# Improving of Motivation for Studying in Primary School

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**Annotation**: This article discusses the concepts of motive and motivation, furthermore it identifies and gives explanations for motives of learning as cognitive and social, for primary schoolchildren.

**Keywords:** motivation, learning, abilities, entertainment, educational process, cooperation motives, cognitive interests.

The formation of motivation for learning activities in primary school age is one of the main problems and priorities of educational institutions at the present stage of development of the educational system, in which the principle of continuity, i.e. "lifelong education", becomes fundamental. The implementation of this principle directly depends on the motivation of each children's learning activities, which, ultimately, should lead to the life success of a school graduate.

The problem of forming the motivation of educational activity is not new for pedagogy, as Ya. A. Komensky noted that " in all possible ways it is necessary to ignite in children a fervent desire for knowledge and learning." The main of these means, he calls cognitive interest, thanks to which the student "...will burn with impatience to learn, without fear of any work, just to master science... Not only will he not avoid work, he will even seek it and not be afraid of stress and effort."

K. D. Ushinsky assigns an important role to cognitive interest as a motive for learning, linking learning with the child's volitional efforts. Thus, he writes that " the educator should not forget that learning devoid of any interest and taken only by force of compulsion, although it was drawn from the best source – from the love of education-kills the student's desire for learning, without which he will not go far, and learning based only on interest, it does not allow the student's self-control and will to grow stronger, since not everything in the teaching is interesting and many things will come that will need to be taken by the power of the will".

M. V. Matyukhina distinguishes two types of cognitive interest:

➢ situational interest, motivated by entertainment, which is very susceptible to external situations, changeable, unstable;

➢ Sustained cognitive interest is driven by intrinsic motivation and does not depend on reinforcement. Learning activities under the influence of cognitive interest can cause a student the deepest satisfaction. Being a strong motive of learning, cognitive interest creates an "internal environment" of development, significantly changing the activity itself, its nature and results.

M. V. Matyukhina also considers the content and dynamic aspects of motivation. At the same time, the content side, in accordance with her position, is the system of motives, the system of motives, their complex hierarchy, the manifestation of various needs of the child. The dynamic side of motivation is determined by the characteristics of the nervous system (strength, balance, dynamism of nervous processes), the level of overall activity of the nervous system. The author believes that the formation of teaching motivation is a solution to the issues of personal education. The structure of motivation is formed as a result of a meaningful reflection of reality.

V. V. Davydov defines cognitive interest as a psychological prerequisite for the child's need to learn theoretical knowledge. Coming to school, he believes, allows the child to go beyond his childhood period of life, take a new life position and move on to performing socially significant educational activities that provide rich material for satisfying the child's cognitive interests. Such a need arises in the process of real assimilation of elementary theoretical knowledge, when performing the simplest educational actions together with the teacher. V. V. Davydov notes that a person's activity correlates with a certain need, and actions-with motives. In the process of forming the need for educational activity in younger schoolchildren, it is concretized in a variety of motives that require children to perform educational actions.

Indeed, cognitive interest, in our opinion, acts as a fundamental motive of educational activity, since, unlike desires, drives, cognitive interest has its own subject and focus on a specific subject area.

Motivation of educational activity is determined by a number of factors that determine the manifestation of educational activity:

➢ educational system, educational institution where educational activities are carried out;

➢ organization of the educational process;

➢ Subjective characteristics of the student (age, gender, intellectual development, abilities, level of claims, self-esteem, etc.);

➢ The specifics of the subject, etc.

The identification of factors that generate motivation for learning activities was carried out by G. Rosenfeld, who identifies the following context categories:

➢ learning for the sake of learning, without pleasure from activities or without interest in the subject being taught;

➢ training without personal interests and benefits;

➢ training for social identification;

➢ learning for the sake of success or for fear of failure;

➢ training under duress or duress;

➢ training based on concepts and moral obligations or on generally accepted norms;

➢ learning to achieve a goal in everyday life;

➢ Training based on social goals, requirements, and values.

In our opinion, G. Rosenfeld only determines the nominative nature of the factors of educational activity, which does not reveal the full depth of the problem posed.

A. K. Markova, describing the learning process, combines all motivational factors into two classes of motives:

1. Cognitive (broad cognitive, educational-cognitive and self-education motives).
2. Social (broad social, positional and social cooperation motives).

Broad cognitive motives, according to A. K. Markova, are represented by motives related to the result of training, educational and cognitive with the learning process, that is, they are cognitive productive and procedural motives.

Revealing the features of educational activity, V. K. Vilyunas identifies three groups of motives that determine cognitive activity: cognitive motivation, achievement motivation, and duty. Each group is represented by direct (internal) and indirect (external) motivations6.

Depending on the learning outcome, there are two types of motivation for learning:

1) Negative motivation, in which the main role is played by the student's motives caused by awareness of certain troubles that may arise due to poor academic performance (censure from parents, teachers, classmates, etc.). Such motivation causes negative emotions (such as fear, resentment, annoyance, boredom, humiliation, anxiety), which does not lead to successful results.

2) Positive motivation associated with the result and purpose of teaching, which achieves a high result of activity. At the same time, the student experiences joy, confidence, satisfaction, curiosity, pride, surprise, constructive doubt.

