



Didactic Possibilities Of Increasing Educational Motivation In Younger Students

Shodieva Matluba Juraevna

Head of the Department of Preschool, Primary and Special Education of the National Center for Teacher Training in New Methods of Kashkadarya region Doctor of Pedagogical Sciences (DSC), Associate Professor

ABSTRACT

This article highlights the didactic possibilities of increasing the educational motivation of primary school students. Motivational groups, ways and factors of increasing educational motivation are also described in detail.

Keywords:

motive, educational motivation, sustainable motivation, educational and cognitive, educational activity, dynamic, social

The implementation of educational activities of younger schoolchildren based on modern trends in the context of globalization, the intensive introduction of the Internet, artificial intelligence technologies, pedagogical and technological transformations in education will achieve the expected results, ensure the possibility of effective use of academic knowledge acquired in the learning process in everyday activities. At the same time, motivation to learn is important.

Motivation is a complex structure, a complex of driving forces of activity, manifested in it in the form of inclinations, ideals that directly determine and guide human activity.

Motivation is a set of reasons that motivate a person to be active. The concept of motivation is formulated in different ways, the specific question of the content and energy side of motivation is formulated by psychologists. For foreign psychologists, the concept of motivation is considered as a source of pronounced unilateral energy activity, which, ignoring the content side, distributes energy and behavior as specific mechanisms [1; 2; 3].

Sustainable motivation is a set of motives that determine an active, personally biased student's

attitude to learning, providing him with relative continuity of effective actions aimed at regulating the satisfaction of his needs and interests while mastering generalized methods of solving them.

The analysis of the essence and the main factors determining the manifestation of positive stable motivation allows us to confirm [1]:

educational motivation as a specific motivation is characterized by a complex structure, one of the forms of which is the internal and external structure of motivation; such important features of positive motivation as its stability, level of intellectual development and connection with the nature of educational activity.

The system of motives is the driving force of educational activity, which includes such extremely important aspects related to cognitive needs as: goals; interests; aspirations; ideas.

The stability of educational motivation is determined by the leading complex of internal motivations that is part of it. Experts recognize that social motives generate motives related to cognition. These motives have opposite forms, such as the increased interest of the student in

cognition, and sometimes its reflection, which is directly related to the age characteristic of the child and the conditions created for him.

A.K.Markova identifies the following types of motivational qualities of students associated with reading-cognition:

Meaningful-that is, related to the nature of educational activities (awareness, independence, community, having your own place, etc.).

Dynamic-they are associated with specific psychophysiological characteristics of the child associated with general development (the persistence of his interests, willpower and willpower, the ability to switch interests from one activity to another, the variety of his motives), etc.

An educational motive is a private motive aimed at a specific activity. The type of activity at this place is reading, learning, and cognitive activity. Educational motives give the developing student the opportunity not only to determine his direction, but also to fully realize his available opportunities, acting as an important factor in the manifestation and development of emotional and volitional aspects.

It also serves as an important factor in the objective assessment of a student's educational activity over a certain period of time and the reflection of qualitative changes in it.

Like all types of activities, the motivations of learning activities are determined or closely related to factors such as:

- the nature of the education system;
- organization of the pedagogical process in an educational institution;
- specific (gender, age, level of knowledge, abilities, attitude to learning, self-esteem, qualities of the ability to cooperate with others) aspects of the personality of students;
- the personality of the teacher (teacher) and his attitude towards students and teaching activities;
- the specifics of the academic discipline.

Based on the above-mentioned sources of activity, the following group of motives can be distinguished:

Social motives (awareness of the social significance of education, awareness that it has the property of personal development,

awareness that education is a necessary condition for the development of a worldview, broadening the horizons of thought, etc.). Social motives are those motives in which a child realizes upbringing as a vital necessity and seeks to receive an incentive from his mentors.

They perceive the internal educational motive in the process of educational activity as natural, although not typical of its form.

Conscious maturity (interest in knowledge, curiosity, the desire to develop cognitive abilities, the ability to enjoy intellectual activity, etc.).

