

Theoretical Aspects of Forming a Positive Attitude to the Lesson in Primary Class Pupils

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Abstract: In this article, the issue of forming a positive attitude towards learning in the process of teaching elementary school pupils, the main conditions for forming a positive attitude towards the lesson in pupils, the interest of pupils and the issues of encouraging them during the lesson are covered. , information on the formation and development of primary school pupils' positive attitude to the lesson is presented.

Keywords: *education, pupils, pedagogy, interest, personality, lesson, ability, concept, psychological, primary class, thinking, person, worldview, thought, task, school, skill, motive, thinking.*

The issue of the formation of a positive attitude to education in educational institutions is being investigated by many representatives of pedagogy, psychology, social sphere. But it is from the initial grade that the problem of forming a positive attitude of pupils towards classes and support remains relevant.

The main condition for the formation of a positive attitude towards the lesson in primary school pupils is the formation of interest in reading in them. Therefore, first of all, the analysis of scientific research on the interest of pupils, the stages of its formation and the increase of educational and cognitive motivation expresses itself that research is an urgent pedagogical problem.

In the work of pedagogical and psychological research scientists, one aspect or another of the issue of stimulating interest in reading in schoolchildren is covered, which proves that the formation and development of a positive attitude of primary school pupils to the lesson is an urgent pedagogical problem.

Interest is considered one of the important psychological aspects of the individual, in which the individual character of a person is directly embodied. Interest directly plays an important role in the worldview, beliefs, ideals of people, that is, its higher goals, noble intentions, aspirations and serves to ensure their successful survival.

The concept of "cognitive interest" is one of the most important areas of the concept of interest and is important in primary school age. At this age, reading is the main activity, with a cognitive nature aimed at acquiring knowledge, and based on this, it can be argued that the concept of cognitive interest is a more specific concept than the concept of interest in learning.

Thus, cognitive interest can be called the activity of an individual aimed at the activation of objects, phenomena, phenomena of the surrounding world, mental processes, human activity, his cognitive abilities.

Among the important tasks of teachers, the following can be included:

- a) regular enrichment of knowledge reserves on the subject of study of pupils;
- b) formation of general skills, qualifications and competencies on the base and science in pupils;
- c) development of creative independence of pupils;
- d) formation of a creative personality.

In research, N.F.Khayitova: "Meditates on ways to develop educational-cognitive motivation, interest pupils in the lesson and form a positive attitude towards reading" [1]. She believes that if you ask the pupil who has just stepped on the threshold of school what he wants, it is natural for him to say that he wants everything but reading. Preschool education, a 1st grader who is accustomed to a cheerful, unrestricted way of life of study, may not even sufficiently understand why it is impossible to get up and walk, talk, play during class. Of course, for him, molded, limited freedoms, obligations cause stress, and in cases where he does not succeed, depression. As a result, the reader believes that the fading interest in reading will create a serious barrier in the future for him to become a good frame, mature, competent person.

"Separated skills, abilities, motives, educational experience, socio-emotional experience, psychological environment, motivational environment and motivational activity programs as mechanisms in the development of educational motivation of primary school pupils" [2. 11-p].

Also, on the basis of the development of creative abilities and divergent thinking in pupils, it is achieved to develop such abilities as creative thinking, creativity, search for unusual solutions in problem situations. The development of these abilities leads to their active participation in the lesson, active assimilation, search, flexibility, as a result, to the development of positive attitudes towards the lesson.

We can also see in several other scientists and researchers by studying and developing methodological work on the formation and development of a positive attitude to the lesson in primary school pupils.

In the processes of formation and development of a positive attitude to the lesson in primary school pupils, teaching them to think independently and freely, the formation of reflexive skills, the consistency and continuity of the development of a wide worldview and thinking, as well as the assumption of content dependence and relevance, serve to change their worldview, the formation of also, in this process, as a result of providing pupils with concepts about independent education, self-education and the content, importance and necessity of independent activities, a positive attitude towards life, study and work is formed in them.

Therefore, one of the factors that need to be taken into account when the positive attitude of pupils towards the lesson is independent thinking, a tendency to study and study, the formation and development of positive learning motives is the peculiarities of the processes of collaborative learning activities, one of which is the emergence of an interaction process that serves to In this case, a positive attitude to the lesson assumes a special importance in the upbringing, worldview and moral qualities of pupils, in addition to their individual psychological characteristics in the process of formation and development of educational motives, it is necessary to study the environment in which they are trained, take into account their interests and needs.

In elementary grades, it is necessary to create conditions for pupils to receive independent education and actively participate in educational processes, analyze their activity based on the study of independently received information, encourage, pay special attention to the exchange of information among themselves in the coordination of their activities.

Therefore, the first factor that requires special attention in the system of processes of formation and development of a positive attitude to the lesson is the importance of children's activity and independent activity in a positive attitude to the lesson in ensuring the effectiveness of its optional component, and in ensuring their activity in this system, it is important that children in a positive in the organization of the formation and development of a positive attitude to the lesson in primary school pupils, it is necessary to take into account both the presence of educational relationships and their peculiarities, which influence the development of independent thoughts and inclinations in interpersonal relationships.

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