



Research Article

TECHNOLOGY OF FORMATION OF LEARNING MOTIVATION OF STUDENTS IN PRIMARY SCHOOL READING CLASSES BY MEANS OF INDEPENDENT WORK

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ABSTRACT

This article describes the formation of motives of professional interest in elementary school students. Also, other psychological characteristics and volitional qualities of elementary school students, problems of content creation and their influence on the formation of motivation were discussed. The advantages of the development of motives of professional interest of elementary school students are studied, suggestions and conclusions are made.

KEYWORDS

Motivation, professional interest, primary education, student, psychological factors, talent, creativity, orientation, development.

INTRODUCTION

Since time immemorial, every Uzbek family has taken a serious approach to raising children. Special attention was paid to the guidance of children to professions, and children were guided to professions from a young age. Various methods were used in education to help children acquire a profession from childhood and thereby find their goals in life. The reforms being carried out in the field of education today are aimed at

making the young people who are receiving education grow up as well-rounded individuals. Early detection of professional interests in elementary school students and helping them develop is one of the important tasks of professionals working in elementary schools. The opinion of the leader of our state that "Education of our children as independent-minded, modern professions, with a strong life position, truly patriotic



people is a very important issue for us". It is important to form motivations for choosing a profession in students and to support them in choosing the right profession. Especially in educational institutions, the formation of professional interests and inclinations in students requires some attention, attention and observation from the teacher. It is important to identify such students in the course of lessons and as a result of our observations and develop their talents and abilities. Every lesson process, events, and independent tasks carried out by the pedagogue in the course of the lesson served to reveal the student's professional ability [2].

MATERIALS AND METHODS

Active educational activities conducted at the school allow each student to develop their mental abilities and, above all, logical thinking, independence of thinking, resourcefulness, reasoning, intellectual depth and self-confidence. They also help to develop willpower, i.e. human qualities such as courage, determination, self-discipline, self-confidence and self-control. All of these qualities combine to ensure that students are professionally qualified. The pedagogues working in primary classes, in addition to teaching students, guide students to the profession in this process. Students grow up loving a profession from childhood. He imagines himself in this profession and lives with his dreams. The teacher has a great role in ensuring the implementation of this vision and dream. All the work of developing students' professional interests in primary grades should serve students to choose the right profession. There are criteria that indicate the readiness of students to choose a profession, and they are; cognitive, i.e. having information, interest in the profession, are practical criteria. We offer the following suggestions for the further development of motives of professional interest in elementary school students [3]:

1. Taking into account the individual characteristics of the student in career guidance.
2. To achieve a complete understanding of the chosen profession in the student.
3. Acquaint students with audio and video materials related to various professions during the lesson
4. Organization of a profession corner in an educational institution.
5. Organization of meetings with people who have been providing worthy service to the country through their profession.

RESULTS AND DISCUSSION

Any activity is characterized by its subject. It can be seen that the subject of educational activity is a generalized experience of knowledge separated into separate subjects. But what kind of things is the child changing? The paradox of educational activity is that when acquiring knowledge, the child himself does not change anything in this knowledge. The subject of changes is the child himself as a subject performing this activity. For the first time, the subject seems to change itself [4].

Educational activity, this activity focuses the child on himself, requires reflection, assessment of "what I was" and "what I have become". The process of self-transformation, self-reflection stands out as a new subject for the subject. Therefore, any educational activity begins with the assessment of the child. A well-known sign is the assessment of the changes that occur in the child. shape

Educational activities can be carried out only if the child learns to control mental processes and behavior. This allows you to subordinate your immediate "want" to the required teacher, and school discipline contributes to the "need" as a special, new quality of arbitrary processes. It manifests itself in the ability to consciously set appropriate goals and deliberately seek



and find means to achieve them, overcome difficulties and obstacles.

The need for control and self-control, oral reports and assessment requirements form the ability of junior schoolchildren to plan and implement actions for themselves during the internal plan. The need to distinguish between thinking models and independent attempts to form them implies the formation of the ability of a junior school student to review and evaluate his thoughts and actions from the outside. At the heart of this skill is an important quality that allows you to rationally and objectively analyze your judgments and actions in terms of conformity to the concept and conditions of the activity without reflection.

Arbitrariness, internal action plan and reflection are the main neoplasms of primary school age. In addition, all mental processes are restored and improved as part of mastering educational activities.

Educational activity is a specific form of structurally complex individual activity of a primary school student.

This structure contains:

- 1) learning situations (or tasks) - what the student should master;
- 2) educational activity - changes necessary for the student to master the educational material; what should the student do to discover the characteristics of the subject he is studying;
- 3) actions of self-control - this indicates whether the student correctly performs the action corresponding to the model;
- 4) actions self-esteem - to determine whether the student has achieved the result or not.

Educational situations are characterized by some features: 1) in them, the child learns general ways to emphasize the features of concepts or to solve a certain class of specific practical problems (emphasis on the features of the concept is also a special type of solving specific problems works as) 2) reproduction of samples of these methods works as main goal

educational works. It is necessary to separate the educational task from the specific practical task. For example, a child can be challenged to learn a poem and learn to memorize a poem. The first is clearly practical, of which there are many in the child's preschool experience, and the second is actually educational, because it is a method of solving a whole class of similar problems that have been mastered [5].

