A MOTIVATIONAL APPROACH TO THE DEVELOPMENT OF READING AND SPEECH ACTIVITY OF HIGH SCHOOL STUDENTS

Ruzimatova D.A.
TIFT University, 2nd-year master's student

"If you want your children to be intelligent, read them fairy tales.
If you want them to be more intelligent, read them more fairy tales."
Albert Einstein 1879-1955.

Annotation: A motivational approach to reading and speech activities not only enhances academic achievement but also equips students with essential skills, attitudes, and dispositions that are vital for success in all areas of their lives, including personal relationships, career pursuits, and civic engagement.
Keywords: A motivational approach, speech activities, personal experiences, instructional strategies.
Annotatsiya: O'qish va nutq faoliyatiga motivatsion yondashuv nafaqat o'quv yutuqlarini oshiradi, balki o'quvchilarni hayotining barcha sohalarida, shu jumladan shaxsiy munosabatlarda, martaba izlanishlarida va fuqarolik ishtirokida muvaffaqiyatga erishish uchun muhim bo'lgan muhim ko'nikmalar, munosabat va qobiliyatlar bilan jihozlaydi**.
Kalit so'zlar: Motivatsion yondashuv, nutq faoliyati, shaxsiy tajriba, ta'lim strategiyalari.

"A motivational approach to the development of reading and speech activity of high school students" involves designing instructional strategies and learning environments that aim to enhance students' motivation and engagement in these two important academic areas. This approach recognizes that intrinsic motivation, or the internal desire to engage in an activity for its own sake, is crucial for fostering long-term interest and proficiency in reading and speech. Several scientists and researchers have contributed to the field of motivation in education, particularly regarding the development of reading and speech activities in high school students.

Eccles and Wigfield have contributed extensively to the Expectancy-Value Theory, which examines how individuals' beliefs about their abilities and the perceived value of tasks influence their motivation and achievement. Their research has implications for understanding students' motivation in reading and speech activities and how educators can enhance engagement. Pintrich's work on motivational theories in education has explored how factors like goal orientation, self-regulation, and attribution influence students' motivation and academic achievement. His research has practical implications for educators seeking to promote motivation in reading and speech activities through strategies like goal setting and self-monitoring.

Key components of a motivational approach to the development of reading and speech activities in high school students may include[1]:

Creating Meaningful Learning Experiences: Designing reading and speech activities that are relevant to students' interests, experiences, and aspirations can increase their intrinsic motivation to participate. Connecting reading materials and speech topics to real-world issues or personal experiences can enhance students' sense of purpose and engagement.

Providing Choice and Autonomy: Allowing students to have a say in selecting reading materials or speech topics can promote a sense of ownership and autonomy, leading to increased motivation and investment in the learning process. Offering choice within structured parameters gives students opportunities to pursue topics that genuinely interest them.

Fostering a Supportive Learning Environment: Creating a positive and supportive classroom climate where students feel safe to take risks, make mistakes, and express themselves without fear of judgment is essential for promoting motivation in reading and speech activities. Encouraging collaboration,

---

[1] 1.   Albert Bandura: "Social Cognitive Theory" in 1960

providing constructive feedback, and celebrating students' progress and achievements can boost their confidence and motivation.

Setting Clear Goals and Expectations: Establishing clear goals and expectations for reading and speech activities helps students understand what is expected of them and provides a sense of direction and purpose. Setting achievable yet challenging goals, and regularly revisiting and reflecting on progress towards those goals, can help maintain motivation and focus.

Promoting Mastery and Growth Mindset: Emphasizing the value of effort, perseverance, and continuous improvement fosters a mastery-oriented mindset among students. Encouraging students to view challenges as opportunities for learning and growth, rather than obstacles to success, can help cultivate resilience and motivation in reading and speech activities.

Providing Opportunities for Choice and Creativity: Offering opportunities for students to express themselves creatively through reading responses, speech presentations, or multimedia projects can increase their motivation and engagement. Allowing students to explore different perspectives, voices, and formats fosters a sense of agency and ownership over their learning.

Celebrating Successes and Progress: Recognizing and celebrating students' achievements, both big and small, reinforces their sense of competence and motivation. Publicly acknowledging students' efforts, improvement, and contributions to reading and speech activities can boost their self-esteem and motivation to strive for success.

Scientists have proposed various ideas for implementing motivational approaches to developing reading and speech activities in high school students. Here are some of those ideas[2]:

Gamification and Game-Based Learning:

Some scientists suggest incorporating elements of gamification and game-based learning into reading and speech activities. This involves using game mechanics, such as points, levels, and rewards, to make learning more engaging and enjoyable for students. For example, creating interactive reading challenges or speech competitions that mimic real-world scenarios can motivate students to participate actively.

