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MAKTABGACHA
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TA'LIMI VAZIRLIGI



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- 13.00.00 Pedagogika fanlari
- 13.00.01 Pedagogika nazariyasi. Pedagogik ta'limotlar tarixi
- 13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
- 13.00.03 Maxsus pedagogika
- 13.00.04 Jismoniy tarbiya va sport mashg'ulotlari nazariyasi va metodikasi
- 13.00.05 Kasb-hunar ta'limi nazariyasi va metodikasi
- 13.00.06 Elektron ta'lim nazariyasi va metodikasi (ta'lim sohaları va bosqichlari bo'yicha)
- 13.00.07 Ta'limda menejment
- 13.00.08 Maktabgacha ta'lim va tarbiya nazariyasi va metodikasi
- 13.00.09 Ijtimoiy pedagogika
- 07.00.00 Tarix fanlari
- 19.00.00 Psixologiya fanlari
- 01.00.00 Fizika-matematika fanlari
- 02.00.00 Kimyo fanlari
- 03.00.00 Biologiya fanlari
- 09.00.00 Falsafa fanlari
- 10.00.00 Filologiya fanlari
- 11.00.00 Geografiya fanlari

M A KTABGACHA VA AKTAB TA'LIMI

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THE IMPACT OF FAMILY, ENVIRONMENT AND EARLY CHILDHOOD DEVELOPMENT ON MOTIVATION

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Abstract: This study explores how family, environment, and early childhood development shape intrinsic and extrinsic motivation. Using updated theoretical frameworks such as Bronfenbrenner's bioecological model, Deci and Ryan's Self-Determination Theory, and recent innovations in early childhood education research (Han et al., 2025; Trautner, 2025; Yang et al., 2025), the article highlights the decisive role of parenting, socio-economic context, and preschool routines. Empirical evidence from international and Uzbek contexts indicates that supportive families, enriched environments, and structured preschool experiences significantly enhance children's motivation and long-term academic outcomes.

Key words: motivation, early childhood, family influence, self-determination, bioecological model, Uzbekistan.

Annotatsiya: Ushbu tadqiqot oilaning, muhitning va erta bolalik davrida rivojlanishning ichki va tashqi motivatsiyaga qanday ta'sir ko'rsatishini o'rganadi. Bronfenbrennning bioekologik modeli, D. Detsi va R. Rayaning O'zini o'zi belgilash nazariyasi hamda erta bolalik ta'limi bo'yicha so'nggi ilmiy yangiliklar (Han va boshq., 2025; Trautner, 2025; Yang va boshq., 2025) asosida maqolada ota-onalik, ijtimoiy-iqtisodiy sharoit va maktabgacha ta'lim tartiblarining hal qiluvchi roli yoritilgan. Xalqaro hamda O'zbekiston tajribalariga tayangan holda, qo'llab-quvvatlovchi oilalar, boyitilgan muhit va tizimli maktabgacha ta'lim jarayonlari bolalarning motivatsiyasini hamda uzoq muddatli akademik natijalarini sezilarli darajada oshirishi ko'rsatilgan.

Kalit so'zlar: motivatsiya, erta bolalik, oilaviy ta'sir, o'zini o'zi belgilash, bioekologik model, O'zbekiston.

Аннотация: В данном исследовании рассматривается влияние семьи, среды и раннего детского развития на формирование внутренней и внешней мотивации. Используя современные теоретические основы, такие как биоэкологическая модель Бронфенбреннера, теория самодетерминации Деси и Райана, а также последние достижения в области исследований дошкольного образования (Han и др., 2025; Trautner, 2025; Yang и др., 2025), статья подчеркивает решающую роль родительства, социально-экономического контекста и дошкольных практик. Эмпирические данные из международных и узбекских исследований показывают, что поддерживающая семья, обогащённая среда и структурированные дошкольные программы значительно повышают мотивацию детей и их долгосрочные академические результаты.

Ключевые слова: мотивация, раннее детство, влияние семьи, самодетерминация, биоэкологическая модель, Узбекистан.

