

FORMATION OF A MOTIVATIONAL- COMMUNICATIVE ENVIRONMENT THROUGH INTERACTIVE TEACHING TECHNOLOGIES IN TEACHING ENGLISH TO PRESCHOOL STUDENTS

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Abstract

The article analyzes pedagogical and psychological foundations of motivation in foreign language teaching within the context of modernization of Uzbekistan's educational system. The research examines two main types of motivation – "direct" and "mediated" motivation. Structural components of motivational space determining the effectiveness of foreign language acquisition are systematically studied: cultural, communicative, social and academic motives. The significance of motivational factors in developing students' critical and creative thinking skills based on competency approach is substantiated. Research findings prove dialectical relationship between motivation and learning environment.

Keywords: Motivation, foreign language teaching, motivational space, pedagogical psychology, competency approach, cognitive motives, communicative motives, educational modernization, motivational structure, learning activity.

Introduction

The education system of Uzbekistan is currently experiencing an important stage of development. This stage includes the renewal and modernization of the educational process based on the latest achievements of modern society, science and technology, culture and social life, while maintaining previously achieved achievements. In particular, the improvement of the pedagogical education system based on modern philosophy, a deep and consistent study of its form, content, methods and tools, and large-scale experimental research remain today's requirements. The integration of interactive technologies into the educational process, especially in teaching foreign languages, in particular English, to preschool students, is of particular importance. In this process, the competency-based approach is manifested as the main methodological principle, which involves deepening students' knowledge and preparing them to solve real-life tasks. This approach to teaching a foreign language serves, first of all, to direct students' activities towards communicative goals, to develop their thinking, discussion, problem-solving skills, as well as critical and creative thinking skills. Analyses conducted on the basis of a competency-based approach show that the process of forming communicative competence gives effective results only when it is carried out on the basis of systematic,



activity-based and communicative approaches. When planning the educational process on the basis of a competency-based approach, it is necessary to ensure the harmonious integration of linguistic, sociocultural and pragmatic aspects of language learners. Research shows that with the help of real situations, contextual tasks and interactive activities, students' pragmatic competence and intercultural communication skills are significantly improved. As a result, language learning becomes aimed not only at mastering grammatical or lexical aspects, but also at successfully implementing social and communicative tasks. The introduction of technological resources in pedagogical methodology stimulates interactive and context-based communication processes of language learners, stimulates motivation and independent thinking. Conflict-based tasks created with the help of these resources enhance interaction and strengthen oral fluency and critical thinking skills in students. At the same time, language assessment within the framework of the competency-based approach should be based not only on test results, but also on the results of students' real communicative activities, that is, through portfolios, presentations, role-plays and intercultural problem-solving tasks in the outcome-based approach. This is important in the formation of reflexivity, self-assessment and critical analysis skills in the learning process.

Motivation is a psychological mechanism that expresses the complex interaction between internal and external factors of personal behavior, which determines the formation, direction and methods of implementation of human activity. This mechanism is one of the important factors in the successful organization and effectiveness of the educational process. Especially in the process of learning a foreign language, it plays a decisive role in the formation of internal motivation of the student, that is, in the formation of positive motivation, in ensuring his need for knowledge and active participation. Many researchers Yu. Babansky, P.Ya. Galperin, A.N. Leontyev, S.L. Rubinstein, G.I. Shchukina, divide motivation into two main groups: social and personal motives located outside the educational activity and cognitive motives aimed at cognition. B.M. Bim-Bad classifies these motives as “direct” and “mediated” motives. “Direct” motivation is directly related to the educational activity itself, its content and results, and is associated with the intellectual needs, cognitive interests and opportunities for self-expression of the individual. This type of motivation encourages the student to self-development, turns the process of acquiring knowledge into a unique interesting and meaningful activity. “Indirect” motivation is manifested by the individual as a means of achieving goals and values outside of educational activity. For example, this type of motivation may be associated with the need to gain social status, be recognized by others, be encouraged, or achieve a certain level of success. In this case, educational activity appears as a means, that is, it acquires indirect significance. A.V. Petrovsky analyzes motivation as an internal feature of the structure of activity. In his opinion, the motive allows us to eliminate the traditional distinction between the operational and motivational aspects of activity, which ensures the integrity of the motivational structure in the educational process. According to the approach proposed by Petrovsky, cognitive motives reflect the intellectual needs of the individual in activity and are inextricably linked with his constantly changing socio-spiritual requirements. The effectiveness of mastering a foreign language is directly related to the student's motivational space. This space is formed through the interaction of psychological, sociocultural and communicative factors.



Motivational space is a system of internal needs and external sociocultural influences that motivate a student to learn a language. Cultural motives express the student's desire to understand another culture and participate in intercultural dialogue through learning a foreign language. These motives are formed within the framework of the "dialogue of cultures" and serve to integrate the student into the process of globalization. Communicative motives are based on the opportunity to exchange information through language, participate in international professional dialogue. These motives are related to practical effectiveness and show the language as a means of solving real tasks in professional activities, studies, and cooperation projects. Social motives are formed based on the student's need to adapt to a new language environment and find his place in the international cultural arena. These motives are often closely related to the student's desire for social self-expression and self-realization. Academic motives are determined by the need to conduct scientific activities, analyze scientific texts, and participate in scientific projects. Motives of this group activate the student's creative and reflective thinking. Motive is not only personal motivation, but also inextricably linked with the learning environment, methodology, and pedagogical approach. Educational effectiveness directly depends on the stability and development of motivation, which requires students to have an individual approach and strategies that are appropriate to the student's needs. Thus, based on the analysis of the above definitions, we give the following definition of the motive for mastering a foreign language: a motive is an internal intention, aspiration, need, or expected final result that prompts a person to action, directs him to choose means and strategies to achieve the goal. It is manifested, including in communicative and educational activities, as the main driving factor. Teaching experience shows that there are no students without motivation to learn. Any cognitive activity of students, along with operational components (knowledge, skills, abilities), also includes motivational (motive, interest, attitude). Motivation is the source of activity, and the motive is the object towards which the individual's activity is directed. Educational activity is stimulated not by one motive, but, as a rule, by a certain system of motives that interact with each other and complement each other. Motivation is not just an incentive, but an individual's internal readiness for activity and the force that directs it towards a certain goal. Therefore, an in-depth study of the directional characteristics of student motivation, their correct orientation and development is one of the urgent tasks of modern pedagogical activity. The directional nature of student motivation in the higher education system is one of the central issues of modern pedagogical psychology. Student motivation is a set of psychological mechanisms that stimulate, direct and support the purposeful activity of a person in the process of obtaining higher education. The direction of motivation plays a major role not only in acquiring knowledge, but also in personal development. Therefore, it is important to develop students' internal motivation through modern educational technologies, a person-centered approach, and interactive methods. The directed nature of students' motivation is manifested in the high level of development of their cognitive and metacognitive processes. They have the ability to reflectively analyze their own learning processes, consciously choose learning strategies, and self-regulate. By properly directing student motivation, it is possible to significantly improve the quality of higher education and train future specialists.



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