

# METHODS OF DEVELOPING MOTIVATION IN STUDENTS THROUGH THE PHILOSOPHICAL AND PSYCHOLOGICAL ANALYSIS OF LITERARY WORKS

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## Abstract:

Philosophical and psychological analysis is a methodological approach to examining a person's motivation, aimed at developing their thinking and fostering motivation. Similar to other methods, this approach utilizes motivation techniques and draws upon motivation theory.

**Keywords:** Philosophical and psychological analysis, motivation, needs, training, educational activities.

## Introduction

In modern society, individuals who think independently, set new goals for themselves, and understand the significant impact of their actions on the development of society are of utmost importance. For this reason, the philosophical and psychological analysis of literary works plays a leading role in fostering students' academic and cognitive motivation.

According to Russian methodologist G. N. Taranosova, "Some scholars compare a literary work to a living organism and argue that analyzing it is akin to dissecting a lifeless body. Based on this perspective, they oppose analysis. However, such a viewpoint is unfounded. Firstly, literary analysis is also a form of reading, but here it is understood as reading a literary work in the role of a researcher. In this sense, dividing a work into parts is not the goal but a means to study the work as a phenomenon of artistry. It serves as a tool to examine the factors that influence the reader's consciousness and psychology, as well as those that form the basis for how the work is understood in one way or another."

In the process of philosophical and psychological analysis, if the teacher provides too much material, the students' ability to follow and understand the topic is likely to decrease. However, if the students are allowed short breaks during the process, it can be helpful, as learning everything without a break is very difficult. By giving short breaks and focusing on the aspects of the work that are not well understood, students are encouraged to express themselves more actively.

The following will help establish strong connections with students in the process of literary education and increase their learning and cognitive motivation:

The "Timeline" technology. According to this, the teacher draws a line on an interactive board, informs students about the stages of studying the work, forms of assessment, important tasks



requiring responsibility, and plans lessons together with them. The teacher assigns specific tasks to students based on their interests and invites them to the class as guest presenters. For example, in the 5th grade, this is implemented as follows for the "World of Fairy Tales" section: "Guest speaker" to the student: "In one minute, convince your conversation partner of the importance of learning the fairy tale 'Brave Seamstress'."

"Author" to the student: "If you were the author of a literature textbook, how would you explain to students the necessity of studying the epic fairy tale 'Oygul and Bakhtiyor'?"

"Director" to the student: "Tell 5 ways to apply knowledge, skills, and abilities in life based on the fairy tale 'Three Brave Brothers' (the topic is written on the board)."

"Researcher" to the student: "Based on the profession you want to choose, explain why it is necessary to study the fairy tale 'Brave Seamstress'."

Before the analysis, it is explained to students that they should write their full name on the provided sheet, allowing them to take responsibility for the learning process. The criteria for evaluating the results of studying the work are discussed in advance, along with what students are expected to do. To establish a connection between the work being studied and the students' interests, pre-reading questions are asked, such as "What do you know about this work? Tell us about it." It is also important to create opportunities for students to assign tasks to their classmates at the board: commentators answer, analyze, evaluate, and ask questions.

The "Needs Pillar" technology. There is a need for self-assessment in meeting the main needs of the student. It is important in creating conditions for the formation of internal motivation. Therefore, in order to develop educational and cognitive motivation, it is necessary to pay attention to the needs of students that need to be met in literary educational activities: a sense of independence in the process of reading, a sense of freedom of thought, a sense of success (competence).

The feeling of independent search requires the reader to base himself on the idea: "We studied the work, understood it, and thought out the result ourselves!" A key aspect in developing learning motivation is the subject's self-awareness. This is facilitated by problematic presentation of literary material, collective brainstorming, and research activities. They create an opportunity for students to actively participate in the process of acquiring knowledge and teach them not to be passive consumers (recipients).

The main task is to stimulate students' educational and cognitive motivation, avoid the transfer of ready-made knowledge, and adapt them to the creation of new educational products. The problem posed to students is the question: "What would happen if the hero took a different path in this situation?" Give an example, "What are the strengths and weaknesses of the hero?," "What does this look like?," "What do we know about this?," "What purpose can (name of detail) be used?," "How can (compared image or events) be similar?," "Which (event, image or detail) is the best and for what?"

The main aspect of educational motivation is the feeling of being an active subject of educational analysis. The problematic presentation of the bungalow material, brainstorming, and students' research activities will help. As a passive consumer of knowledge, they create opportunities for the student to actively participate in the learning process.



A sense of freedom of thought: "We can (how) think." If the teacher's speech includes the words "You have options," "You noticed this correctly," then the interest in literature lessons increases significantly.

The feeling of success: "I can't do it," "I understand," "I don't want to do it!" Educational and cognitive motivation (desire to learn) involves the student's abilities, activities, and the outcome of the process. In this case, the comments should be clear and meaningful, directly related to the given work (response).

The student should understand why the object and its properties are evaluated positively or negatively, and what the teacher is satisfied with: "You analyzed this poem very well!"

