



The Peerian Journal

Open Access | Peer Reviewed

Volume 7, June, 2022.

Website: www.peerianjournal.com

ISSN (E): 2788-0303

Email: editor@peerianjournal.com

The Role of Motivation in Culture and the Arts

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Annotation. This article discusses the types of motivation that culture and the arts should be able to provide to students in the field of motivation.

Keywords: motivational professional training, social claim creative personality, spiritual need, sedentary activity, psychology, emotional color actions, identification, individualization mental comfort, motivational complex "Flow-states".

According to many experts, one of the most important areas of human and social life is education, which is the main means of professional training and socialization of the individual. It is the level and quality of education that determines the level of social claims of modern man. Today, the need for an active, creative person who promotes a general and professional culture is greater than ever. Therefore, in a world of culture with a high degree of self-awareness, self-regulation, and independence of judgments that respect the opinions of others, it is necessary to cultivate a free individual capable of self-determination; to be able to make decisions and take responsibility for them. [1.B. 25.]

In general, if we consider human life as a step forward on the path of development, life is a process of constantly overcoming new boundaries, achieving good results, self-development and personal growth. And one of the key roles in this process is the meaning of all the actions and movements that a person does. How does it affect human activity and behavior? Why doesn't he do anything? What does it take? What motivates? After all, any action (and even inaction) almost always has its purpose. Thus, we can communicate better with each other, so it will be easier to understand the people around us and ourselves, as well as others and our own actions, now that we are talking about motivation, this question is very important for psychology. [2.B. 12.]

The formation of professional motivation of students of cultural and art educational institutions is generally the most important way to train a specialist in the future. The culture and arts educational institution has a wide range of opportunities in this regard.

In the process of learning, the student develops his best spiritual, strong-willed qualities, enhances his culture. Such an educational institution will focus on the training and specialization of a wide range of specialists to ensure the general and professional development of the student's personality. It is, as a rule, the organizer of socio-cultural activities and the leader of the creative team, he must be a socially active worker, organizer, have personal qualities as a specialist and as a member of the work team. At the same time, many



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graduates acquire a set of professional knowledge, skills and abilities and are unable to apply them in practice, in subsequent work, which leads to a change in the profession.

In general, there is no activity without a reason. Inactive activity is not an activity that is devoid of intention, but an activity with a subjectively and objectively hidden intention. It is the difference between genetically motivated motives and goals for human activity. When a person has no idea what motivates him to perform certain actions, they find their mental imagination in a special form - in the form of emotionally colored actions. That is, there is some motivation, it turns into an emotional color, and it is attractive, and the purpose of such emotional color actions is to think about it. [2.B. 10.]

Hence Motivation is a society of internal and external driving forces aimed at engaging an individual in activity, defining his boundaries and forms of activity, and achieving specific goals. The impact of motivation on a person's behavior depends on many factors, is in many respects individual, and can change under the influence of feedback through human activity.

In modern psychology, the term "cause" ("motivational factor") refers to completely different phenomena such as instinctive impulses, biological desires, interests, desires, life goals, and ideals. Before his first satisfaction, he must not "know" his subject, it is yet to be determined. Art can give its own theme to motivate at any level. Thus, the need for a musical experience can be determined by both the physical needs of the body (body) and the psychological needs of the emotions, and the social 'I' of the student, which is a self-similar art. forces you to move through. Only as a result of such determination will the need become objective. This means that the need to express one's own experiences and to study experiences experienced by other people and recorded in art forms is determined in the process of studying any of its types (or not identified). That is, the reason for the exchange of feelings takes its main subject. Thus, the root of the Enthusiasm for Art implies the need to share emotional experiences.

In psychology, internal and external motivation are different. The exterior is mostly "Whip and Gingerbread". What is "whip" and what is "Gingerbread" in pedagogy? Both roles often perform evaluation. But one should not believe in the power of such external motivation, as with age students pay less attention to formal assessments.

According to scientists, the internal motivation is growing as follows:

- From the desire to identify and individualize at the same time. That is, by imitating people and communities who, for whatever reason, are attractive to the child and find themselves in this society. No field provides such an opportunity in asserting a child's identity as an art. - From the experience of higher or higher conscious states presented in a particular form of art. These highest states ("Flow-states", by the definition of psychologists, from English "flow" - "flow") are accompanied by special emotions at all levels: from the physiological signs of optimal well-being of the whole organism (state of comfort) , "flight") absolute spiritual comfort, happiness or euphoria and the spiritual transformation of the whole person. This condition, obtained during a realized, realized creative action, is remembered in the eternal emotional memory that forces a person to repeat and repeat such a creative activity in order to develop the highest experience, even ecstasy. [2.B. 11.]

That is, children can attend art schools with varying degrees of success and for a variety of reasons. For example, success in school is also a reason for knowledge and communication because of parental motivation. However, euphoric motivation plays a special role in motivating art, i.e., motivation to enjoy art, regardless of evaluation and other external stimuli.

How to correct and not lose the highest level of creative euphoria in the learning process?



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- These countries should be used as steps for greater growth in creativity.

- The creative product of the relevant activity, i.e. participation in a more complex and attractive general business with the skills already possessed by the student. This is, for example, the participation of a student in a play as a decorative artist. In such a large work, the student shares the responsibility with others and does not feel the weight of responsibility for the individual project, his creative resources are exhausted and the student's less emotional and valuable growth takes place.

- Art teachers, parents and the resulting motivation have the most significant impact on children's enthusiasm for the arts. Motivation from the family is considered a motivational complex. If the interest in news in the art world is in the family and school atmosphere, it is very difficult not to infect them. As always, the time of our "accidental" arrival has appeared in the minds of scientists and educational practices in the form of the word "crisis" or even more intense "disaster". Crisis is now a universal diagnosis for identifying what is happening in society: the school crisis (previously announced, "our new school"), the moral and ethical crisis, the family crisis, the crisis of power, the crisis of civilization and culture. The list goes on: the art and motivation crisis. However, in this new environment, it has teams of artists and art teachers who see the meaning. This meaning continues in children. It can be described as "preserving tradition", "beauty saves the world", "art is a world of dreams and the best reality" - all of which are part of the motivations we give our children. Summarizing from the above points, one of the most valuable things is: "art is a workshop of emotions".

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