Children's work in educational settings consists of various types of activities. Educational activities occupy a special place among them, with the help of these tools, children reproduce and learn examples of general methods of solving problems and general methods of determining the conditions of their application. These actions can be performed both on the objective and spiritual plane. Their composition is heterogeneous: some educational activities are characteristic for assimilating any educational material, others for working on a specific educational material, and others only for reproduction of individual samples. A number of didactic studies carried out 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 even a little will admit that this is not for nothing.

Motives are the main driving force of the didactic process. The ability to learn, correctly apply and correctly direct motivational motives determines the main essence of the content of pedagogical activity. 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, active learning of the content of educational material. Figuratively speaking, both the teacher and the students hold the reins of motivation in their hands. 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 certain reason, motivation that forces a person to perform this or that action. Also, motive can be understood as the attitude of the student to 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. The study of motivation is one of the central problems of didactics and pedagogical psychology. Some progress has been made in this regard, but a complete solution to 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.

Motives present in the educational system can be classified according to different criteria. According to the type, social and cognitive motives differ. According to the level, motives are divided into the following:

- Broad social motives (duty, responsibility, understanding of the social importance of studying). First of all, it is determined by the person's confirmation of his social status in society through study.
- Narrow social (or positional) motives (the desire to occupy a certain profession in the future, to be noticed by others, to be adequately rewarded for one's work).
- Motives of social cooperation (desire to interact with others in various forms, to determine one's position and place among the class team).
- Motives of wide knowledge. Orientation according to erudition is determined by the feeling of

satisfaction with the educational process and its results. A person's educational activity takes a leading place in his life activity.

- Educational motivations (methods of acquiring knowledge, orientation to mastering certain educational subjects) [4].
- Motives of independent education (direction to acquire additional knowledge). In practical pedagogy, these motives are combined into separate groups according to their direction and content:

- 1) social (socially valuable) motives;
- 2) knowledge motives;
- 3) motives of professional importance;
- 4) aesthetic motives;
- 5) communicative;
- 6) positional motives;
- 7) historical-traditional motives;
- 8) utilitarian-practical motives.[5]

Through this, it will be possible to once again reform the student's professional decisions and help them to get motivation for themselves. The motives of the student's interest in the profession can be from his parents, interest or imitation of people he likes around him, movies he has seen or stories he has heard. These psychological factors are the first impetus for the formation of professional interest in students. The help of pedagogues and psychologists is necessary to clarify that this interest is the right choice for the child in the future.

It would not be wrong to say that the reforms implemented in the education system in our country are not a work aimed at achieving results in one or two years or in a short period of time, but in the real sense, they are a change lasting several hundred years. This shows that our president cares about our future, our future generation, and the idea that all the children of our country - my children, they should be stronger, more educated and definitely happier than us - is a wise



policy. It is known that the implementation of advanced pedagogy and new information technologies in education not only increases the effectiveness of training sessions, but also in the education of an independent and logically thinking, well-rounded and highly moral person by applying the achievements of science in practice. is important. Today, the interest in using interactive methods and information technologies in the educational process is increasing day by day. One of the reasons for this is that until now, in traditional education, students were taught only to acquire ready-made knowledge, and the use of modern technologies allows them to search for the knowledge they acquire, independent study and thinking, analysis. even teaches them to draw their own conclusions. In this process, the teacher creates conditions for personal development, formation, learning and upbringing, and at the same time performs the functions of management and guidance. Active use of advanced pedagogical technologies in the educational process, improvement of educational efficiency, analysis and introduction into practice is one of the important tasks of today. It is extremely important to develop students' thinking, consciousness, worldviews, to turn them from free listeners to free participants, because if students become free participants during the lesson, they will remember more information and have an understanding of its practical application. Iadi The teacher should be the leader in the lesson, and the students should become participants. In order to achieve this task, the superiority of innovative activity has a multifaceted effect. Lessons organized on the basis of pedagogical technologies should meet the needs of the student according to organizational methods and delivery methods. Because such lessons are closer to the child's psyche. If the teacher arouses the interest, desires and wishes of the students to learn the learning materials and this becomes motivation for

the children, this will be the internal rapprochement of the teacher and the students. no exaggeration.

In order to improve the quality and efficiency of education, it is important to study foreign best practices and introduce the requirements of international standards. adoption of a government decision on the organization of international studies. As an example, the establishment of cooperation with such a prestigious organization as the International Association for the Evaluation of Educational Achievements (IEA) can be cited. It is recommended to use information and communication technologies (ICT) in order to increase the intellectual potential of students by teaching them to independently find, process, and draw conclusions. ICT allows creating an aesthetic and emotional environment with the help of music and animation, providing a variety of exhibitions, covering a large number of didactic materials, performing a wide range of exercises, and working individually with students. As a result, a friendly and cooperative atmosphere is created in the classroom, and the study and learning activities of boys and girls accelerate.

CONCLUSION

In conclusion, we can say that in the course of educational institutions, students' interest in learning develops in close connection with their interest in the profession. Being able to determine the motivations of professional interest of students in time, guiding them to choose the right profession is the preparation of the ground for the further development of the future of our country. For this reason, it is important to develop the motives of professional interest of elementary school students. Educators definitely need the support of a psychologist in the process of working with students. There are some situations in the student that prevent the development of talent. In such cases, the educational processes carried out in cooperation will



bear fruit. Profession is a type of activity, field, craft of human work that requires certain experience and training. The profession is achieved through general or specialized knowledge and practical experience. Therefore, in the process of developing professional interest in elementary school students, it is necessary to be able to properly develop these types of activities in students.

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