



FORMATION OF SOCIAL MOTIVE IN PRIMARY CLASS STUDENTS - AS A PEDAGOGICAL PROBLEM

Murod KHOLYIROV

Teacher of Termiz State University

Article history:	Abstract:
Received: 11 th October 2023 Accepted: 10 th November 2023 Published: 14 th December 2023	In this article, the factors related to the formation of social motives of elementary school students of general secondary education are highlighted, and this article is intended for a wide audience.
Keywords: ability, need, reflection, motive, motivation	

In the complex of activities aimed at increasing the effectiveness of educational activities for the formation of higher knowledge, skills and abilities in primary grades, the issues of studying the motivations of students are also important. In the Law of the Republic of Uzbekistan "On Education" and a number of documents aimed at reforming and improving the education system in Uzbekistan, humanizing and democratizing the educational process, focusing it on the individual - one of the main subjects of the educational process will be highlighted separately.

In this regard, at the current stage of reforming the education system, a more careful approach to the analysis of the individual characteristics of the student is required in order to build an adequate model of the relationship between the teacher and the student. Researching the mentioned problems depends on a number of conditions. First of all, there is a need to update the status of students in education, to make them active subjects of the educational process. Consequently, this issue also depends on the second side of the problem, that is, the student's desire and need to become a subject of the educational process. Creating such a need in them, that is, motivating the student's activity, remains one of the most urgent problems today.

Process (or cognitive) theories of motivation focus on conscious human decision-making processes as an explanation of motivation. Process theories are concerned with the identification of how individual behavior is motivated, directed, and maintained by the individual's unique volitional and self-directed cognitive processes. Process theories of motivation are based on early cognitive theories that behavior is the result of conscious decision-making processes. **The main process theories of motivation :**

- ✓ expectancy theory,
- ✓ equality theory,
- ✓ goal setting theory and
- ✓ reinforcement theory.

Representatives of the conservative stream of American psychologists interpret the problem of motive and motivation in a different way, that is, behavioral motives. These motives can be in the form of external motives for the purpose of acquiring knowledge directly . An example of this is the desire of schoolchildren to get a good grade for their work, to gain prestige .

is a decisive factor, whether they are divided into internal (innate) or external (later acquired) motives .

For example, E. Deci defines internal motives as innate motives characteristic of human birth . According to him, all people are born with an undifferentiated need for self-esteem [1].

SL Rubinstein believes: "Motivation is a determinant implemented through the psyche" [2], while KVMadsen states: "Motivation is a set of supporting factors directed at behavior" [3]. Current students come to school with enormous potential. But in order for these opportunities to become a real force, a personality trait , and based on them, a child "learns to be a person", a goal-oriented, nurturing, educational, forming, developing pedagogical-psychological process is needed.

the educational process meets the potential capabilities and needs of students. In other words, the school life of elementary school students should be multifaceted , emotionally rich, a force that stimulates the intensive development of their functional powers and ability targets.

In this regard, P.Ya. Galperin's theory of gradual composition of mental actions is interesting. This theory was developed on the basis of ANLeontev's ideas about the specific features of the process of forming mental actions. According to this theory, the internalization of actions takes place during the ontogeny of a person, in which external actions are gradually transformed into internal, mental actions.

It is clear that the effectiveness in identifying the student's potential and bringing it to light depends



on the teacher's skills, his ability to come to help on time, and to establish a cooperative relationship with the student. Of course, educational fields cannot develop towards the goal without learning material, which requires learning, will, and emotional effort. This educational material is brought to the child from outside, its content is known in advance.

In this sense, the educational process has the character of coercion: the student must acquire the necessary knowledge and skills in order to set certain forces in motion and guide their resolution. But what should be the ratio between these forces and the learning material so that the educational process helps the internal development of the student?

First of all, the educational material, on the one hand, should correspond to the actual level of development, on the other hand, it should be removed from this level, that is, it should be more than it in terms of complexity. Otherwise, it will be deprived of the ground for development. If the learning tasks recommended to the student are equal to his strength, then these strengths of the student will not get an impetus (impulse) to continue development.

