



MECHANISM TO INCREASE THE PROFESSIONAL MOTIVATION OF STUDENTS

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ABSTRACT

The main idea of the article is that the formation of mechanisms for increasing the professional motivation of students is an urgent problem, and the importance of the sources of motivation and educational activity motivation in the formation of professional motivation is scientifically based, and the importance of taking into account the individual characteristics of students in the formation of professional motivation is discussed.

KEYWORDS

Motive, motivation, cognitive, method, technology, laboratory, reflexive, intellectual, empirical, stereotype, ideal, image, real, pragmatic, component, liberal, individual, democratic.

INTRODUCTION

Improving the training of students in the modern education system is conditioned by many factors of graduates' training and their level of real readiness for professional activity. Among them, the motivation of students of pedagogical universities is very important. In the educational process of pedagogical higher educational institutions, the conflict between the growing requirements for the professional training of graduates and the real level of their preparation for professional activities is clearly visible. Improving the

training of students in the modern education system is conditioned by many factors of graduates' training and their level of real readiness for professional activity. Among them, the motivation of future teacher-pedagogical students of pedagogical universities is extremely important. Personal professional motivation can also be embodied as a process of encouraging oneself and others to achieve professional success. In addition, the motivation of professional activity can be revealed as a clear incentive effect that determines the



choice of a profession and the continued fulfillment of obligations related to this profession [3]. Professional motivation determines not only the right choice of the professional path and the productivity of labor-related activities, the level of satisfaction with the results of one's work, but also the success of professional education. This fact is explained by the fact that the effective process of education is conditioned by at least two factors - the level of development of the cognitive spheres and the personal motivational sphere. This opinion is confirmed by a number of empirical studies of the level of expression of professional motivation of higher school students and the level of development of intellectual abilities. So, A.A. Rean [4] obtained the following results during one of his studies. After conducting a test on the scale of general intelligence in the group of students-future pedagogues and comparing this test with the level of mastery of reading, it was found that intelligence is not related to mastery of reading in special subjects, nor is there any significant correlation by block of general subjects. This opinion has been confirmed in other studies [4]. Another important regularity was found: "strong" and "weak" students differ not in terms of intelligence, but in the strength, quality and type of motivation for learning activities. For "strong" students, internal motivation is strong: they are characterized by a high mastery of the profession, they aim to acquire solid knowledge and acquire practical skills. As for "weak" students, their motivations are mainly external, situational: for such students, it is important to avoid discussion and punishment for poor studies, not to lose a scholarship. If we talk about the structure of professional motivation, a positive attitude to the profession plays a very important role here, because such an attitude is related to the ultimate goal of education. In other words, if a student consciously chooses his profession and considers it as important for society as for himself, this will

undoubtedly have a positive effect on the results of professional training. According to the data on determining the attitude of students of higher educational institutions to the profession [2; 4] it can be concluded that more students of the 1st stage are satisfied with their chosen professions. However, during the entire academic year, this indicator constantly decreases until the graduation stage. Despite the fact that there is little left to finish the higher education institution, satisfaction with the profession is the least, and the attitude towards the profession remains positive. The reason for such results may be, on the one hand, the low level of education in certain higher educational institutions, and on the other hand, the predominance of romantic imagination and lack of knowledge of realistic methods of acquiring a profession among first-year students. . Thus, it can be said that among the initial negative factors that weaken the professional motivation of a future teacher-pedagogue student, the pre-existing ideas about this profession are not in accordance with what the student met at the university. A number of empirical studies have shown that the second factor is insufficient preparation for regular and demanding learning activities. Then, in the case of a general positive attitude towards studies, a negative attitude towards individual academic subjects may arise, as a factor of a decrease in the motivation of a future teacher-pedagogue student to switch to another specialty. In the end, as a rule, there is a lack of understanding of the place of a particular academic subject in the comprehensive professional education system and the importance of the knowledge, skills, and abilities formed during its study for effective performance in professional activities in the future. We found out what factors lead to a decrease in the motivation of a future teacher-pedagogue student in his studies and professional activities. The issue of factors determining the choice and implementation of



