

DEVELOPMENT OF SCHOOL-FAMILY PARTNERSHIP IN FORMING EDUCATIONAL MOTIVATION OF PRIMARY SCHOOL STUDENTS

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Abstract: This article examines the role of school-family partnership in developing educational motivation among primary school students. The article analyzes various forms of school-family cooperation and their impact on motivational processes in primary school age children.

Keywords: educational motivation, family involvement, collaborative education, motivational development, parental engagement, academic achievement

Аннотация: В статье рассматривается роль сотрудничества школы и семьи в развитии учебной мотивации учащихся начальной школы. Анализируются различные формы взаимодействия школы и семьи и их влияние на мотивационные процессы у детей младшего школьного возраста.

Ключевые слова: учебная мотивация, участие семьи, совместное обучение, развитие мотивации, родительская вовлеченность, академическая успеваемость

Annotatsiya: Ushbu maqolada boshlang'ich sinf o'quvchilarida akademik motivatsiyani rivojlantirishda maktab va oila hamkorligining roli ko'rib chiqiladi. Maktab va oilaning o'zaro ta'sirining turli shakllari va ularning maktab yoshidagi kichik yoshdagi bolalarning motivatsion jarayonlariga ta'siri tahlil qilinadi.

Kalit so'zlar: akademik motivatsiya, oila ishtiroki, birgalikda ta'lim, motivatsiyani rivojlantirish, ota-onalar ishtiroki, o'quv yutuqlari

Introduction.

The most serious problem in today's pedagogy is the establishment of educational motives among the primary school students that the period builds up for the entire academic career and personal development. Educational motivation, which is a multi-faceted and systematic approach consisting of intrinsic as well as extrinsic factors, needs to be developed effectively [1]. The primary school period, which lasts from six to ten years, is the most vulnerable period when children's attitudes to education, learning habits, and self-concept in academics are influenced the

most [2]. Still, the kids' positive school experiences are not sufficient to cover the motives' development complexity as children's learning attitudes are heavily determined by the home environment, parental expectations, and family educational values [3]. School-family collaboration has been recognized as significant in educational research and policy through a progressive method and many studies indicating that children whose parents take an active role in their education are the ones who get the highest academic scores, have better attendance, acquire more positive attitudes towards school and stronger learning motivation [4].

Methodology and Literature Review.

The research uses a full literature review methodology that consists of analyzing the scholarly publications in a systematic manner. The theoretical basis for the research is self-determination theory which highlights the three pillars of motivation: autonomy, competence, and relatedness [5]. Also, it takes ecological systems theory into consideration which places the child in the center of multiple interrelated environmental contexts such as family and school [6]. The literature review includes peer-reviewed journal articles, monographs, and educational documents that were published in the last fifteen years and thus contemporary relevance is guaranteed, but it also includes some seminal earlier works that laid the foundation for the development of the field. The family involvement in education has been gaining more and more attention in research conducted in Uzbekistan, and the experts are saying that the traditional family structures and values existing in Central Asia have created special areas for school-family cooperation when they are properly utilized [7]. Russian educational psychology has been a major source of information about children's motivation to learn and unlearn during the primary school age, especially regarding the transition from play-based to learning-based activities, which is the leading activity of this developmental period, and the adult's support being the most important factor for this change [8].

Results and Discussion.

The analysis of research literature reveals that school-family partnership influences educational motivation through several interconnected mechanisms, each contributing distinctly to the overall motivational profile of primary school students. First, consistent communication between teachers and parents creates a unified educational message that reinforces the value of learning across different contexts in children's lives, helping students understand that education is important not only within school walls but also within their family's value system [1][3]. When parents demonstrate interest in their children's school activities, discuss learning experiences at home, and maintain regular contact with teachers, children perceive their education as meaningful

and worthy of effort, which directly strengthens intrinsic motivation [4]. Second, parental involvement in educational processes provides children with necessary emotional support and confidence in their academic capabilities, addressing the competence dimension of self-determination theory and helping students develop positive academic self-concept [5].

Parents who understand the curriculum, are informed about their children's progress, and can provide appropriate assistance with homework enable their children to experience success in learning tasks, which in turn generates positive emotions associated with educational activities and reinforces motivation to engage in further learning. Third, collaborative activities between schools and families, such as joint educational events, parent-teacher conferences, and family learning projects, create opportunities for children to see their two primary social worlds—school and family—operating in harmony, which reduces potential conflicts between different aspects of their lives and contributes to overall psychological well-being that supports sustained motivation. However, the research also demonstrates that not all forms of school-family interaction equally contribute to motivational development, and some approaches may even produce counterproductive effects.

Excessive parental control, pressure for achievement, or intrusive involvement in children's learning processes can undermine autonomy, generate performance anxiety, and shift motivation from intrinsic interest to external compliance, ultimately reducing long-term engagement with learning [5][6]. Similarly, poorly managed communication that focuses primarily on problems and deficits rather than strengths and progress can create negative associations with school and damage students' self-esteem, particularly when children perceive that teachers are complaining about them to their parents. These findings emphasize the importance of partnership quality rather than mere quantity of interaction, highlighting the need for schools to provide guidance to parents about developmentally appropriate ways to support their children's learning without undermining autonomy or creating excessive pressure. The cultural context significantly influences how school-family partnerships function and their impact on motivation, with research indicating that family involvement practices must be culturally responsive to be effective [7][8].

Conclusion. The analysis presented in this article demonstrates that school-family partnership plays a crucial role in forming educational motivation among primary school students, with research consistently showing that children benefit significantly when their families and schools work collaboratively to support their learning. The development of effective partnerships requires moving beyond superficial interaction toward deep, systematic collaboration characterized by mutual respect, regular communication, shared educational goals, and

coordinated approaches to supporting children's academic development. For primary school students specifically, whose motivational patterns are still forming and highly influenced by significant adults in their lives, the consistency of educational messages and the emotional support provided through school-family cooperation create optimal conditions for developing both intrinsic interest in learning and the self-regulation skills necessary for sustained academic engagement. However, the research also reveals that partnership effectiveness depends critically on implementation quality, with autonomy-supportive approaches yielding superior motivational outcomes compared to controlling or pressure-based involvement. Educational institutions must therefore invest in creating welcoming environments for families, providing parents with appropriate guidance about supporting their children's learning, and developing their teachers' competencies in family collaboration.

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