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PEDAGOGICAL - PSYCHOLOGICAL FEATURES OF FORMATION OF LEARNING MOTIVATION OF PRIMARY SCHOOL STUDENTS

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ABOUT ARTICLE

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Abstract: The article describes the child's educational activity, the formation of an educational motive, the child's psychological development, assessment of educational activity, and primary school age. Also, in the article, the main activities of children of junior school age, the formation of motivation for school education through the relations of family members, and the development of educational motivation are expressed from the author's point of view. The author states that if a student lacks motivation for education, the reasons for this might be: failure, intellectual passivity, and deviations in behavior. Also, in the article, the formation of learning motivation in primary school students is a critical area of research in educational psychology and pedagogy, the factors that influence young learners' motivation is essential for creating effective teaching strategies and fostering a lifelong love of learning have been described.

INTRODUCTION

The issue of motivation is of particular importance at the primary stage of education, because the foundations for children's ability and desire to learn are laid from the primary school age. Analysis of psychological and pedagogical literature allows to determine educational motivation at primary school age. A child's educational activity is stimulated not by a single motive, but by a whole system of different motives that are interconnected, complement each other and have a certain relationship.

Learning motive means factors such as needs, goals, attitudes, sense of duty, interests that

determine the manifestation of educational activity. Not all motivations have the same effect on learning. In order to optimally organize the educational process, first of all, the motivation of educational activities and ways of its formation are important in deep knowledge and understanding of one aspect of education. The analysis of studies on the problem of educational motivation reveals various motivations that affect the effectiveness of the educational process. It mainly embodies the complexity of educational activities, the level of its organization, the child's age characteristics and the entire system of relations with the outside world.

The main activity of children of primary school age is reading. During this period, the motivation for school education is formed in the child through the relationships of family members. The development of learning motivation largely depends on grades. Low self-esteem of students also leads to lack of confidence in their abilities, which causes the loss of learning motivation in the educational process. If the student does not have motivation for education, the reasons may be: failure, intellectual passivity and deviations in behavior. The formation of learning motivation in primary school students is a critical area of study within the fields of pedagogy and psychology. Understanding the pedagogical and psychological features that influence this process is essential for several reasons:

Foundation for Lifelong Learning: Primary education sets the stage for a student's entire academic journey. Establishing strong learning motivation at this early stage can foster a lifelong love for learning, curiosity, and the pursuit of knowledge. When students are motivated, they are more likely to engage deeply with the material, retain information better, and develop critical thinking skills [4]; [6].

Academic Achievement: Motivation is a key predictor of academic success. Students who are intrinsically motivated to learn are more likely to achieve higher academic outcomes. They put in more effort, persist through challenges, and show resilience in the face of difficulties. By understanding how to nurture learning motivation, educators can help students reach their full potential [7]; [8].

Development of Self-regulation and Autonomy: Early development of learning motivation helps students to become self-regulated learners. Self-regulation involves setting goals, monitoring progress, and adjusting behaviors to achieve academic objectives. These skills are crucial not only for academic success but also for personal and professional growth in later life. Autonomy in learning fosters independence and empowers students to take control of their educational experiences.

Emotional and Social Well-being: Motivated students often experience higher levels of satisfaction and lower levels of anxiety and stress. They are more likely to have positive relationships with peers and teachers, creating a supportive and conducive learning environment. Understanding the psychological aspects of motivation can help educators create emotionally safe classrooms where

students feel valued and understood.

Inclusivity and Equity in Education: Different students are motivated by different factors, including cultural, social, and personal influences. By recognizing and addressing these diverse motivational needs, educators can create more inclusive learning environments. This ensures that all students, regardless of background, have the opportunity to succeed and are encouraged to engage actively in their education.

Adaptation to Modern Educational Challenges: The educational landscape is continuously evolving with the integration of technology, changing curricula, and new teaching methodologies. Understanding the dynamics of learning motivation helps educators to adapt their strategies to meet contemporary challenges. This includes using technology to enhance engagement, differentiating instruction to meet varied motivational needs, and fostering a growth mindset among students [9]; [10].

Moreover, 1st graders are dominated by motives related to the adult environment. When a child goes to school, his psychological development and behavior are of particular importance. Reading activity determines the changes in the mental development of children during the junior school period. It is important to use various forms of educational organization: individual, pair, collective, group and their exchange activities for effective development of educational motivation of young students. Our experiences show that collective and group forms of activity create the best motivation, because it satisfies the great need for communication of small schoolchildren. Broad social motives such as self-improvement (being cultured, development) and self-determination motives (continuing education after school, working) are important for the child who comes to school.

Consequently, through this, the child understands the social importance of learning. If the characteristics of the motivation of educational activities at the primary school age are considered, more than half of the children in the 1st grade have a positive attitude to educational work. In the 3rd grade, their number decreases to 40%. 1st graders are dominated by motives related to the adult environment. The following answers to the questions about reasons that motivate learning prevail: "I study because I like the teacher", "I study well because I want to please my parents". Initially, such motivation determines a responsible attitude to learning. In grades 1-2, it not only continues to be preserved, but also strengthens and develops.

