

## THE ROLE OF MOTIVATION IN THE LEARNING PROCESS

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**Abstract.** Psychological studies have shown that among the many factors that affect how students learn and succeed in school, motivation stands out as one of the most important. Understanding what drives students to learn — and analyzing it correctly — is essential for teachers to teach effectively and for students to make real progress. Motivation can be described as the internal energy or desire that pushes someone to act or keeps them focused on reaching a specific goal. It plays a key role in learning, perhaps even more so than intelligence. In fact, many psychologists argue that motivation has a bigger influence on learning outcomes than a student's IQ. That's why teachers need students who are eager, interested, and ready to learn — because without motivation, even the best teaching methods may not work. The aim of this article is to help readers better understand how motivation works and why it's so important in the teaching and learning process. To support this, the article reviews a range of academic sources. It starts by defining key terms like motivation, incentive, and learning drive, then moves on to explain how motivation affects student progress. Finally, it offers a brief overview of techniques that teachers can use to increase students' motivation in the classroom.

**Keywords:** motivation, learning, psychology, methods, techniques, teaching.

**Annotatsiya.** Psixologik tadqiqotlar shuni ko'rsatadiki, o'quvchilarning qanday qilib o'rganishi va maktabda muvaffaqiyatga erishishiga ta'sir qiluvchi ko'plab omillar orasida motivatsiya eng muhimlaridan biri hisoblanadi. O'quvchilarni o'qishga nima undashini tushunish va uni to'g'ri tahlil qilish — o'qituvchilarning samarali dars berishi hamda o'quvchilarning haqiqiy yutuqlarga erishishi uchun juda muhimdir. Motivatsiyani odamni harakatga undaydigan yoki ma'lum bir maqsadga erishishga yo'naltiradigan ichki kuch yoki istak deb tariflash mumkin. U o'qish jarayonida asosiy rol o'ynaydi, ba'zida hatto intellektidan ham muhimroq bo'lishi mumkin. Ko'plab psixologlar motivatsiya o'quv natijalariga IQdan ko'ra kuchliroq ta'sir ko'rsatadi, deb hisoblaydi. Shuning uchun ham o'qituvchilar ishtiyoqli, qiziqqon va o'rganishga tayyor o'quvchilarga muhtoj, chunki motivatsiyasiz eng yaxshi dars uslublari ham samara bermasligi mumkin. Ushbu maqolaning maqsadi — o'quvchilarda motivatsiyaning qanday ishlashini va uning ta'lim jarayonidagi ahamiyatini o'quvchiga yanada chuqurroq tushuntirishdir. Maqolada turli ilmiy manbalar sharh qilinadi. Avval motivatsiya, rag'bat va o'quv istagi kabi asosiy tushunchalar aniqlanadi, so'ngra motivatsiyaning o'quvchilarning rivojlanishiga qanday ta'sir qilishi bayon etiladi. Oxirida esa o'qituvchilarning o'quvchilarda motivatsiyani oshirish uchun qo'llashi mumkin bo'lgan usullari qisqacha ko'rib chiqiladi.

**Kalit so'zlar:** motivatsiya, o'qish, psixologiya, usullar, texnikalar, o'qitish.

**Аннотация.** Психологические исследования показали, что среди множества факторов, влияющих на то, как учащиеся учатся и добиваются успеха в школе, мотивация

занимает одно из самых важных мест. Понимание того, что побуждает студентов к обучению, и правильный анализ этих факторов являются ключевыми для эффективного преподавания и реального прогресса учащихся. Мотивацию можно описать как внутреннюю энергию или стремление, которое побуждает человека к действию или помогает ему оставаться сосредоточенным на достижении определённой цели. Она играет важную роль в процессе обучения, возможно, даже большую, чем интеллект. Многие психологи утверждают, что мотивация оказывает большее влияние на учебные результаты, чем уровень IQ ученика. Поэтому учителям необходимы заинтересованные, любознательные и готовые учиться ученики, ведь без мотивации даже самые лучшие методы преподавания могут оказаться неэффективными. Цель данной статьи — углубить понимание читателя о том, как работает мотивация и почему она так важна в процессе преподавания и обучения. В статье рассматривается ряд академических источников. Сначала даются определения ключевых понятий, таких как мотивация, стимул и учебная активность, затем объясняется, как мотивация влияет на прогресс учащихся. В завершение кратко представлены методы, которые учителя могут использовать для повышения мотивации учащихся в классе.

