulation and

support of the educational process. We need to educate a person who actively participates in the educational process, who can feel responsibility for his views.

The system of motives is the driving force of educational activity and includes the following very important aspects related to cognitive needs:

- goals;
- interests;
- desire;
- ideas;

This system of educational motives is distinguished by its stability and dynamism.

The strength of educational motivation is determined by the complex of leading internal motivations included in it. According to A.K.Markova, social motives give rise to cognitive motives. These motives increase the student's interest in learning, and sometimes, on the contrary, have opposite manifestations and are directly related to the child's age and the conditions created for him.

He divides students' motivational qualities related to education into the following types:

Content - that is, related to the nature of the learning activity (awareness, independence, generality, self-determination, etc.).

Dynamic - associated with the specific psychophysiological characteristics of the child, which are associated with his general development (the strength of his interests, willpower and willpower, the ability to transfer his interests from one activity to another, the diversity of his motives, etc.).). The educational motive is a personal motive directed towards a specific activity. The type of activity in this place is reading, learning, cognitive activity.

It is an important factor in determining the direction of a developing student, not only in fully utilizing his capabilities, but also in the manifestation and development of his emotional and volitional aspects. It also serves as an important factor in objectively assessing the student's educational activity at a certain time and reflecting qualitative changes in it. Like all types of activity, the motives of educational activity are determined or are closely related to many factors present in the individual, for example:

-	the nature of the education system;
-	organization of the pedagogical process in an educational institution;
-	specific aspects of students (gender, age, level of knowledge, abilities, attitude to learning, self-assessment, ability to collaborate with others);
-	the personality of the teacher (pedagogue) and his attitude towards students and pedagogical activities;
-	the uniqueness of the subject of study.

Sources of motivation to study.

Learning activities have many motivational properties, as the student's sources of activity are diverse and varied.

The internal source of educational activity includes the cognitive and social needs of the student (the desire to achieve achievements that are accepted and recognized by members of society). The external sources of educational activity consist mainly of social requirements. Requirements require compliance with the norms of social etiquette, communication, and the requirements of society in the process of activity. This means the activities of members of society to overcome difficulties in the process of educational activity.

Among the listed sources of educational activity, personal sources occupy a leading place in relation to others. The content of personal (private) resources includes the interests, needs and behaviors of the individual associated with the desire to express himself, demonstrate, self-realize,

find his place in society. activities. includes a set of actions. The combination of internal, external and personal (personal) sources of educational activity directly affects the quality of the educational process and its final results. The lack of one of these sources of activity leads to the imperfection of the system of educational motives or their composition.

Based on the sources of activity mentioned above, the following groups of motives can be distinguished:

Social motives (understanding the social significance of education, knowing that it has the nature of personality development, understanding that education is a necessary condition for the development of worldview, expanding the scope of thinking, etc.). Social motives - motives for which a child perceives education as a vital necessity and seeks encouragement from teachers. They perceive this as a natural state, although it is not inherent in the appearance of an internal educational motive in the process of educational activity. Understanding (interest in learning, curiosity, desire to develop cognitive abilities, enjoyment of knowledge from intellectual activity, etc.) Personal (for example, self-esteem, the desire to stand out among peers, imitation of respected individuals, the desire to be noticed by others).

M.V.Matyukhina distinguishes two main motives among them.

I. Motives of educational activity:

1) Motives related to the content of education: direct the student to study and learn new facts, gain knowledge, and learn and understand the main content of the process being studied through various means.

2) motivations related to the educational process: the student develops a desire to perform various types of tasks, think, observe, as well as to show intellectual activity in the process of completing tasks in the educational process. difficulties encountered, that is, to occupy the child not with the result, but with the interest of the activity in the educational process. Broad social motives: motives of duty to the homeland, society, parents and teachers. Motives of self-realization (feeling the future significance of education, preparing oneself for future professional activity, etc.) and self-improvement, development (improving one's personality on the basis of education) . Narrow personal motives : the desire to be praised, get a good grade, stand out among peers (motivation of peace and well-being), to be the first student, to take a worthy place among peers (promising motivation).

Negative motives : avoidance of disappointment among parents, teachers, peers (motivation to prevent disappointments). According to A.K.Markova, cognitive and social motives can be included in the list of motives. If in the educational process the student has a strong desire to master the content of the subject, then it can be recognized that the child has cognitive motives. If the student is more interested in science than in the people around him, social motives are of leading importance. Educational motives include the child's desire to cooperate with others, solidarity, to learn unknown, new things in the educational process. aspirations are implied.

There are the following motives that are determined by a strong external environment:

- compulsory education;
- that the educational process is a daily routine;
- that education is a matter of personal interest;
- striving to be the center of attention.

The motives we think about can have a negative impact on the results of the educational process and its character. This impact is especially strong if it is obvious from the outside that the student's educational motives are built on praise or material interest. It is important that one of the main tasks of the teacher is to develop internal educational motives among all the motivations of students.

Interest is an individual characteristic of a person, consisting in an active and stable orientation to mastering and knowing a certain thing or phenomenon. Interest differs in content, volume, depth and persistence. Interest is one of the main factors in the successful implementation of any activity. The problems of the importance of arousing and forming interest in learning have found expression in the research of many scientists. S.M. Bondarenko, based on the analysis of his work, singles out factors that play an important role in making the learning process interesting for the student. In forming students' interest in the content of education and the learning process, importance is attached to their independence, initiative and creativity in the educational process. The more active the teaching methods, the more the student's interest in knowledge increases. The main means of forming a strong and reliable interest in knowledge in students is determined by the content, complexity and level of interest of the questions and tasks given to students. A question arises. Why are students, especially those of younger school age, more interested in textured images, imaginary phenomena and abstract concepts than in the real reality, phenomena and objects around them? The main reason for this is that they do not understand the true essence of real phenomena and objects. Children cannot fully reflect them in their minds. For children, events that are not subject to certain laws of life, created by themselves or for them, are more clear and understandable.

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