

## BASLAWISH KCLASS OQIWSHILARINIŃ OQIW MOTIVACIYASIN PEDAGOGIKALIQ DIAGNOSTIKA QILIW JOLLARI

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### **Abstract**

This article investigates the formation of academic motivation in primary school students. The study analyzes theoretical principles and empirical data concerning the development of motivation in younger students, emphasizing the significance of pedagogical conditions and the need to organize an appropriate educational environment. The author examines strategies aimed at increasing academic engagement, including differentiating requirements, regulating task difficulty, and creating situations that foster a sense of achievement. Particular attention is given to practical measures for stimulating intrinsic motivation and developing a sustained interest in learning, as well as the role of interaction among teachers, students, and parents in ensuring a cohesive motivational space.

### **Keywords**

motivation, elementary school, cognitive interest, intrinsic motivation, pedagogical conditions, assessment, learning environment, active methods.

The modernized education system is facing numerous challenges, and one of the key factors of its effectiveness is students' motivation for learning activities. Paying attention to the primary grades is of particular importance, as this is the period when fundamental learning skills and an emotional attitude towards learning are formed, which significantly influences further educational development. Motivation is understood as an internal drive for action, while learning motivation refers to the set of factors that encourage learning activity and interest. Learning motivation is especially important in primary school because it is at this time that the foundation of fundamental knowledge, necessary for the successful continuation of education, is laid. In the absence of motivation, it becomes difficult to engage a student in the educational process, which often leads to a decline in academic achievement. Since education is one of the primary tools

for personality formation, the problem of learning motivation, without losing its relevance, requires systematic attention in psychological and pedagogical practice.

The motive for learning activity is a set of factors that encourage activity in the educational process. Such factors include needs, goals, attitudes, a sense of duty, interests, and other psychological and social determinants.

G. Rozenfeld indicated that the following main motivational reasons for learning exist:

1. Learning for the sake of the process itself – characterized by dissatisfaction with the result or a lack of clear interest in the subject's content.

2. Learning without personal interest or utility – occurs in the absence of individual motivation or significant personal benefit from the educational activity.

3. The search for social identity through learning – related to the aspiration for social recognition and integration into society through educational practices.

4. The motive of achieving success and avoiding failure – determined by the desire to achieve success or the striving to prevent possible failures and negative consequences.

5. Compulsory or restricted learning – arises due to external circumstances and factors that limit or compel learning activity.

6. Learning based on moral views and social norms – focuses on ethical values, obligations, and generally accepted norms of behavior.

7. Motives aimed at acquiring practical skills for everyday life – oriented towards achieving specific life goals and developing practical skills.

8. Learning motivated by social goals, demands, and values – linked to societal expectations, collective tasks, and the value orientations of society.

According to A. K. Markova's observation, motivation for learning activities in primary school is determined by the child's new social role: before coming to school, the child has not encountered the practice of continuous learning. Such motivation is temporary in nature; it cannot always form a stable, long-term interest and loses its influence over time. In this regard, one of the most important tasks of a primary school teacher is the purposeful formation of motives that give meaningful content to learning. Educational and cognitive motives arise within the process of the educational activity itself; therefore, the quality and organization of this activity are of decisive importance.

According to E. P. Ilyin, the main factors that determine the formation of learning motivation are as follows:

1. The content aspect of the educational material – the relevance, clarity and simplicity, and meaningful completeness of the educational content.

2. The organization of the educational process, which includes three consecutive stages:

motivational;

operational-learning;

reflexive-evaluative.

3. Collective forms of educational activity—interaction in groups, joint assignments, and collective practices.

4. The system for assessing learning activity—assessment methods and criteria, and feedback.

5. Pedagogical style—the teacher's culture of interaction with students, their requirements, support, and methodological techniques.

Forming stable learning motivation requires a holistic, systematic approach that combines the meaningful completeness of curricula, the thorough organization of lessons, the development of collective practices, as well as a proper assessment policy and a professionally structured style of pedagogical activity.

