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Annotation *Ushbu maqolada boshlang‘ich sinf o‘quvchilarining o‘quv motivatsiyasini shakllantirish, ta‘lim jarayonini oshirishning nazariy hamda amaliy jihatlari keng va chuqur tahlil qilinadi. Zamonaviy ta‘lim tizimida o‘quvchilarning bilim olishga bo‘lgan qiziqishini oshirish, dars jarayonida ularni faol, o‘z mustaqil fikrga ega ekanligini ko‘rsatish, o‘zini mustaqil shaxs sifatida shakllantirish muhim vazifalardan biri hisoblanadi. Shu bilan birga, ayniqsa boshlang‘ich ta‘lim bosqichida o‘quvchilarning o‘quv motivatsiyasini rivojlantirish dolzarb pedagogik muammolardan biri sifatida qaraladi. Ya‘ni o‘quvchilar hali darsga to‘liq moslashmagan, o‘yinga moyil, harakatlari barqaror emas, dars jarayonlariga to‘liq kirisha olmagan bo‘ladi. Maqolada o‘quv motivatsiyasining mazmun-mohiyati, uning ichki va tashqi turlari, shuningdek, boshlang‘ich sinf o‘quvchilarining yosh va psixologik xususiyatlari atroflicha yoritib berilgan. Bolalarga motivatsiya qanchalik ta‘sir qilishi, ularning yoshi, qabul qilishi, turli xarakterga ega ekanligiga qarab motivatsiyani to‘g‘ri qo‘llash yo‘llari ham ko‘rib chiqilgan. O‘quvchilarning diqqati tez chalg‘ishi, tez zerikishi, tez charchashi, hissiyotga boyligi kabi jihatlari ularning motivatsiyasiga bevosita ta‘sir ko‘rsatishi ilmiy asosda izohlangan. Shu bilan birga, o‘quv motivatsiyasining shakllanishida o‘qituvchi shaxsi, uning pedagogik mahorati, qobiliyati, darsni tashkil etish usuli, o‘quv muhitining ahamiyati yoritilgan. Hatto birgina so‘z ham o‘quvchi uchun motivatsiya bo‘la oladi. Tadqiqot davomida o‘quv motivatsiyasini oshirishning samarali usullari sifatida interfaol metodlardan foydalanish, o‘yin texnologiyalarini qo‘llash, harakatli o‘yinlardan foydalanish, o‘quvchilarni rag‘batlantirish, individual yondashuvni amalga oshirish hamda zamonaviy axborot-kommunikatsiya texnologiyalaridan foydalanish keng tahlil qilingan. Dars jarayonida yangi, zamonaviy texnologiyalardan foydalanish o‘qituvchining qobiliyatlari bilan bog‘liq. Ayniqsa, dars jarayonida o‘yin elementlarini qo‘llash orqali o‘quvchilarning faolligini oshirish, ularning bilimni o‘zlashtirish darajasini yaxshilash mumkinligi misollar asosida ko‘rsatib berilgan. Shuningdek, maqolada o‘quv motivatsiyasining ta‘lim samaradorligiga ta‘siri ham yoritilgan bo‘lib, motivatsiyaga ega o‘quvchilarning bilim olishga bo‘lgan qiziqishi yuqori bo‘lishi, ular mustaqil fikrlashi, faol ishtirok etishi va yuqori natijalarga erishishi asoslangan. Ota-ona va o‘qituvchi hamkorligining o‘quv motivatsiyasini shakllantirishdagi o‘rni ham alohida qayd etilgan.*

This article provides a broad and in-depth analysis of the theoretical and practical aspects of enhancing the educational process through the formation of learning motivation among primary school students. In the modern education system, increasing students’

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interest in learning, encouraging their active participation in lessons, and helping them express independent thinking and develop as self-reliant individuals are considered important tasks.

