

LEVELS OF FORMATION OF MOTIVATION TO STUDY

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ABSTRACT

In this article, it is explained that it is appropriate to use situations of different forms and content to increase the strong motivation of students to learn, and for this, certain tasks should be set at each stage and methods of solving them should be defined.

Keywords: teacher, learner, activity, education, value, motivation, learning process, level.

INTRODUCTION

The socialization of students is of particular importance in each period as well. This ensures student success in academic activities. The teacher must convince the students that they can solve their problems without being separated from society. Sometimes students are discriminated against and isolated by their peers, depending on the diversity in their ethnicity and appearance.

The mutual unity of the thought-valued and emotional-affective components ensures the stability and development of the process part. This in turn makes it possible to determine three levels of motivation in relation to learning, which is formed in students. They are:

The lower level of motivation for learning is the emotional level; its distinctive feature is manifested in the emotional – affective development of students. Such students are unable to hide their feelings, they experience involuntary arousal of behavior. In such readers, the statement of thoughts, understanding in behavior acquires a situational character. Their judgments, the thoughts they put forward, will not be so strict and stable. There are also cases when students do not realize values and do not follow them in their activities.

In the learning process, however, motivation to avoid failures becomes a priority. After being punished by the teacher, students find it difficult to interpret the external aspects of their failures. In this situation, students experience feelings of self-satisfaction. Lack of self-confidence leads to a stable attitude to the external results of the learning process. The knowledge of students in this category is usually superficial and unsystematic in nature. Their theoretical knowledge is connected to life and practice to a very low degree, as a result of their mastery of ready-made knowledge, the ability to analyze situations in such students develops at a low level. The thought processes in these readers do not have a deep logical basis. And mental activity occurs on the basis of a certain motivation.

Students with thought-value relationships are characterized by their immediate curiosity, a high level of interest in educational activities. In their minds, thoughts will not have reached the level of value, but will have arisen in a random way. That is why their interests do not last long. Such students are required to attract their attention to educational activities, mobilize their will, transform cognitive activity into a stable, driving force. Their cognitive interests are fleeting in nature.

One of the reasons students' self-expression is formed at a low level is that there is insufficient attention given to the aspects of the educational process associated with the formation of their personality. In them, the skill of understanding the essence of the experience of socially useful activities is not sufficiently formed. Students carry out such activities in certain situations without realizing it. Free choice situations, on the other hand, cause such students to interfere with each other. These students do not know how to act by losing themselves in these situations. This decrease in the position of students, insufficient formation of individuality in them, leads to a lack of development of personal independence. In these situations, it is difficult for them to interact with their classmates, to understand each other. The manifestation of their behavior and personality is usually not stable, the prediction and analysis of their behavior is complex. Usually they give themselves very high marks. Decisions made by such students are not finalized, and the goals set are not fulfilled. As a result, they tend to avoid failures. In such situations, factors will not be available enough to succeed. The low grades of such students are the cause of their annoyance, agitation, and depend on the development and functioning of these miles. Such students do not gain prestige in their communities, in which the skill of comparing the intended goals with their capabilities has not been formed. This is one of the main reasons for the negative attitude towards educational activities.

The use of the acquired knowledge in them on the subjects of study of which they are interested, the lesson of classmates, the acquisition of skills of independent activity, the presence of the opportunity to realize the importance of the educational and educational process will become the basis for the qualitatively new level of motivation for learning in students.

The middle level of the formation of motivation for education is a process level; in this place, the process of observing emotions at a greater level in students begins. In such situations, it is considered extremely necessary for students to be able to control their experiences. On this basis, they begin to fulfill their daily obligations related to educational activities. As a result, the stability of emotional states increases in them. In the classroom and extracurricular pedagogical processes of students, feelings of mutual interest and sympathy for the interlocutor arise.

In such students, sometimes a positive and sometimes situational attitude towards the educational process is formed. These students do not fully believe in their strength and competence. They will need control, support and help in a regular way. Their successes should be recognized in a regular way by their teachers and parents. The educational activities of students are characterized by a high level of strong and stable motives. These miles shape and deepen students' inner interests. As a result, they contain the experience of a valuable-thought attitude towards cognitive activity. In students, on the basis of thoughts, the experience of following values in a regular way is formed, they begin to distinguish between significant aspects of their relationship. This ensures the stability of the thought-value formation. This attitude rises to the level of the behavioral control factor of students. As a result, students gradually realize social values and begin to understand them. Such relationships over time become their personal trust, goals and ideals.

The abilities of students with this degree are manifested in connection with a number of contacts and relationships. With the help of a teacher, they will be able to analyze the phenomena of things, objects and material existence, make decisions with their teachers in

situations that are convenient for them, make conclusions and generalizations. This in turn makes it possible to deepen existing phenomena. Such actions are achieved by students, initially with the help of their teachers, and later by themselves, independently.

The desire for self-expression in the educational process is manifested in this place as an opportunity for stable formation. This situation expresses the awareness of the behavior of students and the possibility of choice. Students with such a level will develop the foundations of personal independence as well as opportunities to manifest themselves as subjects of educational relationships.

The formation of stability in students is reflected in their resourcefulness in the process of completing tasks, in the expression of natural activity of movement. Such students spend a long time focusing their attention on the performance of educational tasks. In the process, most students often get tired. Specific external notes help elementary school students to control their behavior, less distracted in classes. As a result of this, they develop a desire to do some kind of work, to carry out their own plans. This leads to a gradual formation of the student as a person and an increased number of positively oriented actions.

