

FORMING OF EDUCATIONAL MOTIVATION FOR PRIMARY SCHOOLCHILDREN

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Annotation

This article is about the forming motivation, types of motivation, reasons to increase motivation, the techniques to use in elementary school. Moreover, discusses the concepts of motive and motivation and identifies explanations for motives of primary schoolchildren age.

Keywords: motivation, learning, abilities, reading, entertainment, educational process, cooperation motives, cognitive interests, creativity, imagination, personality, technique, performance.

Motivation is the process of implementing motives. One of the most important stages of personality development is the formation of achievement motives, which are aimed at the maximum possible performance of any type of activity and at achieving the best result. Motivation to achieve is expressed in the desire of the subject to make an effort and achieve, perhaps, the best results in this area, which he considers important. The achievement motive is a constant desire to do something quickly and well in order to reach a certain level in any business. There are two independent motivational tendencies: the desire to succeed and the desire to avoid failure. The achievement motive in this case shows how much a person strives to increase the level of their abilities. Children aged 6-10 years actively participate in activities of various levels. But the main activity in primary school age is education. Children not only attend school and acquire new knowledge, but also engage in activities aimed at developing new skills. In order for educational activities to be productive, it is necessary to support the interest of children. But often the child's motive and the content of the educational material often do not coincide, and there is a fading interest. Therefore, the main task of the teacher is to form cognitive motivation.

The result of learning activities is a change in the student ("Who am I?"). And "What have I become?"). A first-grader often comes to school with the motive "to become a schoolboy", but gradually he moves to the motive "to study well". Broad social motives in primary school age most often belong to the category of known, understood. In fact, the same thing is often a narrow social motive.

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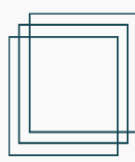
Focusing only on results (praise, evaluation) narrows the content of educational activities, generates a school system of coercion. For example, to get a good grade, a student can make friends with a classmates that they can write off their homework or independent work. To organize productive training, it is important that the motive is internal. This motivation can be attributed to educational and cognitive, which meets the cognitive needs of children, the needs for mental activity ("I want to know everything", "I like to learn interesting things"). The cognitive interests of younger students are expressed to varying degrees. Unfortunately, the motive of cognition is not the leading one. To maintain interest in learning, the teacher must have a large margin play and emotional methods of organizing the lesson, pay attention to the material being studied, and so on. Based on these methods, you should start with the most necessary ones for the formation of internal cognitive motivation and theoretical interest (for example, to find a common way to solve all problems of a certain type). It is also important to draw the child's attention to the process of self-change, to emphasize the phenomenon of growth of their abilities and attach importance to it, to turn the student's assessment into self-assessment. Features of cognitive interests and motives, age dynamics of the motivational sphere are not once and for all data and constants inevitably inherent in schoolchildren of one age or another. The use of modern methods of education allows us to deepen, correct or even change the type of attitude to learning, to form a positive, stable motivation for learning activities. Educational activities include the most significant changes that occur in the development of the psyche of children of the age under consideration. These changes include changes in the emotional and motivational sphere. For the first time, younger students form a generalization of experience, develop stable emotional complexes of feelings of inferiority or, conversely, feelings of self-worth, which are the result of a sequence of successes or failures

Children of primary school age have an increasing desire for high achievements. Therefore, at this age, the main motive of educational activity is the motive of success. In elementary school, the child begins to strive for perfection, begins to realize their uniqueness and is aware of themselves as individuals. Favorable features of the motivation of a primary school student are the general positive attitude of the child to the learning process, curiosity. A wide range of interests is often reflected in the high need of younger students for creative games. In playing the plots of creative games, the social interests of younger schoolchildren, their emotionality and collective empathy are realized. A high level of curiosity indicates the manifestation of mental activity in younger students. The sincerity of primary school students, their spontaneity, openness, faith in the indisputable authority of the teacher and willingness to perform his assignments serve as favorable conditions for the development of social motives of duty, responsibility, and understanding of the need to learn at this age.



Negative characteristics of primary school children's motivation are insufficiently stable situational interests. These interests are quickly satisfied, and without the teacher's support, they may disappear and not be renewed. The motives of first-graders are poorly understood, which is expressed in the inability of the younger student to name what and why he likes in a particular academic subject. Motivations are loosely generalized, meaning that they usually cover one or more academic subjects that are united by some external features. Primary school students' motivations are most often focused on knowledge as a result of learning, rather than on the methods of learning activities. The will to overcome difficulties in learning activities is sometimes not formed even by the end of primary school. All these features indicate a superficial, in some cases insufficient manifestation of interest in educational activities. If we follow the general dynamics of learning motivations from the 1st to the 4th grade, then we can determine the following situation. At the very beginning, children of primary school age are dominated by interest in the appearance of school attendance, after which interest is shown in the first results of educational work, and only after that in the educational process, the content of training, and only later in the methods of obtaining knowledge.

