
**PSYCHOLOGICAL ASPECTS OF THE MANIFESTATION OF DEFICIT
MOTIVES**

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Abstract

This article presents the originality, psychological essence and basics of the phenomenon of deficit motives. Studies of foreign approaches to the motives of deficit are revealed. Psychological factors influencing the motives of deficiency were also analyzed.

Keywords: motive, deficit motive, psychological content, effect, psychological characteristics.

Introduction

Today, it is necessary to train educational psychologists, increase the level of professional mobilization of future specialists, increase their psycho-emotional resistance to stress and conflicts, form personal creative activity, socio-psychological, professional, and pedagogical competence. "The Position of the Educational Psychologist in the Stabilization of the Psychological Environment in the Teaching Staff". In order to "implement the position", much attention is paid to the issue of reforming the training system. In particular, there is a growing need to create educational programs on the mechanisms of training specialists within the framework of the requirements of the professional standard for educational psychologists.

In this regard, an opportunity is being created in our republic to deepen scientific research aimed at analyzing the psychological features of training educational psychologists for professional activities on the basis of educational indicators, studying new theoretical solutions for the study of structural constructs of integration of innovative technologies in the training of psychologists in practice.

Studies on the scientific and practical study of the psychological aspects of the motives for deficit in the CIS countries were carried out mainly in Russia. Psychology has its own system, scientific schools and concepts for the study of the motives of deficit and the problems of these motives. A scientist who has systematically studied the motives of scarcity, A.H. Maslow, believes. at the same time, research was also being conducted in Russia on the fundamental questions of the scarcity motive.

Russian scientists B. Ananiev, A. Berdichevsky, L. Boiovich, G. Andreeva, A. Orlov, Y. Orlov, D. Elkonin, A. Etkind, L. Fridman, B. Setlin, L. Abulkhanova-Slavskaya, L.S. Rubinstein, V. Aseev, V. Viliunas, E. Ilyin, L. Kovalev, A. Markova, I. Kuznesova, T. Matis, M. Matyukhina, M. Magomed-Eminovlar and others, who conducted research on aspects related to the desire to eliminate the deficit and the need to eliminate unpleasant

sensations and unpleasant sensations in the body¹. These are the motives for satisfying an unmet need. For example, a student doesn't get the grade they want in a subject. It seeks to cover this deficit. What motives may be behind this desire: the desire to show the teacher one's true abilities, to increase the scholarship, to participate in some competition, the desire to keep up with some classmate, etc.

It is worth noting the studies of A. Kronik, L. Mitina, I. Moore, N. Pryanikov, D. Super, L. Bojovich, I. Kon, V. Slobodchikov, D. Feldstein and others². Because every person faces certain crises in the process of choosing a profession. Therefore, deficit motives are considered one of the main indicators that prevent a person from achieving success in professional activities. We can see a similar situation in the process of family relations. That is, it covers the characteristics that form the basic needs of young families or people who want to get married.

Motivation is a dynamic psychophysiological process that governs human behavior and determines its organization, direction, and activity.

At present, this concept is interpreted differently by different scientists. Some believe that motivation is a set of processes responsible for motivation and action, while others define motivation as a set of motives.

In particular, in the studies of CIS scientists, one can see a critical analysis of studies devoted to the socio-psychological and individual problems of deficit motives, as well as the study of other types of motives, i.e. biological, social, security, spiritual, economic and aesthetic types. According to sociologists, more than 70 studies have been conducted in the field of marriage and family. Almost all aspects of family life are under constant scientific control.

Motivation theory deals with the analysis of the factors that influence motivation. The subject of the research is devoted to the analysis of needs and their motivation. These theories describe the structure of needs, their content, and a person's motivation in relation to these needs. In the above-mentioned theories, an attempt has been made to understand the forces that impel man to work. Among the motivational theories included in this category are the theory of the hierarchy of needs by A. Maslow, the theory of the development and formation of dependencies developed by K. Alderfer, the theory of internalized needs by D. McClelland, and the two-factor theory by F. Gersberg and V. Vroom. The most common are preference theory, the Porter-Lawler model.

