

The Concept of “Motivation” from Interdisciplinary Aspect

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ABSTRACT

The article is devoted to lingvocognitive study of the concept «motivation» as a term of different sciences, which proved that the chosen concept occupies an important place in chosen disciplines. This is evidenced by the following factors identified in the construction of the nominative field of the concept: a) high density of the concept's nominative field and a high quantity of words, verbalizing the concept and the difference in their usage in chosen disciplines.

Keywords: Cognitive linguistics, concept, nominative field of the concept, direct nominations of the concept, pedagogy, psychology, management, linguistics.

INTRODUCTION

In the context of continuous growth of potential of professional workers in various spheres of the world market, the concept MOTIVATION is at its peak of popularity. Thousands of people who have a huge desire to change their lives for the better are in the zone of inspiration to get new skills, learn new languages, lose weight, start a family or earn more money. Therefore, it is correct to say that each of us lives by having his driving force - motivation. Thus, as a material for this study we chose the concept «motivation» because the theoretical basis of this phenomenon is already revealed and well-structured in psychology, but not from the point of view of cognitive linguistics: there are many nominations of this concept, which is

determined both by its interdisciplinary nature and the lack of a common opinion about the content of the concept.

MATERIAL AND METHODS

In theoretical and practical implementation interdisciplinary research involves the use of methodology and achievements of different sciences, but in any case interaction between scientific schools is carried out through language, using terms, the conceptual and figurative content of which allows knowledge transfer. Interdisciplinary disciplines, as explained by I. V. Zykova, «...have no rigid boundaries and are not immutable, on the contrary, they represent evolving social and intellectual structures» (Zykova 2018: 80). The review of publications shows a varied approach to the concept «motivation»: the chosen concept is one of the key terms of such scientific disciplines as psychology and pedagogy, moreover, in recent decades this term has become trending in business (in terms of management). The research focus was on Russian and English works in psychology, pedagogy, management, linguistics. In most works «motivation» is given the status of psychological term, but it should be noted that as soon as «scientific» (sometimes called «experimental») psychology appeared, the problem of motivation began to be considered in all spheres of human activity, and in order to specify and highlight the individual notations of the concept we selected scientific works from each field of activity, in which the concept «motivation» was used (psychological mechanisms of motivation, motivation of educational activity, motivation - economic growth, multidimensional motivation in modern linguistic science). Thus, it should be noted that «there is hardly another such psychological research field, which could be approached from as different sides as the psychology of motivation» (Heckhausen 2003: 9).

The study of interaction of objects in different fields (psychology, pedagogy, linguistics, business and internet discourse) has determined the methods of analysis, that is, it was carried out using methods of comparison, comparison, analysis and synthesis of information, as well as scientific research.

We consider «motivation» as a concept, because the research is conducted within the framework of cognitive linguistics and the primary task of the researcher of a particular concept is to obtain an exhaustive list of language units that objectify this concept. “The set of linguistic means that objectify the concept in a certain period of the development of society is defined as the nominative field of the concept” (Popova & Sternin 2007: 47). The primary task of the lingvocognitive analysis of the concept is the construction of its nominative field, therefore, the effectiveness and completeness of revealing the content and structure of the studied concept depends on the rigor and consistency of the construction of its nominative field.

DATA ANALYSIS AND DISCUSSION

“There are two ways of constructing the nominative field of the concept: the first one identifies only the direct nominations of the concept - the keyword and its synonyms (both systemic and occasional, individual-authoring) - this will lead to the construction of the core of the nominative field; the other one reveals all the nominative field of the concept available to the researcher, including the nominations of the varieties of the denotation of the concept (hyponyms) and the names of various individual features of the concept that are found in different situations of its discussion.” (Popova & Sternin 2007: 124). In our article, we used the first way, while proposing another method - construction of a nominative field of a certain concept based on its nomination in different discourses. In our opinion, this method will clearly show the similarities and differences of a certain concept used in different disciplines, enriching the nominative field of the chosen concept.

The starting point of our reasoning is to analyze the etymology of the term «motivation», then consider ways of using and verbalizing the term in different scientific disciplines. For etymology analysis of the chosen term we have turned to online dictionary Online Etymology Dictionary. The word «motivation» was derived from the word "motive". The dictionary says that in the 14th century it meant something advanced, proposition,

affirmation or argument (now obsolete meaning), from old French «motif» - will, aspiration, motivation, from medieval Latin «motivus» - moving, driving, from Latin «motus» - movement (Matikainen 2015: 41-58).

