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SCIENTIFIC-THEORETICAL BASIS OF SHAPING STUDENTS' LEARNING MOTIVATION IN PRIMARY SCHOOL READING CLASSES THROUGH INDEPENDENT WORK

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ABSTRACT

Adaptation to the educational process of the primary school environment is a crucial stage for children, as it lays the foundation for their educational and personal development. A number of didactic studies conducted by pedagogic scientists show that among the teaching factors that increase the effectiveness of the educational process, the factor of motivation for learning activities is in the first place, that is, the effectiveness of education is 92% as it depends on motivating learning activities. Anyone who understands human nature at least a little will admit that this is not in vain. Motives are the main driving force of the didactic process. Learning motivational motives, using them correctly and being able to direct them correctly determines the main essence of the content of pedagogical activity. In this article, the psychological features of the adaptation of primary school students to the educational process are discussed in detail.

KEYWORDS

Pupil, school, Teacher, primary education, adaptation, motive, motivation.

INTRODUCTION

Motivation - (from the Latin moveo - means to move, to move) is the general name of processes, methods, tools that direct students to effective educational activities and active learning of the content of educational material. Figuratively speaking, the reins of motivation are held by both the teacher and the

students. If we look at it from the point of view of teaching activity, we can talk about motivation of education, if we look at it from the point of view of study activity, we can talk about motivation of educational activity. Motivation is based on motives as a process of changing the mental state and attitudes of

a person. Motive means a specific reason, impulse that forces a person to perform this or that action [1].

Also, the motive can be understood as the student's attitude towards the subject of his activity. Motives can act in the form of needs and interests, aspirations and emotions, basic concepts and ideals. That is why motives are a very complex structure, a dynamic system in which alternatives, choices and decisions are analyzed and evaluated. Studying motivation is one of the central problems of didactics and pedagogical psychology. Some progress has been made in this regard, but the full solution of the problem has not yet been achieved. Due to the changeability, mobility, variety of motives, it is difficult to determine their specific structural structure, to determine specific methods and means of management.

Adaptation can be defined as the process by which students adjust to the expectations, routines, and social processes of school life and education. Psychological, this includes knowledge, emotional, and changes in the interests of students as they move from a home-based environment to an institutional one, they must be in accordance with the rules and regular schedules [2].

MATERIALS AND METHODS

Cognitive Adaptation. Cognitively, children entering elementary school are faced with new learning demands that require them to selectively focus on relevant information, remember instructions, and perform complex mental operations. Thus, successful cognitive adaptation is related to learning. includes developing learning strategies, problem-solving skills, and general interest.

Emotional Adjustment. Emotional adjustment to school requires the ability to regulate emotions and express emotions appropriately. This process focuses on developing positive attitudes towards learning, managing classroom pressures and developing relationships with teachers and peers.

Behavioral Adjustment. Behavioral adjustment involves following the norms and expectations of school-related behavior. This includes cooperation, respect for others, maintaining discipline in the classroom, and taking responsibility for one's own actions.

Role of parents and teachers. Parents and teachers play an important role in this adjustment process. Positive parent-child communication, emotional support, and scaffolding can help smooth transitions. Teachers' nurturing and supportive actions promote student self-confidence and engagement in the classroom. Enrollment in primary school education is a multidimensional process involving cognitive, emotional, and behavioral changes. Creating a supportive learning environment at home and at school can facilitate this adjustment, setting the stage for successful academic progress and overall development. During our work, we observe that the psychological development of students is closely related to age characteristics. Mental processes and changes in the child's psyche, for example, the level of attention and memory, the features of thinking, the vocabulary and the level of speech development, etc., are related to mental and psychological development. In our schools, educational activities are not limited to providing children with knowledge, but also to develop all abilities of children [3].

RESULTS AND DISCUSSION

In the development of the intellectual potential of primary school students, the role of their innate abilities and talents is important. Our young people, who have innate abilities, quickly learn all the educational, educational and professional teachings of adults and can quickly master them and apply them to life. But not all our young people are gifted with this ability and talent. Therefore, it is primarily the responsibility of our pedagogues and the general public, i.e. families, neighborhoods, and educational institutions, to develop skills and improve the talents of young people. Children realize their innate abilities for various activities in the team, in the process of continuous work on themselves.

