



PEDAGOGICAL AND PSYCHOLOGICAL FEATURES OF ACTIVATING STUDENTS' LEARNING AND COGNITIVE MOTIVATION IN UZBEK LITERATURE EDUCATION

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Abstract

This article examines the pedagogical and psychological features of activating students' learning and cognitive motivation in Uzbek literature education. In modern pedagogical practice, the teaching of literature is not limited to transmitting information about writers, literary periods, genres, and artistic texts; it also requires the formation of students' intellectual curiosity, aesthetic perception, independent thinking, emotional responsiveness, and value-based attitude toward national literary heritage. The study emphasizes that learning and cognitive motivation in Uzbek literature classes develops through the interaction of pedagogical conditions, psychological needs, methodological approaches, and the meaningful organization of literary analysis. Special attention is given to the role of problem-based learning, dialogic communication, interpretive reading, creative assignments, and student-centered methods in increasing learners' active participation. The article argues that motivation becomes more stable when literary education connects artistic texts with students' personal experience, moral reflection, cultural identity, and professional development. The findings may be useful for improving the methodology of Uzbek literature education in pedagogical universities.

Keywords: Uzbek literature education, learning motivation, cognitive activity, pedagogical psychology, literary analysis, student-centered learning, aesthetic perception, creative thinking.



O‘ZBEK ADABIYOTI TA’LIMIDA TALABALARNING O‘QUV BILISH MOTIVATSIYASINI FAOLLASHTIRISHNING PEDAGOGIK- PSIXOLOGIK XUSUSIYATLARI

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Annotatsiya:

Ushbu maqolada o‘zbek adabiyoti ta’limida talabalarning o‘quv-bilish motivatsiyasini faollashtirishning pedagogik-psixologik xususiyatlari tahlil qilinadi. Zamonaviy pedagogik amaliyotda adabiyot o‘qitish faqat yozuvchilar, adabiy davrlar, janrlar va badiiy matnlar haqida ma’lumot berish bilan cheklanmaydi, balki talabalarda intellektual qiziqish, estetik idrok, mustaqil fikrlash, emotsional ta’sirchanlik hamda milliy adabiy merosga qadriyatli munosabatni shakllantirishni ham talab etadi. Tadqiqotda o‘zbek adabiyoti darslarida o‘quv-bilish motivatsiyasi pedagogik sharoitlar, psixologik ehtiyojlar, metodik yondashuvlar va badiiy tahlilni mazmunli tashkil etish orqali rivojlanishi asoslanadi. Muammoli ta’lim, dialogik muloqot, talqinli o‘qish, ijodiy topshiriqlar va talabaga yo‘naltirilgan metodlarning o‘quv faolligini oshirishdagi o‘rni alohida yoritiladi. Maqolada adabiy ta’lim badiiy matnlarni talabalarning shaxsiy tajribasi, axloqiy mushohadasi, madaniy o‘zligi va kasbiy rivojlanishi bilan bog‘laganda motivatsiya yanada barqaror bo‘lishi ta’kidlanadi. Tadqiqot natijalari pedagogika oliy ta’lim muassasalarida o‘zbek adabiyotini o‘qitish metodikasini takomillashtirishda foydalanilishi mumkin.

Kalit so‘zlar: o‘zbek adabiyoti ta’limi, o‘quv motivatsiyasi, bilish faolligi, pedagogik psixologiya, badiiy tahlil, talabaga yo‘naltirilgan ta’lim, estetik idrok, ijodiy tafakkur.

Introduction

The problem of activating students’ learning and cognitive motivation occupies an important place in modern pedagogical education, especially in the teaching



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of Uzbek literature. Literature as an academic discipline has a specific educational, aesthetic, moral and cultural function. It does not merely provide knowledge about literary history, writers, genres and artistic devices, but also develops the learner's worldview, emotional culture, interpretive thinking and personal attitude toward national heritage. In pedagogical universities, this issue becomes even more significant because future teachers must not only master literary knowledge themselves, but also learn how to awaken interest, reflection and independent reading activity among their future pupils. Therefore, the study of pedagogical and psychological features of motivation in Uzbek literature education is directly connected with the quality of professional training.

Learning and cognitive motivation is a complex psychological phenomenon that includes interest in knowledge, need for intellectual search, desire to understand artistic meaning, readiness for independent analysis and emotional involvement in the educational process. In Uzbek literature classes, motivation is formed through the relationship between the student, the teacher, the literary text and the cultural context. If a literary work is presented only as information for memorization, students may remain passive recipients of knowledge. However, when the text is interpreted as a living source of thought, emotion, moral choice and cultural memory, students begin to participate more actively in discussion, comparison, evaluation and creative expression.