During the analysis, feedback is provided for achieving specific results, determination, and persistence. Students' opinions are compared with those of their peers, and the dynamics of individual development are assessed. Explaining a student's success through their abilities and efforts creates a sense of confidence that they will be able to achieve further success. FOR EXAMPLE, "It's a wonderful answer!" "Show me how you can do it!" On the other hand, failures can be directed towards persistence or temporary factors (e.g., poor mood), supporting the learner's self-esteem and future determination. Specifically, "You were not sufficiently prepared to analyze this image," "Unfortunately, you neglected to fulfill the task."

As methodologist M. Mirkasima aptly notes, "students understand the place of artistic images in life when thinking, think about life, about life realities, and make sure that they are closely connected to the life of the human world, because the events, heroes, and heroes that the writer has captured are taken from them."

Educational and cognitive motivation is closely linked to the nature of the problem in the plot of the work, the fate of the characters, the specifics of literary creativity, forms of educational work and evaluation. For example, motivation, as part of students' project activities, begins with accounting for its characteristics from the time the goal is set. It manifests itself at all stages of the design and development of future research.

In particular, it is important to determine the topic of literary materials for the reader; to determine the type of project based on the content of the work, the interpretation of images; in the description of the main problem of the project, in the choice of preferred forms of presentation.

Didactic game technology. Didactic games play a significant role in shaping students' motivation. They are of great importance in identifying and implementing practical solutions for realizing and developing the creative potential of the student's personality. There can be or can't be intellectual development in the literal sense without play. Play is a stimulus that awakens students' desire and interest in knowledge. Through play, children strive to learn and change the world, demonstrating their ability to reflect reality. For example, when passing the "Pearls of Wisdom" section in the 5th grade, proverbs, riddles, or quick sayings can be organized in interesting ways, rich in not boring and simple, but fun moments. In this place, it is necessary to restore the omitted words or rhymes at the end of the work in such a way that the missing word fills the content of the work being studied. For example, "Father \_\_\_\_\_ is a husband, Mother \_\_\_\_\_ is a wife, Child \_\_\_\_\_" (p. 18) substituting object-



specific attributes for points in the riddle; Students actively participate in completing the task of substituting a word specific to a noun phrase instead of the points in the article "If you're stuck,... from blame" (p. 15). Specifically, students who do not want to study show a desire to play again, which indicates the success of the lesson.

Providing in-depth, accurate information on the topic of the lesson through the **organization of theatrical performances**. Creative assignments are given in literature classes, students bring special decorations and clothes and organize stage views on the topic during the lesson. For example, in the 7th grade, a page from A. Kadiri's novel "Mehrobdan Chayon" can be studied in a theatrical form.

In the process of staging a specific page of the chosen work, the heroes' speech is worked on, and problematic situations are discussed. Personnel clothing and decorations are made according to the place where the events took place. In this case, tasks are assigned based on the abilities of each student. Setting assignments at the level of student potential strengthens each child's desire for success.

**"The Court" Lesson** – This involves organizing a court session with students that aligns with the lesson topic. In this process, roles such as "Defender," "Prosecutor," "Witness," or "Expert" are performed, enhancing the explanation of the new topic. For instance, a "Court" lesson can be conducted based on Nodar Dumbadze's story Hellados from the 5th-grade literature textbook. Here, the tragic death of the main character, Yanguli, is examined during the court session. By searching for the culprit, the philosophical and psychological analysis is utilized, unveiling the psychological aspects of the story. This method encourages diverse opinions and increases students' interest in specific professions. Yanguli's portrait in the story is described as follows:

"Yanguli" – Yanguli is the son of a Greek from Sukhumi, Christa Aleksandridis. This fourteen-year-old boy, skinny as a stick, with protruding shoulders, a sharp nose, pitch-black piercing eyes, and arms so long they nearly reached his knees, was considered a true Azrael by his peers in the area. During the "Court" session, his actions are evaluated based on his external portrait. From a philosophical perspective, the phrase "a true Azrael" creates an image of an unyielding, merciless, and quarrelsome boy. Psychologically, this description involuntarily suggests the potential for a major conflict in the story, with the possibility of him harming someone. Until the conclusion of the story, the reader experiences emotional shifts such as anxiety over the boy's actions and sympathy for his fate.

Teaching students to read the story while philosophically and psychologically reflecting on every word and sequence of events fosters their motivation to learn and explore. In the didactic game, students learn to adhere to rules, as following rules ensures success in the game. Participation in the game develops creative and behavioral traits and organizational skills. The teacher strengthens students' desire to achieve positive results and contributes to the development of achievement motivation. Each performance helps students internalize the essence of the story.

In modern educational conditions, motivation involves the teacher's creative approach to each lesson, introducing new elements, ensuring information exchange, and creating an environment



of mutual critical thinking and debate among students. This engagement strategy draws students into the learning process.

Consequently, the ability of a literature teacher to adopt an innovative approach not only ensures the achievement of the intended goals but also enhances the quality and effectiveness of literary education. It fosters critical thinking skills, creativity, and inquisitiveness among students while simultaneously developing their learning motivation.

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