LITERATURE REVIEW

If there is a healthy attitude to learning in the classroom, then idle learners will follow active learners and begin to study better. In the 3rd-4th grades, students' choice of special subjects begins to appear. As a result, the general motivation for learning becomes more and more differentiated: positive and negative motivation for the learning process appears depending on interest. Interests appear in a certain situation, often under the influence of a lesson, and almost always disappear as

soon as the lesson is over. What motives prevail in primary school age, the main factors influencing the formation of positive and stable motivation for educational activities are the following:

- content of educational material;
- organization of educational activities;
- collective forms of educational activity;
- evaluation of educational activities;
- teacher's pedagogical activity and style.

Students also have various motivations that do not support their academic work for a long time and gradually lose their importance. Therefore, in order to form a positive attitude to the educational process, it is important for the teacher to determine what can attract the attention of children in the classroom, what behaviors they like, and what causes positive and negative emotions. New behavior first occurs in common activities with adults, the child learns the possibilities of organizing his behavior, and only then it becomes an individual behavior method. Adults teach children the rules of how to study, play, go for a walk, and do other things. It seems that in the family, the child occupies a new place with which he is counted and consulted.

Junior school period is a period of positive changes and renewal. Therefore, the level of success achieved by each child at this stage of development is extremely important. What has been shown above is that the motivation field of students in junior high school is changing, the social direction of general knowledge and motives in the preschool period is determined, and they take the "student position", that is, the desire to go to school. indicates the emergence of social motives.

By the end of the junior school period, the pupils develop educational motivations, that is, interest in acquiring new knowledge, not general laws, but specific ways of finding new knowledge.

Motive as a reflection of need has a conditional, mobile and virtual character. It changes due to the variety of developmental conditions, that is, age characteristics or environmental influences. A need can be biological, material, social or spiritual. In the parallelogram of needs (biological need - material - social - spiritual), it becomes the dominant need that corresponds to the personal meaning of human life and is better provided with the means of self-satisfaction. The transition from need to activity is the process of changing the direction of the need from the internal to the external environment. At the root of any activity is a motive that drives a person to it, but not every activity can satisfy the motive. This transition mechanism includes:

selection and motivation of the subject of need (motivation means justification of the subject to satisfy the need);

during the transition to activity, the need becomes a goal and interest (conscious need).

Therefore, need and motivation are closely related: need motivates a person to act, and the component of activity is motive. Success in organizing independent work depends not only on ability

and knowledge, but also on motivation (desire to work and achieve high results). The higher the level of motivation and activity, the more factors (motives) that encourage the student to act. They tend to put in more effort. Students with high motivation work harder and achieve better results in their work.

METHODOLOGY

It is wrong to consider the motivation field only as a reflection of the totality of the student's personal needs. The needs of the student are related to the needs of society and are formed and developed in the context of their development. Some of their needs can be considered individualized social needs. Developing needs force them to actively seek ways to satisfy them and become internal stimulators or motives of activity. Motives are relatively stable manifestations and attributes of the learner's personality. For example, when a particular student is said to be academically motivated, he or she is often displaying cognitive motivation. Motive is not self-explanatory. This can be understood in the system of factors that make up the general structure of mental life - images, relationships, personal actions. Its role is to motivate and guide behavior. It turns out that need and motivation are closely related: need motivates a person to act. Needs vary in importance. Higher needs disappear until basic ones are met. This shows that all desires, or rather needs, have a clear hierarchical sequence.

Using the analysis of Abraham Maslow's pyramid of needs, it is possible to analyze which needs can disempower the student and which ones have a good effect [1]. The pyramid of needs is a visual representation of human needs in the form of a hierarchical pyramid, based on the theory of Abraham Harold Maslow, an American psychologist and the founder of humanistic psychology. According to him, people can pursue higher-order needs only after their lower-order needs, such as food and safety, have been satisfied. In his views, the scientist proposed that all human needs are organized in a hierarchical system of priority or superiority. The pyramid of human needs is based on the view that his behavior is determined by basic needs. Depending on the importance and relevance of their satisfaction for the person, they can be arranged in the form of stages. There are aspects specific to each stage of the pyramid of needs, which can be described as follows:

At the first level of the pyramid, first of all, there are physiological needs. Physiology is the basic needs of the human body aimed at vital functions. A person who does not have material advantages, according to Maslow's theory, first experiences needs of a physiological nature. If you have to choose between uncivilization and hunger, you will satisfy your hunger first. Physiological needs include the need for thirst, sleep, and oxygen. The second level of the pyramid includes the need for security. Safety is about making sure that a person's life is not in danger. This category of needs includes stability, order, dependence, protection, fear, anxiety, etc. In healthy people, the need for security is manifested in a mild form. For example, the desire to have social guarantees in employment is high.

