

STAGES OF THE FORMATION OF A STRONG MOTIVATION FOR EDUCATION IN YOUNGER PERIODS

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Annotation

This article shows the stages of formation and development of interest in education at the stages of young periods, provides feedback on the work carried out with students at these stages.

Keywords: reader, teenager, process, behavior, spirituality, motivation, attitude.

Today, Uzbekistan is carrying out reforms of great importance in the socio-political, economic, legal, cultural and educational spheres. A democratic, legal state based on emerging market relations, civil society requires a radical change in the attitude of people to the life of society, to Labor. Now everyone should rely not on others, but on their capabilities, abilities and talents personally.

Studies on the content of strong motivation for learning in students are of particular importance for the development of this phenomenon. This process covers the educational activities of students from 6-7 to 17-18 years old. The orientation of the pedagogical process, which is carried out in the primary classes of general secondary schools, to this goal plays a special role in the mental development of students. The peculiarity of these age periods is that at this age children acquire the status of pupils. It is considered a kind of transitional period in which students embody in their activities actions specific to educational activities. These qualities harmonize complex and contradictory situations in the behavior and consciousness of students. As in any transitional period, this age period has its own rich opportunities in development. These opportunities should be researched and supported by the teacher in time.

The consciousness of a primary school student will not yet be fully prepared for independent management of his behavior, spiritual development and activities. However, it will be sufficiently stabilized so that it can actively participate in the process of interpersonal relationships. This allows the reader to carry out certain operas in his mind. That is why the motivation of students to receive education is one of the main tasks of the educational process. Students' rapid acceptance of values and knowledge gives them the opportunity to acquire strong motivation. Alternatively, high-level cognitive interests serve as the basis of educational activities.

At a small school age, the foundations of moral behavior are formed in students. As a result of this, they Master spiritual norms, rules of conduct. On this basis, the activity of social orientation in students begins to form. And this becomes the basis for the formation of individual characteristics in students as individuals. As a result, they manage to think independently, freely, perceive the objective being and make the necessary decisions.

In the interpretation of Lodkina, an independent choice in activity is a person's personal quality, which directs the individual to acquire certain values. These values are mastered by students in the educational process. As a result of entering into educational relationships at school, they act as subjects of their life activities, regularly manifesting themselves. This allows students to develop harmoniously into a whole.

A special aspect of the intellectual sphere of students of younger school age is its intensity. However, during this period, it is observed that psychic processes do not develop evenly. Students of primary education age do not yet have the skills to analyze the reality they observe in a full-fledged way. They are not always able to distinguish the main point in what they perceive, objects and situations. During this period, the thinking of students moves from visual-figurative thinking to concrete, conceptual, scientific theoretical thinking. Their imagination also develops and improves in a regular way. Their imagination reaches a level where more precision is earned and controlled. Therefore, in this process, individual mental tasks are manifested in relation to the age characteristics of students.

The results of the research show that 7-year-old students in most cases do not feel fear. Imperfection in the understanding and perception of emotions requires from the outside that adults express emotions. Thus, in most cases, both positive and negative situations in communication pass to students. As a result, under the influence of education and upbringing at a small school age, serious shifts in the mental development of students occur.

Adolescence is considered an extremely difficult and difficult period. At the same time, this is a very responsible period, during this period students are characterized by morality, social norms, attitude towards oneself, society and people. Also, during this age, the edges of the student's character and the main forms of interpersonal communication are stabilized. The main path of formation of this age period is an active desire for self-improvement. It consists in self-awareness, self-expression, as well as self-affirmation. In the process of self-realization, the reader focuses on his personal shortcomings. The identity of students in adolescence is content based on the assimilation of knowledge, experiences. At this point, the professional skills of the teacher are important.

A sharp turning point in the mental development of students 12-15 years old begins, which educators in most cases evaluate as a "crisis period". From the outside, this is manifested in rudeness in adolescent behavior, in the way of doing things to the crotch. They extinguish adults, impose their desires and demands, and act in a closed way, without condemning their reproaches, admonitions. The crisis in adolescence is strikingly different from its crises in all other periods. Because, it is a long process. This is due to the rapid development of adolescents, both mentally and physically. The satisfaction of such a need does not provide enough comfort to provide education and social maturity. It is this that is the censative stage in the development of reflexes in young students. During this period, students have a special manifestation of interest in self-realization, the need to improve their own educational activities is born. This will strengthen their desire for independent knowledge. As a result of this, the student begins to try to acquire knowledge that goes beyond a specific curriculum.

These circumstances express the fact that increasing students ' strong motivation for learning is associated with the characteristics of the age periods of development:

- 1) The trends of education in students are determined by the peculiarities of the general culture and the dual nature of the directions of information within the subject. This in turn relies on joint educational activities, mutual exchange of thoughts and knowledge within the framework of this activity;
- 2) A specific aspect of students ' strong motivation for learning is formed primarily on the basis of the formation of value orientations in the educational process of thought formation, development of life goals, assimilation of moral norms and rules of behavior;
- 3) Social Development finds its expression in the consistent manifestation of students ' own thoughts, actions, skills;

4) Students ' motivation for learning carries out the activation of perception and social experience, ensuring the subjective nature of various values. This results in the stabilization of behavior and specific characteristics in the development of the individual;

5) Motivation of students in the educational process by covering goals, needs, they are formed and developed throughout the student's life. Such a situation encourages students to learn, know methods, master them, have a conscious attitude to the learning process, strive, conduct independent activities, draw conclusions, classify knowledge, ask questions, discuss materials.

Within the framework of our research, the identification of the stages of the formation of students ' motivation for learning is of particular importance. In this process, three interrelated, evolutionary-based developmental stages of the formation of motivation for learning in students can be distinguished. They are Opinion, point of view and confidence. In the process of revealing their content, we relied on existing theoretical approaches. In increasing the motivation for learning in students, two mutually opposite parts of psychic processes can be distinguished. They are knowledge and relationships, intellectual and affective parts.

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