The pedagogical aspect of activating motivation is related to the organization of the educational process. The teacher's methodological competence, the selection of effective teaching methods, the creation of a dialogic learning environment and the use of problem-based tasks are important conditions for increasing students' cognitive activity. In the context of Uzbek literature education, such methods as expressive reading, comparative analysis, literary debate, role-based interpretation, creative writing, independent research tasks and work with primary texts can strengthen students' interest in learning. These methods help students move from passive memorization to conscious understanding and personal interpretation.

The psychological aspect of the problem is connected with students' inner needs, emotional experience, self-confidence, values and personal meanings. Literary texts often contain themes of human dignity, justice, patriotism, love, moral



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responsibility, historical memory and social identity. When students recognize the connection between these themes and their own life experience, their motivation becomes more stable and meaningful. In this process, the teacher must consider age-related psychological characteristics, individual learning styles, emotional sensitivity and the level of students' readiness for independent judgment.

In Uzbekistan, the teaching of Uzbek literature has a special role in strengthening national consciousness, respect for cultural heritage and continuity between generations. Works of classical and modern Uzbek literature provide rich opportunities for developing students' aesthetic taste, linguistic sensitivity and civic position. At the same time, contemporary educational practice requires innovative approaches that combine traditional literary values with interactive, student-centered and psychologically grounded methods. Thus, activating students' learning and cognitive motivation in Uzbek literature education should be understood as an integrated pedagogical process in which knowledge, emotion, value, communication and creativity support one another.

Methods

The methodological basis of the study is formed by pedagogical, psychological and literary-didactic approaches aimed at identifying the conditions that activate students' learning and cognitive motivation in Uzbek literature education. The research is based on the idea that motivation is not a separate element of the educational process, but an integrated result of content, method, communication, emotional influence and students' personal involvement in learning. Therefore, the study considers Uzbek literature classes as a pedagogical environment in which cognitive interest, aesthetic perception, independent thinking and value-based reflection are developed simultaneously.

The study uses theoretical analysis, pedagogical observation, comparative interpretation, diagnostic assessment and generalization of teaching experience. Theoretical analysis was applied to examine scientific views on motivation, cognitive activity, student-centered education, literary analysis and pedagogical psychology. Through this method, the main psychological components of learning motivation were identified, including interest, need, purpose, emotional response, self-assessment, intellectual curiosity and personal meaning. In relation



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to Uzbek literature education, these components were analyzed through the specific nature of literary texts, national-cultural content and the interpretive activity of students.

Pedagogical observation was used to study how students participate in Uzbek literature classes, how they respond to different forms of literary analysis and which teaching methods increase their activity. During observation, special attention was paid to students' involvement in discussion, readiness to express personal opinions, ability to ask questions, interest in independent reading and emotional attitude toward artistic texts. This made it possible to distinguish between external participation, such as answering the teacher's questions, and internal motivation, which appears in students' desire to understand, compare, interpret and evaluate literary phenomena independently.

The comparative method was used to analyze the effectiveness of traditional and interactive approaches in teaching Uzbek literature. Traditional explanatory methods were compared with problem-based learning, dialogic teaching, interpretive reading, group discussion, creative tasks and project-based activities. This comparison helped reveal that motivation increases when students are not limited to memorizing biographical facts and literary definitions, but are encouraged to discover the artistic, moral and psychological meaning of the text. For example, when students compare characters' behavior, analyze conflicts, interpret symbols or relate literary themes to contemporary life, their cognitive engagement becomes deeper.

Diagnostic assessment was directed toward identifying students' motivational levels. The assessment included questions and tasks related to interest in Uzbek literature, frequency of independent reading, attitude toward literary analysis, confidence in expressing personal interpretation and perception of the usefulness of literature for professional development. The results of such diagnostics can help teachers determine whether students are motivated mainly by external factors, such as grades and requirements, or by internal factors, such as curiosity, cultural interest, aesthetic pleasure and professional responsibility.

