SPECIFIC PSYCHOLOGICAL ASPECTS OF THE FORMATION OF STUDY MOTIVES IN PRIMARY SCHOOL STUDENTS

Saliyeva Dilorom Abdullayevna
Associate professor of Kokand State Pedagogical Institute, candidate of psychology

Jurayev Nurbek Sadullayevich
Associate professor of Kokand State Pedagogical Institute, candidate of psychology

Abstract. In the article, the psychological factors of the formation of study motives in students of junior school age are analyzed. In particular, the scientific research carried out by foreign scientists on the formation of motivations for studying among students of junior school age has been explained. Also, the author's approach to the development of reading motivations in students of junior school age is put forward.

Key words. learning activities, learning, learning, learning motivations, social motivations, striving for grades, teacher - student

At the age of junior school, it is necessary for the child's personality to become a leading activity when he is admitted to school. Learning activities are compulsory, unlike play activities, which are goal-directed, socially significant, and structured activities. Games are also used in the process of teaching children in primary classes, but now they are connected with reading and teaching tasks. The purpose, type, organization conditions of the game also change.

When organizing children's reading activities in elementary grades, the teacher pays special attention to the reading process, that is, to the methods of performing actions. Because the main purpose of studying is not only to acquire certain knowledge and skills, but also to master the skills of independent learning, which is necessary to solve the complex problems of production, science or other types of social activities performed by people in the future.

From the first day of study, various conflicts, contradictions, and internal conflicts arise that stimulate the mental growth of a student of junior school age. At the root of these are the contrasts between positive qualities and requirements of the student's level of mental maturity. The ever-increasing demands make the child's mental growth ceaseless, and the continuous action of this process results in human maturity.

One of the important characteristics of a student of junior school age is that he has specific needs

In essence, these needs are not focused on the acquisition of certain knowledge, skills and

abilities, on mastering the surrounding reality, but reflect only the personal desire of the student. For example, these needs include the desire to have their own bag, study area, bookshelf, and the feeling of attending school every day as an adult. Walking in rows with classmates, playing together, going to the kitchen, and the teacher's instructions also captivate the student. In general, a student of junior school age does not understand the basic nature and purpose of studying, but understands that everyone should go to school.

The first grader shows interest in the learning process itself. In specific studies, students were given unnecessary exercises and were told in advance that these exercises would not be needed later, but the students continued to do them willingly.

The initial success achieved by the student in private activity motivates him to acquire other results. The first product of his academic work evokes feelings of joy and happiness. For example, some students try to read a text several times. Interest in reading activity creates interest in its content, creates a need for knowledge and forms motivations for reading.

Interest in reading at junior school age has situational characteristics. For example: students listen to the teacher's story with interest, and when the story ends, their interest also disappears.

In the studies of M. V. Matyukhina, the motive of the importance of knowledge was in the fourth place in the 1st grade (the first three places were occupied by the motivations of striving for grades, fulfilling the teacher's requirements, being civilized, i.e., external motives), in the 2nd and 3rd grades, this motive was in the third place.

According to L. I. Bojovich, such a situation arises because teaching is aimed not at the intellect of students, but at their memory.

Students who pass from one grade to another become more independent, feel more self-respect, independence, and the need for achievements, and the process of learning does not satisfy them. In grades 3-4, both the role of the teacher and the motivation of the students to acquire knowledge decrease by themselves. Here, the teacher tries to attract the attention of students at the expense of "grades". By the end of elementary school, backward students spend their time thinking about "getting away from punishment." As a result, creative activity does not develop in students, feelings of responsibility, stability, perseverance, hard work are not formed.

According to N.F. Talyzina, the main motive of internal (positive) motivation is interest in learning related to a particular subject. In this situation, the acquisition of knowledge becomes the goal of the student's activity, not as a means of achieving other goals. In this situation, the student's private activity is considered to directly satisfy the needs of knowledge. In other cases, the student studies to fulfill other needs.