educational and professional activities of students, including student-pedagogues, remains open. The answer to this question can be found by identifying the source of a person's activity and considering various classifications of the motives of a person's study and professional activity. Separation of personal activity into external and internal is accepted. Cognitive and social needs (the pursuit of socially acceptable actions and achievements), interests, norms, models and stereotypes, and the pursuit of self-improvement, self-expression in studies and other activities, and self-esteem. There are other aspects conditioned by the need for self-realization [2]. Here, the inconsistency of the image of the real self with the ideal image of the person serves as a driving force for activity. External sources of personal activity are the condition of the student's life activity, according to the student's needs, skills and capabilities. Future educator-pedagogue students are connected with the need to follow the social standards of ethics, communication and activity [4]. The skill characterizes the society's attitude to learning as moral standards that are accepted by a person and allow him to overcome the difficulties associated with the implementation of educational activities. Opportunities are a necessary objective condition for the development of educational activities (availability of schools, textbooks, libraries, etc.). In this case, the personal development of a person and the mismatch between the level of social expectations of the society in which he lives will be the driving force for personal activity. We draw attention to the fact that there are many classifications of motivations related to study and profession. In the framework of this work, we will consider only a few classifications, which, in our opinion, have some important motives. So, based on the sources of activity listed above, the following groups of motives are distinguished:

- social (understanding the social importance of reading, understanding the personal development value of reading, the need to develop a worldview and understanding of the world, etc.);

- cognitive (interest in learning, curiosity, desire to develop cognitive abilities, enjoyment of intellectual activity, etc.);

- personal (a sense of self-esteem and ambition, a desire to use prestige among peers, imitating classmates who are referents, trying to be unique, etc.). In the first two types of motivation to study, the orientation is focused on the process. In the case where personal motives prevail, motivational orientations are directed to the result and the reaction of others, including the teacher's evaluation. It is worth noting that, during one of the empirical studies, the following was determined about the relationship between students' motivational orientations and their academic mastery [4]: a more thorough connection with mastering is their orientation to the process and the result, a less thorough connection - to the teacher's assessment orientation. In our view, some of the supporting motivations for the development of a high level of professional training in the above classification are social and cognitive motivations. Cognitive and social motivations contribute to the formation of some deep knowledge, skills and abilities. According to one of the classifications of learning activities created by D. Yakobson [1], motivations are divided into 2: motivations not related to the educational situation and motivations related to learning activities.

1. Motives unrelated to the educational situation: narrow social motivation in choosing a profession (denial motivation) - there is a leading motive for social equalization with parents, people who are competent in this field, as well as it is characteristic that motivations to avoid bad luck, responsibility to



parents, loved ones, and duty are predominant; general social motivation - motivation for learning activities is based on the need to benefit other people; pragmatic (limited personal) motivation, in which the motivation to act is in the social prestige of the profession and the possibility of career growth.

2. Motives related to educational activity: motivation related to knowledge - study is guided by the individual's desire to acquire new knowledge, skills and abilities; professional motivation, in which the student is interested in the chosen profession, its content and creative possibilities, have confidence in their abilities to work in this profession; personal growth motives - in this case, self-development, self-improvement drive the process of educational activity.

In order to study the motivation characteristics of students' study activities, a diagnostic program was developed that solves the following tasks: identifying the leading motivations of students' study activities, establishing a connection between the motivation of students' study activities and their professional direction, establishing a connection between the motivation of students' academic activities and their personal direction, to establish communication with the motivation of students' educational activities and their valuable orientation. In conclusion, it can be said that the qualitative characteristics of the development of the motivational field of the future teacher-pedagogue student depend on the personal and professional direction, the direction of values.

The motivational sphere of the person is determined by the activity. In order for the activity to be a component of development and self-development, it is important not only to deeply understand the nature of its content, but also to constantly improve the motivational side of the individual. In-depth knowledge and understanding of the motivational field can ensure

success, direct the activity of the future teacher-pedagogue to the desired course of his development. Only then will he have taken one of the main steps in becoming a mature, skillful, professional owner of his profession. Any job and profession has its own difficulties, and to overcome them without problems, a person's love for his profession and internal motivation play a big role [6].