Cognitive motives develop in accordance with the following plan: primary school children move from an interest in individual facts to an interest in laws and principles. In primary school age, self-education motives may arise, but they manifest themselves in the simplest form, as an interest in additional sources of knowledge. Social motives progress from a general undifferentiated understanding of the social significance of education, with which a first-grader comes, to a deeper understanding of the reasons for the need to learn, understanding the meaning of learning activities "for themselves", which makes social motives more effective, most often implemented in behavior. Positional social motives at this age are expressed by the child's desire to receive praise and approval from the teacher. The younger student generally treats the teacher kindly and with confidence, although he is upset that he gets bad grades. Students' interest in educational activities increases systematically in grades 1 and 2, and decreases markedly in grades 3-4, both among students in urban and rural schools. According to most scientists, the decline in interest is due to the fact that the student's activity is reproductive, imitative. In other words, primary school students show interest in those tasks where there is an opportunity for initiative and independence. The main goal of teachers working with primary school age is to form a sustainable educational and cognitive interest not only in new knowledge and samples, but also in ways to acquire new knowledge. The goal of the work on the formation of motivation for learning activities at this age is to develop a stable educational and cognitive interest, which is already an integral whole with the need for cognition. Education of such a motive is necessary to prepare the student for the transition to the next stage of training.



Primary school age is the beginning of the formation of motivation for learning activities, which largely determines the future of students in adolescence and high school age. Let's consider in detail the methods of developing the educational motivation of a primary school pupil.

The method of "Didactic games" - stimulates the cognitive process.

The "Success Situation" method is a purposeful, organized combination of conditions that creates the opportunity to achieve significant results in your activities.

The "Competition" method is a method in which the natural need of schoolchildren to compete is directed to the education of the properties necessary for a person and society. Competing with each other, students quickly master the experience of social behavior, develop physical, moral, and aesthetic qualities. Competition is especially important for laggards: comparing their results with the achievements of their comrades, they receive new incentives for growth and begin to put in more effort.

The project method in primary school occupies a special place, which is based on the development of cognitive skills of students, the ability to independently construct their knowledge, navigate the information space, develop creative thinking, the ability to see and solve a problem, and is also aimed at teaching children elementary techniques of joint activity during projects. Project activity is a detailed structure of educational activities. Possible products of the project activity of younger students: a folding book, a memo, a test on a topic, a presentation, composing a story, a fairy tale, etc.

Method for creating a problem situation. Its essence is "not to introduce knowledge in a ready-made form. Even if there is no way to lead children to discover new things, it is always possible to create a search situation...". Creating a problem situation is possible through the formulation of problematic questions, tasks, and search tasks. At each stage of the lesson, you can use problematic questions: questions addressed to students, in which contradictions collide; questions that require establishing similarities and differences. The less obvious this difference or similarity is, the more interesting it is to discover; questions about establishing causal relationships. Discovering each cause is a step towards a deeper understanding. For example, on the topic "Declension of nouns", students are asked to determine the declension of nouns in the phrases: weather forecast, saw a bear. Children offer a variety of ways to solve the task assigned to them, and as a result of the dialogue, a solution to the problem is found. Also information and communication technologies are used in educational and extracurricular activities the use of which is one of the effective methods of increasing motivation and individualization of learning, developing creative abilities and creating a successful emotional background. The mark is also important in forming the motivation of a primary school student. Not all primary school children understand its objective role very well.



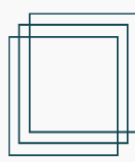
A direct link between the mark and knowledge is established only by a few. In this regard, there is a need to evaluate the activity so that the student considers it as an indicator of the level of knowledge and skills.

Thus, we have considered the methods of forming educational motivation.

Let's look at ways to increase interest in educational material. At each stage, it is important to support students' learning and cognitive motivation, starting with the presentation of a new topic and ending with the assessment of students' knowledge.