Project-Based Learning:

Project-based learning (PBL) is another idea proposed by scientists to enhance motivation in reading and speech activities. PBL involves students working on real-world projects that require research, collaboration, and presentation skills. By allowing students to explore topics of interest and present their findings to their peers or the community, PBL can foster intrinsic motivation and a sense of ownership over their learning.

Multimodal Approaches:

Scientists advocate for multimodal approaches that incorporate various forms of media, such as videos, audio recordings, and interactive websites, into reading and speech activities. By appealing to different learning preferences and catering to students' diverse interests, multimodal approaches can increase engagement and motivation in the learning process.

Authentic Audience Engagement:

Providing opportunities for students to share their reading and speech projects with an authentic audience beyond the classroom can also be motivating. Scientists suggest organizing events like public speaking competitions, book clubs, or author visits where students can showcase their skills and receive feedback from experts or community members.

Technology Integration:

Leveraging technology tools and platforms can enhance motivation in reading and speech activities. Scientists propose using digital resources such as e-books, audiobooks, speech recognition software, and online discussion forums to make learning more interactive, accessible, and personalized for students.

Culturally Relevant Content:

Tailoring reading and speech activities to reflect students' cultural backgrounds, experiences, and interests is another idea put forth by scientists. By incorporating diverse texts, topics, and perspectives

---

[2] Richard L. Ryan and Edward L. Deci:" Self-Determination Theory (SDT) in 1980s.

into the curriculum, educators can promote a sense of relevance and connection to the material, thereby increasing students' motivation to engage with it.

Scaffolded Support:

Providing scaffolded support, where students receive guidance and feedback at various stages of the learning process, is essential for maintaining motivation. Scientists suggest breaking down complex reading and speech tasks into smaller, manageable steps and offering timely support and encouragement to help students build confidence and competency over time. These ideas offer practical strategies for educators and curriculum developers to implement motivational approaches that promote active engagement and skill development in reading and speech activities among high school students.

Choice-Based Reading Program:

Implementing a choice-based reading program where students have the freedom to select books or texts that interest them can enhance motivation. Providing a wide range of reading materials across various genres, topics, and reading levels allows students to explore their interests and preferences, fostering intrinsic motivation and engagement in reading.

Speech Competitions and Public Speaking Events:

Organizing speech competitions or public speaking events within the school or community can motivate students to develop their speech and presentation skills. Offering opportunities for students to showcase their speaking abilities in front of an audience and receive feedback from peers and judges can boost their confidence and motivation to improve.

Literature Circles and Book Clubs:

Facilitating literature circles or book clubs where students can engage in collaborative discussions about assigned texts promotes a sense of community and shared ownership over the reading experience. By providing opportunities for students to connect with peers, share perspectives, and delve deeper into literary analysis, literature circles can enhance motivation and comprehension.

Multimedia Projects:

Assigning multimedia projects that integrate reading and speech activities allows students to explore texts through various creative mediums, such as podcasts, videos, or digital presentations. By giving students the flexibility to express their understanding and interpretation of texts in innovative ways, multimedia projects stimulate interest and motivation in both reading and speech.

Peer Mentoring and Tutoring Programs:

Establishing peer mentoring or tutoring programs where older students mentor younger peers in reading and speech activities can promote a sense of responsibility and leadership. Peer mentors can provide personalized support, guidance, and encouragement to their mentees, fostering positive relationships and motivation to succeed academically.

Authentic Reading and Writing Experiences:

Incorporating authentic reading and writing experiences that connect to real-world contexts and issues can motivate students to engage with texts more deeply. For example, having students analyze news articles, research studies, or literature related to current events or social issues encourages critical thinking and relevance, enhancing motivation and comprehension.

Feedback and Goal Setting:

Providing timely and constructive feedback on students' reading and speech activities, along with opportunities for goal setting and reflection, promotes a growth mindset and self-efficacy. Encouraging students to set specific, achievable goals for improving their reading fluency, comprehension, or speech delivery, and supporting them in tracking their progress, fosters motivation and self-regulation.

In conclusion, a motivational approach to developing reading and speech activities in high school students aims to nurture students' intrinsic motivation, autonomy, competence, and sense of belonging, ultimately fostering a love for learning and a lifelong appreciation for reading and effective communication.

REFERENCES:

1. Albert Bandura: "Social Cognitive Theory" in 1960
2. Richard L. Ryan and Edward L. Deci:" Self-Determination Theory (SDT) in 1980s.
3. Paul Pintrich: "Motivational theories in education" in 2003.