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## WAYS TO INCREASE LEARNING MOTIVATION OF PRIMARY SCHOOL STUDENTS

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**Abstract.** This article provides a scientific analysis of the theoretical and pedagogical foundations as well as practical mechanisms for the formation and development of learning motivation among primary school students. The role of learning motivation in the educational process, its psychological characteristics, the teacher's activity in enhancing motivation, modern pedagogical technologies, and a systematic approach to cooperation with parents are substantiated. In addition, the paper presents scientific and practical conclusions on effective methods and forms that contribute to the formation of sustainable learning motivation in primary education.

**Keywords:** learning motivation, primary education, pedagogical cooperation, encouragement, interactive methods, family-school partnership.

**Introduction.** Primary education is a crucial stage in the formation of a learner as a personality. It is during this period that a child's attitude toward learning, internal need for knowledge acquisition, and aspiration for self-development are formed. Psychological research indicates that learning motivation developed in primary school has a direct impact on the success of educational activities at subsequent stages of education.

In the context of globalization and an information-oriented society, encouraging students to learn consciously rather than solely through compulsory tasks has become a pressing issue. Therefore, primary school teachers are required to apply scientifically grounded approaches aimed at increasing learning motivation while taking into account the age-related and psychological characteristics of students.

The purpose of this article is to scientifically examine the factors and mechanisms for increasing learning motivation among primary school students and to develop effective pedagogical recommendations based on cooperation between teachers and parents.

### Main Part

#### Theoretical Content and Pedagogical Significance of Learning Motivation

In pedagogy and psychology, motivation is interpreted as a set of internal and external factors that stimulate an individual's activity. In primary school





students, motivation is initially formed mainly through external incentives such as praise, grades, and recognition. However, as a result of a properly organized educational process, internal motivation—interest in learning and the need for knowledge—gradually emerges. Scientific sources emphasize that students with high learning motivation demonstrate faster development of cognitive activity, independent thinking, and self-regulation skills. Conversely, a lack of motivation leads to indifference toward learning activities, passivity, and low academic achievement.

### **The Role of the Teacher in Shaping Learning Motivation**

The primary school teacher is considered the main subject in shaping students' learning motivation. The teacher's pedagogical competence, communicative culture, and methodological approach determine students' attitudes toward lessons. By supporting students, considering their individual abilities, and applying positive assessment, teachers foster students' self-confidence. The use of real-life examples, problem-based situations, multimedia tools, and interactive methods during lessons activates students' cognitive activity and significantly enhances their motivation to learn.

### **Pedagogical Methods for Increasing Learning Motivation**

In primary education practice, the following methods are considered effective for increasing learning motivation:

- **Game-based learning technologies** — supporting students' natural interests through didactic games, role-playing activities, and competitions;
- **Interactive methods** — developing independent and critical thinking through techniques such as "Brainstorming," "Clustering," "INSERT," and the "K-W-L" strategy;
- **Encouragement systems** — providing psychological support through positive assessment, praise, and symbolic rewards;
- **Creative activities** — enabling students to express their individual abilities through drawing, text creation, dramatization, and similar tasks.

These methods transform students from passive listeners into active participants in the educational process and contribute to the formation of sustainable learning motivation.

### **The Impact of Parent-Teacher Cooperation on Learning Motivation**

A primary school student's attitude toward learning is largely influenced by the family environment. Parents, as the child's first social partners in the educational process, play a vital role in strengthening learning motivation. Scientific research shows that close cooperation between school and family significantly improves students' academic achievement. Effective cooperation with parents should be implemented in the following areas:





- pedagogically informing parents about the age-related and psychological characteristics of children;
- creating a calm and supportive learning environment at home;
- encouraging children not only for results but also for their efforts;
- establishing regular communication and analytical collaboration between teachers and parents.

Such a systematic approach helps to form a positive attitude toward learning and a sense of responsibility in students.

### **Conclusion**

In conclusion, increasing learning motivation among primary school students is a complex and multifactorial pedagogical process. In this process, the teacher's professional competence, the scientific grounding of teaching methods, and effective cooperation with parents are of great importance. A student with sustainable learning motivation perceives learning not as an obligation but as a personal need. As a result, qualities such as independent thinking, self-development, and social activity are formed. Therefore, pedagogical activities aimed at enhancing learning motivation in primary education serve as an essential guarantee of educational quality and the comprehensive development of the student's personality.

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