HSR (LONDON),
HOUGHTON STREET REVIEW JOURNAL
ISSN: 2058-5519|Impact factor-15.9
http://houghtonstreetreview.com/index.php/hsr

EFFECTIVENESS OF ENCOURAGING METHODS IN INCREASING STUDENTS' MOTIVATION TO LEARN

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Annotatsiya: Ushbu maqolada o'quvchilarning o'quv motivatsiyasini oshirishda rag'batlantirish usullarining pedagogik-psixologik samaradorligi tahlil qilinadi. Tadqiqotda og'zaki maqtov, konstruktiv feedback, ball-reyting tizimi, individual yutuq kartasi, guruhiy rag'bat, tanlov imkoniyati va ijodiy topshiriqlar kabi usullarning o'quv faolligi, o'ziga ishonch, darsga qiziqish va o'zlashtirish sifatiga ta'siri yoritildi. Maqolada rag'batlantirish faqat tashqi mukofot sifatida emas, balki o'quvchining ichki motivatsiyasi, kompetentlik hissi va ta'limga mas'uliyatli munosabatini rivojlantiruvchi pedagogik mexanizm sifatida asoslab berildi. Natijalar shuni ko'rsatadiki, rag'batlantirishning eng samarali shakllari jarayonga yo'naltirilgan maqtov, aniq feedback, shaxsiy o'sishni e'tirof etish va o'quvchiga tanlov imkoniyatini berish bilan bog'liq.

Kalit so'zlar: o'quv motivatsiyasi, rag'batlantirish, ichki motivatsiya, tashqi motivatsiya, feedback, pedagogik ta'sir, o'quv faolligi, maqtov, baholash.

Аннотация: В статье анализируется педагогико-психологическая эффективность методов стимулирования в повышении учебной мотивации школьников. Рассматриваются такие методы, как словесное поощрение, конструктивная обратная связь, рейтинговая система, индивидуальная карта достижений, групповое поощрение, предоставление выбора и творческие задания. Обосновано, что стимулирование следует понимать не только как внешнее вознаграждение, но и как педагогический механизм развития внутренней мотивации, чувства компетентности и ответственного отношения к обучению.

Ключевые слова: учебная мотивация, стимулирование, внутренняя мотивация, внешняя мотивация, обратная связь, педагогическое воздействие, учебная активность, поощрение, оценивание.

Abstract: This article analyzes the pedagogical and psychological effectiveness of incentive methods in increasing students' learning motivation. The study examines verbal praise, constructive feedback, rating systems, individual achievement cards, group encouragement, choice-based tasks and creative assignments. The article substantiates encouragement not only as an external reward, but also as a pedagogical mechanism that strengthens intrinsic motivation, perceived competence and responsible attitudes toward learning.

Keywords: learning motivation, encouragement, intrinsic motivation, extrinsic motivation, feedback, pedagogical influence, learning activity, praise, assessment.

ENTRANCE

In the modern educational process, students' acquisition of knowledge, independent thinking and creative activity are directly related to learning motivation. Learning motivation is a set of internal and external factors that encourage students to acquire knowledge, which is manifested in activity in the

HSR (LONDON),
HOUGHTON STREET REVIEW JOURNAL
ISSN: 2058-5519|Impact factor-15.9
http://houghtonstreetreview.com/index.php/hsr

lesson process, the quality of completing assignments, participation in questions and answers, mastery indicators and the desire for self-development. Therefore, the issue of motivation is one of the most important scientific and practical areas of didactics, pedagogical psychology and educational management.

In school practice, students' attitudes towards learning are not the same. Some students approach the acquisition of new knowledge with an intrinsic interest, are not afraid of completing complex tasks, and perceive their mistakes as an opportunity for development. Another group of students participates in classes only to get a grade, avoid being reprimanded, or fulfill external requirements. This situation indicates that there are intrinsic and extrinsic types of learning motivation.

