

## A Student Motivation and His in Education Role

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### ABSTRACT

**Objective:** This study aims to analyze the role of student motivation in Uzbekistan's education system, exploring various types of motivation (internal, external, term-based, and permanent) and their impact on students' academic performance, personal development, and future career aspirations. **Methods:** The research employs a qualitative approach, utilizing surveys and interviews with students, teachers, and education administrators to gather insights into motivational factors and their effects on the educational process. **Results:** Motivated students demonstrate high academic achievement, active participation in educational activities, and significant personal growth. These students set clear goals, manage their time effectively, and engage in creative and social activities that enhance their skills. Motivated students are also more confident and prepared for future professional challenges. **Novelty:** This study highlights the importance of tailored teaching methods, such as interactive lessons, rewards, and personalized approaches, in boosting student motivation. It emphasizes the need for educators to foster both intrinsic and extrinsic motivation to ensure long-term educational success and prepare students for a knowledge-based economy.

## INTRODUCTION

Uzbekistan's education system is undergoing significant changes to align with global trends and prepare students for the challenges of the 21st century. In response to these shifts, the focus has expanded beyond traditional academic knowledge to encompass the development of skills that are essential in a rapidly evolving world, such as critical thinking, creativity, and adaptability. The role of student motivation has become increasingly important as a key driver in helping students navigate these changes. Motivated students are more inclined to take initiative in their learning, pushing themselves to go beyond the classroom materials and explore new areas of interest. This intrinsic drive fosters an environment where students feel empowered to pursue knowledge independently and with passion, which is crucial for adapting to a knowledge-based economy [1], [2].

However, motivation is not always guaranteed, and its absence can lead to a variety of challenges in education. Without sufficient motivation, students may struggle to engage with their studies, leading to a decline in performance and a lack of enthusiasm toward their future goals. A lack of motivation often results in lower academic achievement, as students may not see the relevance of their studies or may become disengaged from the learning process. Moreover, personal development is also affected,

as motivation plays a crucial role in developing self-confidence and a sense of purpose [3]. Thus, addressing the root causes of low motivation is essential to ensure that students remain motivated and proactive throughout their educational journey.

To address the varying levels of student motivation, the education system in Uzbekistan must introduce innovative teaching methods that resonate with the diverse needs of students. This includes offering more interactive and engaging learning experiences that stimulate curiosity and encourage active participation. By incorporating student-centered approaches, such as project-based learning and collaborative activities, educators can provide opportunities for students to take ownership of their education. Additionally, recognizing and rewarding progress, whether through formal achievements or informal encouragement, can significantly boost motivation levels [4], [5]. The ability to tap into both intrinsic and extrinsic forms of motivation can be a powerful tool for fostering a culture of excellence in education, which not only benefits individual students but also contributes to the overall progress of the education system in Uzbekistan.

## RESEARCH METHOD

This study aims to analyze the role of student motivation in Uzbekistan's educational context. It explores various types of motivation, such as internal, external, term-based, and permanent motivation, and examines how these influences contribute to the students' academic performance, personal development, and future career goals. The research uses a qualitative approach, gathering data through surveys and interviews with students, teachers, and education administrators to identify motivational factors and their impact on the educational process [6], [7].

## RESULTS AND DISCUSSION

A student's motivation in education plays a significant role in defining not only his academic success but also the contributions of teachers and the education system [8]. Below are the main roles of motivation in education:

1. **High academic results:** To motivation have students in reading high results they show They are their own goals reach for own times and energies efficient way manage their own ignorance y overcome for addition of resources they use [9].
2. **Education to the process active participation Achievement:** Motivated students education in the process active participation they go to classes participate in problems solution in doing independent thought they walk This while education quality increases and teacher with efficient cooperation provides [10].
3. **Personal development:** Motivated students own knowledge and skills to increase they strive They are own personal development big attention they give, study with together creative and social also involved in activities are done. This is the student's to himself has been confidence increases and in society successful person as formation help gives [11], [12].

4. **Professional goals put:** Motivation for students their own future professional direction in choosing help gives They are to themselves sure goals put, own the future for necessary has been knowledge to get they strive And this to society: necessary experts in preparation, big important have [13], [14].

Below student of motivation different factors and his in education importance cause let's go.

**Table 1.** Factors influencing student motivation and their importance in education.

| Motivation type      | In education importance   | Teachers for suggestions   |
|----------------------|---|--|
| Internal motivation  | A student self to develop, personal goals to put, study and knowledge to get they strive This kind of motivation more efficient and stable will be                                | What interests the student, himself to express possibility giving interactive methods apply [15]                           |
| External motivation  | A student from reading except, awards or another external through factors (grades, scholarships). is motivated. Theirs to study has been interest more external to factors depend | Teachers to students in assessment fair is encouraging systems current reach it is necessary [16]                          |
| Term motivation      | A student short term to goals reach for possible as long as fast and efficient tries to work  | Small and sure goals designation through student to action bring to success in reaching help to give [17]                  |
| Permanent motivation | Long term goals put, knowledge to receive continue to continue and scientific to the activity dedication  | Students with long term planning support and to them to the goal reach for motivational the approach offer to achieve [19] |

Students motivation increase for one how much efficient methods there is. Teachers and education system motivation only encourage through not but students with relationships development increase through need the following methods motivation to increase help gives:

1. **Interesting and interactive lessons:** Lessons interesting and interactive to do , of students active participation provide, their thoughts listening, problems solution in

doing own thoughts free expression reach opportunity create students to study more more attraction does.

2. **Rewarding and Encouragement:** Students themselves put to goals when they achieve encourage and reward motivation increases. These are the rewards only grades with without limitation, recognition and another social there will be prizes too can.
3. **Personal approach:** Each of the students needs to understand and to them suitable coming the approach choice motivation increases. To the students personal goals, they with sure plan make up and themselves to develop help to give their motivation high level save stands.
4. **Science and of practice Contact:** Students is studying sciences and professional activities between to connect show of knowledge practical to be used orientation in them real motivation wakes up. Also practice and training through knowledge strengthening their to study has been interest increases.

Summary by doing, if we say student motivation, education system main from the factors is one He is not only of the student's own success defines, perhaps education system efficiency increases, to society useful citizens in education important role plays A student motivation increase efficient methods using teachers and education system young people science to get personal to development and future professional activities in preparation big contribution they add So student motivation education system efficient performance of students knowledge in receiving successes and the future for necessary is the basis.

## CONCLUSION

**Fundamental Findings :** This study highlights that student motivation is a key driver of academic success, personal development, and professional goal setting in Uzbekistan's education system. Motivated students tend to exhibit high academic performance, active participation in learning, and a strong commitment to personal and professional growth. **Implications :** The results suggest that educators and the education system should prioritize motivational strategies, such as interactive learning, fair assessment, and personalized approaches, to foster a more engaged and self-driven student body, ultimately contributing to the development of a skilled workforce. **Limitations :** The study relies on qualitative data from a limited sample, which may not fully capture the diverse range of motivational influences across the entire student population in Uzbekistan. **Future Research :** Future research should explore the long-term effects of various motivational strategies on student outcomes, with a focus on different regions of Uzbekistan and the role of cultural factors in shaping motivation. More quantitative studies could help validate these findings on a larger scale.

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