

Specific Characteristics of Formation of Attitude Motivation Related to Study Activity in Primary Class Students

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Abstract: In this article, in the framework of social relations in the educational process of elementary school students, the motivation of attitude to learning activity in children of junior school age, learning, research, methods of doing and In primary school students, the motivation of the attitude to the educational process, interest in school life, the feeling of school life, and the ways of formation of certain beliefs about school life were thought about.

1 INTRODUCTION

Personal education, its social and psychological maturity is one of the main strategic issues of any country. It is impossible to build a society capable of achieving perfection in all aspects without educating a person based on certain noble ideas, socio-psychological, and high intellectual requirements. Naturally, the concept of attitude is a comprehensive and wide-ranging concept, and its interpretation is equally wide and diverse. From this point of view, philosophers, psychologists, sociologists, psychophysicologists, pedagogues, and representatives of several social sciences, who researched social psychological criteria in various fields of attitude, scientifically justify one or another direction of attitude category. Educational activity relies on the same research directions and is important for the formation of personal activity. Here, Professor E. A lot of scientific opinions were expressed by Ghaziev. For example, to socially solve the problem of subjective attitude towards a person, it is necessary to adhere to the hierarchy of "man-human-person-individuality-subject-perfection" and abandon the erroneous theory that subjective attitude towards a person, that is, all characteristics can be formed equally in him as a robot transition, creating a "subject-subject" relationship, solving the problem that any subject is a person, but not every person is subject, recognizing that a person needs independence, personal position, determination, worldview and the possibility of their implementation

in life (E. G'oziev, I. Tursunov) have an important place in the interpretation of the motivation of personal relationships. K. Obukhovskiy interprets the motive as "a goal program that directs a certain activity", while H. Heckhausen justifies that "the motive is a process that explains directed actions within the framework of the individual-environment relationship". The analysis of scientific literature shows that worldviews, beliefs, ideals, and behavioural motives, which play an important role in the formation of a person, are based on one or another values. moreover, values are formed based on social experience - Andreeva [1996].

From this point of view, it is necessary to conditionally interpret the scientific literature on attitude motivation into the following groups and define research tasks based on this interpretation.

1. The motivation of the relationship is based on the individual's interests. The system of internal impulses, which ensures the instability or stability of these interests, also determines to some extent the system of attitudes.

2. At one level or another, the influence of personality orientation on attitude motivation is shown. In the process of this influence, some manifestations of the combination of personality orientation and attitude motivation occur.

3. Attitude motivation is also formed based on certain institutions. In particular, the regulations related to educational activity serve to determine the factors related to the social development of the student's personality.

4. At the base of attitude motivation, it is possible to assess the influence of the scale of values at one or another level.

2 OBSERVATIONS AND SCIENTIFIC ANALYSES

It has shown that the process of reaction to educational activity has a unique hierarchical system in the psychological direction of the individual, and based on this system, it is possible to research the manifestation sign, result, and dynamics of the individual's activity. The following direction, which serves to form the motivation of attitude to educational activity, was selected and these directions were integrated into the general purpose of the research: in the first direction, to study the motivation of attitude to school, in the second direction, to study the levels of formation of educational components, and in the third direction, methods aimed at researching the motivation of attitude to educational activities by studying the orientation of the person complex was selected and the task of putting it into practice was set. In the scale of the attitude system, the scale of "active-positive", "positive", and "indifferent" relational motivation to the process of choosing the educational activity formed in the activity of students is included. enables analysis. the following three areas that serve to form the motivation of attitude to educational activities were selected and a complex of methods focused on these areas was developed. Including, in the first direction, the methods of researching the motivation of the general attitude to school and educational activities, in the second direction, the methods of studying the motivation of the attitude based on the components of the educational activity, in the third direction, the methods of researching the motivation

of the attitude to the educational activity by studying the orientation of the person; the complex was selected and a plan for its implementation was developed. From this point of view, the first set of methods is based on the methodology "Assessment of the motivation of attitude to school" developed and recommended by N.G. Luskanova. of course, in addition to this methodology, the results of individual interviews, answers to questionnaire questions, special observations, and content analysis were used - Barotov [1992].

The method consists of 10 situation-specific questionnaire questions, and the answer to each question serves to determine the levels of attitude motivation in a certain sense. Therefore, first, questionnaire questions are prepared and distributed to the participants. There are 3 answer options in each of the distributed questionnaire questions, and the participant is asked to select the one that is closest to him. To find out the correctness of the questionnaire answers, the experimenter repeats the questions and their content once again and records the results of individual interviews with each participant within the chosen answer direction. When everything is finished, the experimenter collects the completed questionnaires and begins to process the data.