So, let's go to the study of this term from the science in which it was first used: «motivation» was first used by A. Schopenhauer in the article «Four beginnings of sufficient basis» (1900-1910), after which the term has become firmly established in the terminology of psychologists to explain the causes of human activity and behavior (Vilyunas 1990: 215).

Before we move to work in the field of psychology, we turned to psychological dictionary: motivation - a dynamic process of internal, psychological and physiological behavior management, including its initiation, direction, organization, support (<https://psychojournal.ru/glossary.html>).

Further, to find the nomination of concept, we turned to the dissertation work Grandiodecina L.A. «Phrasosementatic field of personality motivation» and monographs V. A. Kruchinina and E. A. Bulatova «Formation of motivation of success in adolescence», namely to the first chapters of works, since in these chapters is considered the psychological aspect of concept «motivation» and given its interpretation and classification.

Thus, during the analysis of the first work, the following categories were identified that can be included in the nominative field of the concept: motive (associated with such designations as, needs and desires, impulses and inclinations, desires and habits, thoughts and feelings of duty, processes of determination of human activity, promptings to act or activities, causes of activity, primary motivation (which manifests itself in the form of need, attraction, instinct), and secondary (manifested in the form of motive), incentives, external motivation (demand, advice, suggestion, hint), internal organized motivation, (motivation based on the needs of the person), motivation (caused by the attractiveness of the object, characterizing infection or imitation), achieving motivation, dominant motivation, affiliation motivation. And the following terms are used as a kind of motivational attitude: fantasizing, curiosity, curiosity, habit (how the need to perform an action performs the

role of motivating factor), command, demand, coercion, request, persuasion, advice, The driving tension, dream (desires, desires), inclination (attractive not only the achieved goals, but also the process of activity), interest (manifested as a stimulus, will impulse, guiding human actions), conscious motivation, biological need, organic need, hidden drivers of behavior (Velikoredchanina 2005: 35).

According to the second scientific work, the development of the theory of motivation took place within three main areas: biological, biodynamic and cognitive. The biological area is represented by three approaches: motivation as a genetically transmitted property; motivation as an arousal; motivation as a product of a biological monitoring system (Kruchinin. 2010: 6). Thus, the study identified the following categories: state of tension, need, drives (drives), system of incentives and punishments, inducements, determinations of specific behavioral acts and their sequences, driving forces of behavior, the need to be self-sufficient and self-controlled, the need to be what someone has become, self-actualization, time perspective, regulation of choice, self-efficacy, internal motivation and self-confinement. Moreover, in the monographs motivation as a psychic phenomenon is understood: as a set of factors that support and guide, i.e. determine behavior; as a set of motives; as an urge, causing organism activity and determining its direction, as a process of mental regulation of a particular activity; as a process of action of motive; as a system of processes responsible for the motivation and activity.

Based on the work, it can be concluded that the concept of «motivation» is at the center of scientific interests of psychology and has a well-established theoretical basis. At the end of the article we will provide a table of nominative field of concept with nominations from different scientific disciplines, and the above mentioned nominations will be used for comparison.

Let us move on to the study of concepts in pedagogy. Thus, in the pedagogical dictionaries of terms to the concept motivation is given the following definition: motivation - external or internal motivation of the subject to activity in order to achieve any goals, the existence of interest in such activity and ways of initiating it,

motivation (<https://nsportal.ru/user/598329/page/slovar-pedagogicheskikh-terminov>).

Another online dictionary for pedagogical terms «motivation» is interpreted as follows: An individual's "personal investment" in reaching a desired state or outcome as "seen in the direction, intensity, persistence, and quality of what is done and expressed".

To identify the nominations in this field, we chose the dissertation "Self-Concept, Motivation, and Academic Achievement in a Sample of Community College Students", written by English author Leah L. Bomstein, as well as monograph by Gordashnikova V. A., Osina A. J. «Education and health of students of medical college (Chapter 2.3 Motivation of educational and pedagogical activities».

From the first scientific work, the following interpretations to the term motivation were identified: **a behavior** that "serves as a **channel** through which other purposes may express themselves; **as a concept** based on needs that explain why people behave the way they do; **any condition** within a person that affects that person's readiness to initiate or continue an activity; as **processes** that can (a) arouse and instigate behavior, (b) **give direction or purpose** to behavior, (c) continue to **allow** behavior, or (d) **lead** to choosing or preferring a particular behavior. In addition, the following definitions were given: motivation was defined as the energy and attitudes a student expends towards the pursuit of a particular life domain; intrinsic motivation can be defined as actions done for their own sake for some inherent pleasure or satisfaction; or the ability to focus on personal efforts, contributions, and assets. Extrinsic motivation can be defined as rewards or punishments given for an activity (Bomstein 1996: 48-50).