INTRODUCTION

Motivation during early childhood plays a critical role in shaping lifelong learning and professional orientation. Recent studies emphasize that the foundation of motivation is formed through family interactions, environmental contexts, and structured preschool experiences (Han et al., 2025; Trautner, 2025). Bronfenbrenner's bioecological model has been expanded into the neo-ecological framework, recognizing that digital and technological subsystems now also affect motivational development (Bronfenbrenner, 1979; Livingstone, 2018). Moreover, Deci and Ryan's (2000) Self-Determination Theory emphasizes autonomy, competence, and relatedness, which can be nurtured as early as the preschool years. This article aims to integrate global theories and recent innovations with practical implications for Uzbekistan, where early childhood education reforms are rapidly evolving.

LITERATURE REVIEW

Parenting styles significantly impact children's motivation. Authoritative parenting—characterized by warmth and structure—has been shown to foster intrinsic motivation more effectively than authoritarian or permissive approaches (Han et al., 2025). According to Bowlby's (1982) attachment theory, secure attachment relationships in early life build self-confidence and exploratory behavior, which are essential for later academic motivation. Recent meta-analyses confirm that parental involvement strongly correlates with both motivation and achievement (Guo, 2025).

Bronfenbrenner's (1979) ecological model, updated to include digital influences, shows that motivation is shaped by microsystems (family, peers, schools) and macrosystems (culture, economy). Socio-economic status remains a strong predictor of early motivation (Sirin, 2005), while unregulated digital exposure can hinder attention and self-regulation (Livingstone, 2018). Shonkoff and Phillips (2000) demonstrated that early experiences critically affect brain development and motivation. Heckman (2006) confirmed that investments in early childhood yield the highest long-term returns. More recently, Selman et al. (2024) found that structured daily routines significantly enhance self-regulation and intrinsic motivation in preschoolers. Montessori-inspired approaches also promote autonomy and competence, aligning with Deci and Ryan's (2000) theory (Lillard, 2017).

Trautner (2025) highlighted the link between motivational self-regulation and autonomy in preschool children. Yang et al. (2025) introduced AI-based analytics to assess how free play contributes to motivation and cognitive growth, offering new tools for evaluating early childhood motivation. Recent research in Uzbekistan (Karimov, 2023; Iskandarov & Iskandarova, 2022) confirms that children from supportive families and structured preschool programs demonstrate stronger motivation and reduced risk of early dropout. However, challenges remain in ensuring equal access to quality preschool education across different socio-economic groups.

RESEARCH METHODOLOGY

The study involved 120 children aged 4–8 from preschools and early primary schools in the Gulistan region, as well as 60 parents and 25 teachers who participated in surveys and interviews. To collect data, the Parental Involvement Scale (Fan & Chen, 2001) and the Children's Motivation Scale adapted from Deci & Ryan (2000) were used, alongside semi-structured interviews with parents and teachers and systematic observations of preschool routines and play-based learning. Data analysis included both quantitative and qualitative approaches: correlation analysis and ANOVA were conducted using SPSS, while thematic analysis was applied to interviews and observational notes. Ethical considerations were strictly followed throughout the research process, ensuring informed consent, confidentiality, and child-friendly observation protocols.

ANALYSIS AND RESULTS

The findings of the study demonstrated that family influence played a critical role in shaping children's motivation. Specifically, 74% of children from authoritative households showed higher intrinsic motivation scores compared to 48% from authoritarian households, and children with actively engaged parents scored 30% higher in self-regulation and persistence. Environmental factors also had a strong impact: socio-economic status (SES) was significantly correlated with early literacy and motivation ($r = 0.67$, $p < 0.05$), while positive peer environments supported children's motivation, and excessive unsupervised screen time was associated with reduced attention spans and persistence. Preschool education and daily routines were also influential, as 82% of children attending structured preschools demonstrated higher autonomy and curiosity than those in less structured settings, and consistent daily schedules of meals, play, and learning were positively correlated with improved self-regulation (Selman et al., 2024). In addition, innovative observations revealed that AI-assisted assessments (Yang et al., 2025) showed free play involving problem-solving significantly enhanced motivational indicators, and Trautner (2025) reported that children experiencing guided autonomy in play displayed greater resilience when facing challenges. Taken together, these results highlight the multifaceted impact of family, environment, and early childhood education on children's motivation and demonstrate how the findings align with and extend several key psychological and educational theories. Structured preschool environments have proved highly effective in boosting motivation, with over 80% of children demonstrating stronger curiosity and autonomy. This supports Heckman's (2006) assertion that investments in early education yield the highest long-term returns. Daily routines were another strong predictor, consistent with Selman et al. (2024), who found that predictable schedules improve self-regulation and persistence. In Uzbekistan, the recent expansion of preschool access provides a critical opportunity to integrate structured routines and child-centered pedagogies such as the Montessori and Reggio Emilia models (Lillard, 2017).



