



THEORETICAL AND METHODOLOGICAL DESCRIPTION OF THE PEDAGOGICAL ESSENCE OF THE MOTIVATIONAL APPROACH AND RELATED CONCEPTS

M. B. Artikova

Professor, Andijan State Pedagogical Institute

D. N. Iminova

Independent Researcher

Abstract

This article provides a theoretical and methodological overview of the pedagogical essence of the motivational approach and related concepts. It emphasizes the role of motivation as a key driving force in shaping students' academic engagement, learning behavior, and internal drive for self-development. Drawing from various pedagogical, psychological, and philosophical sources, the study explores the definition of motivation, the reasons for using a motivational approach in education, and its influence on the student-teacher interaction. The motivational approach is presented as a strategic pedagogical method that enhances the effectiveness of teaching by encouraging long-term interest, cognitive activity, and personal growth among students. The article concludes that stable and well-structured motivational processes are essential for achieving high-quality educational outcomes.

Keywords: Motivation, motivational approach, pedagogical theory, academic engagement, internal drive, learning behavior, educational process, student-teacher interaction, cognitive activity, personal development

Introduction

It is well known that in the educational process, the concept of motivation expresses the student's internal drive toward learning activities, their



understanding of educational goals, and the desire to meet personal and social needs. Motivation is considered one of the most essential processes in managing education, coordinating relationships, and forming energetic behavior in students. Based on the analysis of scientific sources, let us first consider the definition of the concept of motivation. According to the National Encyclopedia of Uzbekistan, the term “motive” is defined as follows:

“A motive is a factor or reason that drives a person to fulfill a specific goal in their activity. It is an internal impulse that encourages a person to act and is considered a higher form of need. A combination of motives behind actions and behavior is called motivation. Motivation is formed and developed based on needs. The stability of these needs ensures the effective formation of motivation.” Since action is an integral part of activity, it is often equated with the purpose of that activity. Thus, the term “motive” (from the French “motif” and Latin “moveo” – to move) is defined as a multi-meaning concept.

Motivation is viewed as an individual driving force for each learner; however, it is also closely connected with group interactions, external environmental influences, and pedagogical management. Motivation must be continuously supported not only through theoretical approaches but also during the practical engagement with learners. As emphasized in the literature:

“Motivation is the source of any personal activity. It acts as the ‘energy battery’ of a person. The intensity of human activity depends on the strength of motivation. Motives (such as interests, needs, aspirations, beliefs, ideals, emotions, instincts, and attitudes) are factors that encourage a person to act, and they guide and energize activities.”

A person, when pursuing a particular goal, naturally wants the process to be effective. In this context, motivation can be defined as:

“A process that stimulates, manages, and supports purposeful behavior.”

Thus, motivation describes why a person engages in a specific activity — it is the driving force behind human actions.

From the research topic perspective, a logical question arises: Why is motivation considered as an “approach”?

From a pedagogical point of view, the term approach refers to a way of influencing (a person, object, or process), studying, teaching, or making changes



to something. Therefore, “approach” can be defined as a set of general research methods used to study any pedagogical problem.

Different fields and research areas use specific leading approaches. For example:

In pedagogy: differentiated, personality-centered, systematic, individual, and competency-based approaches.

In psychology: systemic and semantic approaches.

In sociology: sociological and theoretical approaches.

In philosophy: systemic, philosophical, and cultural-philosophical approaches.

In natural sciences: systematic, informational, broad-based, and simplified approaches.

In philology: linguistic and cognitive approaches.

The term “approach” also has several synonyms, such as: entry, attitude, path, organization, development, simplification, improvement, transition, etc., when referring to solving or engaging with problems.

In a generalized and practical sense, one can define “approach” as:

“A set of convenient methods to enter, solve, implement, explain, or attempt something.”

This gives a clear rationale as to why the motivational approach is taken as the basis in the research.

While the motivational approach is studied from different aspects in fields such as economics or psychology, in pedagogy it is mainly examined in connection with students’ academic engagement, moral needs, and stimulation through the learning environment.

The pedagogical essence of the motivational approach is primarily aimed at developing students’ cognitive (academic) activity. The effectiveness of the teacher-student collaboration largely depends on motivational factors. In other words, the more stable and meaningful the motivational processes are in the educational environment, the greater the opportunities to achieve high-level goals.

In this process, it is possible to enhance the quality of education by using pedagogical methods, approaches, and technological tools to meet learners’ needs and strengthen motivation.



In education, the motivational approach serves as a primary driver for personal development, gaining experience, and acquiring necessary knowledge and skills. The interest, confidence, independence, and desire to learn that emerge in students are closely linked to motivation.

It is important to emphasize that in pedagogical processes related to the motivational approach, the long-term impact of motivation is the most crucial factor. This is because interest sparked by short-term incentives can quickly fade away, while long-lasting motivation ensures sustainable educational outcomes.

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