In the second scientific work, the following definition of the term was given: motivation to learn is a common name for processes, methods, means of encouraging students to productive cognitive activities, to actively develop the content of education. According to the authors motivation in pedagogy, in other words motivation of learning is based on the motivations of the teacher's activity (external motivation) and the motivations of the

student's activity (internal motivation, self-motivation). Next, we will give the nominations identified by us from the monograph: sources of motivation, satisfaction of cognitive need in the process of teaching (internal motivation), a push to the activity of the person (for example, prestige, salary and others, it is external motivation) (motives of success, achievement) and negative (motives of avoidance, protection); cognitive motivation; internal and external drivers; rewards; satisfaction of the process of knowledge itself, the main driving force; deep desires; «hidden springs»; pushing; pressure; gross coercion; activation; interest (eternal engine of all human exploration, unquenchable fire tormented soul); curiosity (sparks, fireworks, it quickly and brightly flashes, but also suddenly and extinguishes); stimulate - push, encourage to something (in the paper, the above-mentioned definitions are sometimes interrelated and synonymized with motivation) (Gordashnikova & Osina 2009: 64).

As for the study of this term in linguistics, the first scientist to embody the term «motivation» was Ferdinand de Saussure. He developed the semiotic principles of the arbitrariness of the sign and stated that in the modern world every language is motivated to one degree or another, but at the same time it is difficult to find even one where all elements are motivated. Between these two extremes - the least organization and the least arbitrariness - we can find all the intermediate cases. In all languages there are two kinds of elements - entirely arbitrary and relatively motivated - but in very different proportions, and this peculiarity can be used in their classification» (De Saussure 1977: 165).

First of all, consider the definitions of a term in the dictionaries of linguistic terms. In the online dictionary given terms motivated word and motivating word. The motivated word is defined as a word with a derivative basis, and the motivating word is a word with a producing basis (<https://rus-lingvistic-term.slovaronline.com/>).

Also, in the same dictionary is given a definition of the very term motivation: the principle of designation of one subject (realities), concepts derived from the name of another subject (realities). In studies of the synchronous state of language, the

term is used to denote representations that speak about the performance and the value ratio of two words of one word-formative nest, regardless of the historical relationship of words. To establish the nominations of the chosen concept in linguistic discipline, we chose articles: Elena Kuzhko "Multidimensionality of motivation in modern linguistic science" and "Linguistic motivation and its lexicographical application", written by Piet H. Swanepoel. According to the author Elena Kuyshko, in the latest linguistic studies motivation is considered in three aspects: «1) in word-formation - the process of forming a semantic and formal relationship of a derivative word with the word-formative within the sign code of the language system; 2) in nominative - the formal and semantic relationship between words as signs, realized when words are formed; 3) in the lingual cognition - "crossing in the process of formation of a nominal unit, linguogspnymomanical operation of establishing a semantic and formal relationship between the motivator and the derived nominative unit (motivated sign) on the basis of links between different components of the structure of knowledge about what is meant in ethnic consciousness. The concept of motivation arose in word formation, according to many scientists, as a correspondence between formal and semantic production of words (Olena Kryzhko 2022: 4).

The following words were taken from the second article and translated: The concept «motivated» is defined in the sense of **«making sense of something»** or **«being explained by something»**, «why it is natural for a lexical unit to **mean what it means**, or that explain why it is natural, or **«makes sense»**, that a specific meaning is expressed by a certain lexical item, rather than another». In the second definition, being motivated is equated with being **«partially predictable»** (https://euralex.org/wp-content/themes/euralex/proceedings/Euralex%201990/033_Piet%20H.%20Swanepoel%20-Linguistic%20motivation%20and%20its%20lexicographical%20application.pdf).

Thus, the concept of «motivation» in the field of linguistics has the following designations: connection, dependence,

conformity, performance, motivation, competence, mean, mean, be explained by something, partially predictable.

Let's move on to the study of motivation in the sphere of economics (more precisely, in the sphere of management - management). Let's start analyzing the term in the dictionaries of labor economics: in the dictionary Jerry M. Rosenberg Dictionary of Business and Management gives the following definition to the term: motivation - a stimulus that energizes differentially certain responses within a person (a stimulus that triggers certain reactions within the human being).

