

# Green Ambition: Personal Journeys Toward Environmentally Aware Success and Motivation

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**Keywords:** Personality, Eco-friendly, Activity, Environmental Education, Reflexivity.

**Abstract:** The article thoroughly examines the pivotal role played by motivation for success in environmental conservation in fostering individual reflexivity. It explores the characteristics of the resultant effect and discusses the psychological mechanisms underlying its emergence. Employing a psychological examination tool, the study methodically determines how the development of motivation for success influences reflexive processes. In doing so, it sheds light on the nuanced interplay between motivational factors and the age-related progression of reflexivity in individuals. The research underscores the intricate connections between success motivation and cognitive processes, emphasizing their impact on environmental protection efforts. By highlighting these dynamics, the article contributes valuable insights into the psychological dimensions of motivation, offering a nuanced understanding of its significance in the broader context of environmental stewardship and personal development.

## 1 INTRODUCTION

The role of motivation is crucial in achieving success in human activities. Indeed, reflexive processes play a unique role in the success and accomplishment of human activity. It is through these processes that the expected benefits of the activity are realized, and the speed of activity and action increases. It should be noted that a high level of motivation in people leads to an increase in negative qualities, stress, and excitement, resulting in ineffective outcomes.

Research on the motivation for success in psychology, as well as the level of aspiration, has been conducted by various scholars, including M.Sh. Magomed-Eminov, G.V. Kornilov, I.M. Taley, and others.

Motivation to succeed is the desire to achieve high results in successful activities. According to the specific definition of motivation by the German psychologist H. Heckhausen, the motivation for success "can lead to a person's high potential or failure in various areas of activity". It also highlights the specifics of achieving motivation. The idea of achieving something involves two possibilities: to succeed or to endure failure. In highly motivated people, more emphasis is placed on success. It is important to note that success is manifested when opportunities for improvement are offered. Therefore,

tasks should be of medium complexity. In addition, achieving motivation is always focused on a clear end result, a goal. To achieve this, it is necessary to constantly reconsider the goals. Highly motivated individuals revisit their previous stalled work and bring them to completion.

T.O. Gordiva emphasizes that the work done to achieve motivation is important in motivating success. The activity carried out to achieve motivation is an activity in which the world of other people's relationships changes with itself in the process of achieving the goal. Such activity is stimulated by the desire to achieve basic human needs, to do something fast and well in development and progress, and to strive for progress (Gordiva, 2006).

The achievement motivation in psychology has been studied in-depth by M.Sh. Magomed-Eminov. It defines the motivation for success as a functional system of integral affective and cognitive processes that govern the process of its realization. Achievement motivation can specify specific components that perform certain functions in the process of regulating activities.

It is also understood that success, as a stable description of a person, is first highlighted by G. Murray, and the desire to do something quickly and well and to achieve a certain level in any job. Scholars such as D. McClelland and H. Heckhausen have

identified two independent motivational directions in the process of applying this motive: the desire to succeed and the desire to avoid failure. In this case, the motive for success is determined by a person's desire to increase their level of ability (Gordiva, T. O., 2006).

According to H. Heckhausen, the motive for success is emphasized as an attempt to maintain and expand the highest level of potential when the criteria of human success are applied. The results of such activities can lead to success or failure. The motivation to succeed is focused on a specific end result, i.e., to succeed or not to fail. To be successful, goals need to be constantly reconsidered.

According to G. Murray, the need to succeed is characterized by the following concepts: the performance of difficult tasks, management, regulation, organization of the relationship of individuals and ideas of physical objects; complete tasks as quickly and independently as possible; overcoming obstacles and achieving high results; development, competition, and superiority; demonstration of talents and strengthening self-esteem.

Accordingly, M. Sh. Magomed-Eminov defines the integration of motivation for success as a functional system of affective and cognitive processes. In the process of motivational management of activity, special components can be distinguished that perform certain functions: relevance motivation (desire to act and initiative), selection motivation (process of selection of goals and corresponding activities), implementation motivation (regulation of action and control over the implementation of desire), post-realization motivation (processes aimed at stopping movement or changing one action to another).

One of the mechanisms for achieving success motivation is the assessment of the emotional-motivational significance of the situation, which stems from the assessment of the situation and the overall competence to achieve success. The intensity of the motivational tradition varies depending on the magnitude of the two parameters, such as the motive for success and the avoidance of failure (Vilyunas, V. K., 2006).

There are relatively different views on the relationship between striving for success and avoiding failure. In particular, D. Atkinson emphasizes that the motives for success are proportional poles; if a person is focused on success, he is not afraid of failure, and vice versa. In other studies, if the desire to succeed is clearly expressed, it is believed that failure does not lead to strong fear if it is associated with some serious consequences.

There is evidence that there can be a positive relationship between striving for success and avoiding failure. Therefore, the desire to strive for success or to avoid failure is inseparable. They can also be at both high and low levels of both aspirations (Ilyin, 2000).

The motivation to avoid failure is to try to avoid failure in any situation, especially when its results are accepted and evaluated by other people (Davletshin, 1997).

It is known that research on the motivation of human activity and the results of research in this area show that the success of human activity, when faced with three factors, increases the attractiveness and interest in solving these tasks. People who fail do such work with very little interest, sometimes losing interest. Individuals who initially tried to succeed often achieve good results after failing. But with failure at first, individuals, on the contrary, achieve high results after success. The activity of a person with a high motivation to achieve a goal is more productive than that of a person with a motivation to avoid failure.

