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THE EDUCATIONAL TECHNOLOGIES FOR INCREASING THE MOTIVATION OF CHILDREN FOR LEARNING MATH

Abstract: This article discusses the concepts of motive and motivation, moreover it identifies and substantiates effective methods, technologies such as personality-oriented, level differentiation, problem learning, research methods in teaching, playing and group health-saving methods or elements of these methods for motivation of children, based on the textbook «Mathematics» for 3rd grade pupils.

Key words: motivation, problem, children, pupils, education, technologies.

Language: English

Citation: Xoldorova, I. V., & Xasanova, M. B. (2021). The educational technologies for increasing the motivation of children for learning math. *ISJ Theoretical & Applied Science, 12 (104),* 590-592.

Soi: http://s-o-i.org/1.1/TAS-12-104-65   *Doi*: crossref https://dx.doi.org/10.15863/TAS.2021.12.104.65

Scopus ASCC: 3300.

Introduction

Motivation for education among schoolchildren is relevant for teachers, since it is clear that for successful learning formed motives are needed that are based on personalities. At the present stage the main goal of the school is creating conditions for the development and self realization of each individual, the forming of a generation capable for learning throughout life. Therefore the primary school should prepare children for systematic and purposeful learning in older age periods, form a positive motivation for learning by moral and spiritual maturity of the individual.

The main part

A motive is an internal urge of a person to a particular type of activity associated with the satisfaction of a certain need. Thus, motivation is a system of motives that encourage the student to learn new things, delve into understanding things, analyze, comprehend certain facts, phenomena, ideas, look for

the necessary information, apply it under certain conditions. Motivation and its formation and correction are at the heart of school success and problems. The formation of motivation is, first of all, the creation of conditions for the manifestation of internal motives for learning, their awareness by the students themselves and the subsequent self-development of the motivational sphere. Sukhomlinsky wrote: "Thin fontanelles, from which the river of the unity of education and upbringing is filled, is the child's desire to learn." How to open these fontanelles, how to prevent them from silting up? How to prevent an alarming phenomenon, which, unfortunately, often we have to deal with teachers. The child carried a light of thirst for knowledge to school, but it quickly extinguished, and instead a terrible, worst enemy of learning was born - indifference? [5] It seems that the teacher creates a lot for learning. And the cause of the problem is simple - the child does not understand why he needs it. There is no motivation. How, then, to increase students'

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motivation for learning activities? How to maintain children's interest in the material being studied and activate them throughout the lesson, so that the teacher's role is not only how to present the necessary information more clearly and colorfully than in a book, but to become an organizer of cognitive activity, where the main thing is acting the face of the student himself. In this case, the teacher only has to organize and manage educational activities. All this encourages the search for adequate pedagogical technologies and their use in their practice. The introduction of new pedagogical technologies makes radical changes in the education system: previously, only the teacher was its center, and now it is the student. This enables each student to learn at a pace that suits him and at a level that suits his abilities. In my practice, although it is small for me, (3 years) I use the following modern educational technologies or their elements:

Differentiation technique. This method contributes to a stronger and deeper assimilation of new knowledge, the development of individual abilities, the development of independent and creative thinking. Multilevel assignments facilitate the organization of classes in the classroom, create favorable conditions for the advancement of students in studies in accordance with their capabilities, working differentially with students, it is clear that their attention does not fall in the lesson, since everyone has a feasible task, "strong" students do not get bored, because they are always given a task to think about. The children are constantly busy with the work they can. As a teacher, I have the opportunity to help the weak, pay attention to the strong, the desire of strong students to advance faster and deeper in education is realized. Strong learners are affirmed in their abilities, the weak get the opportunity to experience academic success, the level of motivation increases. Also in this case, it is possible to use the "Dosed Aid" technique, this is such work with cards which is based on the level of the children's task, cards are distributed. For example, in a mathematics textbook for the third grade, the following problem is given: "Out of 240 watermelons collected from melons, 130 were collected from the first bed, and the rest from the second bed. How many more watermelons were harvested from the first bed than from the second? " [2] in this problem for a weak student, you can prepare a separate card with a short note and a solution to the problem, so that he can only solve. Furthermore for a student with an average level of knowledge, you can give a card with a short note, and he by himself made the decision and a strong student must completely decide for himself.