Particular attention is given to the fact that, especially at the primary education stage, the development of students' learning motivation is regarded as one of the most pressing pedagogical issues. At this stage, students are often not fully adapted to the learning process; they tend to be more inclined toward play, their behavior is not yet stable, and they may struggle to fully engage in structured classroom activities.

The article thoroughly explains the essence and content of learning motivation, including its internal and external types, as well as the age-related and psychological characteristics of primary school students. It also examines how motivation affects children depending on their age, perception, and diverse personalities, and discusses ways to apply motivation effectively.

Scientific explanations are provided regarding how factors such as short attention span, quick boredom, fatigue, and emotional sensitivity directly influence students' motivation. In addition, the role of the teacher's personality, pedagogical skills, abilities, lesson organization methods, and the overall learning environment in shaping students' motivation is highlighted. Even a single word from a teacher can serve as a strong source of motivation for a student.

The study analyzes effective methods for increasing learning motivation, including the use of interactive teaching methods, game-based technologies, movement-based activities, student encouragement, individualized approaches, and modern information and communication technologies. It is emphasized that the use of innovative and modern technologies in lessons is closely related to the teacher's competence.

In particular, the article demonstrates through examples that incorporating game elements into lessons can increase student engagement and improve their level of knowledge acquisition. Furthermore, the impact of learning motivation on educational effectiveness is discussed, showing that motivated students tend to have a higher interest in learning, think independently, participate actively, and achieve better results.

The importance of collaboration between parents and teachers in developing students' motivation is also highlighted. In conclusion, it is noted that enhancing the learning motivation of primary school students is one of the key factors in improving the quality of education. Organizing the educational process based on modern pedagogical approaches and understanding students' psychological characteristics play a crucial role.

Students' interest in the learning process, positive attitude toward lessons, and active participation are essential components of educational success. Taking into account students' individual characteristics and continuously encouraging them can lead to high effectiveness in education.

Kalit so‘zlar; *o‘quv motivatsiyasi, boshlang‘ich ta‘lim, ichki motivatsiya, tashqi motivatsiya, motivatsion jarayon, pedagogik yondashuv, psixologik xususiyatlar, yosh xususiyatlari, o‘quv faoliyati, bilishga qiziqish, ta‘lim samaradorligi, o‘quv faolligi,*

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mustaqil fikrlash, ijodiy fikrlash, interfaol metodlar, innovatsion texnologiyalar, o‘yin texnologiyalari, didaktik o‘yinlar, rag‘batlantirish tizimi, baholash mezonlari, individual yondashuv, differensial ta‘lim, pedagogik mahorat, o‘qituvchi kompetensiyasi, o‘quv muhiti, ijobiy psixologik muhit, oila va maktab hamkorligi, ta‘lim jarayoni, bilim olishga ehtiyoj, o‘quv jarayonini tashkil etish, motivatsion omillar

Keywords: *(expanded version) learning motivation, primary education, intrinsic motivation, extrinsic motivation, motivational process, pedagogical approach, psychological characteristics, age characteristics, learning activity, interest in learning, educational effectiveness, student engagement, independent thinking, creative thinking, interactive methods, innovative technologies, game technologies, didactic games, encouragement system, assessment criteria, individual approach, differentiated instruction, teaching skills, teacher competence, learning environment, positive psychological environment, school-family cooperation, educational process, need for learning, organization of learning process, motivational factors*

KIRISH

Boshlang‘ich ta‘lim bosqichi har bir inson hayotida muhim o‘rin tutadi, chunki aynan shu davrda o‘quvchilarda bilim olishga bo‘lgan ilk munosabat, qiziqish va intilish shakllanadi. Bu jarayonning muvaffaqiyati ko‘p jihatdan o‘quvchilarning o‘quv motivatsiyasiga bog‘liq. O‘quv motivatsiyasi – bu bolaning bilim olishga bo‘lgan ichki ehtiyoji, qiziqishi va o‘rganishga undovchi kuch bo‘lib, u ta‘lim samaradorligini belgilovchi asosiy omillardan biri hisoblanadi[1]. Agar boshlang‘ich sinf o‘quvchisida o‘qishga nisbatan ijobiy motivatsiya shakllansa, u keyingi ta‘lim bosqichlarida ham faol, mustaqil va mas‘uliyatli o‘quvchi sifatida rivojlanadi.