The methodological approach of the study also emphasizes the importance of creating pedagogical conditions that support motivation. These conditions include a positive psychological atmosphere, respectful dialogue, clear learning



goals, emotionally expressive presentation of literary material, connection between literary texts and students' life experience, and the use of differentiated tasks. In pedagogical universities, these methods are especially important because students are future teachers. They need to experience motivational teaching not only as learners, but also as future organizers of literary education. Therefore, the methodology of the study is directed toward revealing both the psychological mechanisms and the pedagogical tools that ensure the activation of learning and cognitive motivation in Uzbek literature education.

Results

The results of the study show that students' learning and cognitive motivation in Uzbek literature education becomes more active when the educational process is organized not only around the transmission of literary information, but also around interpretation, communication, emotional experience and personal reflection. In classes where students are encouraged to analyze literary texts independently, compare different viewpoints and express their own conclusions, their participation becomes more conscious and meaningful. This indicates that motivation in literature education is closely connected with the student's need to understand the artistic text as a source of knowledge, values and human experience.

One of the main results is that problem-based questions have a strong influence on the development of cognitive activity. When the teacher asks questions that do not have only one ready answer, students begin to think more deeply about the literary work. For example, questions related to a character's moral choice, the author's position, the symbolic meaning of an image or the connection between a literary conflict and modern life help students move beyond mechanical retelling. Such tasks create an intellectual challenge and awaken the need for analysis. As a result, students become more interested in the content of the lesson, more active in discussion and more willing to defend their personal interpretation. The study also shows that emotional involvement is an important psychological factor in activating motivation. Uzbek literature contains many works that reflect national history, human dignity, love for the homeland, respect for parents, social justice, spiritual purity and moral responsibility. When these ideas are presented



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through expressive reading, discussion and comparison with students' personal experience, the literary text becomes more meaningful for them. Emotional perception strengthens memory, attention and interest. Students who feel the artistic and moral value of a text are more likely to participate actively in its analysis and to continue reading independently.

Another important result is the positive role of dialogic teaching. In classes where the teacher creates an open and respectful atmosphere, students are more confident in expressing their opinions. Dialogue allows them to compare interpretations, listen to others, clarify their own views and develop communicative competence. This is especially significant for pedagogical university students, because future teachers must learn how to organize meaningful literary communication. The results show that when students are treated as active participants rather than passive listeners, their motivation becomes more stable.

Creative assignments also demonstrated effectiveness in activating learning and cognitive motivation. Tasks such as writing an alternative ending, composing a letter from the perspective of a literary character, preparing a mini-research project, comparing classical and modern literary images, or presenting a literary work through visual and oral interpretation help students use imagination and independent thinking. These activities strengthen the connection between cognitive analysis and creative expression. They also allow students with different learning styles to participate successfully.

The results further indicate that students' motivation increases when Uzbek literature is connected with professional training. Since pedagogical university students are future teachers, they need to understand not only the content of literary works, but also the methodology of teaching them. When students analyze how a particular text can be taught at school, which questions can be asked, which values can be developed and which methods can be used, their learning becomes professionally oriented. This professional meaning strengthens internal motivation and encourages responsibility.

Overall, the results confirm that the activation of students' learning and cognitive motivation in Uzbek literature education depends on the unity of pedagogical and psychological factors. Effective methods, emotional influence, respectful



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communication, creative tasks, independent analysis and professional orientation together create a learning environment in which students develop interest, intellectual activity, aesthetic perception and a value-based attitude toward literature.

Discussion

The discussion of the obtained results shows that the activation of students' learning and cognitive motivation in Uzbek literature education should be understood as a multidimensional pedagogical and psychological process. It cannot be reduced only to the teacher's explanation, the attractiveness of the literary text or the student's personal interest. Motivation appears when these elements interact with one another in a purposeful educational environment. For this reason, the teaching of Uzbek literature in pedagogical universities requires a balanced combination of intellectual, emotional, aesthetic, communicative and professional factors.

The first important aspect is the transformation of the student's role in the learning process. In traditional practice, students often receive ready-made interpretations of literary works, memorize biographical facts and reproduce theoretical definitions. Such an approach may provide a certain amount of knowledge, but it does not always develop internal motivation. When students are given the opportunity to ask questions, compare opinions, defend their interpretations and search for meaning independently, they become subjects of learning activity. This subject position is psychologically significant because it strengthens responsibility, self-confidence and intellectual initiative.

Another essential issue is the relationship between literary education and personal meaning. Uzbek literature has rich educational potential because it reflects national identity, historical memory, moral values, social relations and the inner world of the human being. However, this potential becomes pedagogically effective only when students perceive the literary text as relevant to their own thinking and life experience. If the teacher presents a literary work only as a historical document or an object of formal analysis, emotional contact with the text may weaken. Therefore, the teacher should guide students toward



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understanding the artistic work as a living dialogue between the author, the reader and society.

