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ФОРМИРОВАНИЕ САМОСТОЯТЕЛЬНОЙ ПОЗНАВАТЕЛЬНОЙ ДЕЯТЕЛЬНОСТИ ОБУЧАЮЩИХСЯ ОСНОВНОЙ ШКОЛЫ НА УРОКАХ АНГЛИЙСКОГО ЯЗЫКА: СТРАТЕГИИ И ТЕХНИКИ
FOSTERING AUTONOMOUS LEARNING IN ENGLISH LANGUAGE EDUCATION: STRATEGIES AND TECHNIQUES FOR MIDDLE SCHOOL STUDENTS

Аннотация: Статья посвящена исследованию проблемы формирования самостоятельной познавательной деятельности обучающихся основной школы, подчеркивая её актуальность в современных социально-педагогических реалиях. Рассматриваются теоретические аспекты учебной мотивации, исследованные отечественными педагогами и психологами.

Abstract: This article explores the formation of independent cognitive activity in primary school students, highlighting its importance in contemporary socio-pedagogical contexts. It examines the theoretical underpinnings of educational motivation as studied by Russian educators and psychologists.

Ключевые слова: познавательная деятельность, учебная мотивация, фактор, формирование

Keywords: a cognitive activity, educational motivation, a factor, formation.

The formation of independent cognitive activity in primary school students has long been a subject of inquiry for educators. This issue remains pertinent in contemporary schools. As societal challenges intensify and parental involvement in child-rearing diminishes, concerns regarding the insufficient development of children's independent cognitive activity in education become increasingly pronounced. This manifests as either a lack of desire to learn or positive, yet superficial, motivation driven solely by emotional responses. Despite the considerable efforts undertaken in educational institutions to cultivate students' learning motivation, educators are increasingly concerned about a "motivational vacuum," particularly during the transition between primary and secondary education levels.

Motivational and value orientations in activity and behavior have been extensively analyzed by scholars such as V.G. Aseev, L.A. Blokhina, A.N. Leontiev, V.N. Myasishchev, A.N. Piyanzin, and S.L. Rubinstein. Their research explores some of the underlying mechanisms of their development. Psychologists observe that motives typically characterize learning activities as a whole, whereas goals define individual learning tasks. Consequently, goals alone, devoid of motivating factors, are insufficient to drive learning activities. Rather, a motive establishes the impetus for action, while the identification and comprehension of the goal ensure the effective execution of that action.

"Educational activity is defined as activity aimed at mastering generalized methods of operation within the framework of scientific concepts" [3, p.29]. Consequently, this type of activity must be driven by appropriate motives. These can only be motives directly connected to its content, namely, motives for acquiring generalized methods of operation, or, more simply, motives for personal growth and self-improvement. If these motives can be cultivated in students, it reinforces and enriches the more general activity motives associated with the student role and the engagement in socially significant and valued activities."

Independent cognitive activity in students is defined as a specific type of motivation embedded within teaching and learning activities. Like all forms of motivation, learning motivation is influenced by a range of factors intrinsic to this activity. These factors include: firstly, the educational system

and the specific educational institution; secondly, the organization of the learning process; thirdly, the subjective characteristics of the student (age, gender, intellectual development, abilities, aspiration level, self-esteem, social interactions, etc.); fourthly, the subjective characteristics of the teacher, particularly their relationship with the student and their dedication to the subject matter; and fifthly, the specific nature of the subject itself [3, p. 32].

Educational activity is primarily motivated by an intrinsic drive, wherein a cognitive need aligns with the object of activity – the development of a generalized mode of operation – and is subsequently 'objectified' within it. Simultaneously, it is also influenced by a range of extrinsic motives, such as self-affirmation, prestige, duty, necessity, and achievement. Research on the educational activities of schoolchildren has demonstrated that, among sociogenic needs, the need for achievement exerts the most significant influence on its effectiveness, defined as an individual's desire to improve the outcomes of their endeavors. The satisfaction of this need is contingent upon the degree to which it is fulfilled. This drive encourages students to concentrate more intensely on their studies while concurrently fostering their social engagement. Intellectual and cognitive motives are particularly crucial for learning activities. Intellectual motives are conscious, comprehensible, and demonstrably effective. They are experienced as a thirst for knowledge, a need for its acquisition, and a desire to broaden horizons, deepen understanding, and systematize knowledge. This specific group of motives correlates with distinctively human cognitive activity, characterized by an intellectual need marked by a positive emotional valence and a sense of unsatiability.

Researchers, such as A.K. Markova, define the psychological stability of educational motivation as the capacity to sustain a required level of mental activity despite a wide range of influencing factors. In the context of learning motivation, this stability represents a dynamic attribute that ensures the relative duration and high productivity of activities, both under normal and challenging circumstances.

