



educational, and psychological significance of general secondary education. In recent years, issues such as improving the status and prestige of teachers in society, completely revising curricula and teaching methodologies, ensuring continuity between schools and subsequent stages of education, relieving teachers from excessive paperwork, creating conditions for their professional self-development and encouraging such activities, as well as improving school infrastructure and the spiritual environment within schools, have been elevated to the level of state policy in our republic.

A large number of specialized schools are being established, creating broad opportunities for the younger generation to acquire deep and comprehensive knowledge according to their interests and abilities. However, in order to make effective use of these opportunities, it is necessary to increase students' interest in learning and strengthen their educational motivation.

Learning motivation is a system of internal and external incentives that encourage students to actively participate in the educational process and deepen their knowledge. Maintaining and developing students' motivation is especially important in specialized schools, where learners are required to study complex subjects at an advanced level. In this process, the role of parents and teachers is invaluable, as they shape students' psychological state and support the educational process.

Main Part. Parents are considered the first mentors of children. Their attitude toward students and the support they provide play a crucial role in shaping students' interest in education. Psychologists emphasize that a positive parental attitude develops children's self-confidence and willingness to learn.

- Emotional support: Parents should show sincere love and affection toward their children and encourage them even in difficult situations. This motivates students to strive toward their goals.
- Creating an educational environment: Establishing a calm and comfortable learning environment at home and providing books, computers, and other educational resources increases students' interest in learning.
- Parental role model: Parents' own commitment to continuous learning and their respectful attitude toward knowledge help shape a positive attitude toward education in children.
- Analyze your own system of values toward parenting: Consider whether these values contribute to the development of personality and the recognition of abilities within society.
- Excessive expectations: Unrealistic parental demands may lead children to develop feelings of guilt, since actual achievements may not always correspond to parents' expectations. Children may also experience fear of not meeting the expectations of their parents, especially mothers.
- Be honest: Children are highly sensitive to dishonesty and can easily recognize falsehood.
- This is especially important for gifted children: Talented children are often more emotionally sensitive and require greater understanding and support.





- Assess the child's developmental level: Even excessive talking or overexplaining may negatively affect the child's emotional state.
- Avoid lengthy explanations or conversations: Communication should be clear, supportive, and appropriate to the child's age and psychological condition.
- Try to notice changes in the child in time: Unusual questions or behavioral changes may indicate hidden concerns or even signs of giftedness.
- Respect your child's personality: Do not force your own interests and hobbies upon them. Instead, support the development of their independent interests and abilities.

The Role of Teachers in Learning Motivation.

Teachers play a central role in students' learning processes in specialized schools. Their pedagogical skills and psychological support significantly increase students' motivation toward the educational process.

- Individual approach: Organizing lessons while considering each student's abilities and needs, as well as respecting their individuality, strengthens learning motivation (Deci & Ryan, 1985).
- Interactive teaching methods: The use of innovative methods, projects, and group activities increases students' interest in lessons and encourages active participation.
- Positive feedback: Encouragement for achievements and constructive criticism regarding shortcomings help strengthen students' self-confidence.
- Psychological support: Teachers' attention to students' psychological well-being and providing assistance when necessary help maintain learning motivation.
- Respect for the child's dignity in pedagogical support: Under conditions of pedagogical support, the child's dignity and individuality can be respected. In this case, a gifted child is not treated as an object of the pedagogical process, but rather as its subject. The teacher does not suppress the child's individuality; instead, they accompany and support the child's personal growth through appropriate pedagogical assistance.
- Role-playing games as a teaching method: One effective teaching method may be role-playing activities. The most valuable and attractive features of role-playing are flexibility and adaptability, which create opportunities for children with different intellectual development levels and physical abilities to participate. By playing different roles and expressing their own emotions, children learn empathy and gain a deeper understanding of the feelings and experiences of others.
- Possible conflicts with teachers: Gifted students may sometimes experience conflicts with teachers who possess deep subject knowledge and place high demands on students outside the gifted learner's primary area of interest. In psychological and pedagogical literature, this imbalance in gifted individuals' development is often described as a situation where strong interest and achievement in one field lead to indifference and unwillingness to participate in other subjects.





Cooperation Between Parents and Teachers

Strong cooperation between parents and teachers plays a crucial role in increasing students' learning motivation.

- Regular communication: Keeping parents regularly informed about students' academic progress and receiving feedback from them helps improve the educational process.
- Joint strategies: In problematic situations, parents and teachers can work together to develop strategies that help restore and strengthen students' motivation.
- Motivational support activities: Organizing family- and school-based events, competitions, and encouraging projects provides students with additional motivation and support.

Conclusion. The role of parents and teachers is extremely important in increasing students' learning motivation in specialized schools. A positive learning environment created by parents, along with continuous support, as well as teachers' individual approach and effective pedagogical technologies, contribute significantly to students' academic success. Therefore, it is necessary to establish effective cooperation and maintain constant communication between parents and teachers in order to support students' educational development and motivation.

References

1. Sh.Mirziyoyev. “Mamlakatimizda ta’lim-tarbiya tizimini takomillashtirish, ilm-fan sohasi rivojini jadallashtirish masalalari muhokamasi” bo’yicha videoselektor yig’ilishidagi nutqi. 2020 yil 30 oktyabr.
2. Бакетин, П. Т. Понятие мотивации в трудах отечественных и зарубежных психологов: монография / П. Т. Бакетин. –Москва: Лаборатория книги, 2012. –144 с.
3. Baxtiyorov R.M. Talabalarda o‘quv motivatsiyasini shakllantirishning ijtimoiy-psixologik talablari. // Inter education & global study. 2024. № 3(2). B.133–141.
4. Вартанова.И.И. Мотивационно-эмоциональное отношение к учебе старшеклассников различного пола и возраста // Психологическая наука и образование — 2019. Том 24. № 5
5. E.S.Yuldashev “O’quvchilarning o’quv faoliyati uchun ijobiy barqaror motivatsiyasini shakllantirish” Volume 4 | KSPI Conference 1 | 2023
6. Жаворонкова Ю.М., Кильмасова И.А., Мотивация учебной деятельности у детей младшего школьного возраста 2017 УДК 37.013.42
7. Зайцев, С. В. Ситуация выбора как средство диагностики учебной мотивации и самооценки у младших школьников / С. В. Зайцев // Вопросы психологии. –2009. –№ 5. –С.54-64
8. Иванова Галина Павловна, Слухаева Марина Александровна “Взаимосвязь самооценки и учебной мотивации младших подростков в процессе школьной адаптации”. УДК 159.922.736.4

