



## DEVELOPMENT OF LEARNING MOTIVATION OF JUNIOR SCHOOLCHILDREN.

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### Abstract

This thesis provides theoretical information and the necessary pedagogical and psychological recommendations on the youthful characteristics of primary school students, their preparation for school, the psychological definition of motivation, its types, and the development of educational motivation of primary school students. .

**Key words:** primary school age, pupil, school, motivation, educational activity, educational motivation.

A child's progress in school largely depends on the level of his preparation for school. A child's school readiness includes the following.

1. Personal preparation.
2. Intellectual preparation.
3. Readiness for action.
4. Preparation for educational activities.

One of the most important aspects of personal training is the level of development of the student's motivational field. Having an interest in learning. To strive for a special place in the system of social relations, to perform an important value activity - to be a student.

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Motivational preparation. Children of older kindergarten age generally feel the need to go to school, but the motive for this desire and need may be different. "They buy me a beautiful form, notebooks, pencils and pens", "I have many friends at school and I enjoy playing with them", "They don't make me sleep at school". Such motives are usually instilled in children by parents. The external symbols of the school, of course, are very interesting for children, but this is not the main reason for successful schooling. Parents, teachers, educators, who instill in children the knowledge and motives for learning, can serve as a factor in successful schooling. "I need to study so that I can be like my father", "I really like to write", "I will learn to read", "I will learn to solve difficult problems at school" - such motives are the right motivation. An example of preparation is a child. [1-273 b]

Many studies show that in order to form a full-fledged educational motivation among schoolchildren, purposeful work is necessary. Types of motivation:

1. Motivation outside of learning activities



- "Negative" - the student's motivations arising from the awareness of the inconveniences and problems that may arise in case of non-learning.

- Positive in two forms:

- is determined by social aspirations (a sense of civic duty to the country, relatives).

- is determined by personal motives: the approval of others, the path of personal well-being, etc.

2. Motivation based on the learning activity itself.

- Directly related to learning objectives (satisfaction of interest, obtaining certain knowledge, broadening one's horizons)

- The specifics of the learning process (overcoming obstacles, intellectual activity, realization of one's abilities)

The motivational basis of the student's educational activity is made up of the following elements:

- focus on the learning situation

- understand the meaning of future activities

- conscious choice of motive

- goal setting

- striving for the goal (implementation of educational activities)

- striving for success (awareness of confidence in the correctness of one's actions)

- self-assessment of the process and results of activity (emotional reaction to activity).

At this age, it is necessary to understand the general structure of educational motivation:

If a child begins to rejoice that he has learned something, understood, learned in the educational process, then he develops motivation that corresponds to the structure of educational activity. Unfortunately, even among good students there are very few children with educational and cognitive motivation. A number of modern researchers directly believe that the reasons why some children have cognitive interests, while others do not, should be sought, first of all, at the beginning of schooling.

Often cognitive interests are formed by themselves. However, the problem of regular formation of cognitive interest in most children has not been resolved.

b) motivation for success.

Children with high academic performance have a clear motivation for achieving success - the desire to do the task well and correctly, to achieve the desired result. In elementary school, this motivation often prevails. Achievement motivation is, along with cognitive interests, the most valuable motivation, which should be distinguished from prestige motivation.

c) authoritative motivation.



Authoritative motivation is typical for children with high self-esteem and a penchant for leadership. This encourages the student to study better than his classmates, to stand out among them, to be the first.

When sufficiently developed skills are combined with authoritative motivation, it becomes a powerful means of educating an excellent student who achieves the best educational results within his capacity for work and diligence. Individuality, constant competition with talented peers and neglect of others destroy the moral orientation of the personality of such children.

When prestige motivation is combined with average ability, deep self-doubt usually leads to violent reactions to failure, along with a child's level of unfulfilled aspirations.

d) motivation to avoid failure.

Poor students do not develop prestige motivation. Motivation to succeed, like motivation to get high grades, is inherent in going to school. But already at this time, the second trend is clearly visible - the motivation to avoid failures. Children try to avoid the "deuce" and the consequences of low grades - teacher's displeasure, parents' sanctions.

Motivation has the greatest influence on the effectiveness of the educational process and determines the success of educational activities. The absence or absence of educational motivation inevitably leads to a decrease in academic performance, degradation of the individual, and, finally, in adolescence, to the commission of offenses by students.

It would not be an exaggeration to call the formation of learning motivation in primary school age one of the central problems of the modern educational process, a matter of social significance. Its relevance is connected with the renewal of the content of education, the formation of ways of self-acquisition of knowledge and cognitive interests among schoolchildren, the setting of tasks for the formation of an active life position in them.

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