

WAYS TO REDUCE PROCRASTINATION BY INCREASING MOTIVATION IN HIGHER EDUCATION STUDENTS

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Abstract. This scientific article analyzes the problem of procrastination among higher education students and the role of motivation in reducing it. It also examines the psychological and social factors of procrastination, especially the impact of internal and external motivation. By increasing motivation in students' activities, it reveals the possibilities of effective time management, goal setting, and the formation of a positive attitude towards the educational process.

Keywords: procrastination, motivation, intrinsic motivation, extrinsic motivation, time management, self-management, psychological factors, academic performance.

ENTRANCE

Currently, the issue of students' attitude to academic activity and its effective organization is one of the pressing problems in the education system. In particular, procrastination, that is, the postponement of important tasks, is observed in the activities of many students. This situation negatively affects not only academic results, but also the overall development of the individual. Students often fail to fully utilize their potential due to failure to complete tasks on time, inability to concentrate, or lack of motivation. The causes of procrastination are various, among which psychological factors occupy a special place. In particular, factors such as low motivation, unclear goal setting, and insufficient self-confidence lead to an increase in this problem. From this point of view, motivation is manifested as one of the main mechanisms governing the student's activity.

To understand the problem of procrastination in students, it is important to first determine its content and forms of manifestation. Procrastination is usually characterized by the conscious postponement of important and necessary tasks. This condition is often associated not with a lack of time, but with the internal state of the person, emotional experiences and level of motivation. This problem is especially common among students, and it negatively affects their learning process.

Many studies show that procrastination is often directly related to low motivation. If a student does not deeply feel the importance of the task being performed or does not see personal benefit from it, he will tend to postpone the task. Therefore, the level of motivation is considered one of the main factors in reducing procrastination. Motivation is divided into two main types: intrinsic and extrinsic motivation. While intrinsic motivation is associated with an individual's internal interest and need for activity, extrinsic motivation is formed through external factors such as rewards, grades or social recognition. Developing intrinsic motivation in students is particularly effective in reducing procrastination. This is because an intrinsically motivated person enjoys their activity and perceives it not as an obligation, but as a means of satisfying their needs. For example, a student who is interested in their profession will strive to complete their academic assignments without delay. In this regard, it is important to identify and support students' interests in the educational process.

In addition, the process of goal setting is closely related to motivation. Clear and achievable goals increase the student's confidence in the activity. If the goals are too complex or vague, this can increase procrastination. Therefore, it is useful to teach students to set small and gradually achievable goals. This approach makes it easier to manage tasks and increases the sense of



achievement. Time management skills also play an important role in reducing procrastination. Many students procrastinate because they cannot properly allocate time. This problem can be reduced by effective planning, prioritizing, and creating daily plans. For example, creating a "to-do list" or dividing tasks into small parts makes it easier for the student to get started. This reduces the level of procrastination.

Self-management skills are also important. When a student cannot control their behavior, they quickly succumb to distractions. Social media and digital devices in particular are one of the common causes of procrastination. Therefore, it is necessary to use special strategies to focus and reduce distractions. For example, attention can be controlled by turning off the phone for a certain period of time or using special applications. Social factors also play an important role in increasing motivation. Support from family, friends, and teachers increases the student's self-confidence. A student studying in a positive environment tends to fulfill his duties responsibly. On the contrary, a negative environment can reduce motivation and increase procrastination. Therefore, it is important to create a supportive psychological environment in educational institutions.

Emotional state is also one of the factors associated with procrastination. Some students face emotional barriers such as fear, anxiety, or fear of failure when completing a task. This leads to procrastination. In such cases, along with increasing motivation, emotional support is also necessary. Through psychological training and counseling, students can learn to manage their emotions. An incentive system is also an effective tool in reducing procrastination. A student can increase interest in completing tasks by setting small rewards for himself. For example, relaxing or engaging in a pleasant activity after completing a certain task increases motivation. This method is especially useful in cases where extrinsic motivation is low.

