



The Importance Of Motivational Approaches In The Training Of Pedagogical Personnel

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Abstract

This article analyzes the psychological and pedagogical foundations of the formation and development of professional motivation of students of higher educational institutions. The differences between the motives of labor activity, choosing a profession, and choosing a place of work, their formation depending on social, material, and personal factors, are highlighted. Also, the tasks of the education system in training competitive specialists through the formation of professional interest in students, the development of personal and social motives are indicated. Based on the data, the author provides a psychological explanation of the main factors influencing the formation of professional motivation and puts forward proposals and recommendations for their development in the process of pedagogical education.

Keywords

Professional motivation, career choice, work activity, personal motives, higher education, pedagogical psychology, motivational factors, students, competitive specialist, improving the quality of education.

Introduction

Increasing the position of the global education system in the global innovation index rating, developing the transfer of science, inventions, and technologies, and developing human capital and the cognitive, divergent thinking of personnel based on metacompetencies using PISA and TIMSS international assessment programs are considered one of the strategic directions of innovative economics. From this point of view, today in the national and international educational environment, there are trends in modern diagnostics, diversification of correctional methods into the educational process, demonstrative assessment of the quality of education, qualimetric analysis, and monitoring of the environment.

The problem of professional motivation and motivation has been widely studied by foreign psychologists. In particular, regarding professional motives, we can include E.A.Klimov, V.A.Krutetsky, A.N.Vasilkova, E.Disi, V.Vrum, M.V.Dmitry, and others.

Motivations related to a person's work activity can be divided into 3 groups; the first - motives of work activity, the second - motives for choosing a profession, and the third - motives for choosing a place of work. Specific activity is explained by the totality of all this, that is, the formation of motives for labor activity, motives for choosing a profession, as well as motives for choosing a place of work through the other two motives.

The motives of labor activity are diverse and are determined by specific factors.

The first group of factors includes those related to the awakening of collective character, which include such motives as the awareness of benefit to the collective, the desire to help other



people, the necessity of a social attitude in labor activity, and the unwillingness to be dependent on others.

The second group of factors is motives for accumulating material resources for oneself and one's family, earning money to satisfy material and spiritual needs.

The third group includes self-actualization, self-development, satisfaction of self-expression needs, etc. It is known that humans cannot exist without engaging in any natural activity. A person is not only a consumer, but also a creator, and in the process of creation, they are inspired by creativity. The motive belonging to this group is related to the satisfaction of needs by society and earning the respect of others. Labor education of schoolchildren is also formed in connection with this motive.

The general motives of labor activity, as mentioned above, are realized within the framework of specific professions. Choosing a profession is a rather difficult and motivational process. After all, a person's right choice of profession often leads to a person's satisfaction with life.

It is important that a person's choice of activity focuses more on the decision-making process regarding external factors. This mainly depends on assessments of external circumstances, one's own capabilities and abilities, interests and inclinations in choosing a profession. Assessment of the external situation includes factors that have a positive impact, the amount of money earned, benefits, the proximity of the proposed enterprise, institution to the place of residence, the convenience of transport links, the aesthetics of the workplace and the harmful aspects of production, the psychological climate in the team, praise and encouragement.

Assessment of one's capabilities includes health, work capacity, possession of important professional qualities, level of knowledge, inclination to work without stress, ability to work at the required pace and calm rhythm in high-noise work.

It is important to evaluate the chosen workplace in accordance with interests, the institution where one currently works, obstacles to opportunities at the enterprise, work management, professional growth, and the emergence of initiative. Sometimes, choosing a place of work based on interest is of great importance.

The strengthening of motives depends on the satisfaction of many factors of workers in labor activity. Fap6 psychologists V.Vrum and E.Disi distinguish the components of labor activity motivation. According to it, the more satisfied people are with their work, the more strongly they strive to perform their work. The more they are motivated in the process of activity, the harder they work. Incentives implemented under this approach depend on the productivity of workers. In this, they draw strength from the firms, companies, and organizations in which they operate. These various additional benefits are organized not only for the pursuit of education, recreation, but also by the enterprise itself.