In order to motivate your child to learn, you need to start learning a new topic in an unusual way. To do this, I use the "Attractive goal" technique. Students are given a simple, clear and attractive goal, and when they achieve it, they will willy-nilly perform the educational action that the teacher plans. Example. Topic: "Water properties". The teacher's goal is to discuss the properties of water with children. For my students, I set a different goal - to find out why water pipes burst during severe frosts in winter. Sometimes amazing things not only attract attention, but also keep you interested for a long period of time. The "Delayed guess" technique allows me to achieve this. At the beginning of the lesson, the class is given a riddle (an amazing fact is stated), the answer to which will be opened in the lesson when working on new material. Example: "This is a filter, a stove, and a guard post "(nose). A riddle (surprising fact) is given at the end of the lesson to start the next lesson with. "In the next lesson, students will learn about the best vacuum cleaner in nature." (Plants, namely poplar). Subject: The air must be clean". The "Forecasting" technique is also used when communicating the lesson topic and its purpose. For example, a literary reading lesson. "Listen to the title of the work that we will work with in class, and try to determine the genre of the work, the topic, and possible events." To develop interest in the subject under study, it is necessary to understand the necessity, importance, and expediency of studying this topic. The following techniques can help you do this: The "Speaker" technique. In 1 minute, convince your interlocutor that studying this topic is absolutely necessary. The "Author" method. If you were the author of a textbook, how would you explain the need for students to study this topic? The "Pro" method. Based on the future profession, why do you need to study this topic? For example, mathematics, 3 class, the topic "Area of a rectangle".

"True-false statements". I offer a few statements on a topic that has not yet been studied. Children choose "correct" statements based on their own experience or just guessing. In any case, they tune in to the topic, highlight key points, and the competition element allows you to keep your attention focused until the end of the lesson. At the stage of reflection, we return to this technique to find out which of the statements were correct. The "Catch an error" technique. When explaining the material, I intentionally make a mistake. At first, students are warned about this in advance. Sometimes they can "signal" about it with intonation or gesture if my deliberate mistake is detected.



Students should be taught to instantly correct mistakes with a conditional sign or explanation, if required. Students' attention should be encouraged. The "Look at the world through someone else's eyes" technique. Nothing attracts attention or stimulates the mind more than the unusual. Subject: "Water cycle" The student is invited to imagine himself as a snowflake. It is necessary to describe all the events that occur with it. Using game techniques. Younger students love to dream and play, solve riddles, and uncover secrets. They are eager for adventure. The same type of long-term work quickly tires them out. If you need to perform a large number of repetitive exercises, you need to include them in the game shell, in which these actions are performed to achieve the game goal.

Such techniques allow you to motivate children to learn new material - after all, you really want to find out the answer to a riddle, reveal the secret of an amazing fact, play the role of a fairy-tale hero, etc. Techniques for repeating what you've learned in class. The "Own support" technique. The student creates their own reference scheme or detailed response plan for the new material. Compilation of algorithms and memos. Example, an algorithm for parsing a word by its composition. The "Repeat with extension" technique. Students create a series of questions, the answers to which allow them to supplement their knowledge of new material. The "Your own examples" technique. Students prepare their examples for the new material. It is also possible to compose your own tasks, put forward ideas for applying the material you have studied. The "Repetition with simultaneous control" technique. Students create a series of control questions for the material studied in the lesson in the form of a test, crossword puzzle. Then some students ask their own questions, while others answer them.

At the stage of self-control and self - assessment, such a form of organizing educational activities as working in a pair of "student-student" helps to increase the educational and cognitive motivation of school children. For example: each child receives a card that contains a question and three possible answers. One, two, and sometimes all three options can be correct. The student makes a choice and prepares to explain to the neighbor why he thinks so. Then the correct option is voiced. In conclusion, each student evaluates his own result. During the lesson, we invite kids to exchange notebooks, check and correct mistakes in each other's work. Children no longer play "teachers" and "students". They participate in a mutual review of any educational product: independent work, homework. Checking your homework can also take an unusual form. A poem learned at home, students tell each other in pairs. They are being evaluated. Open tasks. Students show great interest in the information that helps them solve life's problems. Therefore, training must be linked to the practical needs of the student. To include the child in active cognitive activity, "open-ended homework assignments" related to everyday life and interests are given. For example, prepare a message about your pet; view periodicals, TV shows, and prepare a message about your favorite type of sprite.



Homework assignments can be differentiated, individual, paired, optional from mandatory tasks, voluntary (to eliminate gaps in knowledge), they can be performed independently and with parents. Thus, the lesson begins with the formation of motivation and ends with a motive for future independent learning activities.

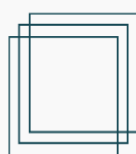
The use of differentiated tasks, in my opinion, significantly contributes to the active thinking activity of all students, regardless of their abilities and capabilities, thereby increasing educational and cognitive motivation. It is necessary to include differentiated work at different stages of the lesson, depending on its goals and objectives. Tasks in all subjects are presented as different levels, allowing not to slow down the development of "strong" students and help "weak" ones overcome learning difficulties. At the same time, each student has the opportunity to try to solve any problem, even with the help of others (teachers or peers), i.e. in the zone of immediate development. Moreover, the presence of learning content that expands the boundaries of program requirements allows us to ensure the long-term development of students. In conclusion, I would like to note that only a competent choice of methods and techniques, their reasonable combination, and consideration of methodological features of use can contribute to the formation of educational motivation of younger schoolchildren.

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