

ISSN: 2545-0573

FEATURES OF MOTIVATION TO LEARNING ACTIVITY IN JUNIOR SCHOOL CHILDREN

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ARTICLE INFO.

Keywords:

Pedagogy, motivation, educational activity, junior school age.

Abstract

The article shows ways to increase the interest of primary school age students in reading. The author comments on the theoretical considerations in this regard. Proven by examples.

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Introduction. At the first stages of education, at primary school age, curiosity, direct interest in the environment, on the one hand, and the desire to perform socially significant activities, on the other, determine the positive attitude of students to learning and the related emotional experiences about the grades received. Backlog in learning, bad grades are most often acute, to tears, experienced by children. Self-esteem in primary school age is formed mainly under the influence of teacher assessments. Children attach particular importance to their intellectual abilities and how they are evaluated by others. It is important for kids that a positive assessment is universally recognized.

Mainpart. From the attitude of parents and teachers to the child depends on his attitude towards himself (self-esteem), self-respect. All this affects the development of the individual.

The level of claims is formed under the influence of successes and failures in previous activities. The student who often fails expects further failure, and vice versa, success in the previous activity predisposes to the expectation of success in the future.

The predominance of failure in the educational activities of lagging behind children, constantly reinforced by low marks for their work as a teacher, steadily leads to an increase in self-doubt and feelings of inferiority in such children.

Each age stage is characterized by a special position of the child in the system of relations accepted in a given society. In accordance with this, the life of children of different ages is filled with specific content: special relationships with the people around them and special activities that lead to a given stage of development. Recall that L.S. Vygotsky singled out the following types of leading activity:

Babies are direct emotional communication;

Early childhood - manipulative activity;

Preschoolers - game activity;

Junior schoolchildren - educational activities;

Adolescents are socially recognized and socially approved activities;

High school students - educational and professional activities.

Features of arbitrary memory of younger schoolchildren. The intention to remember this or that material does not yet determine the content of the mnemonic task to be solved by the subject. To do this, he must highlight in the object (text) a specific subject of memorization, which is a special task. Some schoolchildren single out the cognitive content of the text as such a goal of memorization (about 20% of schoolchildren in the third grade), others - its plot (23%), and still others - do not single out a specific subject of memorization at all. Thus, the task is transformed into different mnemonic tasks, which can be explained by differences in learning motivation and the level of formation of goal-setting mechanisms.

Only in the case when the student is able to independently determine the content of the mnemonic task, find adequate means of transforming the material and consciously control their application, can we speak of mnemonic activity, arbitrary in its entire links? About 10% of students are at this level of memory development by the time they finish primary school. Approximately the same number of schoolchildren independently determines the mnemonic problem, but still do not have enough knowledge of how to solve it. The remaining 80% of schoolchildren either do not realize the mnemonic task at all, or are not imposed on them by the content of the material.

Any attempts to ensure the development of memory in different ways without the real formation of self-regulation (primarily goal-setting) give an unstable effect. Solving the problem of memory in primary school age is possible only with the systematic formation of all components of educational activity.

The thinking of children of primary school age differs significantly from the thinking of preschool children. So if the thinking of a preschooler is characterized by such a quality as involuntariness, low controllability, in setting a mental task, in solving it, they more often and easily think about what is more interesting to them, what fascinates them, then younger students as a result of studying at school, when it is necessary to regularly perform tasks without fail, learn to control your thinking, think when necessary.

In many ways, the formation of such arbitrary, controlled thinking is facilitated by the instructions of the teacher in the lesson, encouraging children to think.

When communicating in primary school, children develop conscious critical thinking. This is due to the fact that the class discusses ways to solve problems, considers various solutions, the teacher constantly requires students to substantiate, tell, prove the correctness of their judgment, i.e. requires children to solve problems on their own.

The ability to plan one's actions is also actively formed; in younger schoolchildren, in the process of schooling, study encourages children to first trace the plan for solving the problem, and only then proceed to its practical solution.

The younger student regularly and without fail enters the system when he needs to reason, compare different judgments, and carry out conclusions.

Therefore, at primary school age, the third type of thinking begins to develop intensively: verbal - logical abstract thinking, in contrast to the visual - effective and visual - figurative thinking of preschool children.

In the lessons in the primary grades, when solving educational problems, children develop such methods of logical thinking as a comparison associated with the selection and verbal designation of various properties in an object. Signs of generalization associated with a distraction from the non-essential features of the subject and combining them on the basis of the commonality of essential

features. As they study at school, the thinking of children becomes more arbitrary, more programmable, more conscious, more planned, i.e. it becomes verbal-logical.

Of course, other types of thinking develop further at this age, but the main direction falls on the formation of methods of reasoning and inference.

Teachers know that the thinking of children of the same age is quite different; some children are easier to solve problems of a practical nature, when it is required to use the techniques of visual and effective thinking. Others are more easily given tasks related to the need to imagine and represent any states or phenomena, the third part of the children reason more easily, build reasoning and conclusions. This allows them to more successfully solve mathematical problems, derive general rules and use them in specific situations.

And finally, if a child successfully solves both easy and difficult problems within the framework of the corresponding type of thinking and can even help other children in solving easy problems, explain the reason for the mistakes he made, and can also invent easy problems himself, he has a third level of development in the corresponding type of thinking. .

The presence of one or another type of thinking in a child can be judged by how he solves the tasks corresponding to this type. So if, when solving easy tasks for the practical transformation of objects, or for operating with their images, or for reasoning, the child is poorly versed in their conditions, gets confused and lost when looking for their solutions, then in this case it is considered that he has the first level of development in the appropriate form thinking.

If a child successfully solves easy tasks designed to apply one or another type of thinking, but finds it difficult to solve more complex problems. In particular, due to the fact that it is not possible to present this whole solution as a whole, since the ability to plan is not sufficiently developed, then in this case it is considered that he has a second level of development in the corresponding type of thinking.

For the mental development of a younger student, you need to use three types of thinking. At the same time, with the help of each of them, certain qualities of the mind are better formed in the child. So solving problems with the help of visual-effective thinking allows students to develop the skills to manage their actions, the implementation of purposeful, rather than random and chaotic attempts to solve problems.

Such a feature of this type of thinking is a consequence of the fact that it solves problems in which objects can be picked up in order to change their states and properties, as well as arrange them in space.

Since, when working with objects, it is easier for a child to observe his actions to change them, then in this case it is easier to control actions, to stop practical attempts. If their result does not meet the requirements of the task, or vice versa, force you to complete the attempt to the end, until a certain result is obtained, but to quit its execution without knowing the result.

And so, with the help of visual-effective thinking, it is more convenient to develop in children such an important quality of the mind as the ability to act purposefully, consciously manage and control their actions when solving problems.

The originality of visual-figurative thinking lies in the fact that when solving problems with its help, a person does not have the ability to really change images and ideas. This allows you to develop different plans to achieve the goal, mentally coordinate these plans to find the best one. Since when solving problems with the help of visual-figurative thinking, a person has to operate only with images of objects (i.e., operate with objects only in a mental plan), in this case it is more difficult to control one's actions. To control them and to realize than in the case when it is possible to operate with the objects themselves.

Therefore, the main goal of work on the development of visual-figurative thinking cannot be to use it to

form the ability to control one's actions when solving problems.

Conclusion. The main goal of correcting visual-figurative thinking in children is to use it to form the ability to consider different paths, different plans, different options for achieving the goal, different ways of solving problems.

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