The process of forming learning motivation is closely linked to interest in the teacher. The educational process is based on the interaction between the student and the educator; therefore, a loss of interest, a breakdown of mutual understanding, or a disruption of communicative connection with the teacher can lead to a decrease in learning activity and participation. The conceptual works of D. B. Elkonin and V. V. Davydov make a significant contribution to understanding the motivation of primary school students, viewing educational activity in a social dimension through its content, meaningful completeness, and implementation methods. Particular attention is paid to the dynamics of attitudes toward learning in the primary school years, specifically the situations where focus on results increases while cognitive interest decreases. Here, it is presumed that special conditions are necessary to create a favorable environment for the formation of internal motivation, in order for sustained educational interest to emerge.

Motivation related to the content and procedural aspects of learning relies on cognitive needs and children's initial need for new impressions. The formation of the need for education is an individually determined process: in some children, it manifests mainly with a theoretical orientation, in others with a clearly expressed practical direction, and in a third group, it appears in a weak or fragmented form.

In primary school, children are characterized by high activity levels and the insufficient development of skills for freely managing their desires and needs. A child's dynamic motivational field creates favorable conditions for generating and

developing the motives necessary for the successful assimilation of educational material.

To determine the specific features of how learning motivation is formed in school students, it is advisable to rely on the general strategy for its formation. First and foremost, the educator sequentially constructs the logical structure of the subject being studied, purposefully forms the psychological regulators of the students' behavior, and prevents the emergence of a feeling of helplessness when faced with new educational content. An important condition here is the position of the teacher and the student as equal participants in the educational process.

Motivation, connected to the content and organization of the learning process, is based on cognitive needs (the drive to know) and the initial childhood desire for new impressions. The formation of the need to learn has an individual character: in some children, it is mainly theoretical in direction; in others, it has a distinctly practical direction; and in a third group, it is weak or fragmented.

Identifying the specific features of learning motivation formation requires relying on a general strategy for its formation. The educator sequentially constructs the logical structure of the material being studied, purposefully forms the regulatory mechanisms of the students' behavior, and prevents a feeling of helplessness when faced with new content. The position of the teacher and student as equal participants in the educational process is considered an important condition.

Fostering motivation is achieved by predicting the likelihood of material mastery, clearly defining learning objectives, and understanding the importance of interaction and collaboration with other participants in the educational environment. The teacher must create conditions for gradually increasing demands, ensuring that tasks are achievable to help maintain students' interest and confidence, and providing support for their success.

The learning motivation of primary school students is a key component of a successful educational process, shaped by the influence of many interconnected factors. The educator plays a central role in stimulating interest in learning; using various interactive methods adapted to a child's individual characteristics helps foster a positive attitude towards learning. The teacher must consider the personal interests and abilities of the students and apply a differentiated approach to teaching.

The school environment and social support are significant determinants of motivation. Coordinated interaction between parents, educators, and the students themselves creates conditions for the formation of both external and internal

motivation, which is an essential condition for a child's successful learning and subsequent development. The supportive and encouraging influence of all participants in the educational process increases the likelihood of developing a sustained interest in learning.

A teacher should purposefully leverage the educational needs already established in students. It is essential to select learning material that sparks an interest in acquiring knowledge and demonstrates the practical significance of that knowledge in achieving life goals. A child needs to understand how the knowledge they have mastered helps them solve specific problems in everyday life.

To increase teaching effectiveness, a transformation of pedagogical methods is required. Discussions, role-playing games, brainstorming, project-based activities, demonstrations, small group work, and the creation of audiovisual presentations encourage the activity of primary school-aged students and increase their engagement in the learning process.

A scientific approach presupposes that the teacher sets individual, appropriate, and realistic requirements for each student. To prevent a loss of interest, these requirements must be high enough to maintain a sense of competence, yet at the same time, be achievable. It is advisable to create situations of success at the beginning of the learning period, and then to gradually increase the complexity of tasks, ensuring the steady growth of academic achievements.

**Conclusion:** From the very beginning of instruction, it is necessary to explain and justify the requirements, as well as to assist each student in setting personal learning goals. The deliberate setting of realistic goals by the educator is a significant factor in motivation, as overly high expectations lead to disappointment and a decline in interest. Involving students in the goal-setting process increases the value of the goals and strengthens internal motivation.

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