Intrinsic motivation is characterized by the student's interest in knowledge, the need for self-development, the desire for independent research and satisfaction with the achieved result. Extrinsic motivation is caused by external factors such as grades, awards, praise, competition, parental or teacher demands. Although both types of motivation are important in the educational process, the development of intrinsic motivation is of paramount importance in achieving sustainable educational results.

Motivation is a widely used pedagogical tool for forming and strengthening learning motivation. However, motivation does not always give the same result. When it is properly organized, the student's self-confidence, interest in the lesson, readiness to work independently, and academic performance improve. When used incorrectly, the student may work only for a reward, grade, or external recognition, while internal interest and creative initiative may decrease.

The relevance of this article is that in the general secondary education system, it is necessary to choose methods of stimulation on a scientific basis to actively involve students in the lesson, strengthen their need for knowledge, and improve the quality of mastery. In particular, in the context of a competency-based approach, the student should be formed not only as a receiver of ready-made knowledge, but also as an independent decision-maker, an analyst of his own results, and a person responsible for his own development.

The purpose of the study is to analyze the effectiveness of motivational methods in increasing students' learning motivation and develop practical recommendations. The research tasks were to clarify the theoretical foundations of the concept of learning motivation, classify types of motivation, identify criteria for effective motivation, interpret the results through tables and diagrams, and develop methodological recommendations for teachers.

LITERATURE ANALYSIS AND METHODOLOGY

The problem of learning motivation has been widely studied in pedagogy and psychology. According to self-determination theory, a student's intrinsic motivation increases when three basic needs are satisfied: autonomy, competence, and social connectedness. Autonomy refers to the student's ability to make choices and make independent decisions, competence refers to the student's perception of themselves as capable and capable of achieving success, and social connectedness refers to positive relationships with teachers and classmates.

A meta-analysis by Deci, Koestner, and Ryan found that extrinsic rewards can weaken intrinsic motivation when used inappropriately. In particular, forms of incentive that increase the learner's control over their performance, focus solely on outcomes, or are tied to a constant reward are likely to

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ISSN: 2058-5519|Impact factor-15.9
http://houghtonstreetreview.com/index.php/hsr

reduce intrinsic motivation. However, verbal praise, developmental feedback, and recognition of personal growth have a positive effect on motivation.

Hattie and Timperley consider feedback to be one of the most powerful tools in the learning process. According to their approach, effective feedback should answer three questions: where the student is, where he needs to go, and how he will get there. Thus, encouragement is not a simple praise or assessment, but a form of pedagogical communication that indicates the next steps in the student's development.

Dweck's views on the "growth mindset" also indicate the need to properly organize the content of the incentive. Rather than generally praising the student as "smart" or "capable," it is more effective to recognize his hard work, strategy, patience, desire to correct mistakes, and research. Because such an approach encourages the student to develop, not to avoid difficulties.

This study was conducted on the basis of theoretical-analytical, pedagogical observation, comparison, generalization and modeling methods. The study assessed the impact of motivation on students' activity in the lesson, readiness for independent work, self-confidence, quality of task completion and ability to analyze their own results.

in the study and their pedagogical content are systematized in Table 1 below. It can be seen from the table that motivation methods, by their nature, are not limited to providing rewards, but also serve to direct the student to activity, teach self-assessment, and support personal growth.

Table 1. Pedagogical description of stimulation methods

Promotion method	Content	Expected pedagogical outcome	Precaution
Verbal praise	Positively evaluating a student's specific behavior or achievement	Self-confidence and interest in the lesson increase	It is necessary to praise the effort and hard work, not the person.
Constructive feedback	Clearly indicate success, failure, and next step	The student understands the path to work on himself.	Feedback should not turn into criticism.
Point-rating system	Evaluating activity, task, and outcome through scoring	Responsibility and healthy competition will increase	There is a danger in studying just for grades
Individual achievement card	Recording the personal growth of each student	The student sees his/her progress	It is important not to compare students too harshly.
Group incentive	Recognition of team performance	Collaboration and social engagement develop	Each member's contribution should be treated fairly.
Choice	Allowing choice	Autonomy and	Choices should

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HOUGHTON STREET REVIEW JOURNAL
ISSN: 2058-5519|Impact factor-15.9
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opportunity	of task or form of execution	intrinsic motivation increase	be clear and age-appropriate.
Creative tasks	Unusual, interesting and challenging tasks	Increased curiosity and creativity	The complexity of the task should be commensurate with the opportunity
Symbolic award	Issuing a certificate, label, sticker, or recognition badge	Social recognition and engagement increase	The award should not become a formality.

