



PSYCHOLOGICAL FACTORS IN FORMING LEARNING MOTIVATION IN PRIMARY STUDENTS

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Annotatsiya: Ushbu maqolada boshlang'ich sinf o'quvchilarida o'quv motivlarining shakllanish muammosi yoritilgan. Shuningdek, boshlang'ich sinf o'quvchilarining boshqa psixologik xususiyatlari va irodaviy sifatlarining tarkib topish muammolari va ularning motivatsiya shakllanishiga ko'rsatuvchi ta'sirlari muhokama etilgan.

Kalit so'zlar: o'Quvchi, boshlang'ich ta'lim, motiv, o'quv motivlari, tafakkur, хотира, intellekt, mantiq

Аннотация: В данной статье рассматривается проблема формирования мотивов учения у учащихся начальной школы. Также обсуждались другие психологические особенности и волевые качества учащихся начальной школы, проблемы нахождения содержания и их влияние на формирование мотивации.

Ключевые слова: Школьник, начальное образование, мотивация, учебная мотивация, мышление, память, интеллект, логика.

Abstract: This article discusses the psychological characteristics of preschool children. The characteristics of the development of higher mental functions in children, especially in infancy, are widely covered.

Keywords: Infancy, early childhood, preschool, thinking, emotions, perception, will, intellect.

INTRODUCTION

In the complex of measures aimed at increasing the effectiveness of educational activities in primary grades to form higher knowledge, skills and qualifications, the study of the sphere of students' motivations is also of great importance. The Law of the Republic of Uzbekistan "On Education" and the "National Program for Personnel Training" and a number of documents aimed at reforming and improving the education system in Uzbekistan emphasize the humanization and democratization of the educational process, its focus on the individual - one of the main subjects of the educational process. In this regard, at the current stage of reforming the education system, a more thorough approach to analyzing the individual characteristics of the student is required in order to build an adequate model of relations between the teacher and the student. The study of the above problems depends on a number of conditions. First of all, there is a need to update the status of students in education, to turn them into active subjects of the educational process. Consequently, this issue also depends on the second side of the problem, namely the desire and need of the student to become a subject of the educational process. It is precisely the emergence of such a need in them, that is, motivating the student to educational activity, that is, one of the most urgent problems of today. [1,5]



LITERATURE ANALYSIS AND METHODOLOGY Despite the fact that a considerable amount of scientific research has been conducted on the study of the motivations of primary school students, it is noticeable that the problems of correlation in the field of motivation have not yet been sufficiently studied. In recent years, a number of extensive didactic studies have been conducted by Uzbek pedagogical scientists to study the educational activities of students. Among such works are the research of scientists such as O. Rozikov, K. Zaripov, N. Ortikov, B. Adizov, R. Safarova, R. Asadova, U. Musayev, H. Nazarova, G. Najmiddinova, A. Hamroyev. Although these works cover various aspects of educational activities, they only describe some issues of motivating educational activities. For example, R. Safarova argued that students' practical activities should be managed according to 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. [2,8] 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, observing the educational and learning activities of students 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 and learning activities. G. Najmiddinova's research focuses on the issues of forming students' educational and learning activities and argues that it is possible to motivate students' educational and learning activities through educational material and work on it. [3,15]

Psychological studies of educational and learning activities constitute a large part of scientific research. L.S. Vygotsky substantiated the principle of the inextricable connection of human activity and psyche - spirit: psyche does not exist without activity, activity does not exist without psyche. S.L. Rubinstein further developed L.S. Vygotsky's views in his research. S.L. Rubinstein noted 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 developing new educational programs and activating educational motives by setting special tasks in them. A.N. Leontyev believes that motives are an incentive for a person to his activity, as well as for educational activity, and direct it. He noted that activity is an active attitude of the subject to being. The correspondence of motive and goal to each other is the most important feature of activity. As a result of psychological research, such psychological phenomena as studying the level of development of students' activity, describing the psychological foundations of their education, forming methods of mental activity in them, analyzing and mastering abilities and skills, describing the psychological development of students, and illuminating the problems of creative activity have been 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 learning activities is in the first place, that is, educational effectiveness is 92% dependent on motivating educational and learning activities. 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. The study of



motivating motives, their correct application and correct direction determine the main essence of the content of pedagogical activity. Motivation - (from Latin moveo - I move, I move) is the general name for processes, methods, and tools that direct students to effective educational and learning activities, to actively master the content of the educational material. Figuratively speaking, both the teacher and the students hold the reins of motivation in their hands. From the perspective of teaching activities, we can talk about motivating education, and from the perspective of learning activities, we can talk about motivating learning activities. Motivation is based on motives as a process of changing the mental state and attitudes of a person. A motive is understood as a specific reason, an impulse that forces a person to perform a particular action. [4,20]

Also, a motive can be understood as a student's attitude to the subject of his activity. Motives can act 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. 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, as well as to determine specific methods and means of management.

DISCUSSION Motives existing 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: - Broad social motives (duty, responsibility, understanding the social significance of learning). First of all, this is determined by the person's confirmation of his social status in society through learning. - Narrow social (or positional) motives (the desire to acquire a certain profession in the future, to be noticed by others, to be deservedly rewarded for his work). - Motives of social cooperation (the desire to interact with others in various ways, to determine one's position and place among the class team). - Broad cognitive motives. Orientation according to erudition is determined by a sense of satisfaction with the educational process and its results. A person's educational activity occupies a leading place in his life. – Educational motives (methods of acquiring knowledge, orientation to mastering specific subjects). – Independent educational motives (orientation to acquiring additional knowledge). In practical pedagogy, these motives are combined into separate groups according to their orientation and content:

- 1) social (socially valuable) motives;
- 2) cognitive motives;
- 3) professionally significant motives;
- 4) aesthetic motives;
- 5) communicative;
- 6) status-positional motives;
- 7) historical-traditional motives;
- 8) utilitarian-practical motives.

It is established that:

- a) at different stages of the development of society, one or another group of students' learning motives 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 (learning and cognitive activity) arises, the nature, direction and scope of which are determined by the combined effect of motives.

Different types of motives have different effects on the course and results of didactic processes. For example, broad cognitive motives are manifested in the desire to cover more educational content, but despite this, 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, more utilitarian-practical motives dominate. From this point of view, the motives of schoolchildren can be divided into types such as motives that underlie goal-oriented behavior - stimulating and bringing values of general importance to the level of personal values, and motives that give substance.

Conclusion In the educational process, the teacher plays a very important role in motivating students' educational activities. Because he, as the subject organizing and managing the educational process, also directly manages the educational activities of students. Needs, motives, stimuli are the product of one field. Stimulating students in the educational process helps them develop stronger learning motivations than other motivations.

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