



LEARNING MOTIVATION IN ELEMENTARY STUDENTS PSYCHOLOGICAL FACTORS OF FORMATION

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ABSTRACT

This article examines the learning motivations of primary school students. The problem of formation is highlighted. Also, the problems of primary school students Problems of finding the composition of other psychological characteristics and volitional qualities and their indicative effects on motivation formation are discussed.

ENTRANCE

Formation of higher knowledge, skills and competencies in primary grades Activities aimed at increasing the effectiveness of educational activities for It is also important to study the area of students' motivations in the complex The Law of the Republic of Uzbekistan "On Education" and the "National Personnel Training Program" and the reform of the education system in Uzbekistan A number of documents aimed at improving and improving the educational process humanization and democratization, focusing it on the individual - the educational process It is especially emphasized to focus on one of the main subjects. In this regard, at the current stage of reforming the education system, teachers and students To build an adequate model of the relationship between the student and the individual A more careful approach to analyzing its characteristics is required. The study of the above problems depends on a number of conditions. First of all, it is necessary to update the status of students in education, to make them active participants in the educational process. There is a need to transform it into a subject. Consequently, this issue is the problem on the other side, that is, the student's desire to become a subject of the educational process and

It also depends on their needs. It is precisely to create such a need in them, that is, Motivating students to engage in learning activities is one of the most relevant issues today.

remains one of the problems.

LITERATURE ANALYSIS AND METHODOLOGY

There are many studies on the study of the motivations of primary school students. Despite the scientific research, the correlation of the field of motives It is felt that the problems of students' learning have not yet been sufficiently studied. In recent years, Uzbek pedagogical scientists have also A number of extensive didactic studies have been



conducted on the study of learning activities. Among such works are O. Rozikov, K. Zaripov, N. Ortikov, B. Adizov, R. Safarova, R. Asadova, U. Musayev, H. Nazarova, G. Najmiddinova, A. Hamroyev. The research of scientists such as can be included. Although these works cover various aspects of educational activities, they only describe some issues of motivating educational activities. For example, R. Safarova discussed the need to manage students' practical activities in accordance with the need to master language materials. She emphasized that as students' interest and activity increase, their practical activities also develop. K. Zaripov distinguishes the components of managing students' cognitive activities in the system of teacher training. N. Ortikov distinguishes a number of characteristic features in students' activities, such as interest, aspiration, goal, and confidence. These determine the productivity and direction of activity. O. Rozikov distinguished content, goal, task, and method in educational tasks as their invariants. He justified the invariants of educational tasks as a means of organizing and managing students' educational and cognitive activities. B. Adizov, through the creative organization of primary education, and A. Hamroyev, through the observation of students' educational activities in the conditions of primary school native language education, substantiate that, unlike traditional educational methods, creative organization can increase students' motivation, competence, and interest in educational activities. G. Najmiddinova's research focuses on the issues of forming students' educational activities and proves that it is possible to motivate students' educational activities through educational material and work on it. Psychological studies of educational activity constitute a large part of scientific research. LS Vygotsky based his theory on the inextricable link between human activity and psyche – spirit: psyche does not exist without activity, and activity does not exist without psyche. LS Vygotsky's views were further developed by SL Rubinstein in his research. SL Rubinstein stated that emotions determine the dynamics, pace and tone of activity. Therefore, the established laws of development of the sphere of motives characteristic of each age period serve as the basis for the development of new educational programs and the activation of educational motives by setting special tasks in them. AN Leontyev believes that motives are an incentive for a person's activity, as well as for educational activity, and they direct him. He stated that activity is an active attitude of the subject to being. The correspondence of motive and goal is the most important feature of activity. As a result of the conducted psychological research, psychological phenomena such as studying the level of development of students' activities, describing the psychological foundations of learning, forming methods of mental activity in them, analyzing and mastering abilities and talents, describing the psychological development of students, and illuminating the problems of creative activity were studied.

RESULTS

A number of didactic studies conducted by pedagogical scientists show that among the teaching factors that increase the effectiveness of the educational process, the factor of motivation for educational and cognitive activity is in the first place, that is, the effectiveness of education depends on the motivation of educational and cognitive activity by 92%. Anyone who understands human nature at least a little will admit that this is not



without reason. Motives are the main driving force of the didactic process. Studying, correctly applying and correctly directing motivating motives

The acquisition determines the main essence of the content of pedagogical activity. Motivation – (from Latin moveo – I move, I move) is a general name for processes, methods, and tools that direct students to effective educational and learning activities, to active mastering of the content of educational material. Figuratively speaking, both the teacher and the students hold the reins of motivation in their hands. From the point of view of teaching activities, we can talk about motivating education, and from the point of view of learning activities, we can talk about motivating educational and learning activities.

Motivation is based on motives as a process of changing a person's mental state and attitudes. A motive is understood as a specific reason, an impulse that compels a person to perform a particular action. Also, the motive can be understood as the attitude of the student to the subject of his activity. Motives can be expressed in the form of needs and interests, aspirations and emotions, basic concepts and ideals. Therefore, motives are a very complex structure, a dynamic system in which alternatives, choices and decisions are analyzed and evaluated. The study of motivation is one of the central problems of didactics and pedagogical psychology. This Certain achievements have been made in this regard, but a complete solution to the problem has not yet been achieved. Due to the variability, mobility, and diversity of motives, it is difficult to determine their specific structural structure and to determine specific methods and means of management.

DISCUSSION

Motives in the education system can be classified according to various criteria. According to their type, social and cognitive motives are distinguished. According to their level, motives are divided into the following:

- Broad social motives (duty, responsibility, understanding of the social significance of studying). First of all, this is determined by the fact that a person confirms his social position in society through studying.

- Narrow social (or positional) motives (the desire to acquire a certain profession in the future, to be noticed by those around them, to be appropriately rewarded for one's work).

- Motives of social cooperation (the desire to interact with others in various ways, to establish one's position and place among the class community).

- Broad cognitive motives. Orientation to erudition is determined by a sense of satisfaction with the educational process and its results. A person's educational and cognitive activities occupy a leading place in his life.

- Educational and cognitive motives (methods of acquiring knowledge, specific educational orientation towards mastering subjects).

- Independent learning motivations (orientation towards acquiring additional knowledge).

In practical pedagogy, these motives are divided into separate groups according to their direction and content.



combined:

- 1) social (having social value) motives;
- 2) motivations for knowledge;
- 3) professionally important motives;
- 4) aesthetic motives;
- 5) communicative;
- 6) positional motives;
- 7) historical-traditional motifs;
- 8) utilitarian-practical motives.

It is established that: a) at different stages of the development of society, one or another group of educational motives of students is dominant; b) groups of motives are dynamically interconnected and act according to certain conditions. According to this connection, the concept of the driving force of learning (educational and cognitive activity) arises, the nature, direction and scope of which are determined by the combined effect of motives. Different types of motives are didactic have different effects on the course and results of processes. For example, broad knowledge

Motivations are manifested in the desire to cover more educational content,

However, these motives are weaker than educational motives. Because educational motives are the best means of stimulating independent activity in a narrow field. In a competitive environment, utilitarian-practical motives prevail. From this point of view, the motives of schoolchildren can be divided into types such as motivational motives that underlie goal-oriented behavior and substantive motives that raise values of general importance to the level of personal values.

CONCLUSION

In the educational process, the teacher plays a very important role in motivating students' learning activities. Because he, as the organizer and manager of the educational process, directly manages the learning activities of students. Needs, motives, and stimuli are the product of one field. Stimulating students in the educational process helps them to have stronger learning motives than other motives.

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