Participating in classes and teams, groups, clubs, science Olympiads in schools are opportunities for innate abilities. Also, children's abilities are awakened and their abilities grow in educational and work activities. The main content of the concept of talent also means the concept of "ability".

It can be said that the concept of ability is not accepted as a natural characteristic of a person, but in many cases, based on the development of ability, we can see that some people have a natural characteristic, that is, talent. Sometimes the "real"

When it is said with the words "natural", "given by nature" and similar words, the concept of "natural" is related to the concept of ability in practical analysis. In many cases, we understand naturalness as the ability that underlies the development of talent. Perhaps someone somewhere, using the practical word, can emphasize this or that - a natural feature as a skill. It is unlikely that the 'harmonic sense' or 'musical sense' present at birth is merely a sign of talent based on the development of a sense or mutual feeling. one might

think that there is a feeling of interest or something like that. It is important to note that when we talk about natural talent badges, we are not talking about inherited talent badges.

Here are examples of how to use the methods of developing the intellectual creative potential of primary school students:

Conducting brainstorming exercises: this includes solving various rebuses, crosswords, organizing chess and checkers games in the form of a competition.

Conducting agility sports: this includes conducting all types of sports competitions.

Conducting fun and wit contests: through this contest, the interest of young people in art, theater and painting is increased and the skill of wit is evaluated.

Despite the theoretical situation and practical examples presented above, the problem of ability and its development is one of the most complex issues of psychology and pedagogy. Ability develops under the influence of natural talent, talent, as well as the external social environment, which depends on the properties of the nervous system, such as sensory analyzers, strength, movement and coordination of nervous, physical and mental processes. It is worth noting that only when the child takes an active part in education in the social environment, his innate abilities can be awakened, talents and abilities can be developed [4].

- time limit;
- state of stress;
- state of high anxiety;
- desire to quickly find a solution;
- existence of strict limits for a specific solution;

- insecurity caused by previous failures;
- fear;

In the process of educating creative youth, the following situations occur:

1. With the help of upbringing, it is possible to eliminate the shortcomings caused by the negative effects of the environment.
2. Education determines the future goal of human activity. Therefore, it plays a leading role in ensuring the perfection of a person.
3. Spiritual growth of a person takes place. For example, a child can learn his native language under the influence of the surrounding environment. But he learns to read and write only through special education. Certain knowledge, skills and abilities are acquired only in the process of education.
4. With the help of education, even some congenital defects of a person can be changed to a positive side. For example, some children are born with certain defects (deaf, blind, mute, etc.). But with the help of specially organized education, their mind develops fully, they can be active on a par with people without congenital defects.

Naturally, in order for students to achieve their goals, the knowledge, skills and qualifications acquired in the educational institution are lacking. They should constantly search above themselves for a higher goal, actively participate in the process of social relations.

It is a mistake to say that students who have not mastered the subjects are incapable, the first task of the teacher is to deeply study the age and psychological characteristics of each student, to determine his interests and desires, and to take

pedagogical measures taking them into account. In general, any activity that is properly organized pedagogically has a positive effect on the mental, moral, aesthetic, physical and voluntary development of a child's personality.

Educating young people to become free-thinking, innovative and well-rounded people is carried out from the primary grades, this process is one of the important tasks. For this reason, the content of education is being radically updated. In the period of junior school age, the motivations for independent education arise in the child, and they arise in the simplest form - along with acquiring knowledge, they are interested in additional resources and reading books on various topics. Social motives cause the first grader to acquire a practical nature of social motives in understanding the reasons for the necessity of reading and learning from a non-differentiated, general understanding, in understanding the content of reading "for himself". The formation of the student's educational independence based on motives depends on the educational conditions that develop: - the purpose of the activity. It should be clear to the child what is being done and why it is being done. - motives are of great importance in the student's activity. Motives direct action to achieve a set goal. - activity content. Presenting the knowledge that the student independently seeks and acquires, not the knowledge given by the teacher. Tasks that require different mental actions lead to the development of students' knowledge. - actions included in the activity carried out by the student are of great importance. Actions can be different. Simple actions (repetition of some actions), creative actions, practical and mental actions. The student can independently plan and complete a complex assignment or perform it according to the

