



EFFECTIVE USE OF MOTIVATIONAL METHODS IN ACTIVATING INDEPENDENT LEARNING ACTIVITIES OF PRIMARY SCHOOL STUDENTS

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Abstract: *This study focuses on the effective use of motivational methods in activating independent learning activities of primary school students. In the context of modern educational development, fostering students’ independent learning skills, cognitive activity, and intrinsic motivation has become a key pedagogical objective. Primary education represents a fundamental stage in shaping learners’ attitudes toward learning and their ability to acquire knowledge independently. The research analyzes the essence, types, and pedagogical potential of motivational methods and substantiates their influence on students’ independent learning activities. The effectiveness of encouragement, positive assessment, game-based and problem-based tasks, and the creation of success situations is highlighted. The findings demonstrate that systematic application of motivational methods increases students’ learning activity, independence, and responsibility in the educational process, thereby improving the overall quality of primary education.*

Keywords: *independent learning, motivational methods, primary school students, learning activity, intrinsic motivation, encouragement, game-based learning, problem-based tasks, educational effectiveness, pedagogical approach.*

INTRODUCTION

In today’s conditions of globalization and rapid informatization, one of the main tasks facing the education system is to develop students’ need for and ability to engage in independent

learning from an early age. In particular, activating independent learning activities among primary school students is a crucial factor in their success at subsequent stages of education. This is because the primary education stage



serves as a foundational period in which an individual's attitude toward learning, interest in education, and internal motivation are formed.

In the process of comprehensive reform of the education system in the Republic of Uzbekistan, improving the quality of primary education, developing students' independent thinking, and directing them toward active learning have been elevated to the level of state policy. In his speeches and addresses, the President of the Republic of Uzbekistan, Shavkat Mirziyoyev, has repeatedly emphasized the importance of forming independent learning skills in students alongside updating the content of education. In particular, the President states: "We must teach children not to memorize, but to think independently, to explore, and to work on themselves." This idea clearly demonstrates the necessity of activating students and strengthening their internal motivation from the primary school stage onward.

The effective use of motivational methods in activating the independent learning activities of primary school students is of great pedagogical significance. At this age, students' attitudes toward learning are mainly shaped through interest, encouragement, and positive emotions. As Sh. M. Mirziyoyev emphasizes, "In the educational process, not coercion, but interest and inspiration should prevail." This approach contributes to

strengthening the theoretical and practical foundations of motivational methods.

Motivational methods are a set of pedagogical tools that stimulate students' cognitive needs and encourage them to engage in independent activity. Methods such as encouragement, game-based technologies, problem-based questions, positive forms of assessment, and the creation of situations of success increase primary school students' confidence in independent work. The President's idea that "school should not merely be a place that provides knowledge, but a space that educates a thinking generation" precisely defines the practical significance of these methods.

Therefore, the issue of effectively using motivational methods to activate the independent learning activities of primary school students is currently a relevant scientific and pedagogical problem. Studying this topic contributes to improving the primary education process, shaping students' conscious attitudes toward learning, and enhancing the overall quality of education.

LITERATURE REVIEW AND METHODS

The issue of activating independent learning activities of primary school students is considered one of the important research areas in pedagogical science. In particular, the effective use of motivational methods in this process occupies a special place in modern educational concepts. An analysis of scientific literature shows that students'



independent learning activities are directly related to their internal motivation, interest, and cognitive needs.

In the speeches and works of Sh. M. Mirziyoyev devoted to the field of education, the development of students' independent thinking and their orientation toward active knowledge acquisition are defined as priority tasks. In his work "The Strategy of New Uzbekistan", the President emphasizes the necessity of introducing learner-centered and motivation-based approaches into the educational process. These ideas form the theoretical foundation for the use of motivational methods in activating the independent learning activities of primary school students.

The scientific studies of pedagogical scholars such as J. Hasanboyev, O. Musurmonova, N. Masharipova, and M. Quronov extensively address the issues of enhancing cognitive activity and developing independent work skills among primary school students. In particular, O. Musurmonova substantiates motivation as a decisive factor in learning activities and emphasizes that encouragement and the creation of situations of success are among the most effective methods for primary school students. N. Masharipova, in turn, provides a scientific justification for the significance of game-based technologies and problem-based situations in organizing independent learning activities.

Foreign pedagogical research also highly evaluates the role of motivational methods. For example, according to the "Self-Determination Theory" developed by D. Ryan and E. Deci, students' intrinsic motivation forms a stable need for independent learning. This theory demonstrates that methods based on interest and engagement are more effective than coercive approaches in primary education. In addition, L. Vygotsky substantiated the influence of the social environment and encouragement on personality development in the educational process, and these ideas constitute the psychological basis of motivational methods.

