

## FORMATION OF LEARNING IN STUDENTS

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### ANNOTATION

This article presents the formation of learning motives of students at school the development of thinking, the development of thinking, the formation of knowledge, and skills.

**Key words:** Motivation, cognition, skills, scientific thinking, curiosity

The formation of learning motives in students is closely related to the task of developing thinking and is a prerequisite for its solution. Thinking, like educational and cognitive activities in general and any other activity, is caused by the needs that develop into motives that stimulate this activity. Motive (motivational reason, argument in favor of something, the cause of some action) is an integral feature of the personality (the Union of intellectual, volitional and emotional qualities), a variety of content is considered as a reason that stimulates educational activity in nature, the starting point of educational activity. Motives can be divided into two large groups: social (broad, narrow, social cooperation) and cognitive (general, subject, self-education).

Social motives are those that relate to the different interactions of students with other subjects, both present and future. Social motives cognitive motives are broad-the desire to acquire knowledge so that it is useful for society (motives for social need, responsibility, preparation for a profession)

The desire of narrow social cooperation to occupy a special place among others (motives of well-being, social approval, reputation) is the desire to cooperate with a teacher, students, etc. general-interest in teaching methods, methods of independent work, rational organization of educational work, etc.

Topics are aimed at mastering new knowledge on a particular topic

Self-education-attention to independent improvement of knowledge and self-management in educational activities

Cognitive motives are motives associated with the content and process of educational activities. One of the most effective cognitive motives is cognitive interest.

"The essence of cognitive interest lies in the desire of the reader to delve deeper and deeper into the field of knowledge, to constantly engage in the topic of his own interest." Cognitive interest can be a means of learning, acting as a motive, and at a high level it becomes a characteristic of the individual, that is, it moves to the emotional and cognitive orientation of the individual. Interests are individual. Students differ in the quality and nature of interests (violence, stability, depth, etc.

In the process of developing cognitive interest, three main stages can be distinguished. The first stage is the emergence of interest, a natural physiological reaction to new things. At the second

stage, interest in creating certain conditions can turn into Curiosity. In its psychological content, curiosity is close to curiosity. It differs from interest in instability, weak orientation, diffusion. However, the awakening of interest is one of the most important results of pedagogical influence, which contributes to the formation of stable interest, which appears at the third stage.

Thus, there are two types of interest that are related to each other: episodic or situational and, in stable, favorable conditions, the transition to the personal orientation of the student. Episodic interest, as a rule, is determined by the methods of teaching new material, as well as its content. Unlike episodic interest, stable interest, which has become the direction of the individual, does not depend significantly on the methods of teaching the material, but is completely determined by its content.

Cognitive interest develops most effectively if it passes through sequentially separated stages: interest — curiosity — episodic interest — stable cognitive interest — individual orientation.

Cognitive interest at all stages of development is characterized by three characteristics:

- 1) positive emotional response to activity;
- 2) the presence of the cognitive side of this emotion, i.e. what we call the joy of knowing;
- 3) the presence of a motive arising directly from the activity itself, in other words, this activity itself attracts and encourages its implementation independently of other motives (duty, need, etc.) that contribute to the emergence of interest, but do not self-identify its essence.

Interest in the topic of cognitive activity (in this case, the subject of cognitive activity is understood both as an object of study and as the activity itself associated with its study) can be supported in different ways. The most important for the emergence of cognitive interest:

- creating external conditions that allow you to get a large number of impressions and information;
- accumulation of minimal knowledge and some experience, which gives the opportunity to start the relevant activity.

For the successful formation of stable interest, the topic of cognitive activity should be chosen in such a way that the process of mastering it entails the need for new information.

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