The third level of the pyramid includes the needs for liking, love and belonging. Sociability is a person's need for communication with others and his role in society (friendship, love, belonging to a certain nationality, the opportunity to experience mutual feelings). In the pyramid of human needs, after satisfying physiological needs and ensuring security, a person wants the warmth of friendly, family or interpersonal relationships. The goal of finding a social group that satisfies these needs is the most important task for a person. The desire to overcome the feeling of loneliness, according to A. Maslow, became the main condition for the emergence of all kinds of interest groups. Loneliness leads to a person's social adjustment and the emergence of serious mental disorders.

The fourth step of the pyramid is the need for recognition (I respect myself, others respect me, I am known, I am needed, I achieve prestige and achievements). Recognition is respect, the usefulness of a person's place in society. Everyone needs a community to evaluate their services. By achieving something in life, gaining recognition and reputation, a person becomes confident in himself and his abilities. Failure to satisfy this need leads to a feeling of helplessness, depression, which leads to irreparable consequences.

The fifth step of the pyramid is the need for self-awareness. A person should do what is available to him and what is good for him. The need for self-realization is the highest mission of human existence, a spiritual need, the highest place in life, to understand the meaning of existence. A person feels the need for improvement only after satisfying all lower level needs. An example of this is when a child goes through certain stages of the pyramid.

Stages 1 and 2 (physiology and safety): these are the first years of the baby - all his needs are limited to food and the presence of his mother.

Stages 3 and 4 (social needs and recognition): the child has already grown up - he wants others to pay attention to him and count on him.

Stage 5 (self-expression): adolescence - youthful maximalism, searching for an answer to the question "Why do I live?"

In our point of view, one type of need must be fully satisfied, manifested and activated before another higher level need. Educational motivation is manifested differently in different age groups of students. In order to understand the specific characteristics of motives, it is necessary to connect them with the specific characteristics of each age group. It is natural to distinguish three periods:

- 1) primary school age (7–10 years old, primary school students);
- 2) high school age or adolescence (10–15 years old, 5–9 graders);
- 3) high school age or early adolescence (15–17 years old, 10–11th graders) [2].

DISCUSSION

Educational motivation will have specific characteristics for these periods. Primary school age is characterized by the child's first involvement in new socially significant activities that are important

not only for him but also for those around him. It is known that by the end of the preschool period of childhood, he will have enough motivation to study at school. This is expressed through the need to go to school (wear school clothes, carry a bag), engage in new learning activities, and take a new position among others. There is also an objective preparation for school, a certain level of mental development, and the child's knowledge and skills.

The main features of organizing independent work in primary grades is to focus on the purpose of creative games. For example, heroic, adventure works and movie plots are examples of this. By acting out the important scenes in the plot of the stories, the social interests, emotionality and empathy of the team play of the younger students are realized. If we observe the general dynamics of learning motives from the 1st to the 4th grade, a number of aspects become known.

First of all, students are interested in the external aspects of being in school (sitting at the front desk, new clothes, portfolio, etc.). Then there is an interest in the initial results of the educational activity (letters, numbers, first grades) and only after that - in the educational process, the content of teaching, and even later - in the methods of acquiring knowledge.

The decline of interest is significantly manifested in cases where the teacher's attention to conveying and memorizing ready-made knowledge prevails in primary grades, and the student's activity has the character of repetition and imitation. In other words, elementary school students are interested in tasks that allow for initiative and independence. At this age, students prefer more challenging tasks. By the end of primary school age, students should develop learning motives - interest not only in new knowledge, but also in general laws, methods of acquiring new knowledge. Cultivating this motive is necessary to prepare the student for the transition to secondary school. The formation of new levels of motivation is an important reserve for the development of a positive attitude towards learning at this age. The main content of motivation at this age is "learning to learn". Primary school age is the first stage of the formation of learning motivation, which depends on the future life in all respects.

High school age is characterized by objective changes in the student's living conditions. At this stage, the number of academic subjects that the student should study increases; lessons are conducted by several teachers, the content of educational materials becomes more complicated. The type of activities outside the classroom and school will expand; the student is involved in new social relationships both in the classroom and outside of school. Broad cognitive motivations are promoted at this age through classes and extracurricular activities such as clubs or electives. Interest in independent work will also increase significantly. The reliable basis of these motives is the desire of students to grow. Analysis and discussion of knowledge acquisition, educational research methods leave a great impression on them. It greatly enriches their ideas about the ways to fill their knowledge independently. Also, teenagers experience certain difficulties in understanding the motivations of this

type of education. Here, systematic reading by selecting new sources, assimilation of information, and maximum use of educational programs can be shown as methods of self-education [3].

CONCLUSION

In summary, it can be said that the student has a certain level of positive motivation, prospects and reserves for his development. This is inextricably linked with the motivation to learn and develop in the teacher's work. Studying motivation - determining its actual level and possible prospects, its zone of proximal development for each student and the class as a whole. The results of the research will be the basis for planning the formation process. Thus, The significance of understanding the pedagogical and psychological features of learning motivation in primary school students cannot be overstated. This knowledge not only enhances educational practices but also supports the holistic development of young learners, preparing them for future academic and life challenges.

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