

SCHOOL STUDENTS' LEARNING MOTIVES

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МОТИВЫ УЧЕНИЯ ШКОЛЬНИКОВ

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Abstract. In this article, we disclosed the topic of schoolchildren's learning motives, their types, considered the peculiarities of pupils' motivation, and conducted experimental work.

Аннотация. В данной статье мы раскрыли тему учебных мотивов школьников, их типов, рассмотрели особенности мотивации учащихся, провели экспериментальную работу.

Keywords: pedagogy, motives, motivation, high school age, schoolchildren.

Ключевые слова: педагогика, мотивы, мотивация, старший школьный возраст, школьники.

Encouraging students to excel in their studies while considering their unique traits and fostering suitable learning environments should enhance their potential during the educational journey. As contemporary schools adopt new educational standards, there arises a quest for innovative strategies to boost students' motivation, especially among those in high school. In the later stages of adolescence, students undergo significant life changes, particularly as they approach the culmination of their basic education and the decision-making regarding their future careers.

While adolescent interest in learning may wane, a burgeoning sense of self-directed learning emerges. Consequently, social interactions and networking often overshadow academic tasks, causing a shift in motivational priorities and a decline in academic zeal. Nonetheless, adolescents

exhibit an enhanced cognitive awareness, demonstrating an inclination towards tackling complex problems beyond the school curriculum. Simultaneously, they begin to cultivate a profound appreciation for knowledge pertinent to their future careers and personal development.

Hence, cultivating students' learning and cognitive motivation stands as a pivotal aspect of their educational journey, dictating their engagement and interest levels, which inevitably impact their academic achievements. It's worth noting that motivating students towards cognitive endeavors has long been a subject of scholarly inquiry. Even within the Soviet education system, considerable emphasis was placed on nurturing learning and cognitive motivation. Scholars like A.K. Markova highlighted the multifaceted nature of learning motives, distinguishing between cognitive and social motivations, which underpin students' engagement with the learning process [7, p.191-193].

The issue of motivation in learning activities is also considered by modern scientists of the post-Soviet space.

In contemporary times, scholars, such as A.K. Ryspaeva, delve into the role of academic success in shaping students' cognitive engagement within the school environment, offering insights into avenues for enhancement. Various factors influence students' motivational sphere, posing significant considerations for improving educational quality. Psychologists have extensively explored the motivational dimensions of human personality, reflecting the diverse interpretations of motivation [21, p.114].

Furthermore, educators like E.S. Davletkalieva and B.K. Muldasheva actively contribute to the discourse by devising methodologies to bolster students' learning and cognitive motivations through criterion-based assessment. Their research underscores the positive impact of such approaches on students' motivational spheres, as evidenced by heightened aspirations for academic success and a more favorable attitude towards learning [25, p.121-126].

Practical investigations, such as those conducted by M.I. Lukyanova and N.V. Kalinina, shed light on the motivational dynamics within student cohorts, further reinforcing the significance of fostering intrinsic motivation for learning. Through meticulous analysis and methodological frameworks, educators strive to cultivate an environment where students are inherently driven to pursue knowledge and academic excellence [36, p. 131-137].

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