Problem learning. The use of methods based on the creation of problem situations and active cognitive activity of students allows them to focus children on finding and solving complex issues that require updating knowledge. A problematic situation in the lesson is created with the help of activating actions,

for example, questions that emphasize the novelty, the importance of the object of knowledge. The creation of problem situations in educational activities and the organization of active independent activity of students by their resolution, as a result of which there is a creative mastery of knowledge, skills, and thinking abilities. Problem situations can be used at various stages of the lesson: while explaining a topic, consolidating new material, monitoring students' knowledge. Thus, problem-based learning allows to direct students to acquire knowledge, skills and abilities, to master the methods of independent activity, to develop cognitive and creative abilities. We can consider the visual application of problem learning in the third grade mathematics textbook "Expressions of the form 42: 3, 72: 4" [2] when explaining a new topic, we can use the examples of the previous topic and ask the children examples: 86: 2, 66: 6,63: 3 and 42: 3 the first three examples can be easily solved by children, but they will think about the last one and then they by themselves will come to a new topic.

Research method in teaching. They give students the opportunity to independently replenish their knowledge, delve deeply into the problem being studied and suggest ways to solve it, which is important in the formation of a worldview. This is important to determine the individual developmental trajectory of each student. The research method consists of the following steps:

- problematic issue;
- hypothesis;
- process of hypothesis testing (proof);
- conclusion;

We can use this method when introducing children to geometric shapes, take, for example, proving that opposite sides of a rectangle are equal (problematic question). Distribute rectangles of different colors and sizes to the children and ask if everyone has the same rectangles? (hypothesis) And based on the answers, invite the children to take their rectangle and add, then summarize (conclusion).

Game techniques. I believe that the use of gaming technology in the classroom ensures the achievement of the unity of the emotional and rational in teaching. So the involving of game moments in the lesson makes the learning process more interesting, creates a good mood among students, and makes it easier to overcome learning difficulties. I use them at various points in the tutorial. So at the beginning of the lesson I turn on the game moment "Guess the topic of the lesson", while consolidating the studied material - "Find the mistake", coded exercises. I have also developed quizzes, hours of entertaining mathematics. All this is aimed at expanding the horizons of students, the development of their cognitive activity, the formation of certain skills and abilities necessary in practical activities, the development of general educational skills. You can

write examples or equations on the board and make a mistake, the game will be called "Catch a mistake" or "Trap".

Group technology. Group technology allows to organize active independent work in the lesson. This is the work of students in a static pair, a dynamic pair when repeating the studied material, allows the entire group to be interviewed in a short time, while the student can be in the role of a teacher and in the role of an responder, which itself creates a favorable environment in the lesson. I also use mutual check and self-check after doing independent work. At the same time, the student feels relaxed, responsibility develops, an adequate assessment of his capabilities is formed, everyone has the opportunity to check, evaluate, prompt, correct, which creates a comfortable environment. This method can be used in problem learning and invite children to rearrange the chairs and sit down for 4 people, it will turn out "Fours" team can work on researching a topic or finding a solution to a particular problem.

Health saving technologies. The use of these technologies makes it possible to evenly distribute various types of tasks during the lesson, alternate mental activity, determine the time for submitting complex educational material, allocate time for independent and control work, which gives positive results in learning. When preparing and conducting a lesson, it is necessary to take into account: the dosage of the teaching load; building a lesson taking into account the dynamism of students, their performance compliance with hygiene requirements (fresh air, good illumination, cleanliness); favorable emotional attitude; prevention of stress (work in pairs, groups, stimulating students); health-improving moments and change of types of activities in the lesson, helping to overcome fatigue, despondency, satisfactoriness; I observe the organization of educational work (preparation of the board, clear notes on the board). Basically, it is customary to use it during physical exercises or exercises for the eyes, but it is also possible to use it before the lesson as a form of greeting, this will give a positive attitude for the whole lesson and create a favorable environment.

Conclusions.

The use of the above educational technologies in mathematics lessons will allow children to learn with pleasure, motivate them to perform exercises without teacher pressure, moreover, in the course of solving examples, children acquire more knowledge and are more involved in learning activities. Recently I conducted a survey among my students about the effectiveness of a lesson with interesting lessons and a lesson without the use of any technology, and it was revealed that the fact that children most like to study in the classroom when there are entertaining games. If children love studying from elementary school, it will give them a lifelong enjoy by learning.

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