In the conditions of the dominance of external motivation, the student's activity aimed at acquiring knowledge is usually more unstable. In the student, the priority of the internal motive is manifested in the process of reading, the desire for higher level of knowledge. Mastering the reading material becomes both the motive and the purpose of reading. The student dives into the learning process with immediate enthusiasm and gets emotional satisfaction from it.

The motivation of first graders to study will not be the same as the motivation of learning. The needs that led the child to school are not only the need for knowledge, but also the need for prestige, the desire to grow up, to be called a school student, not a kindergarten child, to be "along with everyone else", not to be left behind by peers. Therefore, these needs can be satisfied not only by education, but also by the situation of "playing the role of a student".

All elementary school age students are very sensitive to how their knowledge and skills are evaluated. A negative grade changes the student's attitude towards the teacher, the teacher should not forget that the grade is emotionally important for the student. The priority of negative emotions (bad grades) not only does not serve the development of the passion for reading, but also hinders its development. Students are fair-minded, they want to be socially independent and successful, for whom adequate realistic assessment is of great importance.

Usually, the student's achievements are compared with the achievements of others, determined on the basis of some standards. A realistic assessment should be based on the student's current achievements and his previous, private achievements. This situation frees him from the negative emotions that arise when compared to other more fortunate peers.

Properly organized educational process is the main condition for the formation of positive motivations for learning of a student of junior school age. This motive is directly related to mastery. In general, the desire to study, success is determined by the child's positive attitude towards the teacher.

It is expedient to carry out correctional activities that will help students to find content in the following directions:

- completion of the main mental formations that determine the effectiveness of educational activities during the transition of the student from preschool to junior school age;

- creation of psychological potential that ensures the successful mastering of educational activities, which is the leading activity at the junior school age.

Formation of motivation takes place according to two different mechanisms.

The first is that the conditions of learning activities and interactions, which arise spontaneously or are deliberately created by the educator, select some changing tendencies and systematically increase their importance, and as a result, such tendencies gradually become the product of strong motivation. This is the formation mechanism of motivation called "bottom-up".

The second, the essence of the "top-down" mechanism is expressed by the student's assimilation of inclinations and desires directed to a certain goal, which are readily presented to him. These goals and inclinations should be developed in accordance with the educator's educational goals, and the educator himself should gradually transform them from the concept of external motivations into concepts that are accepted and act realistically.

For a person's motivational system to be fully formed, it should reflect both mechanisms. It is

appropriate to use the second mechanism - the "top-down" mechanism in scientific research work. The role of the teacher in the formation of conscious motivations for reading in students is great, his possibilities of pedagogical influence on the student are very wide. In particular, activities such as conducting educational hours, organizing conversations about the importance of being educated, conducting interesting lessons in all academic subjects, organizing meetings with famous people - teachers, scientists, representatives of literature and art, etc., serve this purpose.

One of the tested methods in psychology to create conscious and positive motivations for learning is the use of the training method. The use of the group training method, developed on the basis of personal training, gives a high level of effectiveness in studying the motivations in educational activities. The main purpose of selecting formative psychological exercises is to increase the interest of students in the learning process, taking into account the susceptibility to external influences, the variability of mental characteristics, the period of formation of individual characteristics.

The purpose of using psychological exercises is to focus children's attention, interest them in the given subject, acquire knowledge, desire to study, study through play, and form positive motives, regardless of what characteristics are formed in children.

In the selection of psychological games, the formation of the formative experiment program was based on the age characteristics of the students. Interest in reading at junior school age has situational characteristics. For example, children listen to the teacher's story with interest, and when the story ends, their interest also disappears. Now let's take a look at the results of control experiments in the elementary grades of schools. The dynamic situation in the experimental and control group is as follows.

1- table.

Comparative analysis of identifying and controlling experiences of play and study motives in schools according to the methodology "Determining the priority of play or study motive in a child".

Groups	Students number	Reading motif	Game motif
Expert. group (defining experience)	20	6	14
Expert. group (control experiment)	20	14	6
Control group (detective experiment)	20	2	18
Control group (control experiment)	20	8	12

From Table 1, we can see that schoolchildren's motivation to study in control experiments increased after the training we conducted. In fact, the number of students with a strong reading motivation was equal to 6 in the experiments that determined the motives of reading, while in the control experiments, this indicator increased, that is, it was equal to 14 people. Correspondingly, the score on game motives decreased from 14 in the detection experiments to 6 in the control experiments. In the control group, it can be observed that study motives increased and game motives decreased.

