



STRUCTURAL STAGES AND PEDAGOGICAL CONDITIONS OF DEVELOPING LEARNING MOTIVATION IN PRIMARY SCHOOL STUDENTS BASED ON A METACOGNITIVE APPROACH

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At the primary education level, students' interest in the learning process and their intrinsic motivation constitute the foundation for success in subsequent stages of education. An analysis of existing methodological practices indicates that traditional approaches aimed at developing learning motivation often rely on external incentives and do not sufficiently take into account students' ability to consciously regulate their own learning activities. This situation necessitates the development of a new methodology based on a metacognitive approach that is systematic and implemented in a step-by-step manner.

The methodology developed within the framework of this research includes the following structural stages: (1) the diagnostic stage, which involves identifying the student's current motivational state and the level of metacognitive skills; (2) the formative stage, focused on the gradual development of skills related to goal setting, planning one's own learning activities, and selecting appropriate learning strategies; and (3) the reinforcement stage, aimed at transforming the acquired skills into a stable component of learning activity through reflection and self-assessment. At each stage, the teacher's role as a mediator is of particular importance, since young learners initially perform metacognitive processes not independently but with adult guidance and support.

For the effective implementation of the methodology, several pedagogical conditions have been identified: creating a safe learning environment characterized by a positive attitude toward mistakes, selecting tasks that correspond to students' interests and developmental levels, and ensuring that teachers possess the skills necessary to use metacognitive questioning techniques. This theoretical model is planned to be tested empirically in the next stage of the research through experimental studies in order to determine its effectiveness.

In addition, the metacognitive approach encourages students to become active participants in their own learning process. Through guided reflection, learners gradually develop awareness of how they learn, which strategies are effective for them, and how they can overcome difficulties encountered during learning activities. Such awareness not only



enhances academic performance but also strengthens students' confidence, responsibility, and independence in learning.

Furthermore, the integration of metacognitive strategies into classroom activities contributes to the formation of sustainable learning motivation. When students are able to monitor their progress, evaluate the outcomes of their efforts, and recognize personal achievements, they develop a stronger sense of competence and self-efficacy. As a result, learning becomes more meaningful and internally motivated rather than being driven solely by external rewards or teacher expectations.

In conclusion, the proposed methodology based on a metacognitive approach serves as a theoretical and methodological framework for the systematic and gradual development of learning motivation among primary school students. Furthermore, it contributes to the improvement of educational practices in primary education.

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