

## Research Article

# Motivation as a Means of Improving the Efficiency of the Educational Process (on the Example of the Discipline of the Kyrgyz Language)

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**Abstract:** The problem of increasing motivation in learning finds its place in any subject. An important point in the learning environment is that motivation is a means of increasing the effectiveness of any learning activity, which is also reflected in the study of the Kyrgyz language. We will consider various ways, techniques and methods as a means of increasing educational motivation when learning Kyrgyz language. Turning to the students' own goals and needs, considering motivation as an element of the objective world of the individual, it is important to understand that teachers can only indirectly influence it, create needs and conditions based on interests. Therefore, touching on these beliefs, the article also puts forward such ways in which the people themselves, who learn the language, can independently increase their own motivation to learn Kyrgyz to maintain the effectiveness of learning, for this, the basic rules are presented, with the help of which you can independently formulate your goals correctly. After all, it is precisely the correctly formulated goal that is the core for further maintaining motivation, as well as the initial foundation in any development of the business. Based on the study, we can *conclude* about the desire and enthusiasm during the educational process.

**Keywords:** motivation, training, educational activity, motivation improvement, study, studying process.

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## Научная статья

# Мотивация как средство повышения эффективности учебного процесса (на примере дисциплины кыргызского языка)

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**Резюме:** Проблема повышения мотивации в учении находит своё место в любом предмете. Важным моментом в учебной среде является то, что мотивация – средство повышения эффективности любой учебной деятельности, что находит отражение и в изучении кыргызского языка. Мы же будем рассматриваем различные способы, приёмы и методы как средства повышения учебной мотивации при изучении кыргызского языка. Ссылаясь на собственные цели и потребности студентов, рассматривая мотивацию как элемент предметного мира личности, важно понимать, что преподаватели могут лишь косвенно воздействовать на него, создавать потребности и условия, исходя из интересов. Следовательно, затрагивая эти убеждения, статья выдвигает также такие *способы*, при помощи которых сами люди, осваивающие язык, самостоятельно могут повышать собственную мотивацию к изучению кыргызского языка для поддержания эффективности обучения, для этого представлены основные правила, с помощью которых можно самостоятельно сформулировать правильно свои цели. Ведь именно правильно сформулированная цель – стержень для дальнейшего поддержания мотивации, а также начальный фундамент в освоении любого дела. На основе проведенного исследования можно сделать *вывод* о желании и энтузиазме во время учебного процесса.

**Ключевые слова:** обучение, мотивация, учебный процесс, учебная деятельность, изучение, повышение мотивации.

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# Салтавласа вѣрентни (мотиваци) – вѣрену процесѣн тухаѣслахне уѣстермелли меслет (кѣркѣс чѣлхи тѣслѣхѣ тѣрах)

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**Аннотаци:** Вѣренуѣре мотивацие уѣстерес ыйту кирек мѣнле предметра та вырѣнлѣ. Салтавласа вѣрентни – кирек мѣнле вѣрену ѣсѣн тухаѣслахне те уѣстермелли мел, ѣакна кѣркѣс чѣлхине вѣреннѣ чухне те асѣрхама пулатъ. ѣак ѣсѣре кѣркѣс чѣлхине вѣреннѣ чухне мотивацие уѣстермелли тѣрлѣ майсене, мелсене тата меслетсене пѣхса тухнѣ. Палѣрт-нѣ темѣпа ѣыхѣннѣ литературѣна тишкерни тѣпчев меслечѣ пулса тѣчѣ. Студентсен тѣллѣвѣсене тата вѣсем мѣнле кѣсѣкланнини шута илсе, вѣсене харпѣр тѣнче куравѣн элементѣ вырѣнне хурса, преподавательсем мотиваци ѣине кѣретсѣррѣн витѣм кѣме, кирлѣ условисем туса пама пултарнини ѣнланмалла. Апла пулсан пирѣн статья ѣак ѣирѣ-плетѣве шута илсе чѣлхене алла илекен ѣынсене, вѣрену тухаѣслахне уѣстерес тѣллѣвѣ, кѣркѣс чѣлхине вѣренмелли салтавсене хѣйсем тѣллѣнѣх уѣстерме пултаракан *майсене* палѣртма пулѣшатъ. ѣакна тума хѣйсен тѣллѣвѣсене хѣй-сем тѣллѣнѣх тѣрѣс йѣркелеме май паракан тѣп правилѣсене илсе патѣмѣр. Тѣрѣс йѣркеленѣ тѣллѣв салтавлѣха, мотивацие малалла аталантармалли, ѣавѣн пекех кирек мѣнле ѣсе те алла илмелли никѣс пулса тѣратъ. Тѣпчеве тѣпе хурса вѣрену процесѣ вѣхѣтѣнче кѣмѣлпа хастарлѣх вырѣнлѣхѣ ѣинчен *пѣтѣмлету* тума пулатъ.

**Тѣп сѣмахсем:** салтавлѣх, мотиваци, уѣстерни, вѣрену ѣсѣ, вѣренту, вѣрену, процес.

**Цитатѣлама:** Курманбаева Г. А. Салтавласа вѣрентни (мотиваци) – вѣрену процесѣн тухаѣслахне уѣстермелли меслет (кѣркѣс чѣлхи тѣслѣхѣ тѣрах) // Вѣрену аталанѣвѣ. – 2022. – Т. 5, № 3. – С. 43-45. DOI:10.31483/r-103151.

