

“ZAMONAVIY TA’LIMDA SUN’IY INTELLEKTNI QO‘LLASHNING ISTIQBOLLARI VA MUAMMOLARI” XALQARO ILMIY-AMALIY ANJUMAN 22-23-MAY 2026-YIL

BOSHLANG‘ICH SINFLARDA FORMATIV BAHOLASH ASOSIDA O‘QUV
MOTIVATSIYASINI OSHIRISH METODIKASI

Mamatqulova Binafsha Olimjon qizi

Termiz iqtisodiyot va servis universiteti

Boshlang‘ich ta’lim yo‘nalishi 2-bosqich talabasi

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Аnnотatsiya: ushbu maqolada boshlang‘ich ta’limda formativ baholash tizimining o‘quvchilar intellektual va emotsional motivatsiyasini shakllantirishdagi imkoniyatlari fundamental tahlil etiladi. Nazariy paradigmlar va metodologik yondashuvlar asosida formativ baholashning kognitiv jarayonlarga deterministik (sabab bo‘luvchi) ta’siri, shuningdek, o‘quvchilarni rag‘batlantirishning psixolingvistik mexanizmlari hamda pedagogik natijadorligi empirik tekshiruv orqali yoritilgan. Maqolada muallifning ko‘p yillik ilmiy-pedagogik faoliyatiga asos bo‘ladigan ta’limiy motivatsiya hodisasiga metodologik nuqtai nazardan yondashiladi.

Kalit so‘zlar: boshlang‘ich ta’lim, formativ baholash, o‘quv motivatsiyasi, ta’lim didaktikasi, pedagogik texnologiya, kognitiv modulyatsiya, psixologik mexanizmlar, empirik tahlil.

Аннотация: в данной статье фундаментально анализируются возможности системы формативного оценивания в начальном образовании в формировании интеллектуальной и эмоциональной мотивации учащихся. На основе теоретических парадигм и методологических подходов детерминированное (причинное) влияние формирующей оценки на когнитивные процессы, а также психолингвистические механизмы мотивации учащихся и педагогическая эффективность освещены посредством эмпирической проверки. В статье рассматривается

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феномен образовательной мотивации с методологической точки зрения, который лежит в основе многолетней научно-педагогической деятельности автора.

Ключевые слова: начальное образование, формативное оценивание, учебная мотивация, дидактика обучения, педагогическая технология, когнитивная модуляция, психологические механизмы, эмпирический анализ.

Abstract: *this article provides a fundamental analysis of the possibilities of the formative assessment system in primary education in the formation of intellectual and emotional motivation of students. Based on theoretical paradigms and methodological approaches, the deterministic (causal) influence of formative assessment on cognitive processes, as well as psycholinguistic mechanisms of student motivation and pedagogical effectiveness, are highlighted through empirical verification. The article approaches the phenomenon of educational motivation, which forms the basis of the author's many years of scientific and pedagogical activity, from a methodological point of view.*

Keywords: *primary education, formative assessment, learning motivation, educational didactics, pedagogical technology, cognitive modulation, psychological mechanisms, empirical analysis.*

INTRODUCTION. The fundamental mechanism ensuring the cognitive activity of primary school students is motivation. An analysis of our research on this topic indicates that the decline in a student's cognitive enthusiasm is not merely a methodological flaw, but indicates a systemic crisis within the educational ecosystem. This situation not only hinders the intellectual development of an individual student but also weakens the general intellectual potential of society. After all, the primary school period is a strategic stage where the foundation of the student's fundamental knowledge is formed.

LITERATURE ANALYSIS AND METHODOLOGY. The formative assessment we are studying differs fundamentally from the traditional "judgmental" summative assessment, allowing for real-time monitoring and rapid correction of the student's intellectual development at every stage of the educational process. This approach not only optimizes learning outcomes but also fosters internal motivation in the student, transitioning the educational process into a system of humanistic and

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individually oriented thinking. As a result, the educational process is not an obligation for the student, but encourages them to realize the feelings of self-awareness and intellectual development.

Furthermore, the phenomenon of motivation is being studied as a multifaceted object at the intersection of modern psycholinguistics, pedagogy, and psychology. His theoretical models are primarily focused on ensuring a constant balance between internal and external motivation. In particular, when studying the differential analysis of autonomous and external (independent and external) forms of motivation within the framework of E. Deci and R. Ryan's "Self-determination theory" (SDT), it was established that according to this theory, the motivational activity of the subject (student) is linked to a specific cause and the degree of satisfaction of three fundamental psychological needs: autonomy (subjective independence), competence (realization of one's abilities), and connection (social-meaningful relationships). Given that cognitive autonomy (self-regulation) in primary school students is still in its formative stage, formative assessment serves as an accelerating factor that reveals their internal intellectual personality.

DISCUSSION. Confirmation from the studied empirical studies indicates that the formative approach generates sustainable learning motivation through the systematic formation of metacognitive (self-monitoring, reflection, and strategic planning) skills in students [2]. As a result, the student moves from a passive recipient of educational information to a constructive and active subject of the educational process in a fundamentally renewed state. This, in turn, serves to improve the qualitative and quantitative indicators of educational effectiveness.

In the modern educational strategy of the Republic of Uzbekistan, the issue of radically reforming the educational process is being identified as one of the most priority areas of state policy. In particular, the conceptual idea "New Uzbekistan begins at the school threshold," put forward by our President Shavkat Mirziyoyev, scientifically and practically substantiates the need to introduce innovative methodologies into the primary education system, including formative assessment mechanisms [4].

Also, as the head of our state noted in another source, "It is necessary to create a modern and rational system in the field of education and upbringing, to update teaching methods and standards" [3].

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Therefore, in our study, this strategic task creates a level of direct interconnection with the formative assessment system, as this methodology serves to improve the quality of national education by modulating students' internal motivation (changing one into the other).

The reform indicator for recent years, specifically for 2024-2026, shows that the digitalization of the educational process and the formation of individual development systems must remain at the center of our continuous education system, while improving the quality of education and expanding innovative methods require the renewal of pedagogical technologies directly focused on the student's personality[5]. In the words of our President, "The key that opens all doors is only education and upbringing" [6]. From this perspective, formative assessment functions not only as a control tool for our research but also as a "strategic key" for solving educational problems.

The issue of optimizing learning motivation in the primary education system is today not only a psychological and pedagogical problem but also a strategic idea at the level of state policy. In particular, the "Uzbekistan-2030" Strategy and the National Program for the Development of the Public Education System for 2022-2026 define fundamental improvements in the quality of education, the enhancement of pedagogical prestige, and the formation of students based on a competency-based approach as priority tasks[7].

RESULT. Based on these strategic goals, formative assessment serves as an effective instrumental tool for educational reforms. Its essence is aimed at eliminating daily maximum loads and directing the subject's internal (personal) motivation toward the process and the system of self-development actions.

Based on this, it can be said that if the assessment process focuses more on how the process changes over time and on personal growth indicators than on the final result, the cognitive rigidity (fear and resistance) of students will be replaced by stable intellectual enthusiasm and curiosity. Thus, the formative assessment system fundamentally updates the educational process from the stage of mechanical knowledge transfer to a personality-oriented individual system.

In conclusion, the formative assessment system at the primary education stage is not merely a mechanism for verifying knowledge, but a fundamental pedagogical strategy that ensures the

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intellectual and emotional growth of the student; primarily, based on an individual approach, it eliminates the "fear of making mistakes" that may arise in the student through the personalization of education and grants them a sense of cognitive freedom.

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