

IMPROVING THE MECHANISM FOR FORMING STUDENTS' LEARNING MOTIVATION THROUGH THE PHILOSOPHICAL AND PSYCHOLOGICAL ANALYSIS OF LITERARY WORKS

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Abstract:

This study explores the methodological aspects of developing students' learning motivation through the philosophical and psychological analysis of literary works. It presents various ways to enhance motivation and provides recommendations on the theory and methods of forming learning motivation in literature lessons.

Keywords: Philosophical and psychological analysis, motivation, need, learning, education.

Introduction

The analysis of various textbooks and methodological manuals dedicated to the study of literary works indicates that the issue has been satisfactorily addressed. Although the fundamentals of literary analysis are thoroughly covered in the methodology of teaching literature, a significant number of schoolteachers have not fully mastered this topic. As mentioned earlier, this can be explained by the fact that students often limit themselves to memorizing poems, reading prose expressively, answering questions, and narrating the lives and works of authors rather than engaging in deeper analysis.

Our observations reveal that some teachers do not fully grasp the importance of literary analysis in comprehending a literary work. Many teachers equate literary analysis with expressive reading, listing the positive and negative traits of characters, and breaking the text into sections to create an outline. However, aspects such as uncovering characters' personalities, identifying the main idea of

a work, and analyzing artistic language and its use are often overlooked by teachers.

Reading is a vital necessity, but encouraging students to read can be particularly challenging, especially for novice language and literature teachers. Therefore, teachers must set specific goals for literary analysis. As Kylene Beers, the author of *Kids Can't Read / What Teachers Can Do*, states, "Literature provides our students not only with the characters they encounter on the pages of books but also with an opportunity to reflect on their own lives. We want students to see situations from different perspectives, to experience events they have never gone through before, and to develop empathy. We want them to read literature."

Literature opens doors to new ideas and experiences for students. It compels them to acquire knowledge about the world and ask questions about it. Ultimately, literature enriches their lives. Every student has a unique personality and different interests. What motivates one student to read may be entirely different from what inspires another. However, there are certain strategies that can be used in the classroom to foster a love for reading and literature. By combining their key aspects and applying a philosophical-psychological analysis, it is possible to develop a mechanism for shaping students' motivation for learning. These strategies include the following:

If they do not believe in its importance, they will not make an effort either. Therefore, it is necessary to justify to them the pleasure of reading and the joy of sharing what they have understood with others. To achieve this, one should share personal experiences as much as possible, talk about the works they are reading, and prepare students for analysis based on this discussion.

For example, before analyzing N. Norqobilov's novella *Oqbo'yin* from the Human, Nature, Identity section in the 7th grade curriculum, the teacher should first highlight some characteristics of the author's creativity, such as his deep admiration for nature and how certain traits of his characters are linked to his personality. For instance, in his work *Paxmoq*, the protagonist Panji wanders through the steppes or mountains for months, carefully observing the lives of animals. Similarly, when studying E. Seton Thompson's story *Lobo* in the same section, it would be appropriate to draw attention to the relationship between the author and nature.

In this section, implementing project work will help students develop skills in comparing different time periods, spaces, creative individuality, and influences.

As is known, project-based learning is a systematic tool for developing students' research abilities. The process of working on a project, which requires independent activity, information processing, and the integration of knowledge from various fields, helps students form an internal position, proper motivation for learning, and cognitive engagement.

For this reason, the new generation of textbooks increasingly includes independent assignments of this kind. Considering that the author's worldview, beliefs, perception, and interpretation of the world, as well as their ability to artistically convey these aspects to the reader, are essential features of literary analysis, the study of the thinking style, creative individuality, and artistic mastery of N. Norqobilov and Ernest Seton-Thompson becomes a priority.

To accomplish this, the stages, tasks, and content of the project work are planned as follows:

1. **Preparation stage:** Selecting the topic, defining the purpose, and identifying the problem.
2. **Planning stage:** Determining sources, project format, evaluation criteria, and assigning roles and tasks.
3. **Research stage:** Clarifying information, searching for alternatives, and selecting the optimal solution to the problem.
4. **Implementation stage:** Completing the assigned tasks and preparing a presentation (oral or digital).
5. **Presentation stage:** Delivering a formal presentation and reporting the results, followed by answering questions.
6. **Reflection (evaluation) stage:** Analyzing the project's implementation, identifying successes and shortcomings.

When researching the personalities and literary contributions of notable figures in Uzbek and world literature, such as N. Norqobilov and Ernest Seton-Thompson, students' age-specific capabilities should be taken into account. A list of recommended literature (e.g., biographies, reading selections from their works, viewing related programs and films online, and using radio adaptations) is compiled. The project execution algorithm is developed.