## Introduction

For the effectiveness of the process of learning the Kyrgyz language, it is very important to increase your motivation. Stimulus, impetus to action, motive – this is all that constitutes motivation.

Ch. Ryspaeva notes that the state and the education system of each state are faced with the task of forming personal readiness, namely the desire, desire to master social experience, the ability to learn throughout life. Such readiness should be formed during the period of a child's education at school in the process of his educational activity, which is based on a positive, encouraging positive motivation of the teacher [2].

Considering the ways of increasing motivation as one of the means of increasing educational activity, a number of different methods and techniques are put forward, because the success of the lesson and the attitude of students to the subject depend on how interesting and enthusiastic the study and development of the Kyrgyz language is.

A number of ways to help increase learning motivation when learning English

Motivation for learning is a rather difficult and ambiguous process of changing the attitude of an individual both to a separate subject of study and to the entire educational process. At the same time, the motivation for learning depends on the characteristics of the individual and the social roles of the individual [4].

Learning motivation is an impetus to active learning activity, manifested by incentives, motives and attitudes.

To increase your motivation, you must first form it. Sometimes it is enough to set a specific goal for the formation of motivation. Someone has it, and someone does not know at all why he is studying the Kyrgyz language. It is the goal of a person that can become a strong incentive, which in the future will only increase motivation when learning this language. Before considering the main ways to help increase learning motivation, we first provide instructions with rules by which you can correctly formulate your goal. Thanks to the correct formulated goal, you can further increase and maintain your own motivation. This instruction can also be provided by teachers of the Kyrgyz language to their students.

### Rule №1 – Formulate a Positive Goal

The goal should be about what you want, not what you don't want. Why is it needed!?

Because all your attention will be directed in the direction where your goal is. And think for yourself, if for example your goal is formulated negatively, accordingly, all your attention is directed precisely to the negative. For example, to get rid of the fear of talking to the Kyrgyz in Kyrgyz is a negative goal. Because you think about what you don't want to. You do not want to disgrace yourself in front of the carrier, you are afraid to say something wrong. Try restating your goal.

1. Practice with a friend.
2. Speak Kyrgyz by yourself, looking at your reflection in the mirror.

3. Try chatting with a Kyrgyz speaker. Please note that goals are objective in nature.

### Rule №2 – Be Clarity and Concrete

Your goal should be formulated clearly and clearly. The goal – to learn English – is fuzzy and lacks clarity. If you think about it, the native speakers themselves and any person do not know their native language by as much as 100%.

Now consider this example: the goal is «to learn to understand Kyrgyz films by ear» (this is if you are at a beginner level), or «improve your spoken language to an above-intermediate level. These presented goals are «specific», they show what the person specifically wants. But at the same time, the goals are divided into sub-goals, which form a clear plan. Based on this, it is clear that the above goals are in fact not fully formulated. They must have subgoals with time intervals.

The problem of motivation arises when mastering any skill or skill. Motivation is defined by many as a desire to act, but the task of motivation is much deeper. To date, the study of the Kyrgyz language is based on the fact that it is an important element for professional activities in our country. The general path of global development is determined by the need for radical changes in the education system, in other case at the level of cultural interaction. Supporting a humanistic approach to learning, the issue of motivation, its formation, ways of maintaining and increasing are more and more acute. After all, a good motivation to learn Kyrgyz is the key to successful language acquisition. «Goal» helps to form, maintain and increase motivation. In order for a «goal» to fulfill its purpose, it must be correctly formulated, which

is why the basic rules were given, with the help of which a clear and specific goal is drawn up.

**The purpose of our study** was to study the process of development of educational motivation among students of the Kyrgyz State University of Geology, Mining and Development of Natural Resources. academician U. Asanaliev at different stages of education. We believe that educational motivation is directly related to professional motivation, i.e. a student who has a clear idea of the future profession will be motivated to the educational process. Therefore, in order to assess the orientation of students towards professional activities, we used the methodology «Motives for choosing a profession». Students of 1–4 hens took part in the survey. The analysis showed that the answer to the question «How did your attitude to the specialty you received by the end of your studies at the university change?» 50% of graduates answered that for the better; 10% answered that the attitude has not changed, 5% answered that it has changed for the worse, related to getting a concrete idea of their future profession in the process of internship; 15% would choose another specialty, based on the answers of students, we assume that this is associated with great responsibility. To the question «Do you think that the future profession will allow you to realize your abilities and satisfy your needs?» 60% of third-year students answered that partially: only in the area of interest (in the first year

there were 28% of such students); 5% of graduates did not think about it (in the 1st year – 21%), and the same number answered: «no, because it does not match my skills and there are doubts about meeting their material needs» (in the 1st year – 3%). The desire to work in the specialty is a condition for successful development in professional activities. An analysis of the research materials showed that after graduation from the university, 28% planned to work in their specialty in the 1st year, 26% in the 3rd year; 25% and 22%, respectively, were going to enter a university. We assume such a high percentage of those wishing to improve their professional qualifications through higher education, which is one of the requirements for successful employment, as well as the desire to acquire another specialty in order to be in demand on the labor market. Analysis of the obtained results allows us to draw the following conclusions. In the process of preparing students, due to the influence of subjective and objective factors, the structure of their professional motivation changes, and teachers using the techniques presented in the article will successfully encourage students to acquire knowledge.

Learning is easy when there is momentum, desire and enthusiasm. It is more difficult when there is nothing like it, but do not forget that despite the lack of motivation, you can achieve any goal, regardless of the circumstances.

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