The research criteria were determined based on five areas that indicate the impact of motivation on the student's personality and educational activities. These criteria are given in Table 2, through which the student's motivational state can be assessed not only by grades, but also by cognitive, activity, emotional, outcome and reflexive indicators.

Table 2. Criteria for assessing learning motivation

Criterion	Content	Observable indicators
Cognitive criterion	Interest in knowledge and thinking activity	Asking questions, researching, seeking to understand the topic
Performance criterion	Practical participation in the lesson process	Completing assignments, participating in group work
Emotional criterion	Positive attitude and self-confidence towards the lesson	Decreased fear, increased initiative, less fear of making mistakes
Result criterion	Quality of learning and academic performance	Grade, quality of independent work, completeness of answers
Reflexive criterion	Ability to analyze one's own performance	Realizing the mistake, setting the next goal, self-evaluation

RESULTS

The analysis showed that incentive methods do not have the same effect on students' learning motivation. While points, ratings, and symbolic rewards are effective in increasing short-term extrinsic activity, constructive feedback, choice, process-oriented praise, and creative tasks are more effective in developing long-term intrinsic motivation.

The analysis of the results separately considered the impact of incentives on intrinsic and extrinsic motivation. Table 3 below compares the level of impact of the types of incentives on motivation. The data presented in the table show that the effectiveness of incentives depends not on its

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ISSN: 2058-5519|Impact factor-15.9
http://houghtonstreetreview.com/index.php/hsr

external attractiveness, but on the student's feeling of competence, understanding the content of the activity and being able to see personal growth.

Table 3. The degree of influence of incentive methods on motivation

Type of incentive	Impact on intrinsic motivation	Impact on extrinsic motivation	Overall efficiency
Process-oriented verbal praise	High	Medium	High
Constructive feedback	Very high	Medium	Very high
Point-rating system	Medium	High	Medium
Symbolic award	Medium	High	Medium
Group incentive	High	Medium	High
Choice opportunity	Very high	Low	Very high
Creative tasks	High	Medium	High
Only material reward	Low	High	Low or temporary

The data in Table 3 show that constructive feedback and choice are the most important factors that increase the intrinsic motivation of the learner. Because these methods allow the learner to understand his/her own performance, determine the next step, and participate as an active subject in the learning process. In contrast, incentives based on material rewards or control alone can temporarily activate the learner, but are not sufficient to create sustainable interest.

The mechanism of the influence of incentives on learning motivation is expressed in Scheme 1. This scheme shows that incentives affect learning outcomes through the student's emotional state, self-confidence, and activity in the lesson.