If we pay attention to the table 1, which describes the situation of students' motivations for playing and reading, it can be seen that the changes in the experimental group are statistically significant. Similar significant changes were noted in the control group of urban school students.

Table 2

State of play and study motives in schools in control experiments on the method "Determining the priority of play or study motive in a child".

Groups	Students number	Reading motif	%	Game motif	%
Expert. group	20	14	70	6	30
Control group	20	8	40	12	60
T_2- criterion	3,64				
$T_{\text{кр}}$- criterion (p≤0,05)	3,84				

Before the experiment, the statistical recognition of the situation monadity in both the control and experimental groups neutralized to a certain extent the influence of physiological, social, socio-psychological factors that could exert their influence in the intervening year. This situation proves the effectiveness of the experiment that forms learning motives based on the program we have created. One of the important issues is the formation of study motivations among schoolchildren. According to the content of the lesson, the teacher should organize the educational activity in such a way as to help the students to find the content of the motivational cycle suitable for this activity.

Trainings serve to develop students' interest in learning. It is known that it is important that activities organized with children take into account their age and individual psychological characteristics and are aimed at developing cognitive processes. Through training, students' interest in learning, needs and motivations for studying based on them are formed. Therefore,

these training sessions with children were carried out continuously.

Today, with the continuous increase in educational technologies, students' attitudes towards learning are changing, reducing the possibility of mastering all this knowledge. In order to increase students' interest in reading, it is appropriate to teach them strategies for using existing knowledge, restoring it, improving reading, and processing. A properly organized educational process is the main condition for the positive motivation of a school student to learn. This motive is directly related to mastery. In general, the desire to study, success is determined by the child's positive attitude towards the teacher.

This process consists of several steps:

Stage 1. Arousing motivation. To record the achievements of students in previous educational activities, to create motivations for relative dissatisfaction, to strengthen motivations aimed at educational activities.

Stage 2. Strengthening and strengthening the existing motivation. At this stage, different forms of activity, materials with different levels of complexity, evaluations should be replaced (they should evoke both negative and positive emotions, feelings of satisfaction and dissatisfaction), should include students' private activity, self-management mechanisms.

Stage 3. The final stage. Each student should leave the lesson with a positive personal experience, that is, a positive conclusion at the end of the lesson should allow for the development of educational activities.

It is expedient to carry out correctional activities that will help students to find content in the following directions:

- to learn the main characteristics of mental processes in the student that determine the effectiveness of educational activities;

- creation of psychological potential that ensures the successful mastering of the educational activity, which is the leading activity in the school.

Formation of the motivation of educational activity takes place according to two different mechanisms.

The first is that the conditions of learning activities and interactions, which arise spontaneously or are deliberately created by the teacher, select certain changing tendencies and systematically increase their importance, and as a result, such tendencies gradually become the product of strong motivation. This is the formation mechanism of motivation called "bottom-up".

The second, the essence of the "top-down" mechanism is represented by the student's acquisition of inclinations and desires directed to a certain goal, which are readily presented to him. These goals and inclinations should be developed in him according to the teacher's educational goals, and the student himself should gradually transform them from the concept

of external motivations into concepts that are accepted from the inside and act realistically.

For a person's motivational system to be fully formed, it should reflect both mechanisms. In this regard, we tried to use the second mechanism - the "top-down" mechanism.

The role of the teacher in the formation of conscious motivations for reading in students is great, his possibilities of pedagogical influence on the student are very wide. In particular, activities such as conducting educational hours, organizing conversations about the importance of being educated, conducting interesting lessons in all academic subjects, organizing meetings with famous people - teachers, scientists, representatives of literature and art, etc., serve this purpose. However, many other effective methods can be used besides these.

In particular, we decided to use one of the methods tested in the science of psychology - the training method - to create conscious and positive motivations for reading. In our opinion, the use of the group training method, developed on the basis of personal training, gives a high level of effectiveness in studying motivations in educational activities.