T. D. Dubovitskaya, discussing the orientation of motivation, writes that "internal motives are personally significant, due to the cognitive need of the subject, the pleasure received from the process of learning and realizing their personal potential. The dominance of internal motivation is characterized by the manifestation of high cognitive activity of the student in the process of learning activities. Mastering the teaching material is both the motive and the goal of learning. The student is directly involved in the process of learning, and this gives him emotional satisfaction. External motivation is aimed at mastering the content of the subject is not the goal of learning, but acts as a means to achieve other goals. This can be getting a good grade, complying with the requirements of the teacher or parents, receiving praise, recognition from friends, etc. With external motivation, the student, as a rule, is alienated from the process of cognition, shows passivity, experiences the meaninglessness of what is happening, or his activity is forced. The content of academic subjects is not personally significant for the student ".

From the point of view of A. N. Leontiev, the motives of educational activity perform a twofold function:

➢ first, they encourage and guide learning activities;
➢ Secondly, they give learning activities a subjective, personal meaning.

In general, the motivation of educational activity encourages, directs, regulates educational activity, and plays a meaning-forming role in the process of formation of the motivational sphere of a primary schoolchild. In turn, meaning formation is the formation of value orientations and meanings of educational activities. In the modern understanding of the problem, this occurs on the following basis:

➢ development of cognitive interests, learning motives;
➢ formation of achievement motives and social recognition;
➢ A motive that fulfills the need for socially significant and socially evaluated activities.

It is necessary to distinguish between the concepts of "motive" and" goal " of training. The motive of learning activity is an incentive to achieve a learning goal. The goal of learning is a predictable result, imagined and realized by the student.

As in any activity, educational activities distinguish between "understood" and "actually acting" motives. So, the student understands why it is necessary to study, but this still does not encourage him to study. Many researchers note that kids most highly evaluate such motives as" I want to have knowledge in order to be useful to society"," I want to be cultured and developed"," I like to learn new things"," I want to continue my education"," I want to prepare for my chosen profession", "I want to overcome difficulties joyfully". Prestigious motives ("I'm used to being among the best"," I don't want to be the worst"," it's nice to get approved"," I'm used to doing everything well") received lower ratings, but the lowest ratings were given to the motive"I try to avoid trouble". At the same time, the first group of motives was more likely to be "known" than "actually acting", encouraging learning. As such, in reality, there were prestigious motives. Only under specific conditions do "understood" motives become "really valid".

Also, the motivation of educational activities is characterized by orientation, stability and dynamism.

Based on the above, we can conclude that **motivation** educational activity is a complex, complex system that includes internal motives (expressing the need, emotional, cognitive and volitional sphere of students) and reflects external expectations of educational success (teachers, the child himself, his parents, later-classmates) and educational goals (including real-life educational tasks that refract previous experience in combination with reactions success and failure, learning attitudes), which triggers, orients, and supports the student's efforts to complete learning activities.

Moreover, external motives act as a means to achieve other goals and are not the goal of knowledge. So, for younger students, these can be the attributes of learning (school uniforms, school supplies, etc.), obeying the requirements of the teacher and parents, receiving praise, avoiding censure and punishment, getting a good mark, and being recognized by classmates. The content of academic subjects with this type of motivation is not personally significant for the student. Such a student, as a rule, is passive, does not show initiative, and his activity is only forced. Internal motives are determined by the cognitive need of the subject. The student shows activity, independence, and interest in the process of learning, as the process of cognition brings him emotional satisfaction.

It is important to note that the period of study in primary school is the most sensitive to the formation of adequate motivation for learning activities, since in this age period, the leading educational activity becomes.

Therefore, for each educational institution at the present stage, the question of stimulating the motivation of educational activities, increasing the learning ability and productivity of students, in order to: «training of a responsible citizen who is able to think independently and evaluate what is happening, build his life and activities in accordance with his own interests and taking into account the requirements of the people around him."

It is important that by the time each child enters school, the main indicators of readiness for school education are formed. Thus, according to a number of authors (L. I. Bozhovich, D. B. Elkonin, etc.), they include:

➢ general physical development;

➢ mastering mental operations;

➢ having the necessary knowledge about the world around you;

➢ formation of elementary mathematical representations;

➢ ability to focus on the system of rules;

➢ randomness;

➢ reflection;

➢ internal action plan;

➢ hand-eye coordination;

➢ development of fine motor skills;

➢ Sufficient level of development of speech communication skills, etc.

The central mental neoplasm of primary school age includes the appearance of the" inner position "of the student (the term was introduced by L. I. Bozhovich), i.e., "the subjective image of one's own function in joint activity". Such a neoplasm makes it possible to determine school education by the system of needs and aspirations of the child to become a student, to change the social position of the preschool child. This, in turn, becomes an important prerequisite for the formation of educational motivation, the development of educational activities. However, a new position in society develops only as much as they (needs) become significant for the student.

Primary school age is characterized by the primary entry of the child into educational activities, which is determined by differently directed motivation. Broad cognitive (interest in knowledge) motives can already be transformed by the middle of this age into educational and cognitive motives (interest in ways of acquiring knowledge); self-education motives are still represented by the simplest form-interest in additional sources of knowledge; broad social motives develop from a general undivided understanding of the social significance of learning to a deeper awareness of the reasons for the need to learn; narrow social motives are represented by the child's desire to receive, mainly, the teacher's approval.

The younger student learns to understand and accept the goals coming from the teacher, performs actions according to instructions. With the correct organization of educational activities of younger students, you can lay down the skills of independent goal setting. The ability to relate goals to your own capabilities begins to develop.

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