Personal (such as self-esteem, the desire to stand out among friends, imitation of respectable personalities, the desire to be the center of attention of others).

M.V.Matyukhina identifies two main motives:

I. The existing motives underlying the educational activity:

1) motives related to the content of the training: they direct the student to cognition-the assimilation of new facts, the acquisition of knowledge, cognition, comprehension of the fundamental content of the studied process on the basis of various means.

2) motives related to the educational process: encourage the student to be intellectually active when performing tasks of various kinds in the educational process, to think, observe, and overcome difficulties encountered when performing tasks in the educational process, i.e. to occupy the child not with the result, but with the interest of activities in the educational process.

II. Motives that are not directly related to educational activities.

- A wide range of social motives: motives of duty to the motherland, society, parents and teachers.

- Motives of self-awareness (a sense of the future importance of education, preparing oneself for future professional activity, etc.) and self-improvement, development (improving one's own personality based on education).

- A narrow range of private motives: the desire to receive praise, get a good grade, stand out among their peers (motivation for peace and well-being), the desire to become the first

student, take a worthy place among their peers (motivation prospects).

- Negative motives: avoidance of disappointment among parents, teachers, peers (motivation to avoid disappointment).

- There are the following motives, which are determined by a stronger external environment:

- - compulsory nature of education;

- - that the learning process is the daily norm;

- - that education is a factor of personal interests;

- - the desire to be the center of attention, the center of attention.

- The motives we discussed above can also have a negative impact on the results of the educational process and its nature. This effect is especially strong if it becomes obvious from the outside that the student's educational motives are based on laudable hearing or material interest.

- Educational motivation affects students' academic performance, their self-esteem, their development and assimilation, and, as a result, the quality of education in general.

- The reasons for the loss of interest in reading in a child:

- - personal concern;

- - low rating;

- - external attribute;

- - fear of failure;

- - the difficulty of learning the educational material;

- - conscious refusal to study;

- - lack of motivation in the family;

loss of interest in learning can also be caused by the fact that the child is still young, excessive demands are placed on him, pressure from parents, quarrels with teachers or students.

- How can I increase my motivation to study?

- - granting partial freedom of choice;

- - taking into account the requirements, interests and aspirations of students in education, i.e. an individual and differentiated approach;

- increasing the child's self-confidence and self-reliance also strengthens internal motivation;

- recognition of the reader's achievements;

- change and alternation of teaching methods and methods;

- to involve students in their studies, trying their best to teach the lesson in an interesting way, to use interesting ways of delivering information, to organize your subject in an interesting way;

- the personality of the teacher is extremely important for students.

Sustainable motivation is determined by several factors inherent in this activity.

Firstly, it is interconnected with the structure of the education system and the type of educational institution, in this case, the school in which educational activities are carried out.

Secondly, the organization of the educational process.

Thirdly, the subjective characteristics of the student (age, intellectual development, abilities, level of aspirations, self-esteem, his interaction with other students, etc.).

Fourth, the subjective features of the teacher's interaction with students and, above all, his system of relationships with the student.

The formation of stable personal motivation is a complex and lengthy process of active interaction between teachers and students in certain conditions, contributing to the transfer of external motivation of students to internal:

- involving students in real practical classes;

- group activities;

- the use of active teaching methods that promote the development of interest in positive emotional experiences in the lesson;

- increased need for students to work on themselves.

It can be seen from the above that the effectiveness of primary education depends on the comprehensive level of educational activity that students specifically develop. Such activities are formed and systematically developed under the guidance of a teacher in the process of mastering theoretical knowledge and acquiring the necessary competencies. As a result of this educational activity, students who have completed primary education should understand that the objective Universe consists of living and inanimate nature, and people live and function in a certain society, members of society live in interaction, can characterize

living and inanimate nature and society, have clear oriented ideas and ideas about nature and society. Alternatively, it is necessary that they understand the role that a person plays in human society and the importance of the activities that they perform. Because without informing readers of this fact, it is impossible to form them as individuals, to adapt them to public life.

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