Based on the systemic concept of sustainability, researchers consider it in combination with such characteristics of educational motivation as strength, awareness, effectiveness, formation of a sense-forming motive for activity, process orientation, etc.

Research conducted by E.I. Savonko, I.P. Imenitova, and Z.M. Khizroeva has revealed that the correlation between the stability of the motivational structure (process-result-reward-pressure orientation) and its dynamism lies in the differentiation of components within the structure, their organization with a propensity toward structural stability. These researchers have identified the following psychological determinants of resilience: 1) the initial type of motivational structure; 2) the personal significance of the activity's subject content; and 3) the type of educational assignment. Furthermore, it has been established that internal factors exert the strongest influence, including the dominance of motivational orientation, the characteristics of intra-structural dynamics, and the psychological content of the motivational structure [1].

Fostering motives in adolescents that imbue their subsequent education with personal meaning, thereby transforming their learning activities into intrinsically valuable goals (beyond mere prestige or parental expectations), is critically important, as the absence of such motives may render the student's continued education untenable. It is unrealistic to expect these motives to emerge spontaneously; therefore, it is crucial to actively cultivate them in order to underpin effective and productive learning activities for each student and to lay the foundation for their self-directed learning and continuous self-improvement.

Drawing upon I.A. Zimnaya's textbook "Pedagogical Psychology" [5], as well as L.V. Bertsfai's article "Research of the Features of Reflexive Control" [4] and E.L. Bashmanova's "Development of a Model for Schoolchildren to Study and School: Typology, Structure, Dynamics, and Qualitative Analysis" [2], we have synthesized a series of recommendations for teachers regarding the formation and sustenance of motivation for learning activities among adolescent

students. Firstly, the cultivation of motivation should commence with a comprehensive assessment of the motivational landscape, identifying the initial level of learning motivation prevalent among the student body. Secondly, the establishment of clear goals for motivation education constitutes a vital requirement for a scientifically grounded approach to motivation development. Thirdly, the judicious selection and implementation of pedagogical tools for motivation education are paramount.

Drawing upon the examined pedagogical literature and the identified strategies for sustaining a positive disposition toward learning activities, we have formulated a series of pedagogical recommendations aimed at enhancing and maintaining motivation among adolescents engaged in classroom-based learning.

Firstly, the teacher's role transcends the mere transmission of knowledge; it encompasses the crucial task of igniting in students a fervent desire to explore new material and to master the skills necessary for effectively engaging with it. Instructional approaches within each subject should strive to comprehensively address the cognitive needs of adolescent learners and to sustain a high level of academic interest. To achieve this, teachers should augment the information presented in textbooks with supplementary material, minimize the time students spend reading independently within the classroom, and incorporate real-world examples and personal anecdotes to illuminate the topics under consideration.

Secondly, to mitigate negative perceptions of school and to foster and sustain a desire for learning and school attendance among adolescents, teachers can emphasize self-development, the achievement of success, the consolidation of their role as students, the satisfaction of cognitive needs, and the opportunity for adolescents to assert their burgeoning adulthood. It is essential to establish a connection in the student's mind between their learning activities and their future professional trajectories, achieved by consistently underscoring the significance of specific knowledge, skills, and abilities within particular professional fields, social contexts, and familial settings.

Teachers should formulate learning tasks that challenge students to independently devise solutions, acquire supplementary knowledge, exhibit creativity, and employ unconventional methods to achieve their objectives, while consciously avoiding tasks that can be resolved using pre-established algorithms. Furthermore, it is necessary to diversify the modalities of student engagement within the classroom, such as facilitating discussions on contentious issues with multiple valid perspectives, and inviting students to select and defend their preferred approaches to addressing problems.

To maximize student engagement and learning, lessons should be structured around collaborative activities focused on solving problems and achieving learning objectives. These activities may include contests, competitions, group projects exploring specific facets of the subject matter, discussions, brainstorming sessions, and similar interactive approaches.

Teachers should actively cultivate students' self-esteem, encourage responsible decision-making, and support their development into independent adults. Providing constructive feedback during grading is crucial for fostering accurate self-assessment. Specifically, teachers should clearly explain the errors and areas for improvement that led to a lower grade, guiding students on how to achieve future success. Recognizing and praising students for effectively tackling complex problems, demonstrating creative problem-solving skills, and contributing actively to group projects is essential. Furthermore, it's vital to promote students' ability to realistically evaluate their own academic progress. To this end, teachers should provide appropriately challenging assignments that students can complete independently, taking into account individual learning styles, prior knowledge, and developmental levels.

To effectively foster learning motivation, teachers should comprehensively address the various factors influencing it, indirectly stimulating its development. Teachers should guide students towards academic success, providing consistent encouragement and support, while actively

preventing the development of failure-avoidance strategies. It is essential to instill in students the belief that academic performance is primarily determined by their effort and dedication, and that abilities can be cultivated through diligent study.

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