3 - points - shows the student's willingness and stable interest in the educational process of the school.

1 - point - neutral answer, i.e., answers like "I don't know", "it happens", "sometimes", and "I can't say for sure", it is understood that some superficiality and indifference towards school education are expressed.
0 - 0-point - means no positive attitude towards school and school education.

Table 1: Answer options in questionnaire questions are evaluated in the following order.

Question no	Amount of points for answer	Amount of points for answer	Amount of points for answer
	1	2	3
1	1	3	0
2	0	1	3
3	1	0	3
4	3	1	0
5	0	3	1
6	1	3	0
7	3	1	0
8	1	0	3
9	1	3	0
10	3	1	0

Table 2: The key to the method.

No	Component questions	Cognitive	Emotional and volitional	His assessment
I	1,4,7,10,13,16,19,22,28			
II	2,5,8,11,14,17,20,23,			
III	3,6,9,12,15,18,21,24			

The method is mainly carried out by analysing the questions of the questionnaire and the answers given to it. For example, 24 pairs of educational tasks are presented to the student in the form of an alternative questionnaire. That is, the performance of each recommended task determines the indicator of one or another level of attitude motivation, which is characteristic of the student's activity. For example, the presence of a tendency to participate more in situations indicated by the letter "A" (selection of this or that situation) indicates the superiority of the motivation of an indifferent (superficial) attitude towards educational activity, while the selection of situations in the situation "V" is due to the formation of motivation of an active-positive attitude to educational activity. testifies. Briefly, the procedure for applying the method is as follows:

1. To acquaint students in detail with the content of questionnaire questions in an alternative way, in which situations directed to specific goals are expressed.
2. Presenting 24 pairs of situations for students to read and study and providing additional explanations to help them fully understand each situation.
3. Each participant chooses and marks the one that is best for him, having deeply imagined both situations in each pair. In this way, 24 situations are studied in detail and 24 answers are selected.
4. The teacher collects the answer sheets and, after making sure of their authenticity, enters each piece of information for primary processing.

All the answer options mentioned in the questions of the questionnaire are determined according to the system of educational components in the above order. As mentioned earlier, the selection of situation "A" in each alternative question number is determined by 0" by " points, and the selection of situation "B" is 5" determined by " points. The maximum score for a total of 24 situations is 120 points. Also, 8 situations are offered for each component. That is, the maximum score for each component is a total of 40 points. No marks will be assigned to "A" situations selected in all components. All presented "A" situations are based on the absence of active-positive attitude motivation based on the relevant component,

and in "B" situations, the presence of active-positive attitude motivation is based on attitude motivation.

Primary Data Processing

1. The amount of points characteristic for each participant is determined.
2. The determined number of points are placed according to conditionally accepted forms of attitude motivation (active-positive, positive, indifferent).
3. The number of points obtained from the participants of each object is combined into a set of average-general indicators. The average total interest amount is also determined.
4. For the students of each class (2nd and 4th class) characteristic distance (range) indicators are also determined in the example of all objects, and general conclusions are made.

Secondary Data Processing

1. Indicators of motivation towards school are re-considered for correlation analysis and included in special tables.
2. The results of the correlation between the available empirical data, and the reliability value of the data are re-examined using specially adopted statistical criteria. (Using SPSS software).
3. General laws are determined based on mathematical statistical results collected on all data.

Thus, with the help of this set of methods of the first direction, average-general and comparative-typical indicators of attitude motivation characteristic of elementary school students are analysed. Based on these analyses, relevant scientific and practical conclusions can be drawn by the purpose of the research. First of all, it should be said that this set of methods serves to determine the extent to which educational components are included in the student's activity. Because at the root of any activity are certain factors. In our opinion, the participation of educational components (cognitive, emotional-volitional, evaluation) is important in the motivation of educational activity or the attitude towards the manifestation of educational activity. That is, it is possible to talk about educational activity by forming an educational component at an appropriate level.

Table 3: Average-general comparative typical indicators of the visibility of school motivation, ranges of indicators, and places in relation to the total number of participants.

