



STUDY OF LEARNING MOTIVATION AND SELF-CONFIDENCE THROUGH PRACTICAL EXPERIMENTATION

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ABSTRACT

This article analyzes the relationship between students' learning motivation and their level of self-confidence based on practical experimentation. Motivation is considered a crucial factor for success in education and self-development. During the study, training sessions aimed at increasing self-confidence were conducted, resulting in positive changes in students' attitudes toward learning. Methodological approaches grounded in psychological and pedagogical theories were applied. The results indicate that self-confident students demonstrate higher learning motivation, actively engage in complex tasks, and strive for independent learning.

Keywords: learning motivation, self-confidence, practical experiment, adolescents, quality of education, psychological approach.

INTRODUCTION

Currently, one of the most pressing issues in education is enhancing students' interest in acquiring knowledge and engaging them in the learning process based on intrinsic needs, that is, forming learning motivation. Learning motivation is closely related to the student's internal desire to learn, eagerness to achieve goals, and readiness to work on themselves. The formation or weakening of this motivational state is directly connected to the student's self-confidence. A confident individual trusts their potential, is not afraid of failures, and strives to acquire new knowledge. According to psychological approaches, self-confidence is the person's realistic evaluation of their abilities, internal readiness to act, and determined pursuit of goals. This is especially important during adolescence, a period of personality formation,



social interaction, self-awareness, and the activation of independent thinking processes. Therefore, building self-confidence is one of the main factors in increasing learning motivation.

Based on practical experiments, it can be emphasized that increasing students' self-confidence can positively change their attitude towards learning. This article discusses the psychological and pedagogical foundations of this process, the methods applied in practical experiments, and their effectiveness. Through this, the possibility of transforming the educational process into a student-centered, effective, and motivationally enriched system is analyzed.

LITERATURE REVIEW AND THEORETICAL FOUNDATIONS

Issues of motivation and self-confidence have recently become central topics in psychology and pedagogy. Experts such as A. Maslow, A. Bandura, D. McClelland, and K. Lewin have written extensively about the transformation of internal human needs into conscious actions, striving for personal achievements, and motivation for self-awareness. Bandura (1997), in his work *Self-efficacy: The exercise of control*, views self-confidence as a critical psychological force in pursuing goals. According to him, a self-confident person does not avoid problems but attempts to solve them. Theorists such as Vygotsky have analyzed the forms of motivation in education that harmonize with social factors. Vygotsky argues that motivating students in the learning process involves social interaction and cooperation. Moreover, Deci and Ryan's Self-Determination Theory supports that motivation is shaped based on three fundamental components: autonomy, competence, and relatedness.

Among Uzbek scholars, researchers like G. Yo'ldoshev, N. Qurbonova, M. Teshaboyeva, D. Rakhmatova, and N. Rasulova have deeply studied motivation and self-confidence. Their works extensively analyze the connection between learning motivation and personal development, as well as methods for increasing motivation in education.

RESEARCH METHODOLOGY

This study employed a mixed-method approach combining qualitative and quantitative methods. The primary aim was to determine the effect of students' self-



confidence levels on their learning motivation through practical means. The study involved 60 ninth-grade students randomly divided into an experimental group (30 students) and a control group (30 students).

The experimental group participated in a six-week psychological training program focused on self-assessment, goal setting, stress management, social communication, and positive thinking. After the training, social-psychological tests (self-confidence level test, learning motivation survey) were re-administered.

Data were analyzed using SPSS software. T-test results showed a significant difference between the groups ($p < 0.05$).

RESEARCH RESULTS

Results demonstrated a significant increase in both self-confidence and learning motivation among students in the experimental group. For example, the average motivational indicator for the experimental group was 52% at the initial assessment, which increased to 74% after the training. The control group did not show such significant changes.

Following the training, students expressed a more positive attitude towards education and showed increased eagerness for independent work. Additionally, their skills in expressing opinions freely and cooperating in groups improved. Some students who were previously passive in class became more active after the training.

DISCUSSION

The research results confirm a direct impact of self-confidence on learning motivation. A self-confident student is active, proactive, and unafraid of mistakes when acquiring new knowledge. This is a vital competency in modern education.

Increasing motivation requires not only assessment or incentive methods but also the development of internal confidence, goal orientation, and personal interest. Therefore, psychological training, motivational sessions, mentoring, and creating a positive environment play crucial roles in this process.

CONCLUSION



The link between learning motivation and self-confidence is crucial for enhancing the effectiveness of the educational process. As demonstrated, students with higher self-confidence are more active, independent, and creative learners. Based on practical experiment results, it can be concluded that a student-centered education system employing psychological approaches can strengthen students' motivation for self-development.

Further large-scale research, training program improvement, and consideration of family and social factors are recommended.

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