The accumulation of practical experience as a result of educational activities, striving to achieve successful results in the educational process, promotes the motivation of students to receive education.

A high level of formation of motivation for learning is a valuable – mental level; students with such a skill tend to perform deeply thought-out actions and make judgments. They are distinguished by their endurance, awareness of emotions, having a stable emotional state. Such pupils will be heavy, restrained and cheerful.

A high level of mental development makes it possible to establish interaction between different concepts. In addition to easily mastering the methods of abstinence, generalization, students who have achieved an intellectually high level also acquire the ability to independently work on new methods. Such readers will have the qualities of predicting and anticipating results.

The high level of expression of valuable-thought relations in students is in the manifestation of a strong interest in the educational process. This interest is always manifested as a perfect cognitive activity in the process of social relations. Alternatively, it represents the possibility of exchange of ideas at the level of interaction. A high form of valuable-thought relations with regard to educational activities of Primary School students is determined by the activation of their creative, volitional capacities in the educational process.

The presence of motivation for Education allows the student to participate personally in the manifestation of self-improvement, life principles in a regular way. In students, favorable conditions for the formation of personal thoughts and actions arise. In this place, a favorable situation is formed for the participants of the pedagogical process to manifest themselves as subjects. Students will have the ability to plan educational relationships. This in turn ensures the students' personal independence. The situations of free choice that arise during the course of the lesson motivate students to acquire more independence and norms of behavior. The process of collective activity, which makes the student feel free, calmly creates a favorable environment for him to think about his thoughts. On this basis, the reader tracks down the evidence and manages to substantiate his opinion. Therefore, the skills of thought activity are easily formed in students with experience of a valuable-thought attitude.

The motivation for the education of such students is social in nature. That is why they strive to know, try to carry out activities beneficial to society. The miles associated with the content of educational activities serve to meet the needs of students to know the news. On this basis, they acquire new knowledge, carry out certain actions, diligently carry out their tasks, do creative research. For such students, self-assessment and a high level of aspiration are characteristic, they realize their abilities, capabilities. This stabilizes their confidence in their own success by strengthening their inclinations.

Pedagogical processes carried out within the framework of valuable-thought relations develop in stages. For pedagogical activity, it is important to distinguish between internal excitatory factors of formation. The development of motivation for education, as well as the didactic conditions that provide it, serve its development.

There are a number of specific factors that influence pedagogical processes aimed at increasing students' strong motivation for learning (Figure 1).

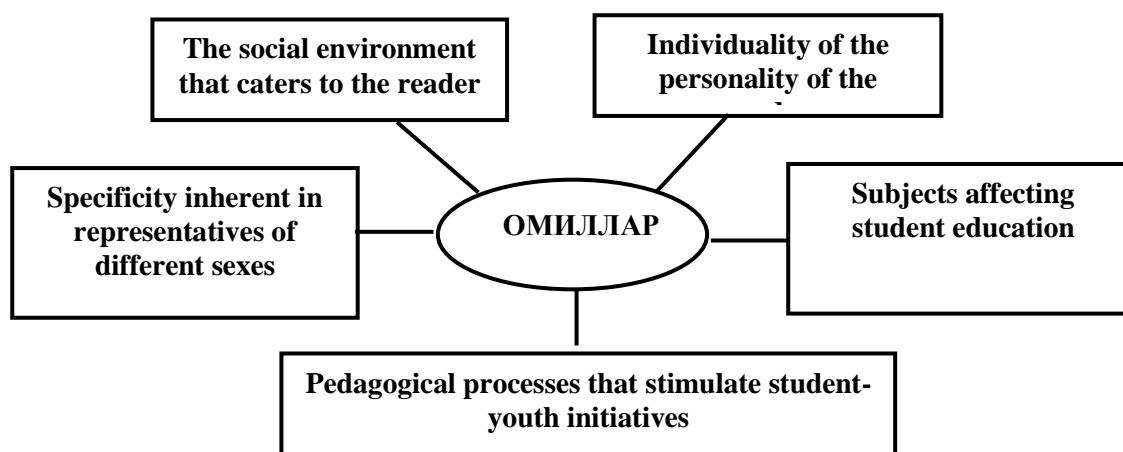


Figure 1. Factors affecting pedagogical processes aimed at increasing the strong motivation of students for education

It is advisable to use situations with different forms and content to increase the strong motivation of students to receive education. To do this, at each stage, certain tasks must be set, and methods for solving them must be determined. Therefore, each stage is designed in a clear consistency. This results in the content of certain personal qualities as well as educational inclinations in most students. Each of these situations should embody the following:

- having a moral choice;
- setting independent goals within his own discretion and worldview and establishing ways to achieve it;
- determination of the place of loved ones in the search for solutions and decision-making;
- being able to enjoy personal achievements;
- to feel its relevance for others;
- having the skills to independently analyze and evaluate their achievements;
- to renounce his previous views and follow new values;
- like realizing the responsibility of himself and others.

Such conclusions were drawn according to the result of a dissertation study on improving the mechanism of family, Mahalla, school cooperation in increasing the strong motivation of students for education:

It is important to define impressive methods, methods, technologies and pedagogical-psychological opportunities to increase the strong motivation of students for education based on the achievements and experience of folk pedagogy, etiquette in the field of family education and the formation of a system of values.

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