

Scientific and theoretical bases for the motivation efficiency of children's socialization in the learning process

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A teacher who knows the type of motivation can create the conditions to reinforce the appropriate positive motivation. If this is a motivation related to the outcome of the training, the conditions for its support, promotion, demonstration of the usefulness of the acquired knowledge for the future can be the creation of a positive public opinion. If this motivation is the motivation related to the purpose of learning, then the conditions for its support can be the information about the results obtained, the emergence and formation of cognitive interests, the problematic methodology. To support the motivation associated with the learning process, there is a need for a lively and entertaining structure of the learning process, student's activity and independence, research methodology and the creation of conditions for the manifestation of their skills. The article puts forward ideas about the main features of the modern lesson, which contributes to the socialization of the student's personality, and explains in detail the forms of organization of the modern lesson. In addition, the stages of the modern lesson and the organization of students' activity in these stages were noted. The main focus is on the problem of directing the socialization of the student's personality. It addresses the issues of meeting the needs of students in the organization of pedagogical work in the modern classroom, as well as the creation of a system of interaction in the student body. The need for individual application of programs aimed at promoting the personal position of the student stems from the fact that in this context, a fertile socio-pedagogical basis for the individual integration of knowledge of each student is formed. It should be noted that such an approach to pedagogical work leads to sustainable prospects in education. The purpose of the article is also to link the content elements of education and the individual stages of the lesson structure on a pedagogical-psychological basis from a socio-logical point of view. The article also provides extensive scientific approaches and practical examples of the ways aimed at the improving the quality of education.

Keywords: motivation, training, social motivation, child motivation, student motivation, pedagogue motivation.

Introduction. The collective conditions for the socialization of the student's personality result in the formation of moral consciousness and self-consciousness. Acquired social qualities are realized against the background of social communication between the team and the student. This means that as the social exchange takes place in the classroom, a single direction is gradually chosen. As a result, each member of the class learns the content of socialization, which is approved, elected and supported by the public. Given this trend, the teacher should, first of all, make an effort to observe the content of the interaction in the classroom in a social way, creating a modern learning environment. This direction increases the tendency of students to learn and combines the content elements of socialization. The act of socialization in learning activities, which is one of the main directions of social pedagogy, should not be limited to the acquisition of knowledge, skills and habits. This process should also guide the socialization of each member of the class at an acceptable level so that students have the opportunity for self-affirmation and self-realization. It is preconditioned by the fact that our main goal is to train students who are well-developed, have perfect knowledge, skills and habits, have a high intellectual level and, most importantly, can increase their ability to integrate into the system of relationships using their internal potential. If the modern lesson is aimed at the realization of this goal, we can achieve the development of a modern personality that can meet the current dynamic requirements of society and take an active part in socio-economic and socio-political processes.

Formulation of the problem. The degree of activity of the student's personality is a complex system of motives, perceived and not realized in his / her socialization. This process is conditioned by a set of internal needs that re-motivate the activity through efforts. The process of meeting the internal needs of the subject for the success of socialization is itself a controversial process. Here, the student's self-confidence as a leading factor can create radical changes in the content of socialization at any time. When using modern forms and methods of teaching, personal positions formed as the relationships in the classroom become more differentiated. Each member of the class is an individual with the ideal of self-affirmation and self-realization.

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As a result, sometimes the student does not accept the position of the opposite party. For these reasons, the emergence of contradictions is inevitable. The emergence of a conflict situation in the classroom brings the level of socialization of the student's personality to the point of decline.

Research objectives:

The knowledge acquired by the child personally can only be a means for him / her to achieve other goals (avoiding punishment, gaining praise, etc.). In this situation, the child is interested not in curiosity, motivation, desire to acquire special skills, the desire to acquire knowledge, but in what will be gained as a result of learning. There are several types of motivation associated with learning outcomes: (Maslou, 2001:18)

- Negative motivation – motivation (reprimands from parents, caregivers, peers, etc.) that arises as a result of the child's perception of certain concerns and unpleasantness that may arise if he / she does not learn certain teaching material. Such motivation does not lead to successful results;

- Motivation that is positive in nature, but also related to motives that are outside the learning process. This motivation comes in two forms.

Another form of motivation is defined by narrow-minded motives: the approval of others, the path to personal well-being, and so on. In addition, the motivation that is present in the learning activity itself can be identified, for example, the motivation that is directly related to the learning objectives. Motives of this category are as follows: satisfaction of interest, acquisition of certain knowledge, expansion of world outlook. Motivation can also be included in the learning process itself (overcoming obstacles, intellectual activity, realization of skills, etc.).