teacher's instructions, which basically requires the student to listen carefully to the topic and perform it accurately. But independent performance of complex tasks requires him to act independently, find ways and methods of completing the task independently. - if all organizational conditions are not created, the development potential of any activity will be lost. - in order for the student's activity to acquire a developmental character, it should be constantly complicated.

The content and tasks of the activity gradually become more complex, the demand for the speed and quality of the tasks increases, it should be based on the independence of the students in performing the tasks and finding a solution. Therefore, the result of his activity should be monitored and evaluated by the pedagogue. - the student knows his successes and failures (in our opinion, it is necessary to teach the students themselves the ways of control and evaluation). In any case, the assessment should serve as a stimulus to encourage the student to engage in complex and interesting activities in the future. What has been shown is that the motivation field of junior high school students has changed and their desire to occupy the "student position", i.e. to go to a place of general secondary education, has been satisfied. , indicates the emergence of new relationships - educational motives and social motives of several complex forms. By the end of the junior school period, students should have developed learning motives, that is, interest in acquiring new knowledge, not just new knowledge and general laws, but also specific ways of finding new knowledge. In order to determine the characteristics of the educational motivation of the students of junior school age who participated in our research, the superiority of internal or external

motivation, it is possible to use the questionnaire method proposed by N. G. Luskanova. In science, many psychodiagnostic methods are known that serve to study the characteristics of students' educational motivation. However, this methodology is concise, the questions in it reflect life situations that are typical for the student, the answer options are ready, it can be used both individually and in groups, and it facilitates the process of processing the obtained results.

The child is very sensitive to the teacher's attitude towards some children: if he notices that the teacher has "favorites", then his halo will be destroyed. At first, children follow the teacher's instructions exactly; if the teacher allows adherence to the rule, then the rule is destroyed from within. A child begins to relate to another child by how this child relates to the standard imposed by the teacher. Therefore, there are many hidden things in the lower classes. The new social situation of development requires a special activity from the child.

- educational. When a child comes to school, it does not yet exist as an educational activity, and it must be formed in the form of learning skills. This is clearly a unique task of primary school age. The main difficulty encountered in the way of this formation is that the motivation of the child to come to school is not related to the content of the activity that he should perform at school. A distinctive feature of teaching is scientific knowledge in the assignment [6]. The main part of the content of the educational activity is the creation of scientific concepts, laws, general methods of solving practical problems. Therefore, the conditions for the formation and implementation of educational activities are created only at school, and in other types of activities, the function of acquiring knowledge is a by-product in the form of everyday concepts.

Mastering the rules comes only with the basic desire. And only in educational activities, the assimilation of scientific knowledge and skills works as the main goal and main result of the activity. The child begins to work with scientific concepts under the guidance of the teacher.

Educational activity is carried out during all years of schooling, but it is just now that it is being formed and is taking the lead.

CONCLUSION

It was found that: a) at different stages of the development of the society, one or another group of students' learning motives is leading; b) groups of motives are dynamically interdependent and act according to certain conditions. According to this connection, the concept of the driving force of reading (educational activity) appears, whose character, direction and scope are determined according to the embodied influence of motives. Different motives have different effects on the course and results of didactic processes. For example, broad knowledge motives are manifested in the desire to cover more educational content, but these motives are weak compared to learning-knowledge motives. Because educational motives are the best means of stimulating independent activity in a narrow field. In the competitive environment, more utilitarian-practical motives dominate. From this point of view, the motivations of schoolchildren can be divided into types, such as those that are based on goal-oriented behavior - motivational and essence-acquiring motives that bring universal values to the level of personal values. shows that indicators corresponding to average learning motivation usually indicate extrinsic motivation, while above-average motivation is relative

to external demands and norms independence, that is, it shows more reliance on internal motives.

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