**Ключевые слова:** мотивация, обучение, психология, методы, техники, преподавание.

Motivation is a core element that significantly shapes how students engage with and absorb learning materials. The term “motivation” is derived from the Latin word “Mover,” as it refers to the cause and reason behind behavior. Motivation can be described as the driving force that propels an individual forward, keeps them moving, and determines where they should go. In pedagogical practice, motivation is often categorized into intrinsic and extrinsic forms. Intrinsic motivation originates from a learner’s internal interest, curiosity, or sense of challenge, while extrinsic motivation is driven by external outcomes such as grades, praise, or rewards. Both forms play a role in academic performance, but long-term, deep learning is more closely linked with intrinsic motivation. Pedagogical approaches that promote motivation include creating a positive and supportive classroom atmosphere, allowing students to make choices, integrating real-life relevance into the curriculum, and fostering a sense of achievement. Motivation not only enhances academic performance but also improves critical thinking, creativity, and learner autonomy.

Classroom strategies that boost motivation may involve collaborative learning, formative assessment with feedback, and personalized learning paths. Teachers who exhibit empathy, set clear expectations, and provide consistent encouragement are often more successful in maintaining student interest. Teachers play a central role in shaping and enhancing student motivation, which directly influences the quality and depth of learning. A motivated student is more likely to engage actively, persist through challenges, and take ownership of their academic growth. Teachers can foster this motivation by creating a positive, inclusive, and respectful classroom environment where students feel safe to express themselves and take intellectual risks.

One of the most effective ways teachers can boost motivation is by setting clear and achievable learning goals, offering regular and constructive feedback, and recognizing students' efforts rather than only their results. Providing choices in assignments, encouraging collaboration,

and relating content to real-life situations also help increase students' intrinsic motivation. Moreover, teachers who model enthusiasm and show genuine interest in both the subject and the student's success tend to inspire similar attitudes in learners. The emotional connection between teacher and student — built through trust, empathy, and encouragement — is a powerful motivational force.

Ultimately, teachers are not just content deliverers; they are facilitators of growth. By understanding the diverse needs of their students and applying motivational strategies effectively, educators can empower learners to develop curiosity, confidence, and a lasting love for learning. Additionally, cultural, social, and emotional contexts influence how motivation is formed and sustained. Several respected scholars in educational psychology have deeply explored the relationship between motivation and learning. Their theories have profoundly influenced pedagogical thinking and classroom practice.

Edward Deci and Richard Ryan, developers of the Self-Determination Theory (SDT), argue that humans are naturally inclined toward growth and learning when three basic psychological needs are met: autonomy, competence, and relatedness. According to them, students learn best when they feel in control of their learning, believe they are capable, and experience meaningful connections with others. SDT suggests that intrinsic motivation thrives when these conditions are present in the classroom.

Carol Dweck introduced the concept of the “growth mindset,” the belief that intelligence and abilities can be developed through effort and persistence. Her research found that students who believe they can improve tend to be more motivated, resilient, and willing to embrace challenges. She emphasizes that praise should focus on effort rather than innate ability to foster motivation and long-term academic success.

John Hattie, through his extensive meta-analyses in *Visible Learning*, identified that student-teacher relationships, clear learning goals, and formative feedback significantly affect motivation and achievement. Hattie argues that when students know what is expected and feel supported, they are more likely to engage and excel.

Motivation plays a central role in the learning process, influencing not only academic achievement but also students' emotional and social development. As shown by various educational theories, motivated learners are more engaged, persistent, and open to challenges. Teachers play a vital role in shaping this motivation through supportive environments, clear expectations, and meaningful learning experiences. Recognizing the value of both intrinsic and extrinsic motivation allows educators to better meet diverse student needs. Ultimately, fostering motivation is not just about improving test scores—it's about inspiring a lifelong desire to learn, grow, and achieve personal potential in and beyond the classroom.

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