Learning motives are divided into two major groups: cognitive (related to the content of the learning activity and the process of its implementation) and social (related to the student's various social interactions with other people). (Matyukhina, 1984:14)

Cognitive motives include:

1) broad cognitive motives aimed at acquiring new knowledge by students. Manifestation of these motives in the teaching process are as follows: real successful implementation of teaching tasks; positive reaction to the teacher's increasing difficulty of the task; application to the teacher for additional information, readiness for their reception; positive attitude to non-compulsory tasks; non-engagement in teaching activities in a freely arbitrary manner, for example during a break. Broad cognitive motives vary according to levels. This can be an interest in new entertaining facts, an interest in manifestations, or an interest in the main features of manifestations, an initial deductive conclusion, or an interest in examples, theoretical principles, or main ideas in a teaching material;

2) educational-cognitive motives aimed at mastering students' ways of acquiring knowledge. Their manifestations in the classroom: student working methods, solutions, independent work for comparison; return to the analysis of the method of solving the problem after obtaining the correct result; questions related to the nature of the questions asked to the teacher and the search for methods and theoretical content; interest in moving to a new activity, the application of a new concept; interest in analyzing one's own mistakes; self-control at work as a condition for concentration;

3) Motives of self-education aimed at students' self-improvement in the methods of acquiring knowledge. Here are their manifestations in the classroom: methods of effective organization of academic work and methods of self-education, asking questions to the teacher and other adults about participation in the discussion of these methods; all real activities to carry out self-education of preschool children. (Markova, 1978:136)

Social motives include:

1) broad social motives arising from the desire to acquire knowledge on the basis of social need, debt, responsibility for the benefit of society and family;

2) narrow social, so-called position motives arising from the desire to take a certain position, to gain a place in relations with others, to gain their consent, to gain prestige. Manifestations: the desire to interact and build relationships with peers, the desire to learn the attitude of his/her peer to his/her work; initiative and selflessness when receiving help from a spouse; the number and nature of attempts to convey new knowledge and work methods to the peer; do not immediately respond to your friend's request for help; acceptance and submission of proposals for participation in team work; real entry into the team, readiness to participate in mutual control.

3) social motives called social cooperation, which consists of the desire to communicate and interact with other people, to try to understand the methods and forms of personal cooperation and interaction with teachers and peers, to analyze them, to improve them. Manifestation: the desire to understand and improve

the methods of teamwork, the desire to find their optimal options, the interest in the transition from individual to collective work and vice versa.

Main part. If the formation of students' cognitive activity using problem-based learning methods is carried out quite widely in the modern Soviet school, then the formation of social activity during education needs special attention of the teacher. Motives for social contribution are often no less developed in students than cognitive motives. In Soviet psychological and pedagogical science, general approaches to the formation of personality in the team were developed, (NOTE: See: Collective and personality / Edited by E.V. Shorokhova and K.K. Platonov. M., 1975; Psychological theory of the team / Edited by Petrovsky A.V. M., 1979; Umayski L.I. Psychology of organizational activity of schoolchildren. M., 1980.), as well as issues of collective and group forms of learning that affect the student's personality (Note: See: Liimets X. Y. Group work in class. M., 1975; Vinogradova M. D., Pervin I. B. Collective cognitive activity and education of schoolchildren. M., 1977).

Depending on the presence of all these components of joint activity, teaching in the classroom may be at different levels. In most cases, students have the first level of joint activity, that is, they see a common goal, but can not find a way to achieve it. The variety of work methods that create great difficulty, as well as more interest among students, the interaction of students during this search, is usually accompanied by brightly expressed positive emotions. Then there is motivation for collective learning. Initially, it is demonstrated by children in the form of a desire for the most common undefined contacts observed by the teacher in primary school, then the real social motives of cooperation in collective work gradually develop (usually at the end of high school).

Accordingly, the joint activities of students may vary according to the degree of independence and the role of the teacher in them. For example, a teacher may set a common goal for students (in which case he / she must make sure that the goal is accepted by the children in the group) and he / she leaves it up to the students to find ways to work together and control it. In another example, the teacher includes the students' search for goals and methods in the collective work and reserves the right to control them. An example of a non-serious organization of collective cognitive activity is the so-called "brainstorming" situation. In this situation, participants are invited to express any opinion on any topic, with tasks and search methods not limited in advance, but then evaluated and critically discussed.

Joint activities of schoolchildren can be carried out in collective and group education during the lesson. If the above points (setting a common goal, comparing work and control methods) unite a part of the class, this work is considered group work, and when the whole class participates in this work, it is a collective work.