In his work *On the Psychology of Reality*, Maslow added to the above needs a list of higher needs, which he called the needs of improvement. However, Maslow himself acknowledged the difficulty of defining these needs due to the fact that they are common and difficult to distinguish from each other. According to Maslow, the values of reality include completeness, simplicity, perfection, beauty, completeness, fairness, vitality, originality, sincerity, and honesty. The values of reality enter into the structure of development as a person and become powerful motives of human activity.

¹Ananiev B.G. *Izbrannye psikhologicheskie trudy v 2-kh t.* – M.: Pedagogika, 1999. –T1. – 287 p. (in Russian).

²Kuznetsova I.V. *Affiliation Motive in Interpersonal Relations: Dissertation.* ... Cand. nat. Sci.–St. Petersburg, SPGU Publ., 2006. 204 p. (in Russian).

Clayton Alderfer, like Maslow, relies on the view that human needs can be grouped into separate groups. But he points out that there are three groups of needs: the needs of existence, (2) the needs of attachment, and (3) the needs of perfection.

The groups of needs mentioned in this theory are analogous to the groups of needs in Maslow's theory. The needs of existence include two categories of needs in Maslow's need tree: security needs (other than group security needs) and physiological needs. There is a commonality between attachment needs and belonging and belonging needs³. According to Alderfer, the need for communication reflects the social nature of a person. This group of needs includes: the need to be a member of the family, the need to make friends, the need to be a leader and a subordinate, etc. It is for this reason that the needs related to recognition in Maslow's family tree are included in this group. The need for perfection is similar to Maslow's need for personal improvement. However, there is also a stark difference between Maslow's theories and those of Maslow. Alderfer: If Maslow believes that the movement of needs is from the bottom up, then according to Alderfer this movement is two-way: upwards if lower-level needs are not satisfied, and downwards if higher-level needs are not satisfied. In which higher-level needs are not met, lower-level needs are affected, and finally, the person's attention begins to shift to that level⁴.

According to Alderfer's theory, the hierarchy of needs rises from specific needs to vague needs, and whenever needs are not satisfied, attention begins to shift to simpler needs. In the tree of needs, the upward movement is called the process of satisfying needs, and the downward movement is called the frustration process. The presence of two-way action in satisfying needs provides additional opportunities for motivating a person.

In the personality, there is a constant interaction of external and internal forces (needs, motivation, environmental conditions, a specific situation that prevents or supports the realization of a person's goals).⁵

In the theory of hedonic motivation, it is stated that a person seeks to maximize pleasure and minimize discomfort, pain, and suffering as much as possible. One of the developers of this theory is the American psychologist P. Jung. It promotes pleasure as the primary factor that organizes, directs, and ensures employee behavior. According to Jung's theory, behavior is determined by the emotion that follows. If this emotion is positive, the action is repeated, if not, it stops. Proponents of the hedonic theory believe that emotional experiences are perceived as pleasure to a certain extent. After that, saturation sets in, and this saturation is perceived as unconsciousness.

A person's needs, goals, desires, and interests are personal circumstances. A need is a condition associated with the normal existence of an organism. Among human motives,

³ Volkova E. V. Kontseptsii motiva v sovremennoy literaturnovedeniya [Concepts of motive in modern literary studies]. 2008.

⁴ Spiridonova I. A. Motif of Orphanhood in A. Platonov's "Chevengur" in the Light of Christian Tradition. 1998.

⁵ Akramov, M. R. (2023, December). Psychological Mechanisms of Formation of Ecological Consciousness of Personality. In *Proceedings of International Conference on Modern Science and Scientific Studies* No. 12, pp. 527

the motive of success is superior to the motive of avoiding failure, and the motive of success is a stable characteristic of man.

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