1-Scheme. Mechanism of influence of incentives on learning motivation

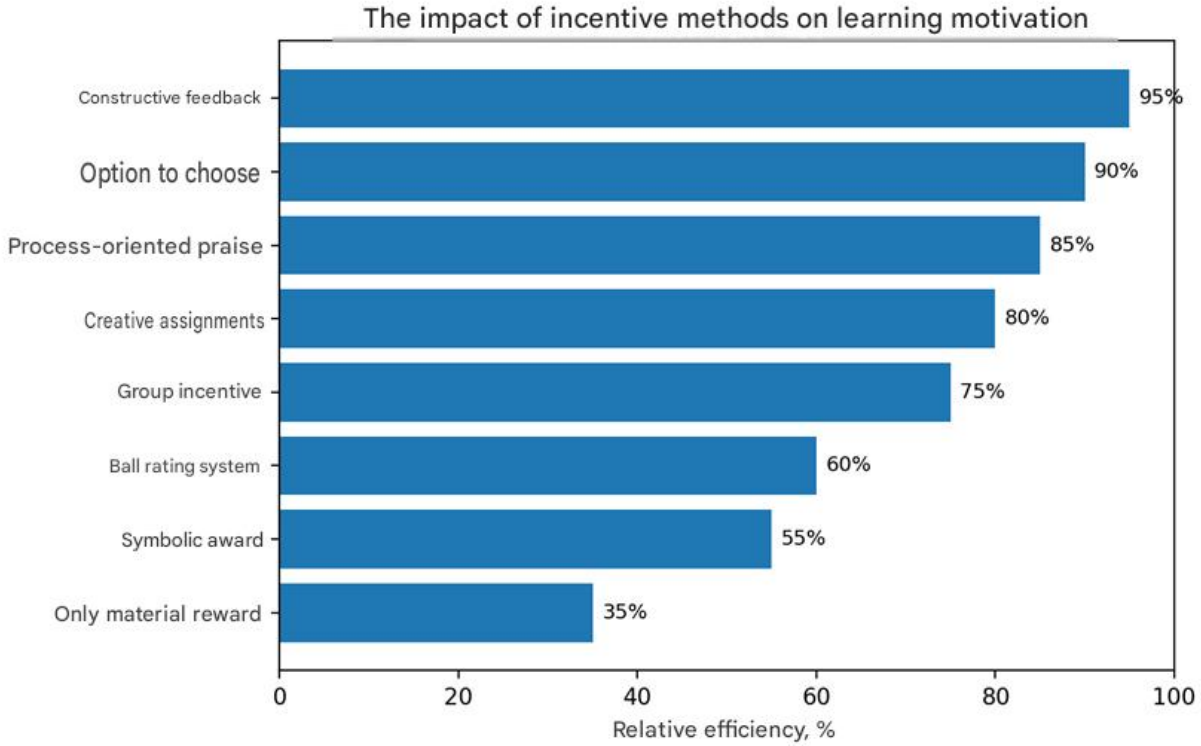
HSR (LONDON),
HOUGHTON STREET REVIEW JOURNAL
ISSN: 2058-5519|Impact factor-15.9
http://houghtonstreetreview.com/index.php/hsr



The relative effectiveness model of the methods of encouragement is depicted in Figure 1. It can be seen from the figure that the highest indicators belong to constructive feedback, choice, and process-oriented praise. This result shows that the effectiveness of encouragement depends on the degree to which the independence and personal growth of the student are supported.

Diagram 1. Relative effectiveness model of incentive methods

HSR (LONDON),
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http://houghtonstreetreview.com/index.php/hsr



To illustrate the results in practical terms, examples of effective and ineffective motivation were also compared. The examples in Table 4 show how the teacher's choice of words affects student motivation. The table shows that effective motivation focuses on the specific behavior, effort, strategy, and development of the student, rather than on a general assessment of the individual.

Table 4. Comparison of effective and ineffective incentives

Effective motivation	Ineffective motivation
"You used a new way to solve this problem, that's a good approach."	"You are smarter than everyone."
"You participated more actively today than before."	"Only those who get five are good students."
"You found your mistake, now let's see how to fix it."	"You made another mistake, so you're not ready."
"Which assignment would you choose: a spreadsheet or a presentation?"	"You just do it the way I tell you."
"Your team worked well together."	"Only one student worked, the rest are useless."

DISCUSSIONS

The results of the study show that the effective organization of incentives is related to the teacher's pedagogical skills, ability to manage the classroom environment and a deep understanding of

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ISSN: 2058-5519|Impact factor-15.9
http://houghtonstreetreview.com/index.php/hsr

the student's personality. If incentives are random, overly general or tied only to grades, their motivational impact will be limited. On the contrary, when incentives are given in a clear, fair, timely and developmental context, they encourage students to act more actively.

First, the incentive must be clear. General praise such as "Good," "Good," "Excellent" creates a short-term positive mood, but does not explain to the student exactly which action was effective. For example, the statement "Today, when solving the problem, you first chose the correct formula, and then checked the result" clearly shows the student's successful strategy.