At the same time, the approach of teachers is also important. If the teacher organizes lessons in an interesting and interactive way, students are more likely to participate actively. This increases their motivation and reduces procrastination. The use of modern pedagogical technologies, creating problem situations and encouraging students to think actively are effective in this regard. Increasing student motivation is an important and multifaceted process in reducing procrastination. This process should be organized taking into account individual and social factors. Since each student has his own characteristics, there is no single universal method. Therefore, the most effective result can be achieved by combining different approaches. As a result, systematic work aimed at developing motivation has a positive effect on improving students' academic performance, increasing their self-confidence and future success. Reducing procrastination ensures not only academic results, but also the overall development of the individual.

LITERATURE ANALYSIS AND METHODOLOGY

The problem of procrastination is one of the most widely studied topics in modern psychology and pedagogy. It has attracted the attention of many researchers, especially since the state of procrastination in students directly affects their academic success. Scientific research conducted in this area shows that procrastination is closely related to psychological, social and motivational factors.

Piers Steel, one of the foreign scientists, interprets procrastination as a complex psychological process associated with problems in self-control. According to him, "The likelihood of procrastination increases when a person underestimates the benefits of completing a task or considers the result to be long-term."¹ This approach shows that motivation is closely related to the attitude towards time and the result. Also, research by Joseph Ferrari suggests that

¹ Steel P. The Nature of Procrastination: A Meta-Analytic and Theoretical Review // Psychological Bulletin. - 2007. - Vol. 133(1). - P. 65-94. - URL: <https://doi.org/10.1037/0033-2909.133.1.65>



procrastination can become a habitual form of behavior of an individual. According to him, "Some students demonstrate procrastination not as a temporary state, but as a stable habit."² This once again confirms the importance of the level of motivation and a sense of personal responsibility.

Among the CIS scientists, Yevgeny Ilyin has deeply analyzed the relationship between motivation and activity. He states that "Motivation is considered the main internal force that governs human behavior, and its lack leads to a decrease in activity."³ This idea serves as an important theoretical basis for explaining the emergence of procrastination in students. Another CIS researcher, Dmitry Leontiev, pays special attention to the internal motivation of a person. He said that "People with high internal motivation carry out activities independently and stably."⁴ This justifies the need to develop internal motivation in order to reduce procrastination.

Uzbek scientists U.M.Badalova and N.I.Sirojova noted that "The relationship between the "time management" skills of students of higher education institutions and their academic achievements leads to increased motivation."⁵ This is one of the important factors that helps reduce procrastination. Also, in the research conducted by N.S.Yuldasheva and M.M.Karimova, they wrote that "motivation plays a significant role in the manifestation of procrastination among students."⁶ This approach indicates the need to develop practical strategies to reduce procrastination.

The above literature review shows that procrastination is a multifactorial phenomenon, and motivation, self-control, and social environment play important roles in reducing it. Therefore, this study aims to study these factors in a comprehensive manner.

This article aims to identify ways to reduce procrastination by increasing motivation in students, using a mixed approach. Several methods were used in the research process, which allowed for a comprehensive analysis of the problem. The observation method was used to analyze the real behavior of students in the learning process. The interview helped to understand their inner experiences and motivational factors more deeply. Methodologically, the advantage of this study is that it combines theoretical and practical approaches. This indicates that the results obtained are not only scientific, but also practical. At the same time, the need to conduct the study in a wider audience and enrich it with additional methods is also noted.

RESULTS

There is a significant correlation between the level of procrastination in students and motivation. Procrastination among students occurs more often in connection with tasks that are more difficult or uninteresting. In such situations, students postpone starting the task or replace it with other, less important activities. At the same time, students who have a clear goal and can plan their activities in advance are less likely to procrastinate. The results of the observation showed that distracting factors play an important role in students' daily activities. Excessive use of social networks, unplanned spending of time, and lack of a clear agenda were identified as the main factors that increase procrastination. At the same time, it was found that students with time management skills are more stable in relation to this problem. During the interviews, students

² Ferrari JR Procrastination and Task Avoidance: Theory, Research, and Treatment. – New York: Plenum Press, 1995. – URL: <https://link.springer.com/book/10.1007/978-1-4899-0227-6>

³ Ilin E. P. Motivation i motivy. - SPb.: Peter, 2002.

