

Forms and Methods of Work to Increase the Strong Motivation of Students to Learn in Partnership with the Family, Community, School

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ABSTRACT

This article describes the stages of formation and development of interest in education at a young age, and provides feedback on the work done with students at these stages. As part of our research, it is especially important to identify the stages in the formation of students' learning motivations. In this process, it is possible to distinguish three interrelated, gradually developing stages in the formation of learning motivation in students. This article explores the stages in shaping students' learning motivations.

KEY WORDS: *student, adolescent, process, behavior, spirituality, motivation, attitude.*

Today, Uzbekistan is carrying out significant reforms in the socio-political, economic, legal, cultural and educational spheres. A democratic, legal state, civil society based on emerging market relations requires a radical change in people's attitudes to society and work. Now everyone has to rely on their own capabilities, abilities and talents, not on others.

Research on building strong motivation in students to learn is particularly important for the development of this phenomenon. This process covers the educational activities of students aged 6-7 to 17-18 years. Orientation of the pedagogical process in the primary grades of general secondary schools to this goal is of particular importance in the mental development of students. The peculiarity of this age group is that at this age children acquire the status of students. This is a unique transition period in which students integrate action-specific actions into their learning activities. These qualities combine complex and contradictory situations in students' behavior and consciousness. As with any transition period, this age period has its own rich potential for development. These opportunities should be identified and supported by the teacher in a timely manner.

The mind of an elementary school student is not yet fully prepared to independently manage his or her behavior, spiritual development, and activities. However, it will be sufficiently stable to be actively involved in the process of interpersonal relationships. This allows the student to perform certain operations in their mind. Therefore, encouraging students to learn is one of the main tasks of the educational process. Accelerated acceptance of values and knowledge by students allows them to gain strong motivation. Alternatively, a high level of cognitive interest serves as the basis of the learning activity.

At a young school age, students form the foundations of moral behavior. As a result, they acquire moral norms, rules of conduct. On this basis, students begin to form socially oriented activities. This is the basis for the formation of individual characteristics in students as individuals. As a result, they are able to think independently, freely, perceive objective existence and make the necessary decisions.

According to T.V. Lodkina [59], independent choice in activity is a personal quality of a person,

which directs a person to acquire certain values. These values are acquired by students in the learning process. As a result of entering into academic relationships at school, they routinely express themselves and act as subjects of their life activities. This allows students to develop holistically and holistically.

A distinctive feature of the intellectual field of small school-age students is its intensity. However, during this period it is observed that mental processes do not develop smoothly. Primary school students do not yet have the ability to fully analyze the reality they observe. They cannot always distinguish the main point in the things, objects, and situations they perceive. During this period, students' thinking shifts from visual-figurative thinking to clear, conceptual, scientific-theoretical thinking. Their imaginations are also constantly evolving and improving. Their thinking reaches a level where it can be controlled with more precision. Therefore, in this process, specific mental tasks are manifested in relation to the age characteristics of students.

The results of the study show that 7-year-old students do not feel fear in most cases. Imperfection in understanding and comprehending emotions requires adults to express emotions from the outside. Thus, in most cases, the positive and negative aspects of communication are passed on to the students. As a result, under the influence of education at a young school age, there are significant shifts in the mental development of students. The emotional aspects of this development determine the desire to develop the process of self-government in a regular, consistent manner. On this basis, there is stability in students' social behavior and motivation to learn.

Adolescence is a very complex and difficult period. At the same time, it is a very responsible period, during which students develop morals, social norms, attitudes towards themselves, society and people. Also, at this age, the aspects of the student's character and the main forms of interpersonal communication stabilize. The main way of formation of this age is an active desire for self-improvement. It consists of self-awareness, self-expression, and self-affirmation. In the process of self-awareness, the student focuses on his or her personal shortcomings. The identity of adolescents is based on the acquisition of knowledge and experience. In this case, the professionalism of the teacher is important.

A turning point in the mental development of students aged 12-15 has begun, which educators often describe as a "crisis period". On the outside, the rudeness in this adolescent's behavior manifests itself in the form of a rude act. They are jealous of adults, make their own wishes and demands, and act secretly, ignoring their reprimands and advice. The crisis of adolescence is drastically different from the crises of all other periods. Because it is a long process. It is associated with rapid mental and physical development of adolescents. Satisfaction of such a need does not provide sufficient convenience for education and social maturity. Alternatively, the emerging needs are very strong and of a repressive nature. External and internal factors influence the formation of the crisis in education. The external factor is determined by the regular supervision of the student by adults, the presence of dependence on them. Students make a drastic effort to get rid of such influences. They consider themselves mature enough to be ready to act and make decisions within their own vision. Internal factors, on the other hand, are explained by the student's habits and characteristics. They sometimes prevent the student from making well-thought-out decisions.

It is well known that at the beginning of adolescence, a student's learning activity loses its leadership nature. Alternatively, it manifests itself as the main activity of the learner. It continues to influence the content of the process as the main motive for intellectual, creative, development. At the same time, its role and significance in the overall development of the learner varies in a certain way. Adolescence is a period of acquisition of independent forms of activity. This period is a period of intellectual development, increase of cognitive activity of students and stabilization of learning

tendencies.

This is a sensitive stage in the development of reflexes in young students. During this period, students show a special interest in self-awareness, the need to improve their learning activities. This reinforces their desire for independent learning. As a result, the student begins to try to acquire knowledge that is outside the scope of a particular curriculum.

These cases indicate that increasing the strong motivation of students to learn is associated with the characteristics of the age of development:

- 1) The tendency of students to learn is determined by the specifics of the general culture and the dual nature of the direction of information in the subject area. This, in turn, relies on joint learning activities, the exchange of ideas and knowledge within the framework of these activities;
- 2) the peculiarity of the strong motivation of students to learn is primarily based on the formation of valuable areas in the learning process of intellectual formation, development of life goals, mastery of ethical norms and rules of conduct;
- 3) social development is reflected in the consistent expression of students' thoughts, actions, skills;
- 4) The motivation of students to learn provides the subjective essence of different values and activates cognition and social experience. As a result, the stabilization of behavior and personality traits is achieved in the development of the individual;
- 5) The motivation of students in the educational process, covering goals, needs, they are formed and developed throughout the life of the student. This situation encourages students to discuss knowledge, methods of learning, their mastery, conscious attitude to the learning process, aspiration, independent action, drawing conclusions, classifying knowledge, asking questions, materials.

As part of our research, it is especially important to identify the stages in the formation of students' learning motivations. In this process, it is possible to distinguish three interrelated, gradually developing stages of formation of learning motivation in students. They are opinions, views and beliefs. In the process of uncovering their content, we relied on existing theoretical approaches. It is possible to distinguish two opposite parts of mental processes in increasing the motivation of learning in students. They are parts of knowledge and relationships, intellectual and affective.

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