In addition, there are certain differences between the personal successes and failures of individuals who succeed and those who do not. Individuals who strive for success believe that their success depends on personal factors, i.e., effort, perseverance, ability, and that unsuccessful things usually happen in random situations. People who avoid failure associate their success with external factors, particularly luck, the difficulty or ease of a given task. If the activity fails, they analyze their options. In addition, subjects with a very strong motivation to avoid failure often fail to properly assess their potential, become frustrated by failure, and lose confidence in themselves. Success-oriented subjects usually act differently; they value their opportunities and abilities appropriately and are not confused by failure (Kuraev et. al., 2000).

## 2 ANALYSIS

In general, motivation for success is understood as a force that can lead to success based on certain human actions. This particular direction, intensity, and determination are manifested in the activity. Motivation to avoid failure is a mechanism designed to avoid various mistakes and failures, and the person who fails tries not to make mistakes again, sometimes trying to change their failures completely or partially. Action towards success is determined by the predominance of motivation in a person to avoid failure. Thus, the motivation to succeed is positive and contributes to a person's personal development.

Based on the above, we considered it important to examine the relationship between the development of reflexivity in an individual and the motivation to succeed. To this end, a group of subjects conducted a survey "Motivation to succeed and avoid failure" (A.A. Rean) "Determining the level of reflexivity" (VV Ponamaryov) and "Determining priority strategies for reflexivity" developed by A.A. Rean (author's development) were conducted, and empirical data were collected.

Table 1: Mapping Personality and Success Motivation: Correlational Insights.

Directions of reflexivity	Motivation to strive for success		
	Teenagers	Level 1 students	Level 3 students
Self-direction	0,05	-0,07	0,12
Orientation to other people	8	-0,03	0,09
Orientation to past activities	0,02	0,07	0,18*
Focus on current activities	0,10	0,09	0,08
Focus on future activities	-0,02	0,02	0,04
Collaborate and communicate with others	-0,02	-8	0,17*

Note: \*\*  $r \leq 0,05$

According to the results presented in the table, the development of self-awareness in adolescents at this age depends on their influence on the area of motivation. When a person does not fully realize their potential, the process of striving for success also manifests itself in a state of misunderstanding.

Empirical studies have shown that even in a group of Level 1 students, there is no significant association between reflexive orientations and motivation to strive for success. It is known that Phase 1 is characterized by the beginning of a new type of activity, as well as the fact that most of the tasks are not sufficiently understood, the implementation of which is superficial in the organization and management of educational activities. At the same time, it is not uncommon for students to be ahead of their peers in unfamiliar environments during this period, preferring to be first in the team.

Looking at the experimental results, there is a significant correlation between reflexive orientations and motivation to succeed in a group of 3rd-year students. This is explained by the fact that they have

a real understanding of the requirements of the activity, can imagine the result in real life, as well as the essence and content of educational activities. Especially during this period, it is noted that the student has an increased desire to pass without knowing it, an increased tendency to achieve results through the knowledge that is understood for them.

Experiments have shown that reflection on past activity has a significant correlation with motivation to strive for success ( $r = 0.18$ ;  $r \leq 0.05$ ). The student's quest for success is inextricably linked to his or her past activities. Because a person who strives for success first and foremost tries not to repeat the mistakes and shortcomings he has made in the past. This, in turn, helps to analyse the activities done in the past and draw the necessary conclusions.

It is known that a person's desire to work, the achievement of effective results in it is largely determined by the organization of activities in collaboration with others and the ability to establish effective communication. In this sense, the success of any activity process is largely determined by an understanding of the purpose and content of the collaborative activity.

Based on the results of the experiment, it is observed that the reflection of cooperation and communication with others has a significant correlation with the motivation to strive for success ( $r = 0.17$ ;  $r \leq 0.05$ ). Indeed, the process of human activity does not take place in solitude, in which the need for constant support from others is felt as a priority. It should be noted that the success of any person in the activity depends on the personal example and behaviour of others. Indeed, human activity is always characterized by a collective character. Because human activity is always necessitated by needs. Therefore, a significant correlation is noted between these two events.

Based on the data obtained during our research, we were able to determine the characteristics of the relationship between the areas of reflexivity and motivation to strive for success among the subjects.

Table 2: Motivation's Link to Success: A Reflexivity Perspective.

Directions of reflexivity	Motivation to strive for success
Self-direction	0,02
Orientation to other people	0,04
Orientation to past activities	0,11**
Focus on current activities	0,12**

Focus on future activities	0,03
Collaborate and communicate with others	0,03
Note: ** $r \leq 0.01$	

According to the results presented in the table, a positive correlation between reflection on past activities and motivation to succeed is evident ( $r = 0.11$ ;  $p \leq 0.01$ ). The analysis of empirical data reveals a strong desire to act towards the result by understanding the goal.

In examining the empirical data, it is found that reflection on current activity is significantly related to the motivation to strive for success ( $r = 0.12$ ;  $p \leq 0.01$ ). It should be noted that, due to the involvement of our youth in education and labor, their main goal today is to achieve high results through success.

While the motivation to strive for success in the early stages of a person's development may not be obvious, it can be observed that the development of reflexive processes is necessitated by behaviors that are not understood.

### 3 CONCLUSION

Based on the above, the following conclusions are appropriate:

- Motivation for success in the development of reflexivity in the person is a key component.
- The person must develop such reflexive qualities as self-management, self-awareness, and self-control in advance, so as not to face failure and misfortune in their activities.
- Different age-related aspects of the development of motivation to succeed in the individual are apparent. In particular, it can be seen that in the early stages of personality development, although this is not clearly expressed, the later stages develop with age.

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