Bugungi kunda ta‘lim jarayonida faqat bilim berish emas, balki o‘quvchini o‘rganishga undash, unda ichki qiziqish uyg‘otish masalasi tobora dolzarb ahamiyat kasb etmoqda. Chunki zamonaviy jamiyat sharoitida tayyor bilimni o‘zlashtirishdan ko‘ra, uni mustaqil ravishda izlab topish, tahlil qilish va amaliyotda qo‘llay olish ko‘nikmalari muhim hisoblanadi. Bu esa, o‘z navbatida, o‘quvchilarda yuqori darajadagi motivatsiyani talab etadi.[2] Ayniqsa, boshlang‘ich sinf o‘quvchilari hali mustaqil o‘rganish ko‘nikmalariga to‘liq ega bo‘lmaganligi sababli, ularning o‘quv faoliyatini to‘g‘ri yo‘naltirish, rag‘batlantirish va qo‘llab-quvvatlash muhim vazifalardan biridir.

Boshlang‘ich sinf o‘quvchilarining yosh xususiyatlari ham motivatsiya shakllanishiga bevosita ta‘sir ko‘rsatadi. Bu davrda bolalar ko‘proq o‘yin orqali o‘rganishga moyil bo‘lib, ularning diqqatini uzoq vaqt davomida bir nuqtaga jamlash qiyin kechadi. Shuning uchun ta‘lim jarayonida turli interfaol usullar, o‘yin elementlari, qiziqarli topshiriqlar va rag‘batlantiruvchi vositalardan foydalanish muhim ahamiyat kasb etadi. Shu bilan birga, o‘qituvchining shaxsiy yondashuvi, darsni tashkil etish uslubi, o‘quvchilar bilan muloqoti ham ularning motivatsiyasiga kuchli ta‘sir ko‘rsatadi[3].

O‘quv motivatsiyasini oshirish masalasi faqat maktab bilan bog‘lanib qolmaydi. Oila muhiti, ota-onaning farzand ta‘limiga bo‘lgan munosabati, bolaga yaratilgan sharoitlar ham bu jarayonda muhim hisoblanadi. Agar bola o‘z harakatlari, qiziqishlari inobatgaolinayotganini bilsa, uning muvaffaqiyatlari qadrlansa, u yanada ko‘proq intilishga, yangi bilimlarni egallashga harakat qiladi. Aksincha, befarqlik yoki haddan tashqari tanqid motivatsiyaning pasayishiga olib kelishi mumkin. Qiziqishlari so‘nib boradi.

Shu nuqtai nazardan qaraganda, boshlang‘ich sinf o‘quvchilarining o‘quv motivatsiyasini oshirish yo‘llarini o‘rganish, samarali usul va vositalarni aniqlash, ularni amaliyotga joriy etish muhim pedagogik vazifalardan biri hisoblanadi. Mazkur mavzu doirasida o‘quvchilarda bilim olishga bo‘lgan qiziqishni shakllantirish, ularning o‘quv faoliyatini rag‘batlantirish hamda ta‘lim jarayonini yanada samarali tashkil etish masalalari keng yoritiladi[4].

Motivatsiya o‘quv faoliyatining ichki harakatlantiruvchi kuchi bo‘lib, u o‘quvchining bilimlarni ongli ravishda egallashi, mustaqil fikrlashi va o‘z ustida ishlashga intilishida muhim rol o‘ynaydi.