⁴ Leontev D. A. Psychology means. - M.: Smysl, 2003.

⁵ Badalova MU, Sirojova NI The relationship between the time management skills of students of higher educational institutions and their academic achievements // PEDAGOGS, 84(1), 143–149. <https://scientific-jl.com/ped/article/view/23303>

⁶ Yuldasheva NS, Karimova MM Psychological Factors in the Manifestation of Procrastination Among Students // *Modern Trends and Development Factors in the Application of Digital Technologies in Education*, 43 (1), 8-12. <https://scientific-jl.com/trt/article/view/12720>



themselves noted a lack of motivation as the main reason for procrastination. Some students admitted that they procrastinate due to fear of completing the task or fear of failure. This indicates that emotional factors also play an important role.

Overall, the study results confirmed that approaches aimed at increasing motivation are effective in reducing procrastination. In particular, developing intrinsic motivation, clear goal setting, and good time management skills were shown to be important factors in overcoming this problem.

DISCUSSIONS

It once again confirms that motivation plays a central role in understanding the problem of procrastination in students. As the level of motivation increases, students' responsibility for their academic activities also increases. This indicates that procrastination is not only associated with improper time allocation, but also with deeper psychological factors. Intrinsic motivation has a more stable and long-term effect than external incentives. Students with intrinsic motivation organize their activities independently and feel less need for external control. This increases their ability to resist procrastination. In this regard, it is important to take into account students' interests in the educational process and encourage them to participate actively. In addition, goal-setting and planning skills have been shown to be an important tool in reducing procrastination. Small and achievable goals increase the student's self-confidence and make it easier to start a task. This approach is especially effective when working with complex tasks.

The importance of emotional factors was also emphasized during the discussion. Some students procrastinate due to fear of completing the task or lack of self-confidence. This indicates that in reducing procrastination, not only motivation should be increased, but also emotional support should be provided. Psychological training and counseling can be a useful tool in this regard. The influence of the social environment was also not ignored. It was observed that students studying in a supportive environment are more active in completing their tasks. This indicates that the role of teachers and educational institutions is important. Interactive lessons, a stimulating assessment system, and an open communication environment help increase motivation.

Overall, the discussions show that reducing procrastination requires a comprehensive approach. The most effective results can be achieved when increasing motivation, developing time management skills, and creating a positive psychological environment are used together. This ensures not only academic success of students, but also personal development.

CONCLUSION

In conclusion, it can be said that motivation plays a significant role and importance in reducing the problem of procrastination in students. The results of the study showed that procrastination is not only the result of improper time allocation, but also a complex process closely related to the motivational, emotional and social state of the individual. In particular, a low level of motivation was shown to be one of the main factors leading to procrastination in students. During the study, the importance of intrinsic motivation was particularly recognized. It was found that students with intrinsic motivation approach their academic activities consciously and responsibly and strive to complete tasks on time. At the same time, external incentives can also have a positive effect to a certain extent, but they do not always provide long-term results. Therefore, it is necessary to give priority to the formation of intrinsic motivation in the educational process.

Clear goal setting, breaking tasks down into smaller steps, and effective time management skills are important tools for reducing procrastination. This approach helps students organize their activities and overcome internal barriers to getting started. At the same time, self-motivation techniques have also been observed to be effective in increasing motivation.



In general, reducing procrastination requires a comprehensive approach. Relying on only one factor will not be enough, but aspects such as motivation, self-control, emotional stability and social support should be developed in harmony with each other. Recommendations developed on this basis can have a positive impact on the more effective organization of students' educational activities and their personal development.

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