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MODERN PEDAGOGICAL TECHNOLOGIES FOR INCREASING THE READING MOTIVATION OF PRIMARY SCHOOL STUDENTS

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Annotation: This article analyzes the effectiveness of modern pedagogical technologies in increasing the motivation of primary school students to study. The article focuses on the role of interactive methods, game technologies, and the use of digital resources in the educational process. The research results show that innovative approaches significantly increase students' active participation and interest in learning.

Keywords: elementary school, learning motivation, modern pedagogical technologies, interactive methods, game technologies, digital resources, educational process, innovative approach.

Today, the issue of improving the quality of education and the comprehensive development of the younger generation is of paramount importance in our state policy. For elementary school students, motivation for learning manifests itself as a key factor in their personal and intellectual development. Motivation increases the student's interest in their activity, helps to concentrate, and increases activity in the learning process. Therefore, teachers have the opportunity to strengthen students' internal motivation for learning and establish effective pedagogical relationships with them through the use of modern pedagogical technologies.

Presidential Decree No. UP-5976 of January 24, 2020, "On Measures for Further Improvement of the Education System," defines as a priority task the improvement of the quality of education, the introduction of modern pedagogical technologies, and the strengthening of interest and motivation for learning among students [1]. This document emphasizes the implementation of innovative approaches in the pedagogical process, the use of individual and group work methods, as well as ensuring the organization of lessons taking into account the interests and needs of students.

In this regard, the topic of modern pedagogical technologies for increasing the motivation of primary school students to study is of current scientific and practical significance, and the theoretical and practical aspects of their effective application are studied in the study. The article analyzes how students' interest in learning is developed through methods of motivation enhancement, active learning technologies, game methods, and personality-oriented pedagogical approaches**.**

The concept of motivation in pedagogy and psychology expresses the internal and external motives of the student for activity. Internal motives are a type of motivation that arises through the student's own interest, desire to achieve the goal, and personal satisfaction, and play a key role in making learning activities effective. External motives are factors that trigger a student's activity through external stimuli, such as teacher grades, parental recognition, or a reward system. From a pedagogical point of view, the combination of internal and external motives contributes to increasing student activity and success in the educational process. Therefore, teachers have the opportunity to strengthen motivation by identifying students' interests, applying mechanisms for stimulating and encouraging activity.

Motivation in primary school students is psychologically closely related to age characteristics. During this period, children's attention span is narrow, memory is at the stage of

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development, and social experience is not yet formed, therefore, arousing interest in learning requires special pedagogical approaches. Motivation in students is often associated with games, interesting activities, and the results of their activities. At the same time, individual characteristics, methods of stimulating interest and attention play an important role in increasing the level of motivation[2]. For example, through visual materials, interactive activities, group work, and short, targeted assignments, it is possible to increase primary school students' interest in learning. Thus, the pedagogical approach, taking into account the psychology of youth, is an effective tool for the development of motivation.

Scientific research shows that students' motivation for learning is directly related to their effectiveness and activity in the educational process. Students with high motivation actively participate in the lesson, independently complete assignments, and quickly assimilate new knowledge. At the same time, children with low motivation find it difficult to concentrate, their level of activity decreases, and learning outcomes are weak. Therefore, it is necessary for teachers to use various methodological methods of increasing motivation: interactive learning, game technologies, an individual approach, and incentive mechanisms serve to strengthen motivation and increase the effectiveness of the educational process. The interrelation of motivation and learning outcomes is considered a key criterion in planning the pedagogical process.

One of the most effective ways to increase motivation is the introduction of active learning technologies into the educational process. Project work, interactive lessons, and group work increase student activity, actively involve them in the lesson process, and require collaborative work. Through project work, students independently study the topic and present the results together, which strengthens their internal motivation for learning. Interactive activities, including question-and-answer sessions, group discussions, and game-based tasks, serve to develop students' thinking abilities and encourage their active participation in the lesson process. Working in groups allows students to learn from each other, move towards a common goal, and develop social communication skills [3].

These technologies require lesson planning in pedagogical theory, taking into account the individual needs and interests of students. For example, group assignments help students experience the processes of solving problems together, expressing their thoughts, and exchanging ideas collaboratively. This strengthens students' sense of self-worth, social responsibility, and team spirit. Also, during interactive lessons, the teacher listens to the opinions of students and encourages their individual approaches, thereby supporting the internal motivation for learning.

Game technologies and gamification are strategies to increase student motivation through the introduction of game elements in the educational process, such as a point system, awards, degrees, or competition into learning tasks. Gamification increases student engagement, makes the lesson interesting, and awakens students' desire to continue learning. International studies show that the use of gamification methods strengthens pedagogical motivation and increases students' interest and active participation in the lesson [3].

The introduction of gamification elements in primary grades contributes to the formation of motivation in students by monitoring their activities, setting goals, and going through certain stages to achieve them. For example, through a digital scoring system or "achievement marks," students can see their achievements, which strengthens their internal motivation to learn. Game elements also allow teachers to individualize the learning process and implement incentives based on the individual needs of students.

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Innovative pedagogical approaches, particularly lessons'directed on the individual, working with individuals and small groups, 'exercises tailored to the interests and needs of students'machines, are very effective in increasing motivation. The personality-oriented approach takes into account the individual learning style of the student and creates their experience of success, which strengthens the internal motivation of learning activity.

For example, individual assignments are based on the student's interests and ensure that they feel free by completing them independently. Working in small groups develops students' abilities to collaboratively seek solutions, exchange ideas, and achieve common goals. Such approaches increase students' enthusiasm, engage them more actively in the learning process, and strengthen their internal motivation to learn. Also, if digital resources and interactive platforms are used in combination with pedagogical innovations, the effectiveness of motivation and learning will increase.

The teacher plays a central role in the formation of motivation for learning in primary school students. His pedagogical skills, communication skills, and personal example serve to awaken students' inner motivation, increase their interest in the lesson, and ensure activity in the learning process. The teacher organizes the classroom environment in an interesting, safe, and stimulating way, taking into account the interests and needs of each student through an individual approach. At the same time, the harmonization of the assessment and incentive system, recognition of students' achievements, is also an important means of strengthening motivation. In general, the correct fulfillment of the teacher's pedagogical role is the main factor determining the success of primary school students in the educational process and positive motivation for learning.

In conclusion, modern pedagogical technologies, in particular active learning, game technologies and gamification, as well as personality-oriented approaches, are effective tools for increasing the motivation of primary school students to study. The teacher's pedagogical role, individual and group work, and the motivational incentive system are crucial for strengthening motivation. These approaches develop students' interest in learning, activity, responsibility, and social partnership skills, increase the effectiveness of the educational process, and serve to further improve the quality of primary education.

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