

**PEDAGOGICAL AND PSYCHOLOGICAL FACTORS AFFECTING
THE EDUCATIONAL ACTIVITY OF STUDENTS**

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One of the most important goals of the modern higher education system is to prepare competitive specialists who have a high level of professional training and are well-rounded as individuals, who are able to work tirelessly on deepening and expanding their knowledge and skills throughout their lives. In the complex complex of psychological and pedagogical factors determining the effectiveness of students' educational activities, the following are distinguished: psychological content and structure of educational motivation, individual psychological characteristics, characteristics of self-organization of students. Since the success of educational activity is an integral part of personality formation, this problem has not lost its relevance until now.

Such an important factor as educational motivation has been studied most deeply and comprehensively from the point of view of a systemic-structural approach (E. I. Savonko, N. M. Simonova, I. N. Imenitova, Z. M. Khizroeva). Educational activity as a manifestation of effective motivation has a positive effect on the effectiveness of students' educational activities, and active participation in classes is manifested in the desire to prepare and carry out a large-scale task.

The information obtained during the study of educational motivation of students in foreign pedagogical psychology was confirmed by the study of educational motivation in foreign psychology. M. A. Yakunin and N. I. Meshkov emphasize the important role and connection of intelligence and motivation and come to the conclusion that motivation plays a leading role in the effectiveness of educational activities.

G.P. According to Shedrovitsky, education is the interaction of the mind with the environment and its attachment to it, the training and development of psychological functions, the process of creative knowledge of the objects of the

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surrounding world, but also the "mastering" or "acceptance" of the culture accumulated by the mind.

S.A. Rubinstein defines education as a special activity in which "learning is the motive and goal for the learner."

N.A. Kiselevskaya defines learning activity as a person's behavior directed by a conscious goal aimed at mastering a certain concrete amount of knowledge, skills and competencies, types of activities and forms of behavior.

Here a question arises. Why do some students strive to acquire knowledge and professional skills, and the difficulties that arise only increase their strength and desire to achieve the goal, while in some students it is the opposite, that is, the obstacles that arise reduce their activity? Such differences can be observed even in the same external conditions of educational activities. Psychologists and pedagogues often explain this phenomenon with the level of intelligence, educational motivation, abilities, high self-esteem and psychological characteristics of students.

In addition to the above factors affecting the success of students' educational activities, the indicators of "optimist and pessimist" are considered important as individual psychological characteristics. Optimism and pessimism (lat. optimus - the best; lat. pessimum - the worst) are concepts that characterize a certain system of ideas about the world, express a positive or negative attitude to the existence and future expectations. According to M. Seligman's approach, he believes that the success of the activity is related to the optimistic way of explaining events. A person can be attributed to pessimists or optimists depending on how he interprets favorable and unfavorable events in life. Optimists attribute failure to chance at a particular point in space at a particular time. They tend to see success as a personal attribute and something that happens almost all the time and almost everywhere. Pessimists, on the other hand, tend to interpret favorable events as temporary, specific and happening due to circumstances, and unpleasant events as happening permanently and in different areas due to their own fault.

It should also be noted that in today's time, there is a significant progress in information and educational technologies, which creates the need to modify education in universities and institutes in accordance with the requirements of the time, to develop and use an advanced system. In the educational system of universities, it is necessary to move from the concept of mastering skills and

competencies to the concept of education that develops the personality of the student.

Based on the above considerations, the following conclusions can be drawn:

1. In modern conditions, the main task is to train well-rounded specialists with a high level of personal development and professional competitiveness. Such personnel (specialists) should be ready to regularly improve their knowledge and skills and strive for continuous excellence. One of their most important qualities is the ability to study throughout their lives.
2. According to the results of the research, the student can be shown as a subject whose mastery of academic subjects is separate from the socio-psychological pedagogical positions. Student age is expressed as the peak of physiological and mental maturity. During this period, a high level of activity and dynamics is observed, and activity is characterized by productivity.
3. In a broad sense, the style of educational activity (style) is a method that ensures its existence, a stable system of styles, which is manifested in different conditions.

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