But how can a student master the learning material beyond his capacity? He is not able to mobilize his energy and direct it to mastering the learning material, he does not know how to do it. This is when the role of the pedagogue as a mediator between the student and the learning material becomes clear. It is the teacher who helps the student to understand and comprehend the studied material, to learn related work methods.

be mastered by the students, the teacher determines the system of managing the educational activities of the students. In this case, if the development tendencies of the student's internal forces are not taken into account, if he is given excessively complex material, then this creates a negative attitude towards knowledge and the teacher. This can happen even if the explanation (methodology) does not match the learning material and the student's strengths.

Thus, despite the multitude of definitions given by scientists to motive and motivation, we are more in favor of understanding motive as a driving force for behavior. Scientists have classified motives according to how they understand its essence. According to different needs of the person: motives are divided into biological and social types.

Social motives, in turn, can be divided into such types as the motive of self-esteem, the motive of self-expression, the motive of achieving success, the

motive of striving for activity, and the motive of avoiding failure.

Another direction in the classification of motives - according to the type of activity performed by a person: communication, play, study, professional, sports, social motives can be divided. Here, the motive is named according to the type of activity.

Thus, the presented data indicate that the role of learning motivation is important. This, in turn, appears as one of the important factors in the development of socio-psychological and pedagogical sciences.

In recent years, Uzbek pedagogic scientists have conducted a number of extensive didactic studies on the study of students' educational and cognitive activities. Such works include O. Rozikov, K. Zaripov, N. Ortikov, B. Adizov, R. Safarova, R. Asadova, U. Musayev, H. Nazarova, G. Najmiddinova, A. Hamroyev it is possible to include the researches of scientists such as Although, in these works, various aspects of the motives are highlighted, in them, educational activities only some issues of motivation are stated.

In particular, N. Ortikov shows interest, aspiration, goal, and confidence in students' activities distinguishes characteristic features. These are the productivity and direction of activity defines [4].

R. Safarova practical activity of students mastering language materials thought about the need to be managed according to needs. It's students that as his interest and activity increase, his practical activities will also develop pointed out [5].

K. Zaripov is in the teacher training system distinguishes the components of students' cognitive activity management [6].

O. Rozikov content, purpose, task, method in educational assignments separated as their invariants. He invariants of educational tasks as a means of organizing and managing students' educational activities was founded [7].

B. Adizov through the creative organization of primary education, And A. Hamroev of students in the conditions of primary school mother tongue education by monitoring educational activity and making it different from traditional educational methods, encouragement of students' learning activities as a result of creative organization, they justify that their ability and interest can be increased.

G. Najmiddinova to the issues of formation of students' learning activities in their studies in students through a separate approach, learning material and working on it it is justified that it is possible to motivate educational activity [8].



Psychological research on educational activities is a major part of scientific research is a part of LSVygotsky human activity and psyche - psyche founded the principle of interdependence: psyche without activity, activity without psyche does not apply.

LSVygotky's views SLRubinstein in his research developed further. According to SL Rubinstein, emotions are the dynamics of activity, the pace and determines the tone. That is why it is unique for each age period The established laws of development of the field of motives are new in education It serves as a basis for the development of programs and the activation of educational motivations by setting special tasks [9].

ANLeontev and motivations for human activities, as well as training believes that it will motivate and direct his work . His states that activity is an active attitude of the subject to existence. Motive and matching of goals is the most important feature of the activity [10].

Learning motivation, using it correctly and directing it correctly acquisition determines the main essence of the content of pedagogical activity.

Motivation – (Latin **moveo** means to *move* _ _ meaning) these students to effective learning activities, learning processes, methods that lead to active mastering of the content of the material, is a common name for tools. Figuratively speaking, the reins of motivation both the teacher and the students hold it in their hands. Teaching activity from the point of view, from the point of view of educational motivation, study activity if we look at it, we can talk about motivating educational activities.

Motivation is a change in a person's mental state and attitudes based on motives as a process. Motive means a certain reason, impulse that forces a person to perform this or that action[11].

Also, *the motive* means the attitude of the student to the performance of his activity can also be understood. Motives are needs and interests, aspirations and emotions, can act in the form of basic concepts and ideals. That's why motives are a very complex structure , analysis of alternatives, choices and decisions is a dynamic system that can be evaluated. The study of motivation is one of the central problems of didactics and pedagogical psychology.

