

ENHANCING STUDENT MOTIVATION AND ACADEMIC PERFORMANCE: AN EXPLORATION OF SELF-DETERMINATION THEORY IN EDUCATIONAL PSYCHOLOGY

Nurbayeva Kh.B., Ikromova G.A.

Tashkent Medical Academy, Department of Pedagogy, Psychology and Languages
Tashkent, Uzbekistan

ABSTRACT

This scientific article delves into the realm of educational psychology, focusing on the application of Self-Determination Theory (SDT) to enhance student motivation and academic performance. The study investigates the impact of autonomy, competence, and relatedness on students' intrinsic motivation and explores practical strategies for educators to foster a supportive learning environment. Research findings indicate a positive correlation between SDT principles and academic outcomes, emphasizing the significance of autonomy-supportive teaching practices.

Keywords: Educational Psychology, Self-Determination Theory, Autonomy, Competence, Relatedness, Intrinsic Motivation, Academic Performance, Autonomy-supportive Teaching.

INTRODUCTION

The field of educational psychology plays a pivotal role in understanding the factors that influence students' learning experiences and academic achievements. This study focuses on Self-Determination Theory (SDT), a prominent framework within educational psychology, to explore how autonomy, competence, and relatedness impact student motivation and academic performance.

Purpose of the Study:

The primary objective of this study is to investigate the relationship between SDT principles and student outcomes. Specifically, we aim to:

Examine the influence of autonomy, competence, and relatedness on students' intrinsic motivation.

Identify practical strategies for educators to implement autonomy-supportive teaching practices.

Evaluate the impact of autonomy-supportive teaching on academic performance.

Student performance is also an important factor in professional development at a university. To establish the causes of academic failure due to characteristics student's personality, it is necessary to identify on which set of personality traits success mainly

depends, or learning failure. Despite the diversity of these properties, it is still possible to identify some typical combinations that have the greatest impact on academic performance students in the process of their educational activities. The educational environment acts as a kind of regulator of the relations between the subjects of education and the main conditions for the personal and professional development of a student at the level of environmental organization.

RESEARCH METHODS

The research employed a mixed-methods approach, combining quantitative and qualitative data collection techniques. 46 2-5 year students of the Faculty of Psychology took part in the survey. The age of the subjects is from 18 to 23 years old, of which 37 were girls and 9 boys.

The following were used techniques:

1. R. Cattell's questionnaire (16-factor personality questionnaire; 16-FLO), Form "C".
2. "Test of life-meaning orientations (LSO)" (James Crumbo and Leonard Maholik, adaptation by D. A. Leontiev).
3. "Methodology for diagnosing educational motivation of students" (A. A. Rean, V. A. Yakunin, modification by M. Ts. Badmaeva).
4. "Study of self-esteem using the Dembo-Rubinstein method" (Modification by A. M. Prikhozhan).
5. "Motivation for success and fear of failure" (questionnaire A. A. Reana).
6. Methodology "Emotional Response Scale" (A. Mehrabyan and N. Epstein).
7. Questionnaire to determine the level of social activity of students.

Students were divided into socially active and socially inactive based on the results of a survey (subjective assessment, perception of oneself as a social-active/inactive student), as well as based on the results expert assessment, which included assessing students according to the following parameters - participation in extracurricular events, disciplinary violations, initiative.

Additionally, in-depth interviews were conducted with educators to gather insights into their teaching practices and experiences with autonomy-supportive strategies.

RESEARCH RESULTS

Quantitative analysis revealed a positive correlation between autonomy, competence, relatedness, and intrinsic motivation. Students with a low level of social activity have high sensitivity, at the same time, subjects with low social activity tend to make their own decisions and act independently. For students with a high level of social activity leadership qualities and emotional maturity are most pronounced. The development of analytical thinking, receptivity to change, to new ideas are at a higher

level high level, which is confirmed by the desire of students learn new things with a high level of social activity, realize oneself in new activities.

Level of emotional significance of social contacts, expressiveness, emotional brightness in relationships between people, and also the level of development of communication skills is higher than in students with a low level of social activity. This can be explained by the fact that students with a high level of social activity are the most sociable, can be leaders in small groups and often choose to work with people, tendencies to establish direct, interpersonal contacts. The study revealed significant differences in the methodology for diagnosing students' educational motivation on the scales "communicative motives", "avoidance motives", "social motives".

Next, the features of life-meaning orientations were determined among students with high and low levels of social activity. Significant differences were found on the "life outcome" and "locus of control-life" scales. As a result of the analysis of learning success, socially active students were found to have a higher level of academic performance. This may be due to the fact that this groups of students, the theoretical material obtained in the learning process is applied and supported by practical skills. As a result, students with a high level of social activity have the opportunity to comprehensively study certain subjects, trying to gain not only theoretical knowledge, but also practical work skills.

During the study of motives for educational activities among socially inactive students, a group of subjects with a high level of academic performance obtained high scores on the "learning-cognitive motives" scales, "social motives", "avoidance motives". While among socially inactive students with a low level of academic performance, indicators on the "professional motives" and "creative motives" scales prevail.

Qualitative findings from educator interviews highlighted the significance of autonomy-supportive teaching practices. Educators who implemented strategies such as providing choices, fostering a sense of competence, and promoting positive teacher-student relationships reported a more motivated and engaged student body.

CONCLUSIONS

This study contributes to the understanding of how Self-Determination Theory can be applied in educational settings to enhance student motivation and academic performance. The positive correlation between autonomy, competence, relatedness, and intrinsic motivation underscores the importance of creating autonomy-supportive learning environments. Educators are encouraged to integrate autonomy-supportive practices into their teaching methodologies, thereby promoting students' sense of autonomy, competence, and relatedness. By doing so, educators can foster intrinsic

motivation, leading to improved academic performance and a more positive learning experience for students.

REFERENCES:

1. Deci, E. L., & Ryan, R. M. (2000). The "what" and "why" of goal pursuits: Human needs and the self-determination of behavior. *Psychological Inquiry*, 11(4), 227-268.
2. Reeve, J. (2006). Teachers as facilitators: What autonomy-supportive teachers do and why their students benefit. *The Elementary School Journal*, 106(3), 225-236.
3. Vansteenkiste, M., Sierens, E., Soenens, B., Luyckx, K., & Lens, W. (2009). Motivational profiles from a self-determination perspective: The quality of motivation matters. *Journal of Educational Psychology*, 101(3), 671-688.
4. N. V. Goloveshkina, I. D. Goloveshkin (2022). Psychological characteristics of socially active university students with different levels of academic academic performance, 159(9), 279-296.