Joint learning activities may also differ in the form of implementation, i.e. the simultaneous or sequential participation of several participants in the activity. In the first case, students, for example, plan a common goal, and they all immediately begin to solve it, comparing methods. In addition, in the group work, the teacher may face the goal set by one participant and the others simply accomplish this goal, which leads to complex intra-group relationships analyzed in the socio-psychological literature mentioned above. In another situation, it is necessary for one student to start work and the other to continue it, that is, to refer to the results of the previous participant when determining the method of work.

There are many organizational aspects to joint learning activities: the number of participants in groups, the sequence of frontal, individual, and group sessions. The literature suggests that it is better to start with a broad frontal work in the classroom, and then do different group work, and their implementation will allow you to move on to real collective work.

When discussing the role of students' joint learning activities in shaping motivation, it should be borne in mind that, in the broadest sense of the word, all learning activities in the classroom are shared. The student never learns as an isolated individual, always lives in a real team, and always (explicitly or implicitly, consciously or unconsciously) compares his / her actions, the teacher's assessments, with the actions and assessments of other students. or otherwise trying to gain the position he / she wants in the team of his / her peers. When a teacher organizes group and group work, it means that from a psychological point of view, the teacher places the mental comparisons made by each student in one way or another on an external plane and compares himself/herself mentally with another person. Thanks to this, the teacher has the opportunity to form and manage the social interactions of students during the learning process. Research and practical experience show that collective and group work play an important role in the formation, education and motivation of students' personalities.

In the process of collective education, the student's ability to evaluate himself/herself from the point of view of another person, as well as the ability to evaluate himself / herself from different points of view, arises depending on the place and function of this student in joint activities. Also, the responsibility to another person

(and on this basis to society as a whole) increases the ability to decide not only about himself/herself, but also about another person. This helps the student develop an active life position, self-regulation skills and more adequate self-esteem, ways to coordinate their actions and interactions with other students, and the ability to avoid conflicts during communication.

Participation in group and group work has been shown to improve learning and motivate students with poor performance. Through group work, the teacher can manage the development of personal relationships within the group and thus social motives. In group and collective work, the initiative of students increases sharply, the number of questions addressed to teachers and peers, the number of contacts with peers during training and various forms of communication increase. Thus, we can talk about a significant impact of collective and group learning on all types of social motivation. Social motives can support interest in learning in the areas where cognitive interests are not formed. At the same time, they themselves play an invaluable role in the harmonious development of the motivational field of the student's personality.

In literature, there is some information about the great motivational importance of joint learning. "Students report an increase in their willingness to understand the task (61.2%) and their desire not to lag behind others (53.4%)." Group work increases the overall work ethic in the classroom and reduces the number of disciplinary violations. "It is clear from the students' responses that in most cases they are distracted and engaged in extracurricular activities when their classmates are on the board (66.2%). In the second place, there are teachers' frontal explanations, during which 13.4% of students say they are engaged in extracurricular activities. Frontal work is in the third place, with 8.5% of students doing unnecessary work during this period. Only 2.1% of students were involved in such cases during group work. In this way, it can be said that group work contributes to students' work orientation. 63.4% of students expressed their desire to complete group work, 33.1% in frontal form, and 3.5% individually "(Note: Liymets XY Group work in class. M., 1975, p, 51, 52).

The luminaries of science of the time – wise pedagogues – have always been interested in the problem of students' learning motives in their research. Training motives are especially relevant today, in the context of scientific and technological progress and the abundance of information.

Motive – as in all areas of activity, is the main line of learning activities. The roots of the student's attitude to the school, teachers, the learning process, individual subjects are primarily related to his / her learning motives.

The formation of learning motivation is a fundamental scientific and methodological problem of great practical importance. In modern pedagogical psychology, this problem is studied in various directions and systematically. The results of these studies are of great importance for learning theory and practice.

In the researches of A. K. Markova, T. A. Matis, A. B. Orlov and other psychologists, two main types of learning motives are distinguished: cognitive motives and social motives.

Cognitive motives. The main aspects of cognitive motives are as follows: all the student's efforts are directed to the content of the subject: he tries to learn new knowledge – facts, events, patterns, asks the teacher for additional information, looks for different ways to solve the problem, compares them, is interested in ways to acquire knowledge independently, is engaged in self-education, etc.

If the student's activity in the learning process is focused on the relationship with other people, then they differentiate social motives. They distinguish the following types of social motives:

In broad social motives, the student understands the social significance of learning, considers it his/her duty to read well, treats it responsibly, and so on.

The student reads well in order to take a certain position in the classroom and in the family: she/he tries to get his/her peers and teachers (as well as parents and people around him) to appreciate him / her, praise him / her wholeheartedly.