Emerging methods such as AI-assisted play assessment (Yang et al., 2025) and motivational self-regulation models (Trautner, 2025) provide deeper insights into how motivation develops. These tools reveal that guided autonomy in play and problem-solving activities significantly enhances resilience. Their integration into early childhood programs in Uzbekistan could modernize assessment practices and make motivation more measurable and manageable.

Implications for policy and practice in Uzbekistan. The findings have several practical implications:

- **Strengthening Family Engagement:** Introduce parent training programs to promote authoritative parenting and secure attachments.
- **Addressing SES Inequalities:** Expand access to affordable preschools in rural areas and provide subsidies for disadvantaged families.
- **Promoting Healthy Digital Environments:** Develop national guidelines for digital media use among preschoolers.
- **Embedding Structured Routines:** Encourage preschools to adopt daily routines that support self-regulation and autonomy.
- **Integrating Innovative Assessments:** Pilot AI-based and play-centered evaluation tools to monitor motivational development.

CONCLUSION

This study has demonstrated that the foundations of motivation are established in early childhood through the interaction of family, environment, and structured preschool experiences. The findings provide strong evidence that motivation is not merely an individual trait but a developmental outcome shaped by interconnected systems.

First, family engagement and parenting styles emerged as the most decisive predictors of intrinsic motivation. Consistent with Baumrind (1991) and Han et al. (2025), authoritative parenting and secure attachments promoted self-confidence, resilience, and curiosity. Second, environmental and socio-economic conditions significantly affected children's motivational development, confirming Bronfenbrenner's (1979) ecological model. Our results echo Sirin's (2005) findings that socio-economic status influences both access to quality preschool programs and motivational outcomes. In the Uzbek context, disparities in family resources highlight the urgent need for equitable educational policies.

Third, early childhood education and structured routines proved to be powerful motivators. Following Heckman (2006) and Selman et al. (2024), the study confirmed that structured, child-centered preschools enhance autonomy, persistence, and long-term readiness for academic and professional success. Fourth, innovative approaches, including AI-based assessments (Yang et al., 2025) and motivational self-regulation frameworks (Trautner, 2025), provide valuable tools for modernizing early childhood education. Their adoption in Uzbekistan could enable more precise monitoring and support of motivational development.

Practical recommendations for Uzbekistan. Implement national parent-training programs to strengthen authoritative parenting and reduce motivational disparities. Expand affordable preschool access, especially in rural and low-income areas, to bridge socio-economic gaps. Encourage preschools to adopt daily routines that promote autonomy and self-regulation. Regulate digital exposure for young children to prevent negative effects on attention and motivation. Pilot AI-assisted and play-based assessment tools for continuous monitoring of motivational growth. In conclusion, strengthening the motivational foundations during early childhood will not only improve academic outcomes but also contribute to the long-term social and economic development of Uzbekistan. Motivation, once nurtured in the early years, becomes the engine for lifelong learning and professional success.

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- 13.00.00 Pedagogika fanlari
 - 13.00.01 Pedagogika nazariyasi. Pedagogik ta'limotlar tarixi
 - 13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
 - 13.00.03 Maxsus pedagogika
 - 13.00.04 Jismoniy tarbiya va sport mashg'ulotlari nazariyasi va metodikasi
 - 13.00.05 Kasb-hunar ta'limi nazariyasi va metodikasi
 - 13.00.06 Elektron ta'lim nazariyasi va metodikasi (ta'lim sohaları va bosqichlari bo'yicha)
 - 13.00.07 Ta'limda menejment
 - 13.00.08 Maktabgacha ta'lim va tarbiya nazariyasi va metodikasi
 - 13.00.09 Ijtimoiy pedagogika
 - 07.00.00 Tarix fanlari
 - 19.00.00 Psixologiya fanlari
 - 01.00.00 Fizika-matematika fanlari
 - 02.00.00 Kimyo fanlari
 - 03.00.00 Biologiya fanlari
 - 09.00.00 Falsafa fanlari
 - 10.00.00 Filologiya fanlari
 - 11.00.00 Geografiya fanlari



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