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## PSYCHOLOGICAL AND PEDAGOGICAL CONDITIONS FOR THE FORMATION OF SUSTAINABLE LEARNING MOTIVATION IN PRIMARY SCHOOL LEARNERS

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## ПСИХОЛОГО-ПЕДАГОГИЧЕСКИЕ УСЛОВИЯ ФОРМИРОВАНИЯ УСТОЙЧИВОЙ УЧЕБНОЙ МОТИВАЦИИ У УЧАЩИХСЯ НАЧАЛЬНОЙ ШКОЛЫ

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*Abstract.* The development of sustainable learning motivation in primary school learners is a crucial factor in their academic success and personal growth. This article examines the psychological and pedagogical conditions that contribute to the formation of stable motivation, including the role of emotional engagement, teacher-student interaction, and the application of innovative teaching methods. The study is based on theoretical analysis and empirical research, incorporating the views of prominent scholars in the field. The findings highlight the importance of a supportive educational environment and differentiated instruction in fostering long-term motivation.

*Аннотация.* Развитие устойчивой учебной мотивации у учащихся начальной школы является важнейшим фактором их академической успешности и личностного роста. В статье рассматриваются психолого-педагогические условия, способствующие формированию устойчивой мотивации, в том числе роль эмоциональной вовлеченности, взаимодействия учителя и ученика, применения инновационных методов обучения. Исследование основано на теоретическом анализе и эмпирических исследованиях, включающих взгляды видных учёных в этой области. Результаты подчёркивают важность благоприятной образовательной среды и дифференцированного обучения для формирования долгосрочной мотивации.

*Keywords:* learning motivation, primary education, psychological conditions, pedagogical strategies, student engagement.

*Ключевые слова:* мотивация к обучению, начальное образование, психологические условия, педагогические стратегии, вовлеченность учащихся.

Motivation is a fundamental component of effective learning. In primary education, the formation of sustainable learning motivation plays a key role in ensuring students' cognitive and emotional engagement. Developing stable motivation from an early age significantly impacts a child's academic success, social adaptation, and overall attitude towards learning. Without proper motivational strategies, students may become disengaged, leading to decreased academic performance and a lack of enthusiasm for further education.

Numerous psychological and pedagogical theories emphasize the necessity of intrinsic and extrinsic motivational factors in the learning process. Psychological conditions, such as emotional security, self-efficacy, and cognitive stimulation, are essential for maintaining long-term interest in learning. Meanwhile, pedagogical strategies, including differentiated instruction, autonomy-

supportive teaching, and constructive teacher-student interactions, play a critical role in shaping a child's academic motivation.

The study of motivation in education has evolved over time. Lev Vygotsky (1978) introduced the concept of the "zone of proximal development," emphasizing the role of social interaction in learning. According to Vygotsky, learning is most effective when students are guided by more knowledgeable peers or teachers within their developmental range. His theory underscores the importance of social interaction and support in fostering motivation [1].

Deci and Ryan developed the Self-Determination Theory, which highlights intrinsic motivation as a key factor in sustained academic engagement. They identified three essential components that drive motivation: autonomy, competence, and relatedness. When students feel a sense of ownership over their learning, believe in their capabilities, and have strong social connections, their motivation significantly increases [2].

Alexei Leontiev focused on the activity-based nature of motivation, suggesting that meaningful tasks enhance student involvement. He argued that motivation is closely linked to the value students assign to learning activities. When students perceive educational tasks as personally meaningful, their engagement and willingness to persist in challenges increase [3].

The research employs a mixed-methods approach, combining qualitative and quantitative data. Surveys and structured interviews were conducted with primary school teachers and learners to assess motivational strategies and their effectiveness. Classroom observations were carried out to analyze teacher-student interactions and the impact of various pedagogical techniques. Additionally, a literature review was conducted to synthesize existing research on the topic.

*According to them:* Learning motivation refers to the internal and external factors that drive learners to engage in educational activities. Internal factors include curiosity, intrinsic interest, and the desire for self-improvement, while external factors involve rewards, teacher encouragement, and social recognition. A well-balanced combination of both types of motivation fosters long-term engagement and resilience in learning. Sustainable motivation ensures that students are not only interested in achieving academic success but also develop a love for learning that persists beyond the classroom environment.

