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THE PROBLEM OF READING MOTIVATION IN THE RESEARCH OF FOREIGN PSYCHOLOGISTS

Abstract: *This article describes the process of education, training and motivation to study the effectiveness of the educational role and to highlight the role of scientists in a number of ideas, analysis and recommendations, foreign psychological researches, experiments. Therefore, research and experience of foreign psychologists are presented.*
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Introduction

The role of academic motivation in teaching is recognized and widely recognized by scholars around the world. The study of the role of academic motivation in improving academic performance has been studied by foreign scientists in their research. From this point of view, a number of projects have been developed to explain the behavior that occurs outside of the stimulus, and this will be useful in analyzing internal motivation mechanisms. One such project is proposed by Ollport (1937, 1955. 1961). Researcher Ollport analyzes three motivational concepts related to internal motivation; functional autonomy, sufficient effort and involvement of the "I". It incorporates the principle of functional autonomy to explain how it becomes a target, while activities may at first appear for a different reason [1, p.19].

Research methods.

He has published two books on reading: "The Human Learning Process" (translated into Russian in 1931) and the English Basics of Reading (1932). His book The Human Learning Process consists of two parts. The first section describes a large number of Tomdayk experiments, and the second section provides an overview of the learning process [2, p.49]

One of the main features of the Tomdayk experience is that your network is very narrow and limited: they are a bit connected to the real learning process. One particular aspect of the Tomdayk experience is that they are very narrow and limited in nature. In his research on "Learning Process", Bruner looks at the student for a real, long time. It tries to explain the practical and theoretical problems that arise from the learning process. Bruner focuses not only on the motivation of reading or the factors that make the reader more inclined to read, but also about the motivation of the reader. Although his ideas are general, some of them are noteworthy. First and foremost, they are aware of the importance of cognitive motivations in reading and what is new. The feeling of inner satisfaction that comes with being a protectionist [3, p.54].

Much has been said about the role of encouragement and punishment in education, but little is said about the importance of interest and internal experiences in the "discovery of news". If we, as a psychologist, want to teach our children to take on larger learning topics, we need to have more internal "motivation" when we study the curriculum thoroughly. One of the ways in which the difficult sections of the subject we have been discussing recently, to take into account the capabilities of

learners, to create the conditions for the students to use their abilities and talents to the fullest. Experienced educators are well aware of the power of such a work environment. Readers should know what a person feels deeply into a problem.

In this regard, it can be stopped by E.Keron's work "The motives for capturing and avoiding achievement are the first defining part of epistemic behavior". The author uses the term "Epistemic behavior" to understand the individual's involvement in reading, listening to reports, and correcting issues [4]

According to G.Levaid (1985) and G.Rozenfeidiaming, who think about motivating and diagnosing student learning, this also needs to be taken into account, because this is important for motivational diagnosis [5].

G. Rosenfeld demonstrates the need to distinguish the scientific type of the situation as a task for further research. In Western psychology, the issue of two types of motivation and their specific features is deeply studied. These are extrinsic (emerging depending on external circumstances and circumstances) and intrinsic (needs, personalities, interests, aspirations, motivations. H.Heckhausen distinguishes six types of different concepts of intrinsic and extrinsic motivation, which differ from each other in the basic processes of communication, which components come to the forefront [6, p.6]

So, let's take a look at the intrinsic and extrinsic motivation below. Similar motivational actions are interpreted as non-purposeful activities. For example, E. Klinger (1971), who investigated such behavior in children, found that the game process was "like a game". In other words, the game has no specific purpose and therefore the game itself is the goal. According to R. White (1959), the greatest activity of an individual in the interaction with the environment is the bulk of the behavior. The motivation behind this type of activity is "motivation for action", the scientist said. At the same time, a sense of efficiency is the motivation for activity, and the result is an increase in the visibility component. The motivation behind self-affirmation or self-affirmation [7, p.21].

It can be seen that the ideas put forward in the above concept fill some sense with Mac Reynolds' classification. In this classification, the intrinsically motivated forms of behavior include forms that are only intended for activity. Some forms of the ultimate goal or goal are included in the intensely motivated behavior. While Mac Reynolds successfully considers motives associated with power, help, aggression, or some purpose as extrinsic, it is intrinsically motivated (intrinsic) to certain types of home and aesthetic experiences. He said - One or the other is intrinsically motivated if there is some type of management or layout management that maintains some optimal level of activity. The theoretical approaches to this concept are in line with Hebb (1955), Fiske and Maddy (1961),

who advocate the rule of "optimal reflection (activity)". The personal contribution to what is happening from the first to the fifth levels is more burdensome, but at the fifth level of coercion is taken into account, which reduces the level of responsibility. Numerous studies have focused on the factors that influence the occurrence of responsibility. This includes investigating situations in which you need to help, intercede, and help the stranger. Thus, the studies of Bibb Latane and John Darley [3, p.4] are dedicated to determining how much passengers meet their specific requirements (tell us what time it is, what is your name, show your route, and so on). Researchers found that the nature of the request, as well as the form and sequence of the response, influenced the response and the response rate. Additional passenger location in addition to a more flexible survey. One of the areas in this series of studies is the study of responsibility. Allen experimented on subway trains using the "missing passenger" model. With the help of both the experimenter and the assistant, the situation of misinformation has been created. "Passenger - Experimental" near the "real" passenger. The disinfectant of the passenger acted as a related variable, as evidenced by the witness's testimony and his non-interference in the situation. Allen's second series of experiments was conducted with a series of disinfectant altered behaviors, particularly inaccurate behaviors, so it is inconceivable to assume that this person is the same. According to Sh. Schwartz's concept, positive behavior in aid situations is largely influenced by shared social norms and personal experience, as well as the "personal norms" that result from the interconnectedness of personal responsibility. Personal responsibility is defined here as "... a certain sense of ability to control the performance of an action and its outcome" [6, p.175]. A person's willingness to act in accordance with norms is determined by their thoughts about what will happen to other people and how well these effects fit into his or her own standards, as well as his or her level of responsibility. Because personal norms are linked to my image, breaking norms leads to a loss of guilt and self-confidence, and compliance leads to increased pride and self-esteem [7]. The child's interaction with an adult acts as a leading activity, the motive of which is the adult himself. At an early age, the leading is the objective activity, the motive of which is the objects surrounding the child with their cultural properties. In preschool age, a game activity, the motive of which is the game itself (that is, the child does not play for something, but because he likes the game process itself). In fact, the preschooler perceives the social environment in many ways through the game, which reveals to him the meanings of the relationship between people in various situations.

Researcher J. Rotter summarized the idea of referring to external factors or internal bases in the

concept of personality management. Two types of control: internal and external - are used to explain the behavior of an individual based on the person's property [8] to link the causes of the event to external or internal sources. Internal control is an indication of responsibility for events, their explanation from the point of view of personal contributions, and their impact on development and outcomes [9]. Responsibility for what is happening outside environment, responsibility for the environment and other external factors is evidence of external management [10]. Hunt's work (1965, 1971) is particularly noteworthy in this regard. His education is in line with Piace's theory of cognitive development, which analyzes psychological processes and proposes "optimal differences" between incoming data flow and some standards (patterns, requirements, degree of adaptation).

Conclusion.

Hunt considers a person to be a data processing system and requires some optimum level of distinction to make it work more efficiently. When the discrepancy between perceived information and some internal standards is small and large, internal motivation is developed. The intrinsic motivation that is triggered by such a distinction causes certain behaviors to remain active until the distinction is eliminated.

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