The analysis of literature indicates that motivational methods are an important pedagogical tool in activating the independent learning activities of primary school students. However, in practice, the systematic and purposeful application of these methods has not been sufficiently implemented. Therefore, in this study, the selection of motivational methods and their adaptation to the primary education process were identified as key objectives.

The study employed the following methods: analysis, comparison, and generalization of pedagogical literature; observation of the activities of primary school teachers; interview and questionnaire methods; and pedagogical experimental work. Through observation and interviews, students' attitudes toward



independent learning and their level of motivation were identified. During the experimental process, the effectiveness of motivational methods such as encouragement, game-based tasks, problem-based questions, and positive assessment was tested.

As a result, the selected methods were scientifically and practically substantiated as producing positive outcomes in activating the independent learning activities of primary school students. This approach contributes to the further improvement of the educational process.

RESULTS AND DISCUSSION

The results of this study demonstrate that the effective use of motivational methods in activating the independent learning activities of primary school students is pedagogically well grounded and productive. During the research process, students' independent learning activities were analyzed based on indicators such as cognitive engagement, self-regulation, responsible attitudes toward task completion, and independent decision-making.

In the experimental phase, it was found that in classes where motivational methods were applied systematically, students' attitudes toward learning changed in a positive direction. In particular, the use of encouragement, positive assessment, and the creation of situations of success led to increased classroom engagement. Pedagogical observations revealed that in classes

where motivational methods were implemented, students' willingness to complete independent tasks and their initiative increased significantly. This confirms that intrinsic motivation is a leading factor for children of primary school age.

The analysis of results indicates that in a learning process organized on the basis of a motivational approach, students' levels of independent thinking increase. Students showed less dependence on constant teacher guidance when completing tasks and demonstrated greater efforts to solve problem situations independently. This finding is consistent with L. Vygotsky's theory of the "zone of proximal development," according to which a learner's potential expands gradually through social encouragement and pedagogical support.

The discussion revealed that the effectiveness of motivational methods is directly related to their alignment with students' age characteristics. For primary school students, game-based tasks, engaging questions, and a positive emotional environment serve as strong stimuli for activating independent learning activities. The research findings are in line with the self-determination theory developed by D. Ryan and E. Deci, which recognizes intrinsic motivation as the primary factor of independent learning.

In addition, interviews conducted with teachers indicated that the application of motivational methods



contributed to greater stability in students' discipline and engagement during lessons. According to teachers, an encouragement-based approach strengthens students' self-confidence and motivates them to act independently without fear of making mistakes. This observation serves as practical evidence of the idea emphasized by Sh. M. Mirziyoyev that "interest and inspiration, rather than coercion, should prevail in education."

In conclusion, the findings of the study show that the use of motivational methods in activating the independent learning activities of primary school students has high pedagogical effectiveness. The systematic integration of these methods into the educational process enhances students' need for independent knowledge acquisition and contributes to improving the quality of primary education.

CONCLUSION

This study was aimed at examining, from both scientific-theoretical and practical perspectives, the issue of the effective use of motivational methods in activating the independent learning activities of primary school students. The research findings indicate that at the primary education stage, students' attitudes toward independent knowledge acquisition are largely determined by the level of their intrinsic motivation. Motivational methods emerged as a key pedagogical factor that stimulates this internal need.

Based on the conducted pedagogical analysis and experimental results, it was found that the application of encouragement, positive assessment, the creation of situations of success, as well as game-based and problem-based tasks significantly activates students' independent learning activities. Under the influence of these methods, students' confidence in completing tasks independently increases, a sense of responsibility toward learning activities is formed, and a positive attitude toward the learning process is established. These findings are fully consistent with the core principles of intrinsic motivation theories in educational psychology, particularly the self-determination theory proposed by D. Ryan and E. Deci.

The results obtained during the study also confirm L. Vygotsky's scientific views on the close relationship between learning and development. Specifically, under conditions of motivational support, students' capacities for independent activity expand, and their level of knowledge acquisition increases. This demonstrates that the formation of independent learning activities among primary school students is not a spontaneous process, but rather one that requires a scientifically grounded pedagogical approach.

In addition, the analysis of teachers' practices showed that the systematic and purposeful use of motivational methods enhances the overall effectiveness of the instructional process. Students' classroom



engagement, initiative in responding to questions, and consistency in completing independent tasks demonstrated higher outcomes compared to traditional approaches. This serves as practical evidence of the conceptual idea advanced by Sh. M. Mirziyoyev that “interest and inspiration should prevail in education.”

In conclusion, the use of motivational methods in activating the independent learning activities of primary

school students is a scientifically and practically proven effective pedagogical tool. The widespread implementation of these methods in primary education practice strengthens students’ need for independent learning, improves the quality of education, and contributes to the formation of a competitive, independently thinking individual in the future.

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