

The Effect of Adaptive Intellect to Student Reading Motivation

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Abstract: This article will feature the effect of adaptive intellect to student reading motivation motivation. Currently, in the educational process, students must have not only knowledge, but also the ability to adapt to a changing environment. Under such circumstances, adaptive intellect serves as an important factor in the formation and maintenance of the person's reading motivation. The main components of adaptive intellect is analyzed the connectional thinking, the ability to solve problems, emotional stability and innovation approaches to motivation. This article includes practical recommendations for increasing motivation in the education system and recommends psychological approaches to helping students to effectively adapt to the learning process.

Keywords: Adaptive Intelligence, motivation, student study motivation, flexibility, psychological adaptation, department of education.

Introduction: The modern education system also sets up not only to acquire theoretical knowledge, but also be able to adapt to a dynamic and changeable environment. In this process, adaptive intellect plays an important role because it increases human ability to new conditions, solve problems, and to decide independent decision. Also, in the educational process, motivation is a key factor of student activity, which determines how interestedly approaches their education. Therefore, the study between adaptive intelligence and study motivation is one of the most important issues for modern psychological research.

Psychological research shows that students with high adaptural intelligents adapt to the difficulties caused by the educational process, who seeks learning internal motivation and interest. On the contrary, the low-income students depend on more external factors and may face difficulties in maintaining the stability of motivation. Therefore, this study is aimed at in-depth analysis of the effects of adaptive intellect into students' reading motivation motivation.

This article will consider the theoretical foundations of concepts of adaptive intellect and motivation, and their interdependence is analyzed on the basis of empirical

research and recommends psychological approaches that serve to increase student motivation in the educational process. Adaptive Intelligence is the ability to quickly adapt to the new environment and changeable conditions, to effectively solve problems, create creative thinking and maintain emotional stability (Sternberg, 2005). This Intellect consists of the following components:

Flexible thinking is the ability to quickly adapt to the new conditions and develop innovative approaches.

The ability to solve problems is to make the most optimal solution in certain situations and find a creative solution.

Emotional stability - to manage stress status and adapt to variable situations.

Self-government - management of personal development and motivation.

Motivation is an important factor in the educational process, which is divided into two main types:

Internal motivation - based on interest in education, personal growth and intellectual needs.

Former motivation is formed under the influence of prizes, prizes, social requirements, or external pressure

- prizes, assessments, social requirements or external pressure. Factors affecting reading motivation

The following factors have been determined during the study affect motivation

Academic pressure and stress - high-flexibility students can fight stress and serve to raise the valley thinking - an adaptive intellect and creative approach.. Adaptive Intellect has a significant impact on students' reading motivation.

They need to develop flexible thinking to have internal motivation. Should see difficulties in the reading process as a chance of development, not a problem

Excessive connection to external motivation can lead to a decrease in motivation in the long run. Problem Solving Strategies - Students with high adaptive intelligents accept complex situations and try to solve them.

Students usually have internal motivation and try to get independent learning. The low adaptive intellect may be related to external motivation.

CONCLUSION

It is important to develop adaptive intellect to increase students' reading motivation.

In order to form internal motivation, emphasis should emphasize the skills to solve the independent training, creative approach and problem solving.

Universities and educational institutions should introduce stress management training programs and development programs for adaptive intellect.

Teachers need to enter the methods of solving flexible thinking and creative problems in the textbook process. Students need to learn strategies to manage stress and solve problems to develop their adaptive intellect. Educational institutions should provide students to students through psychological support centers. Students' reading motivation has a direct impact on adaptive intelligence. Students with high adaptive intelligents prone to independent learning, absorbs new knowledge in interest and use internal motivation in resolving sophisticated assignments. On the contrary, students with low adaptive intelligents are based on more external motivation, i.e. graduates, rewards or stimulus are associated with the incentives issued by the prizes or teachers. This can cause problems to maintain the stable interest in reading. This can cause problems to maintain a sustainable interest in reading.

It is also found that stress, variable educational environment and complexity to complex situations in the reading process also have a significant impact on motivation. Students with high adaptural intelligents

quickly adapt to changing conditions, accepts problems as an opportunity to grow and make independent decision. Such students regularly develop their knowledge, feel less needed to external incentives and see difficulties as a motivation for personal growth.

On the other hand, students with low adaptural intelligents can lose motivation in cases of stress, to endure difficulties in the reading process and be overly related to external incentives. This has a negative impact on the success of education.

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