No	Communication system object	Actively positive range %	Positive Intermediate %	Indifferent Intermediate %
	n 1 =1000 (grade 4) Places:	22.2 - 30.5 3rd place	35.2 – 45 1st place	30.8 - 38.8 2nd place
	n 2 = 1000 (4 classes) Places:	26.7 - 35.2 2nd place	33.5 - 43.1 1st place	22.5 - 40 3rd place
	Total n 1 = n2	22.2 - 35.2 3rd place	33.5-45 2nd place	22.5 - 40 1st place

Table 4: Correlation results on the average general indicators of manifestation of motivation of attitude to school in elementary school students (grade 2).

		Active positive	positive	Indifferent
Active positive	X 2 (Pearson)	1	0.313	0.400
		-	0.546	0.432
Ijobiy	X 2 (Pirson)	0.313	1	0.650
		0.546	-	0.162
Indif ferent	X 2 (Pirson)	0.400	0.650	1
		0.432	0, 162	-

Table 5: Correlation results on the average general indicators of the manifestation of school motivation in elementary school students (4th grade).

(n 2 =1000)		Active positive	positive	indifferent
Active positive	X 2 (Pearson)	1	0.985 (**)	0.052
		-	0.000	0.923
Ijobiy	X 2 (Pirson)	0.985 (**)	1	0.046
		0,000	-	0.930
indifferent	X 2 (Pirson)	0.052	0.046	1
		0.923	0.930	-

Indifferent attitude towards educational activity somewhat hinders the effective use of opportunities for the social and intellectual development of the student's personality. Observations indicate that the growth of indicators of indifferent attitude leads to a decrease in educational activity, or on the contrary, a decrease in indifferent attitude leads to an increase in educational activity. This identified situation requires the constant attention of elementary school students and school psychologists. These obtained data once again confirm the objectivity of the previous data analysis by the content of the methodology.

So, as it can be seen from the above analysis, the motivation of primary school students' attitude to educational processes is directly related to the formation of certain beliefs about school life, first of all, interest in school life, and feeling of school life. Empirical data obtained based on Luskanova's methodology indicate the different levels of attitude to school among elementary school students.

Additional methods and special content - the results of the analysis show that the course of this process depends on certain social and psychological factors.

For example, the child's ability to perform one or another task as a student for the first time, to work in cooperation with peers, to be kind to the teacher, to develop self-esteem and self-development by following the traditions of the family and school, to develop his own worldview and social life for the first time. such situations as having activity serve as an important basis for the formation of attitude motivation in the student.

When we investigated the reason for this situation through specially directed additional individual interviews and other methods, it became clear that when students of junior school age are more likely to complete an academic task, they, first of all, perform this task with a certain enthusiasm and pleasure, while they also have a feeling of hearing praise from the teacher. they try harder and spend willpower to

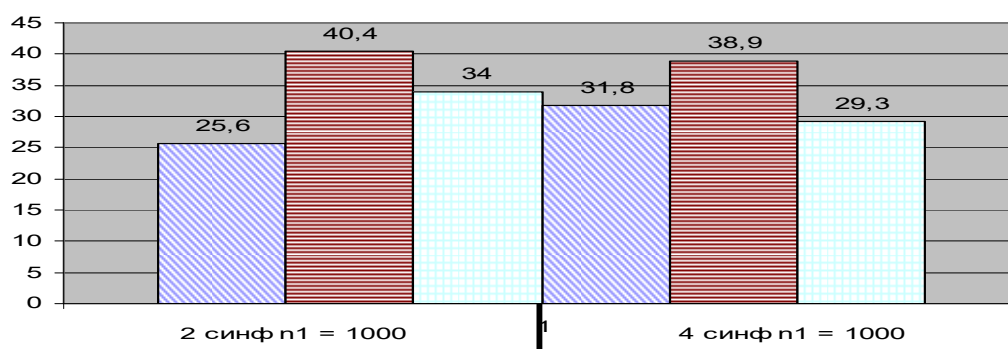


Figure 1: Diagrams of indicators of motivation of attitude to school (in %).

complete any educational task. More precisely, in most cases, their emotional-volitional qualities serve to form the motivation of an active-positive attitude to educational activity.

3 CONCLUSION

The formation of motivation of the attitude system (active-positive, positive, indifferent) to educational activity in students at junior school age and its manifestation at one or another level depends on the personality of the student, psychologically influencing "interests", "personal orientation", "certain level educational institutions" is directly related to "values". More precisely, based on the analysis of empirical data, it can be said that depending on whether these qualities are unstable or stable in the personality of the student, it is possible to form an idea about the active-positive, positive, or indifferent attitude of the student towards the educational process.

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