Hozirgi globallashuv jarayonida ta‘lim tizimiga qo‘yilayotgan talablar tubdan o‘zgarib bormoqda. Endilikda o‘quvchilardan faqatgina tayyor bilimlarni o‘zlashtirish emas, balki ularni mustaqil izlash, tahlil qilish, umumlashtirish va amaliyotda qo‘llash kabi ko‘nikmalar ham talab etilmoqda. Bu esa o‘z-o‘zidan o‘quvchilarda yuqori darajadagi o‘quv motivatsiyasini shakllantirish zaruratini yuzaga keltiradi. Ayniqsa, boshlang‘ich sinf bosqichida bu jarayonni to‘g‘ri yo‘lga qo‘yish kelgusida ta‘lim samaradorligini ta‘minlashning muhim omili hisoblanadi.

Boshlang‘ich sinf o‘quvchilarining psixologik va yosh xususiyatlarini inobatga olgan holda, ularning o‘quv motivatsiyasi ko‘proq tashqi ta‘sirlar orqali shakllanishi kuzatiladi. Ya‘ni, o‘qituvchining rag‘batlantirishi, baholash tizimi, o‘yin elementlari, qiziqarli topshiriqlar hamda ijobiy muhit o‘quvchilarning o‘qishga bo‘lgan qiziqishini oshiradi. Biroq vaqt o‘tishi bilan ushbu tashqi motivlar ichki motivlarga aylanishi lozim[5]. Bu jarayon esa o‘qituvchidan yuqori darajadagi pedagogik mahorat, ijodkorlik va individual yondashuvni talab etadi.

Shu o‘rinda ta‘kidlash joizki, o‘quv motivatsiyasi faqatgina dars jarayoni bilan chegaralanib qolmaydi. Oila muhitining sog‘lomligi, ota-onaning farzand ta‘limiga bo‘lgan e‘tibori, bolaga yaratilgan psixologik qulaylik ham muhim ahamiyat kasb etadi[6]. O‘quvchi o‘zini qo‘llab-quvvatlangan, qadrlangan va tushunilgan his qilgan taqdiridagina unda bilim olishga nisbatan barqaror qiziqish shakllanadi. Shu sababli ta‘lim jarayonida maktab va oila hamkorligini yo‘lga qo‘yish o‘quv motivatsiyasini oshirishda samarali vositalardan biri hisoblanadi.

Bundan tashqari, zamonaviy pedagogik texnologiyalar, interfaol metodlar, axborot-kommunikatsiya vositalaridan samarali foydalanish ham o‘quvchilarning faolligini oshirishda muhim omil bo‘lib xizmat qiladi. Dars jarayonini qiziqarli, mazmunli va o‘quvchi ehtiyojlariga mos tarzda tashkil etish orqali ularning o‘rganishga bo‘lgan ichki ehtiyojini kuchaytirish mumkin. Ayniqsa, rag‘batlantirishning turli shakllari – maqtoov,

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kichik yutuqlarni e’tirof etish, individual muvaffaqiyatlarni qo‘llab-quvvatlash – o‘quvchilarning o‘ziga bo‘lgan ishonchini oshirib, ularni yangi marralar sari undaydi[7].

Yuqoridagilardan kelib chiqib aytilish mumkinki, boshlang‘ich sinf o‘quvchilarining o‘quv motivatsiyasini oshirish masalasi ko‘p qirrali va tizimli yondashuvni talab etadi. Ushbu jarayonda o‘qituvchi, o‘quvchi va ota-ona hamkorligi, zamonaviy metodlardan foydalanish hamda o‘quvchining individual xususiyatlarini hisobga olish muhim ahamiyatga ega. Mazkur maqolada boshlang‘ich sinf o‘quvchilarining o‘quv motivatsiyasini oshirishning samarali yo‘llari, usullari va pedagogik shart-sharoitlari atroflicha tahlil qilinadi hamda amaliy tavsiyalar beriladi.

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