

SOCIAL-PSYCHOLOGICAL FEATURES OF LEARNING MOTIVES OF PRIMARY EDUCATION STUDENTS

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Annotation: This article discusses the formation of educational motives in primary school students, as well as the problems of identifying other psychological characteristics and qualities of primary school students, as well as the views of a number of pedagogical scientists on the study of the field of motives.

Keywords: educational motives, primary education, student, motive, logic, thinking.

Introduction. The primary education stage is the key period that forms the attitude of each individual to educational activities. It is for this reason that the study of students' learning motivations and the analysis of their socio-psychological characteristics are considered an urgent issue. The complex of measures aimed at increasing the effectiveness of educational activities in primary grades to form higher knowledge, skills and qualifications also includes the study of the sphere of students' motivations. The Law of the Republic of Uzbekistan "On Education" and the "National Program for Personnel Training" as well as a number of documents aimed at reforming and improving the education system in Uzbekistan emphasize the humanization and democratization of the educational process, its focus on the individual - one of the main subjects of the educational process. At the current stage of reforming the education system, a more thorough approach to analyzing the individual characteristics of the student is required in order to build an adequate model of relations between the teacher and the student.

Main part. The main goal of the research is to analyze the main task of primary school students in studying social psychological phenomena, feelings, moods, motives for activity, etc., and the laws of emergence and formation, object factors, and socio-economic nature of these phenomena.

In the process of research, the research works of K.F. Ushinsky, I. M. Sechenov, I. P. Pavlov and others, Ergash Gaziyev's book "Ontogenesis Psychology", and A. N. Leontyev believes that motives are an incentive for a person to activity, as well as for educational activities, and direct him. He noted that activity is an active attitude of the subject to being. The correspondence of motive and goal to each other is the most important feature of activity. As a result of the conducted research, the level of development of students' activity is studied. K. Levin's "Methodology of experimental study of motives", the opinions of biologists and psychologists, as well as articles on the topic were used.

Results and Discussion. The social and psychological processes of primary school students are somewhat more complicated. Children of 7-11 years of primary school age have



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just passed the 3-7th preschool period. Adaptation is difficult for children of primary school age, because schools are clearly goal-oriented and purposeful. The teacher helps and supports children in adapting to school and the school environment, and gives them various types of motivation. Motivation can also be understood as the student's attitude to the subject of his or her activity. Motivations can be in the form of fears, interests, aspirations and emotions. Motivations are the main driving force of the didactic process. The study of motivating motives, their correct application and correct direction determine the main essence of the content of pedagogical activity. Motivation (from the Latin moveo - I move, I move) is the general name for processes, methods, and tools aimed at motivating students to effective educational and cognitive activities, actively mastering the content of educational material. Motivation is based on motives as a process of changing the mental state and attitudes of a person. A motive is understood as a specific reason, impulse that forces a person to perform a particular action. Due to the variability, mobility, and diversity of motives, it is difficult to determine their specific structural structure and determine specific methods and means of management. Motives existing in the education system can be classified according to various criteria. Social and cognitive motives are distinguished by their type.

Conclusion. In conclusion, the motivation of students in primary education is a complex socio-psychological phenomenon that has a strong impact on the quality of education and the development of the child's personality. The positive conditions created by the teacher, family and environment play an important role in increasing the level of mastery and independent thinking of students. Therefore, it is necessary to study learning motives in depth and develop a pedagogical approach aimed at them. The formation of learning motivation of students in primary education is not only a pedagogical, but also a socio-psychological problem. In this process, the interaction of teachers, parents and the school environment is important. A highly motivated student is characterized by activity, aspiration and creativity. Therefore, increasing motivation should become the main task of every teacher.

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