In another online dictionary for economic terms «motivation» is understood as a process of stimulating oneself and others to activities aimed at achieving the individual and common goals of the organization. In the same dictionary, the term 'carrot and stick motivation' is used to describe the deliberate and intensive use of external incentives and punishments for motivating employees.

Further, for the analysis of the term we chose article Ilchenko S. V. «Motivational approach in ensuring effective work of staff of organization» and book Daniel Pink «Drive. What really motivates us.

In the article, motivation is defined as a set of driving forces that drive a person to act. Also given is the term motivation, which according to the author means a purposeful application of motivation. The article also discusses labour motivation in two ways. On the one hand, motivation is a process that involves staff meeting their needs and expectations as a result of achieving personal and organizational goals and objectives agreed upon. At the same time, the term is defined as a set of measures that are applied by management entities - the organization's management - to improve the effectiveness of employees' activities. So, we will give the nominations from the article close to the term motivation: main incentives, incentives, positive motivation (based on positive incentives), rewards, negative motivation, system of penalties and sanctions, principle «whip and carrot», internal motivation (responsibility (sense of importance and necessity of the work being done), independence (freedom of action), interesting work, opportunity for advancement and

development), external motivation (rewards - pay, praise, promotion and punishment - disciplinary measures, fines, criticism), biological motives, social motives (the need to be in a collective (collectivism), personal self-affirmation and self-realization (Pink 2013).

Next we will give the nominations taken from the book: motive, incentive, internal motivation, biological need, need, reward and punishment, "if, then," rewards, "whip and carrot," encouragement, internal reward, stimulation, power, commitment, true purpose, inspiration, inner desire, innate force to self-absorption, which charges you with energy, pushes you, enthusiasm, ambition, emotional catalyst, core, affiliation, excitement (Ilchenko 2016).

Summing up, let us summarize the above mentioned nominations in five scientific disciplines as a table, and consider the nominative field of concept «motivation», built on the basis of interdisciplinary nominating.

| S. No. | Disciplines | Nominations |
|--------|-------------|---|
| 1 | Etymology | something put forward; proposition, proposition or argument; will; aspiration; moving; motivating movement. |
| 2 | Psychology | affiliation; need; sustained striving for success; internal, motivational basis, inducing tension, prompting, triggers; incentive; impulse; attraction; stimulation; self-restraint; external reinforcement (rewards or penalties); motive, combination of motives; Inclination; Desire and Desire; Suggestion; Prohibition; Interest as a volitional impulse; Biological need; Hidden forces of behavior. |
| 3 | Pedagogy | the subject's motivation for activity; a concept that explains why people behave in one way or another; any state within the person that affects his or her willingness to engage in activity; processes that can cause and stimulate behavior; give direction or purpose; Lead to something; Cause and stimulate behavior; Give direction or purpose; Actions done for pleasure; Ability to concentrate; Reward or punishment; Inducers, sources of motivation, prompting; Internal motivation, that is, self- |

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| | | motivation (satisfaction of the process of cognition); impulse to activity; rewards; main driving force; intimate desires; brute forcing; activation; pushing; pressure; «hidden springs»; interest and curiosity as eternal engine of all human research. |
| 4 | Linguistics | derivative; producing; principle of designation; productivity and relation of the values of two words; connection; dependence between words; correspondence of formal and semantic productivity of words; signify, mean to be explainable something; predictability, knowledge. |
| 5 | Management | the set of driving forces that drive a person to action; motivation by the principle of whip and carrot (external encouragement and punishment); inborn force to self-absorption; personal self-affirmation and self-realization; motive; which charges you with energy; encourage; responsibility; Inner reward; inspiration; inner desire; "if, then"; enthusiasm; core; passion; purpose; incentive; excitement; affinity; ambition; emotional catalyst. |

CONCLUSION

All in all, the nominative field of the concept “motivation” can be built by investigating its nominations used in different scientific fields, which in its turn helps to enrich the nominative field. Moreover, the study of relations between scientific disciplines and nominations used for verbalizing the concept in these disciplines helps to reveal the more or less close relationship of words (used for nominating the concept in each field), determine the degree of their remoteness from each other and establish the relative chronology of the occurrence of phenomena common to the compared disciplines.

The brief review of the works with the concept «motivation» showed a) significant quantitative growth of publications in recent decades devoted to this concept; b) interest in this concept among researchers working in different scientific fields; c) wide range of languages and discourses, on the material of which the specificity of formation and realization of concept «motivation» is considered.

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