According to the survey results, the type of dismissal is divided into objective, objective-subjective, and subjective. Objective causes include poor health and physical condition, change of residence, continuation of education, childbirth, and childcare. Objective-subjective reasons include the terms of the employment contract, the lack of opportunities for professional growth, advancement, and others. Subjective reasons include the psychological climate in the team, interpersonal relationships, and others.

Job search motivations of the unemployed remain an unexplored problem. At the same time, the behavior of the unemployed, their activity in finding a new job, largely depends on its motivational aspects, their structure, and rarely on the conditions of the meaning of life. As

noted by M.V. Dmitry, the specific features of the motivational aspects of the unemployed are manifested in connection with all indicators of the motivational structure of their job search activities. They motivate the use of their capabilities in re-moving towards independence from social changes. The peculiarity of the structure of the motivational capabilities of passive unemployed is characterized by the mobility of individual motives.

The motives for entering pedagogical higher educational institutions and choosing the teaching profession (teacher, kindergarten teacher, etc.) are diverse, and some of them are related to pedagogical activity. This aspect has long intrigued pedagogical, public, and higher education institutions. In the results of many surveys conducted (among those who entered pedagogical higher educational institutions), a positive attitude towards the teaching profession was expressed. Approximately 40% are not interested in teaching activities due to their interest in certain things or subjects, and 22% % of students show neither a positive attitude towards teaching activity nor professional science. The purpose of their admission to higher educational institutions is simultaneously to avoid military service or gain higher education prestige. Many students' reasons for entering pedagogical educational institutions are the proximity of this institution to their place of residence. This indicator, such a tendency, has persisted for many years.

A conscious choice of profession is carried out in connection with a person's social status. If the main thing for a person is social prestige, then the profession is chosen based on existing rules, as well as prestigious professions in society. When many people choose a profession, they rely on how much material incentives this profession brings them.

Due to their interests among people, career choices are also known, and this interest rarely takes on a romantic character.

Careers can be chosen based on career aspirations, based on real external impressions, through advice from parents and friends, or depending on luck. But professional romance usually disappears quickly and is replaced by "hard workdays" when a person is not yet ready emotionally, physically, or mentally. The chosen profession is difficult for him, in many cases creates various obstacles, and in some cases he has to change his profession.

In such cases, the choice of profession depends on many conditions. But first of all, it is necessary to pay attention to the choice of profession. Most of the selected activities correspond to a person's abilities and inclinations.

All factors of motivation can be divided into material and intangible stimuli. "Life is not just about eating and drinking." In other words, attracting employees with money is not enough. In addition to material incentives, the enterprise may have developed an additional, intangible system of employee motivation.

This should be aimed at satisfying their psychologically and externally significant needs. The implementation of the principle is determined by the development of positive motivations aimed at encouraging employees who have achieved positive results. Reflects "negative motivations" included in the system of punishments for low-income workers.

The answer to the question of which motives prevail - positive or negative - can be determined depending on the process of working at a specific enterprise and interacting with employees. Therefore, motivation should be adequate and correspond to the results of the employee's work. If penalties are imposed on mistakes, life, work results, and violations, the motivation system will not be effective.

In addition, it is possible to distinguish external motivation factors that teach employees to evaluate their own results and internal motivation factors related to the level of success of enterprise employees in work.

If a leader's assessment shapes the evaluation of their own results, this is a good indicator. In this case, the manager's external assessment corresponds to the employees' self-assessment.

The need for continuous development of the system of training qualified personnel and the incomplete realization of one's capabilities by a person with many years of work experience in various spheres of production have created a problem of self-realization in professional activity. Without solving these problems, it is impossible to implement successful quality education and planning in future professional activities.

The practical significance of this problem demonstrated the importance of studying it within the framework of various scientific fields, including psychology. The difficulties in studying the process of professional formation lie in the fact that abilities and professional skills are oriented towards normative activity based on a specific method of performing work. Therefore, the level of professional maturity is not highlighted, but only the age characteristic and the fact that the lifestyle is not separated from life-automatic in the method conducted as a specialist never leads to moral instability.

Therefore, training students of higher educational institutions as proactive, enthusiastic specialists who mobilize all their potential for the benefit of the people, and developing their professional motivation are among the urgent socio-pedagogical problems awaiting their solution, since one of the factors ensuring the stable economic growth of the state today and in the future is the acquisition of quality education for all segments of the population and the ability to use it for their own well-being in the future.

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