Second, encouragement should be directed at the process, not the individual. A compliment like "You're so smart" can make a student avoid difficult tasks in order to avoid losing their reputation. A process-oriented encouragement like "You tried several methods to solve the problem" will appreciate the student's work and encourage them to improve.

Third, the encouragement should be fair. If the teacher only recognizes high-achieving or active students, weaker students will feel left out. Therefore, the personal growth of each student should be recognized. For example, if a student who used to speak little is encouraged at the right time for even one correct answer, he will strive to be more active in subsequent lessons.

Fourth, choice is an important factor in increasing learning motivation. When a student chooses the form of completing a task, he feels like an active participant in the learning process. For example, when reinforcing a topic, students can be offered the option of creating a table, drawing a cluster, preparing a mini-presentation, or developing test questions. This approach develops independence, responsibility, and creativity.

Fifth, feedback is one of the most important forms of motivation. Feedback is not just pointing out mistakes, but also giving the learner a path forward. Effective feedback allows the learner to understand their performance, recognize mistakes, and determine a strategy for improvement.

The organization of stimulation in accordance with age characteristics also determines effectiveness. Table 5 presents forms of stimulation appropriate to educational stages. The table shows that in primary grades, visual and emotional stimulation, in middle grades, group stimulation and game elements, and in higher grades, independent projects, portfolios, professionally oriented tasks and reflection are more effective.

Table 5. Forms of encouragement appropriate to age stages

Educational stage	Recommended forms of incentives	Main goal
Elementary classes	Sticker, label, verbal praise, playful encouragement	Arousing interest in the lesson
Grades 5–7	Group incentive, points, mini-competition, creative assignment	Increasing activity and collaboration
Grades 8–9	Feedback, rating, challenge, personal achievement card	Developing responsibility and independence

HSR (LONDON),
HOUGHTON STREET REVIEW JOURNAL
ISSN: 2058-5519|Impact factor-15.9
http://houghtonstreetreview.com/index.php/hsr

Grades 10–11	Project, portfolio, career-oriented assignment, reflection	Strengthening intrinsic motivation and self-development

The results of the discussion show that motivation is not an auxiliary in the educational process, but a strategic pedagogical tool. It creates a positive emotional state in students, strengthens their self-confidence, develops the ability to not be afraid of mistakes, think independently and analyze their own results.

At the same time, the use of incentives should be guided by a clear standard and pedagogical purpose. Giving too many rewards, constantly recognizing the same students, or tying incentives solely to grades can create a sense of injustice in the classroom. Therefore, incentives should be differentiated, person-centered, timely, and meaningful.

CONCLUSION

Incentive methods are of great pedagogical importance in increasing students' motivation to learn. The results of the study showed that incentive has a direct impact on the student's attitude to the lesson, activity, self-confidence and the quality of mastery. However, the effectiveness of incentive depends on its form, content, timing, fairness and suitability for the individual characteristics of the student.

The most effective methods of motivation are constructive feedback, process-oriented praise, choice, creative tasks, and recognition of individual growth. These methods strengthen the student's intrinsic motivation, help him understand his performance, and encourage him to actively participate in the educational process. Motivation based solely on grades, points, or material rewards may provide short-term results, but are not sufficient to build sustainable motivation.

In conclusion, motivation is not a means of temporarily activating a student, but an important pedagogical mechanism that forms his internal motivation, independent thinking and responsible attitude to education. Therefore, a modern teacher should use motivation not randomly, but on the basis of a scientifically based, purposeful, fair and differentiated approach.

The following practical recommendations can be given: each incentive should be given for a specific reason; praise should be linked to a specific student's behavior; even small achievements of weaker students should be recognized; external incentives should be used in conjunction with feedback and reflection; students should be given the opportunity to choose the form of the assignment; it is advisable to organize reflection at the end of each lesson through questions such as "What did I learn today?", "What mistake did I correct?", "What will I improve next time?"

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ISSN: 2058-5519|Impact factor-15.9
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