The student tries to be in a direct contact with classmates, communicate and cooperate, participates wholeheartedly in collective work. (A.K.Markova, T.A.Matis, A.B.Orlov and others).

If we look at the school experience, we see that teachers, as a rule, pay more attention to the formation of cognitive motives. They also try to take advantage of one or another social motive: for example, an excellent student sets an example for any student who lags behind in training, sometimes a lagging student sits at the same desk with an excellent student, encourages an excellent student to help him/her by any means ... However, although these facts are to some extent encountered in school practice, the formation of social motives is not systematic.

Al Perre-Clerman's research has shown that the activation of social motives by effective scientific and methodological methods creates favorable conditions for the development of cognitive motives. In particular,

the motives of social cooperation result in a radical change in students' attitudes to learning. The laws of communication infect the cognitive activity of the student with invisible wires and play a decisive role in the acquisition of qualitatively new merits of cognitive motives.

How to use social cooperation motives in students' teaching activities? Research conducted in this area over the past 15 years in various directions allows us to clarify this issue in detail.

The discovery of the form of group work was one of the important achievements in modern learning theory and practice. According to L. I. Novikov, it has its own peculiarities. Let's note some aspects.

The teacher organizes teaching groups in the classroom. In this case, on the one hand, the level of mastery and extracurricular knowledge of students, on the other hand, the nature of their interaction, the level of readiness to cooperate is taken into account.

Experimental research in this area has also identified the optimal size of teaching groups. According to their results, study groups are more effective when they consist of 5-7 students. In addition, it was found that the intensity and effectiveness of joint activities with developed groups is not directly determined by the number of group members.

Group work is usually organized in two forms: a) all study groups perform tasks that are the same for all of them; b) this work is differentiated: each study group performs a specific task on its own. However, although the tasks performed by different learning groups in the classroom at the same time are different in form, and the tasks performed by different learning groups at the same time are different in form, they cover the problem studied in the program. At the end of the lesson, each group provides information about the results of their work, which enriches the students in the classroom.

Approbation of research results. The main provisions of the article are reflected in the author's theses submitted to scientific conferences in Azerbaijan and abroad, as well as in scientific articles published in various journals in Azerbaijan and abroad.

Conclusion. In the high school age, there is a further strengthening of broad social motives, as interest in knowledge affects the laws of the subject and the foundations of science. Teaching-cognitive motives such as interest in theoretical thinking methods are improved. At this age, self-learning motives are associated with life prospects of career choice. The development of goal setting at this age is related to the fact that when setting a goal, a high school student begins to go beyond self-determination plans, as well as to predict the social consequences of their actions. Social position motives become even more varied due to the expansion of working relationships with the student's peers and important adults. In the favorable conditions of training and education, the structure of the field of motivation is strengthened, new motives for self-determination appear in the profession and in life.

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Науково-теоретичні основи впливу мотивації на соціалізацію дітей у процесі навчання

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Вчитель, який знає тип мотивації, може створити умови для посилення відповідної позитивної мотивації. Якщо це мотивація, пов'язана з результатом навчання, умови для його підтримки, просування, демонстрації корисності набутих знань на майбутнє можуть бути створенням позитивної громадської думки. Якщо цією мотивацією є мотивація, пов'язана з метою навчання, то умовами її підтримки може бути інформація про отримані результати, виникнення та формування пізнавальних інтересів, проблемна методологія. Для підтримки мотивації, пов'язаної з навчальним процесом, необхідна жива та розважальна структура навчального процесу, активність та самостійність учнів, методологія дослідження та створення умов для прояву їхніх навичок.

У статті висувуються уявлення про основні особливості сучасного уроку, що сприяє соціалізації особистості учня, та детально пояснюються форми організації сучасного уроку. Крім того, були відзначені етапи сучасного уроку та організація діяльності учнів на цих етапах. Основна увага приділяється проблемі спрямування соціалізації особистості студента. У ньому розглядаються питання задоволення потреб учнів в організації педагогічної роботи в сучасному класі, а також створення системи взаємодії в учнівському колективі. Необхідність індивідуального застосування програм, спрямованих на просування особистої позиції студента, впливає з того, що в цьому контексті формується благодатна соціально-педагогічна основа для індивідуальної інтеграції знань кожного студента. Слід зазначити, що такий підхід до педагогічної роботи веде до стійких перспектив в освіті. Метою статті є також пов'язати змістовні елементи навчання та окремі етапи структури уроку на педагогічно-психологічній основі з соціально-логічної точки зору. У статті також подано великі наукові підходи та практичні приклади шляхів підвищення якості освіти.

Ключові слова: мотивація, навчання, соціальна мотивація, дитяча мотивація, студентська мотивація, педагогічна мотивація.

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