

THE ROLE OF MOTIVATION IN IMPROVING THE EFFICIENCY OF INDIVIDUALIZATION TECHNOLOGY IN HIGHER EDUCATION.

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ABSTRACT: *This article provides information on the formation of an individual educational trajectory of students in the credit-modular system, the concepts of the credit-modular system and the effectiveness of the technology of individualization of higher education. This article can be used by representatives of the relevant field as theoretical information.*

Key words: *credit-modular system, individual learning, educational trajectory, achieving transparency in education, flexibility of learning, individualization technology, motivation.*

INTRODUCTION.

Individualized learning is a form of learning, a model of organizing the educational process, which is characterized by the following features:

- 1. The teacher works with each student individually;**
- 2. Each student completes educational tasks taking into account his personal characteristics,** abilities, interests and needs, that is, he works individually with learning tools (textbook, visual and didactic materials, computer).

The main advantage of individualized learning is the acceleration of this process, since when choosing the content of training, tools and methods of students, the personal characteristics and speed of learning are taken into account, and the purpose of their fulfillment of educational tasks is to give them the opportunity. to learn and adapt faster, to acquire knowledge and skills at the level of their capabilities. step, will be able to identify achievements, shortcomings and deficiencies in educational activities, apply measures to eliminate them, and reward for achievements. This helps students adapt to the constantly changing educational process, to the best of their ability to master the educational material and achieve goals, using methods and techniques convenient for them. The technology of individualized learning requires an individual approach.

An individual approach is one of the principles of the methodology, in which the teacher, taking into account the personal characteristics, interests and needs of students, organizes educational activities according to an individual model and demonstrates a high culture in communicating with them, and is engaged in cooperation. A comfortable psychological and pedagogical atmosphere created in the

classroom is the basis for the development of all students, including each student at the level of his or her potential.

The technology of individualization of training has the following features:

1. The teacher must take into account the personal characteristics, interests and needs of students when choosing the organization of educational activities, training content, means, methods and styles;

2. It is necessary to determine the educational and methodological, pedagogical and psychological, organizational and managerial ways of organizing individual education.

Since the most acute problems in the field of education and training are associated with the lack of motivation for learning among most students, this leads to a decrease in the main indicators of education and training of graduates. Student activity has different meanings for different types of students. Determining the essence of learning motivation and the meaning of learning for the student in each specific case plays a decisive role in determining the measures of pedagogical influence of the teacher.

First of all, if we pay attention to the essence of the word motivation, the following meanings can be understood from the sources:

Motivation is the reason why people and other animals begin, continue or stop behavior at a certain time. Motivational states are usually understood as forces acting within an agent that create a tendency to goal-directed behavior. Different mental states often compete with each other, and only the strongest state determines behavior. [1, B. 93-101];

This means that we can be motivated to do something without actually doing it. The paradigmatic state of mind that provides motivation is desire. But various other states, such as beliefs about what to do or intentions, can also provide motivation. Motivation comes from the word motive, which means a person's needs, desires or urges. It is the process of motivating a person to act in order to achieve a goal. Psychological elements that determine people's behavior in the context of work goals may include the desire for money. [1, B. 93-101];

The meaning of learning and its significance is the main motivational component of a student's personality. When considering educational motivation, one should rely on three approaches to describing groups of motives. The first classification option includes consideration of two large groups of motives: cognitive and social.

Cognitive motives are related to the content of educational activities and the process of their implementation. These motives show that schoolchildren are focused on acquiring new knowledge and learning skills. A. Adler was the first to define the concept of cognitive style as stable individual characteristics of cognitive processes that predetermine the use of various research strategies. Within the framework of his individual psychology, it is understood as the uniqueness of a person's life path, which is formed by setting goals and achieving them.

G. Allport began to consider cognitive style as an integral system of personality of an instrumental order (ways and means of achieving a goal). Later, this problem was studied by K. Stadner, G. Vitkin and others.

In the former USSR, cognitive methods were studied by V. A. Kolga (Estonia), the Teplov-Nebilicin school (Moscow), M. A. Kholodnaya (Kyiv, Moscow since the 1990s), A. Libin and others.

Social motives are associated with various types of social interactions of a student with other people. For example, the desire to learn how to be useful to society, the desire to fulfill one's duty, understanding the need to study, a sense of responsibility. In this case, the motives for understanding social necessity, duty and responsibility, the desire to thoroughly prepare for the choice of profession are of great importance.

The famous German scientist Kurt Lewin conducted an extensive study of the problem of motives, especially motives for human social behavior, and found that each person is inclined to perceive and evaluate a particular situation in his own way. Surprisingly, the assessments of different people regarding the same specific situation are also different. In addition, the same person is inclined to perceive the same situation differently in individual cases, depending on his state and mood. Therefore, it is more correct to explain a person's real actions at a given moment not by his assessment or reaction to internal and external stimuli in a given specific situation, but by the presence of internal readiness - a predisposition to perceive such situations.

CONCLUSION

Individualization of education serves to improve the quality of education by bringing it into line with the capabilities and needs of students, and also helps to make this a priority of motivation in education.

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