Certain achievements in this regard has been achieved, but a complete solution to the problem has not yet been achieved. Due to the changeability, mobility, and variety of motives, it is necessary to determine the specific structural structure, specific

methods and means of managing them. is difficult to define[12].

ANALYSIS AND RESULTS: Within our topic, various theories have been put forward by pedagogues and psychologists. We will discuss these views below. Classification of motives in the educational system according to various criteria can be achieved. According to the type, social and cognitive motives differ. To the degree motives are divided into the following:

– **Broad social motives** (duty, responsibility, understanding of the social importance of studying). First of all, it is determined by a person's confirmation of his social status in society through studying.

– **Narrow social** (or positional) **motives** (the desire to occupy a certain profession in the future, to be noticed by others, to be adequately rewarded for one's work).

– **Motives of social cooperation** (desire to interact with others in various forms, to determine one's position and place among the class community).

– **Motives of wide knowledge** . According to erudition, orientation is determined by the feeling of satisfaction with the educational process and its results. A person's educational activity takes a leading place in his life activity.

– **Educational motivations** (methods of acquiring knowledge, orientation to mastering certain educational subjects)[13].

– **Motives of independent education** (direction to acquire additional knowledge). In practical pedagogy, these motives are combined into separate groups according to their direction and content:

- 1) social (socially valuable) motives;
- 2) knowledge motives;
- 3) motives of professional importance;
- 4) aesthetic motives;
- 5) communicative ;
- 6) positional motives;
- 7) historical-traditional motives;
- 8) utilitarian-practical motives.

As determined:

a) at different stages of the development of society, one or another group of students' learning motives is the leader;



b) groups of motives are dynamically interdependent and act according to certain conditions[14].

According to this connection, the concept of the driving force of reading (educational activity) appears, whose character, direction and scope are determined according to the embodied influence of motives. Different motives have different effects on the course and results of didactic processes.

For example, broad knowledge motives are manifested in the desire to cover more educational content, but nevertheless these motives are weak compared to educational-cognitive motives. Because educational motives are the best means of stimulating independent activity in a narrow field[15].

In the competitive environment, more utilitarian-practical motives dominate. From this point of view, the motivations of schoolchildren can be divided into such types as motivations that are based on goal-oriented behavior, and motivations that take universal values to the level of personal values.

Below we list the ways to form motivation for primary school students:

1. Ways to help build motivation in general:

- inclusion of students in forms of collective activity;
- involving students in assessment activities and building self-esteem;
- student -teacher cooperation, joint educational activities;
- to encourage students' knowledge activity, to create a creative environment;
- an interesting form of presentation of educational materials (unusual form of presentation of the material, emotionality of the teacher's speech, cognitive games, entertaining examples and experiments);
- skillful use of encouragement and punishment.

2. Special assignments to strengthen individual aspects of motivation.

- strengthening and development of students' learning (encouraging readiness for cooperation, openness to pedagogical influences, strengthening one's own position and strengthening the desire to make one's own choice);
- creation of choice situations to strengthen and understand motives, one's subjective position;
- teaching to set goals in education (strengthening self-esteem and sufficient level of claims, practical evaluation of goals, ability to activate their potential);

- stability of goals and perseverance in their implementation.

3. Formation of motivation at separate stages of the lesson.

- the stage of invoking initial motivation;
- the stage of strengthening and strengthening motivation;
- the stage of completing the lesson.

SUMMARY. Our conclusion is that the teacher plays a very important role in motivating students' activities in the educational process. Because he, as the entity that organizes and manages the educational process, directly manages the activities of students. Needs, motives, stimuli are the practical expression of our thoughts. In the process of education Stimulating students from other motivations of learning and learning in them serves to be stronger than.

The study of social motivation is important for understanding individual differences in social behavior. Everyone has their own motivation, and it can change throughout the day, week, and entire life.

Students have a unique social motivation. If we can measure it numerically and understand what it is based on, we will have a broader and stronger scientific basis. This makes it possible to understand why people make this or that decision and teach them to work with various social and psychological conditions (most of them have a motivational side). The long-term goal of such research is to help people who have difficulties in social situations.

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