The psychological mechanism of motivation is also connected with emotional experience. Literature differs from many other academic disciplines because it influences not only logical thinking, but also imagination, empathy, feelings and moral judgment. In Uzbek literature classes, expressive reading, analysis of characters' inner conflicts, discussion of ethical problems and comparison of literary situations with real life can awaken students' emotional response. This response does not replace analytical thinking, but supports it. A student who emotionally understands a literary image is usually more prepared to analyze its artistic, psychological and social meaning.

The role of the teacher is central in this process. The teacher of Uzbek literature should act not only as a transmitter of knowledge, but also as an organizer of dialogue, a facilitator of interpretation and a creator of a psychologically safe learning atmosphere. Students' motivation increases when their opinions are respected, mistakes are treated as part of learning and different interpretations are discussed constructively. Such an environment is especially important in pedagogical universities, where students are preparing to become future teachers. They observe not only what is taught, but also how it is taught.

The discussion also reveals the importance of methodological diversity. Problem-based learning, creative assignments, independent reading tasks, group work, literary debates and project activities have different motivational functions. Problem-based questions stimulate intellectual search; creative tasks develop imagination; group work strengthens communication; independent reading supports autonomy; project activities connect literary knowledge with practical and professional application. The effective combination of these methods helps avoid monotony and supports students with different cognitive and psychological characteristics.

A particularly important point is the professional orientation of motivation. Students of pedagogical universities should see Uzbek literature not only as a subject they study, but also as a subject they will teach in the future. When literary analysis is connected with teaching methodology, lesson design, question formation and educational objectives, motivation becomes more purposeful.



Students begin to understand that their own cognitive activity today will influence their future pedagogical competence. Thus, the activation of learning and cognitive motivation in Uzbek literature education serves both immediate academic development and long-term professional formation.

Conclusion

The activation of students' learning and cognitive motivation in Uzbek literature education is one of the essential conditions for improving the quality of pedagogical training. Literature is not only a system of artistic texts, historical facts and theoretical concepts, but also a powerful means of developing personality, moral consciousness, aesthetic taste, national identity and independent thinking. Therefore, the teaching of Uzbek literature in pedagogical universities should be organized in such a way that students do not remain passive receivers of information, but become active participants in interpretation, discussion, creative analysis and reflective learning.

The study shows that students' motivation becomes stronger when the educational process combines pedagogical purposefulness with psychological sensitivity. From the pedagogical point of view, the teacher should use methods that stimulate cognitive activity, such as problem-based questions, dialogic teaching, comparative analysis, creative assignments, independent reading, project work and professional-methodological tasks. These methods help students understand literary works more deeply and develop the ability to analyze artistic images, conflicts, symbols, ideas and authorial positions. They also increase students' responsibility for their own learning and encourage them to express personal judgments.

From the psychological point of view, motivation is closely related to emotional involvement, personal meaning, self-confidence, intellectual curiosity and the need for communication. Uzbek literature provides wide opportunities for developing these qualities because it reflects the moral, spiritual, historical and cultural experience of the people. When students perceive literary texts as meaningful for their own life, worldview and future professional activity, their interest becomes more stable. In this process, the teacher's ability to create a respectful, open and emotionally positive atmosphere is of great importance.



Such an atmosphere allows students to express their thoughts freely, compare opinions and overcome fear of making mistakes.

An important conclusion is that the activation of learning and cognitive motivation should be connected with the professional formation of future teachers. Pedagogical university students must learn not only the content of Uzbek literature, but also the methods of teaching it effectively. When students analyze how a literary work can be presented to pupils, what questions can develop thinking, what values can be formed and what educational tasks can be solved through the text, their learning acquires practical and professional significance. This connection between literary knowledge and future pedagogical activity strengthens internal motivation.

Thus, the pedagogical and psychological features of activating students' learning and cognitive motivation in Uzbek literature education include the meaningful selection of literary material, the use of interactive and creative methods, emotional engagement with the text, respect for individual interpretation, development of independent thinking and orientation toward professional competence. The effectiveness of Uzbek literature education depends on the unity of these factors. If literary teaching is organized as a process of dialogue, reflection, creativity and value formation, it can significantly increase students' cognitive activity and prepare future teachers who are capable of inspiring interest in national literature among the younger generation.

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