

THE ROLE OF FAMILY IN THE FORMATION OF LEARNING MOTIVATION FOR ADOLESCENTS

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Abstract: This article focuses on the role of family in the formation of learning motivation for adolescents and its family-related aspects. Attempts have been made to reveal specific social and psychological reasons that need to be taken into account in the process of shaping learning motivation in the parent-child relationship.

Keywords: Adolescence, motivation, learning activities, understanding of motives, social motives, learning orientation, motivation, educational motivation, parent-child relationships.

Adolescence is a period of age when interests, desires and needs can be various and it plays an important role in increasing learning motivation during this period. The social motives of students and adolescents' learning activities are inextricably linked to their need to interact with other people, and are reflected in such requirements as their evaluation, support, and place in the peer community. These motives are not related to the essence of the educational activity, but to the auxiliary factors adjacent to it. But these motives serve as a serious impetus for student and adolescent learning.

During adolescence, social motives grow to a stage of perceived importance. Such motivation should be supported in every way, along with encouragement, and at the same time the formation of motives for other learning activities related to the interest in learning.

When the teacher forms the necessary motivation for learning activities in the classroom, works based on their existing needs, the student's interest in learning is stabilized. It is not possible to create a positive attitude towards reading through coercion. Therefore, setting a very important, wide-ranging goal in front of them can be motivated by a step-by-step explanation of how to achieve it.

A positive motivation for reading, the emergence of motivation, stabilization is the key to the success of students and adolescents in mastering the basics of science, the formation of personality. Therefore, curiosity, fulfilling the function of internal regulation of a person's behavior, is a key factor in the fulfillment of needs, desires, good intentions, dreams in practice.

The foster family plays an important role in shaping the educational motivation of schoolchildren, that is, in the field of parent-child relationships.

Human actions come from certain motives and are focused on specific goals. Motivation motivates a person to act. Without knowing the motives, it is impossible to understand why a person strives for one goal and not another. We can see that the family also plays an important role in the study of learning motivation.

Parents need to create a comfortable environment for their child. Talk to the child about his or her attitude to learning: why he or she is reading; what is most important to him in school; what interests him more; it is necessary to take into account what he fears the most. During the formation process, the motivational area of the child is also constantly affected by the immediate environment. We therefore need to organize the educational impact in such a way as to inculcate in the child the best motivational guidelines, while taking into account the motivational elements that have now been formed and using them for his or her further development. The main task of parents is to develop inner motives in the child. If the activity is motivated by motives such as interest in knowledge, the child's learning will be much easier and more fun. Emotional training is a tool to develop learning motivation - to perform anxiety management exercises, to form the ability to anticipate difficulties, to strengthen positive emotions in the learning process. Help your child learn to plan their activities, including sticking to an agenda, reading, and relaxing. If the child learns to set a clear task, to distinguish the stages of its implementation, it will motivate him to be active. Good rest allows you to maintain physical and psychological health, which allows you to perform educational activities well.

The peculiarity of the parental relationship lies in the duality and incompatibility of the parent's position with respect to the child. On the one hand, it is an unconditional love and deep connection, on the other hand, it is an objective evaluative attitude aimed at shaping these social behavioral patterns. Parental attitudes are characterized by originality and internal conflict. They can be defined as a personal and objective principle in relation to the child. Unmotivated or poorly motivated activity is either not performed at all or it turns out to be very unstable. How a student feels in a particular situation depends on his or her efforts to read. Therefore, it is important that the whole learning process expends the child on knowledge, intense mental labor, and at the same time awakens intense and internal motivation.

What reduces a child's motivation?

- Lack of love hinders the development of the child;
- The impact of a bad psychological climate at school or at home;
- The child does not know how to overcome difficulties;
- Lots of distractions;
- Authoritarian position of adults;
- Unstable relationship with the class;
- Unformed learning activities, first of all, lack of knowledge of ways of self-acquisition of knowledge.

How to increase the student's inner motivation? What should her parents focus on in the family for this? parenting by children :

1. Foster a sense of responsibility for what your child has done. If a child has this feeling, it is the key to success in school and in life. Under no circumstances should you do anything for it. It is necessary to teach him to read correctly, to instill in him the necessary reading skills, and then to direct and regulate his movements.

2. Develop the child's ability to complete the work started. Most children suffer because they leave without starting what they started. What should parents do in such a situation? The key is not to force the child to do something unfinished. You don't have to shout at him. Try to talk calmly and mysteriously. But the most important thing is to agree with his arguments, to show that you understand his problems and are ready to help him. Try to explain to your child the importance of getting things done.

3. Listen carefully to your child's thoughts and feelings. Let him discuss with you all the problems that have arisen at school. Also, if the child is currently sharing something that worries him the most, don't blame him for mistakes and miscalculations, don't add anxiety to the child's heart. Help your child overcome negative emotions. Teach your child to control their emotions.

4. Do not insult your child. "If you don't do your homework, you can't go for a walk" or vice versa: "If you do your homework, I'll buy you a toy." You don't have to make any conditions. It teaches a child to practice just for something. The desire to learn should always remain his urgent need. Learning to be afraid of being punished leads to a child's hatred of reading and school. The child should always feel that you trust him and that you can help him at any time.

5. Don't reprimand your child for bad grades. Appreciating knowledge is very important. Often the school mark does not reflect students' actual knowledge. When a child learns, it is natural to make mistakes. No one can learn anything without mistakes.

6. Encourage your child to learn so that he or she can enjoy it. The learning process can only be successful if it is enjoyable for the learner. Forcing a child to learn does not lead to anything good. It is very helpful to talk to him as a peer, as a consultant. You need to encourage your child to think and reflect on homework and the ability to do it. Then there will be a desire to test his ability, i.e. he will do his homework. If the child has done any task on his own, then, of course, it will be a desire to consolidate success and achieve a new one. This is an interest in learning.

7. If the child deserves it, praise him. Show your child that he is capable of many things. It inspires him to new achievements. It is better to celebrate the effort expended rather than the result. It is important to show that the award is a recognition for the child's efforts. Act effectively on motivation - not material gifts, but pleasant events.

8. Critically criticize your child. Express complaints wisely ("I don't like ... because ..."). Report complaints in a neutral tone. Also indicate "plus" when commenting ("The formula you used is correct, but you need to check the result again").

Remember, parents know their child better than anyone, which means that if he or she has problems at school, they are more likely to come to the rescue. Parents need to constantly increase their knowledge about their children. This is the key to success.

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