Based on the studied sources, students will identify the distinctive features of both writers, compare their commonalities and differences, highlight key moments in their lives, determine the reasons behind their chosen creative paths, and identify

the factors that contributed to their success. They will also be introduced to project requirements, and a roadmap for the next steps will be prepared.

The most important aspect of the process is the teacher's role as an expert, which is not about instilling predetermined ideas in students but rather guiding them to work independently. Considering that the structure of any project work is similar, its aspects unrelated to the topic—such as being short-term or long-term, individual or group-based—should also be taken into account. This is crucial for ensuring effective outcomes. A mandatory condition for completing project work is that each stage has clearly defined objectives and results.

For instance, short-term project work should be integrated into the curriculum over several lessons:

Stage 1:

In the first lesson, where the story "Oqbo'yin" is planned for study, a problem related to both authors' works is introduced, a central idea is proposed, groups are formed, students' roles are assigned, a work plan is developed, and the expected outcome format is chosen. Between the first and second lessons, students collect materials about the authors and study their unique writing styles.

Stage 2:

At this stage, students summarize and compare the gathered materials on the authors' creative activities. Then, the results are formalized in a designated format (such as an album, video clip, or map).

Stage 3:

A presentation format is chosen. During the third and fourth lessons, the project work is defended, and students' activities are analyzed and evaluated. The teacher's focus should be on students' creativity, their ability to analyze each writer's unique thinking style, the importance of teamwork, and their capacity for critical thinking.

Project work varies in duration. Mini-projects can be conducted within a single lesson or its remaining part. For example, to spark interest in a writer's work, students can prepare promotional videos for extracurricular or independent reading. For such a task, 25 minutes may be allocated: 17 minutes for preparation and 8 minutes for the presentation. In this case, having literary materials and

technical tools ready in advance is advisable. Literary materials may include books, the most engaging excerpts, biographical highlights (such as childhood memories, events influencing their love for nature, significant people, places, and elements of the animal and plant world). These should be conveyed by students in an audio or video format within a specified time.

Short-term projects, which are necessary for coordinating academic activities, are carried out over 4-6 lessons. The process of gathering learning materials, creating an educational product, and preparing a presentation is mainly completed outside the classroom and at home, making it more effective. For example, students can watch films based on literary works on YouTube, read the complete text of a studied work using QR codes in the textbook, or watch documentaries about animals.

Weekly projects are designed for group work under the supervision of a teacher or club leader.

Long-term projects can be conducted individually or in teams and are arranged during extracurricular hours.

When formalizing project results, attention should be given to the following aspects (see Table 1.1.1).

1.1.1-jadval. General and different aspects identified in the comparative study of the author's work

Authors	Mushtarak jihatlari	Different aspects
N. Norqobilov	From childhood, he had a special love for nature. His interest in the lives of animals was very strong. In all seasons of the year, he organized trips into nature.	He prepares programs about nature. In every season, he introduces enthusiasts to the unknown aspects of the country's nature.
Ernest Seton Tompson	He artistically depicted the unique characteristics of his observations.	He has written scientific works. Based on his observations, he has drawn pictures. The program he created, "American Scouts," is dedicated to introducing teenagers to nature.

At the end of the project, a homework assignment will be given. Since the section is dedicated to the topic of nature, the upcoming tasks will be designed to connect the theme to real life. For example:

Project Topic: The Ecological Situation in My Village: Problems and Solutions
Students will be assigned the task of creating a technological map of the project based on their knowledge from other subjects. This will help them develop an understanding that any task should first start with planning, ensuring a well-structured process. Furthermore, instead of following pre-prepared templates, students will engage in independent work, comprehend the process, go through the steps to achieve results, and make discoveries on their own.

Information-Practical Problem: Developing proposals for environmental cleanliness and the protection of plant and animal life based on local conditions.

- **Type of Product:** Creative proposal
- **Presentation Format:** Creative performance
- **Project Classification:** Practical, group-based, and short-term

The evaluation criteria should be developed according to the students' age and the quality of their work and should be introduced to the participants in advance. The following aspects will be emphasized:

- a) 15 points – Clarity and logical structure of the student's speech
- b) 30 points – Content and quality of the prepared material
- c) 20 points – Student's competency level in addressing the research problem
- d) 20 points – Justification of the answers given to questions
- e) 15 points – Use of additional literature and multimedia resources.

Unlike other subject teachers, a literature teacher's enthusiasm and passion are contagious qualities. If they can instill these traits in their students, the students will be inspired to follow their teacher's example. Additionally, the teacher must work with students to plan and implement a sequential process for improving their reading habits. Reading aloud, asking questions about the text, or pausing for observations are all effective ways to encourage independent reading.

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