Psychological conditions include emotional well-being, self-efficacy, and cognitive engagement, which influence motivation levels. Emotional well-being is essential for students to feel secure and confident in their abilities, reducing anxiety and fear of failure. Self-efficacy, or a student's belief in their capacity to succeed, plays a crucial role in sustaining motivation and perseverance in challenging tasks. Cognitive engagement, which refers to the depth of student involvement in learning activities, is enhanced through problem-solving, critical thinking, and interactive learning experiences. A positive psychological climate in the classroom encourages students to embrace learning with enthusiasm and persistence [4].

Pedagogical strategies encompass teaching methods, classroom environment, and learner-teacher relationships that support motivation. Effective pedagogical strategies include differentiated instruction, where teaching is tailored to diverse learning styles and abilities, and active learning approaches such as group discussions, hands-on activities, and project-based tasks. A well-structured classroom environment that promotes collaboration and respect enhances student motivation by creating a supportive learning community. Additionally, the role of the teacher as a mentor and motivator is crucial—providing constructive feedback, recognizing student achievements, and fostering an atmosphere of mutual trust and encouragement can significantly impact motivation levels [5].

*Key Psychological and Pedagogical Conditions for Sustainable Learning Motivation should include the following:* Emotional Engagement and Psychological Comfort – A positive emotional

climate in the classroom enhances student motivation and reduces anxiety. Teachers can foster this by showing empathy, encouraging peer collaboration, and using positive reinforcement. For example, creating a classroom culture where mistakes are seen as learning opportunities rather than failures can help reduce students' fear of participating [6].

**Cognitive Stimulation and Intellectual Curiosity** – Encouraging critical thinking, problem-solving, and inquiry-based learning fosters deep interest and long-term engagement in the learning process. Teachers can incorporate open-ended questions, real-life problem-solving tasks, and debates to make learning more engaging and thought-provoking [7].

**Self-Efficacy and Personal Achievement** – Developing a growth mindset and self-confidence in students enables them to take on academic challenges with persistence and resilience. Practical strategies include goal-setting exercises, self-reflection journals, and scaffolding techniques that provide step-by-step guidance to help students gradually build confidence in their abilities.

**Autonomy-Supportive Teaching** – Encouraging student choice and self-directed learning fosters intrinsic motivation and a sense of ownership over learning activities. For instance, allowing students to choose their own project topics or giving them options in how they demonstrate their learning (e.g., through presentations, essays, or creative projects) increases engagement.

**Differentiated Instruction and Inclusive Education** – Tailoring lessons to individual student needs ensures engagement and prevents frustration, supporting motivation in diverse learning groups. Teachers can use flexible grouping, personalized learning plans, and adaptive teaching materials to ensure every student receives instruction at an appropriate level [8].

**Constructive Teacher-Student Interaction** – Supportive relationships, timely feedback, and recognition of student progress contribute to long-term motivation and foster a positive learning experience. Specific techniques include regular one-on-one check-ins with students, personalized feedback rather than general praise, and celebrating small achievements to reinforce progress [9].

**Gamification and Interactive Learning** – Modern educational tools, including gamification, digital resources, and collaborative learning techniques, enhance student interest and engagement. Teachers can integrate game-based learning apps, badges for achievements, and classroom competitions to make learning more enjoyable and interactive.

The formation of sustainable learning motivation in primary school learners is a critical component of their educational journey, influencing not only their academic performance but also their long-term engagement with learning. Motivation in the early years serves as the foundation for developing a lifelong love for knowledge and academic success. To foster this motivation, it is essential to recognize and implement a range of psychological and pedagogical conditions that support the cognitive, emotional, and social growth of young learners.

Psychologically, the formation of motivation in primary school children is intricately connected to their developing self-concept, emotional well-being, and intrinsic interest in learning. Children at this age are forming their understanding of themselves as learners, and their motivation is significantly influenced by their emotional experiences within the classroom. Positive reinforcement, encouragement, and recognition of achievements help build self-esteem and a sense of competence, which are crucial for sustaining motivation. Additionally, the encouragement of curiosity and autonomy plays a significant role in maintaining intrinsic motivation, as children begin to connect personal interests with their learning experiences.