In conclusion, it should be noted that the tasks we set before ourselves in the pedagogical-psychological experiment were completely solved. The program we created awakened the need for knowledge in children and brought it to the level of internal spiritual necessity without connecting it with external factors.

1. Properly organized educational process is the main condition for the formation of motives for acquiring knowledge in a student of junior school age. This motive is directly related to mastery. In general, the desire to study, success is determined by the child's positive attitude towards the teacher.

2. It is expedient to conduct the experiment forming learning motives in three stages:

Stage 1. Arousing motivation for learning activities.

Stage 2. Strengthening and strengthening the motivation that has arisen in relation to learning activities.

Stage 3. Development of educational activities. The final stage.

Every student should come out of the educational activity with a personal experience with a positive content, that is, a positive conclusion at the end of the lesson enables the development of the educational activity.

3. Corrective actions that help students to find the content of learning motives should be carried out in the following directions:

   - completion of the main mental formations that determine the effectiveness of educational activities during the transition of the student from preschool to junior school age;

   - creation of psychological potential that ensures the successful mastering of educational

activities considered the main during the period of junior school age.

References

1. Wenger A.L., Zuckerman G.A. Psikhologicheskoe obsledovanie mladshikh shkolnikov. - M.: Vlados, 2004. - 123 p.

2. Vygotsky L.S. Psychology development rebyonka. - M.: Smysl, 2004.- 512 p.

3. Efimova N.V. Diagnostika i korektsiya motivatsii uchenia u doshkolnikov i mladshikh shkolnikov. - M.: Prosveshchenie, 1991.- 172 p.

4. Kirichuk E.I. Formirovanie interesa k ucheniyu u mladshikh shkolnikov. Pod. Ed. .. Kostyuka G. S. M. , 1970, pp. 371-374

5. Landreth G, Homer L, Glover DJ, Sweeney D. Igrovaya therapy kak sposob reshenia problem rebenka/ Per. English P.R. Moshinskoy. - M.: MODEK, 2001.- 320 p.

6. Markova A.K. Formirovanie motivatsii uchenia v scholnom vozraste. Posobie dlya uchitelya. - M.: Prosveshchenie, 1983.- 96 p.

7. Ghaziev E., Jabbarov A. Activity and behavioral motivation: (Study guide for psychology majors at universities). - Tashkent, 2003. - 124 p.

8. Heydarov F.I. Formation of motivation to study in students of rural schools: dissertation written for the degree of candidate of sciences in psychology. - Tashkent: TDPI 1996.- 198 p.

9. Heydarov F.I. Motivation of educational activity. - Tashkent: Science, 2005. - 122 p.

10. Salieva, D. A. "Psychological peculiarities of the influence of motivation on the learning independence of the student of young school." EPRA International Journal of Economic Growth and Environmental Issues 8.3 (2020): 87-90.

11. Abdullayevna, Salieva Dilorom, and Saipova Mehri Valievna. "Mental Characterstics Of Experience Teenagers From Labor Immigrant Families Who Feel Lonely." Journal ofPositive School Psychology 6.11 (2022): 423-427.

12. Salieva, Dilorom Abdullaevna, and Karas Orzhanovich Kaziev. "THE INFLUENCE OF THE GENDER PERSONALITY OF THE MANAGER ON INTERPERSONAL RELATIONS IN PERSONNEL MANAGEMENT." Galaxy International Interdisciplinary Research Journal 10.11 (2022): 756-760.

13. Abdullaevna, Saliyeva Dilorom, and Rakhmonova Ayshakhan Oribovna. "Gender Stereotype In Adolescence The Study Of The Formation Of Properties." Journal of Positive School Psychology 6.10 (2022): 3446-3451.

14.   Shermatova, Dilfuza Abdullayevna. "TA'LIM TIZIMIDA INNOVATSION USLUBLARNI ISHLAB CHIQISHNING ZARURIYATI VA RIVOJLANTIRISH USLUBLARI." Academic research in educational sciences 4.KSPI Conference 1 (2023): 111-116.