Pedagogically, the approach to teaching must align with the developmental needs and cognitive abilities of primary school children. A student-centered approach, where teachers facilitate active learning through hands-on experiences, inquiry-based learning, and collaborative activities, fosters deeper engagement. The role of the teacher is vital in creating an environment where students feel safe to explore, make mistakes, and grow without fear of judgment. The integration of

varied teaching methods, such as game-based learning, project-based assignments, and interactive technologies, ensures that learning is dynamic, interesting, and adapted to the diverse needs of learners. Furthermore, fostering positive teacher-student relationships based on trust and respect significantly impacts motivation, as students are more likely to be motivated by teachers who show genuine care for their well-being and academic progress.

Another essential pedagogical condition is the alignment of learning objectives with students' personal interests and real-life contexts. When students can see the relevance of what they are learning to their everyday lives and future aspirations, they are more likely to remain engaged and motivated. Moreover, offering opportunities for students to take responsibility for their learning, make choices, and set personal goals contributes to developing a sense of ownership and accountability, which strengthens their motivation.

The collaboration between teachers, parents, and peers further reinforces motivation. Supportive family involvement, where parents provide encouragement, celebrate achievements, and create a positive learning environment at home, complements the efforts of educators in the classroom. Peer relationships and cooperative learning experiences also play a role in sustaining motivation, as children learn from and motivate one another in a shared learning environment.

In conclusion, the formation of sustainable learning motivation in primary school learners requires a multifaceted approach, integrating psychological and pedagogical conditions that nurture the emotional, cognitive, and social aspects of development. It is crucial for educators to create an atmosphere where students feel valued, capable, and intrinsically motivated to learn. By focusing on the emotional well-being of students, creating engaging and meaningful learning experiences, and fostering a supportive environment, teachers can lay the groundwork for students to develop a lifelong passion for learning, which will continue to benefit them throughout their academic and personal lives.

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## МЕТОДИКА ПРОВЕДЕНИЯ ПРАКТИЧЕСКИХ ЗАНЯТИЙ ПО ОГНЕВОЙ ПОДГОТОВКЕ

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## METHODOLOGY OF CONDUCTING PRACTICAL CLASSES ON FIRE TRAINING

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*Аннотация.* Огневая подготовка — один из основных предметов боевой подготовки, целью которого является обучение личного состава поддержанию вооружения подразделения в постоянной готовности к применению и ведению эффективного огня в условиях современного боя. Основной задачей огневой подготовки курсантов является подготовка будущего офицера, твердо знающего вооружение своего подразделения, основы и правила стрельбы из оружия, умеющего поражать цели с первого выстрела (очереди), управлять огнем своего, приданных и поддерживающих подразделений, методически правильно обучать подчиненных огневому мастерству. Высокая огневая выучка и культура курсанта, а в последующем — офицера, основывается на знании и глубоком понимании объективных процессов, закономерностей, явлений, возникающих при стрельбе и составляющих ее основы.

*Abstract.* Fire training is one of the main subjects of combat training, the purpose of which is to train personnel to maintain the unit's weapons in constant readiness for use and effective fire in modern combat. The main task of fire training for cadets is to prepare a future officer who has a firm knowledge of the weapons of his unit, the basics and rules of firing weapons, who is able to hit targets with the first shot (burst), control the fire of his own, attached and supporting units, and methodically correctly teach subordinates fire skills. High fire training and culture of a cadet, and subsequently an officer, is based on knowledge and deep understanding of the objective processes, patterns, phenomena that arise during shooting and constitute its foundations.

*Ключевые слова:* огневая подготовка, оружие, практические занятия, бой, противник.

*Keywords:* fire training, weapons, practical training, combat, enemy.

Задачами огневой подготовки являются: обучение стрелка (автоматчика, пулеметчика, гранатометчика, снайпера) самостоятельному ведению огня в сложной тактической обстановке; обучение личного состава выполнению задач в составе подразделения в условиях современного общевойскового боя; обучение командиров организации огневого поражения противника и управлению огнем штатных, приданных и поддерживающих подразделений (огневых средств) в ходе боя. В процессе обучения огневой подготовке у личного состава должны формироваться: любовь к оружию и ненависть к противнику, физическая выносливость и морально-психологическая устойчивость в ходе боя, уверенность в своем оружии. Для выполнения указанных задач личному составу необходимо обладать теоретическими знаниями и практическими навыками, которые в совокупности