The motivations for entering pedagogical higher educational institutions and choosing a pedagogic profession (teacher, kindergarten teacher, etc.) are different, and some of them are related to pedagogical activity. Pedagogical, public and higher educational institutions have been thinking about this aspect for a long time. According to the results of many surveys conducted (of those who entered the pedagogical higher education institution), they showed a positive attitude towards the teaching profession. About 40% are not interested in teaching because they are interested in one or another thing or subjects, and 13% to 22% of students have a positive attitude neither to teaching nor to professional science. The purpose of their entry into a higher educational institution is to avoid military service at the same time or to gain the prestige of higher education. Many students enter a pedagogical school because of its proximity to their place of residence. This indicator, such tendency has been preserved for many years. A conscious choice of profession is made in connection with the social position of a person. If the main thing for a person is social prestige, then the profession is chosen based on the existing rules, as well as prestigious professions in society. When choosing a profession, many people rely on how much money this profession will bring them. People choose careers because of their interests, and this interest rarely takes on a romantic character. He can choose a profession based on career aspirations, on the basis of real external impressions, on the advice



of parents, friends, or on luck. But the romance in the profession usually disappears quickly, and in its place there are "hard working days" for which the person is neither emotionally, physically, nor mentally prepared. The chosen profession is difficult for the voice, in many cases it creates various obstacles, and in some cases it is necessary to change the profession. In such cases, the choice of profession depends on many conditions. But first of all, you should pay attention to choosing a profession. Many of the activities chosen are based on a person's ability and aptitude.

A.K.Baymetov studies the motives of pedagogical activity and combines 3 main ones:

- a) motive of inevitability (duty);
- b) the interestingness of the taught subjects and attracting attention;
- c) communicating with children.

According to the predominant nature of these motives, the authors distinguish teachers belonging to 4 groups:

- with the predominance of the share of duty (43%);
- predominance of interest in taught subjects (39%);
- dominance of the need to communicate with children (11%);
- the motive to realize one's desires.

According to the studied sources, the types of motivation affect the direction and nature of pedagogical requirements of teachers to students. The multifaceted motivation of the teacher is characterized by the harmony of the demand for the morals of the students and their mastery of the educational material. The predominance of motivations of commitment in teachers not only makes great demands on students, but also demands strict discipline. The demand for mastering the educational material is noticeable

among teachers who are motivated by interest in the academic subject, because the most demand is focused on the personality of the student.

As noted by A.K.Baymetov, the predominance of the motive of authoritarianism in authoritarian teachers and the predominance of the motive of communication in liberal teachers is a characteristic feature of teachers with a democratic style. The need for professional knowledge increases when mastering the profession of a teacher. According to V.N. Nikitenko and B. Fidler, 25-30-year-old teachers feel the need to acquire pedagogical and psychological knowledge, which they did not pay much attention to while studying at a university, N.V. Zhurinin studied the attitude of teachers to various factors in their pedagogical activity. Research shows that teachers' career and job satisfaction in some cases primarily depends on the material base of the school, while in others it depends on achieving good results in pedagogical activities, and thirdly on establishing interaction with the administration. Monthly income in the fourth person It should be designed to meet their important needs from psychological external economic aspects. The implementation of the principle is determined by the development of positive motivations aimed at encouraging high-performing workers. Reflects the "Negative Motivations" inherent in the system of punishments for low-income workers. Which of the motives predominates, positive or negative? The answer to the question can be solved depending on the process of working in a specific enterprise and establishing a relationship with employees. Therefore, the motivation should be adequate and correspond to the work results of the employee of the enterprise. The motivation system will not be effective if there is punishment for mistakes, life, work results and irregularities. In addition, external factors of motivation that teach employees to evaluate



their own results and internal motivational factors related to the level of success of the company's employees can also be distinguished. If the evaluation of the leader forms the evaluation of the results of the leaders, this is a good indicator. In this case, the manager's assessment from the outside and the employees' self-assessment are consistent.

V.A. Krutesky highlights the following among the motives that can be found in teenagers:

- a teenager's interest in a subject;
- desire to benefit the country;
- demonstrate personal skills;
- to observe family traditions;
- that he took the example of his friends and comrades;
- proximity of workplace and school to home;
- material security;
- motives such as the beauty of the school's appearance or the ease of settling in it.

It can be seen from the above points that the formation of professional motives in early adolescence depends on a number of external and internal factors. Also, professional motive and motivation are formed on the basis of the desire to choose a profession. It is foreign psychologists who show the aspects before choosing a profession and after choosing a profession when developing the composition of professional motives.

Professional motivation creates the basis for the formation of professional competence. Vocational need increases students' interest in their chosen profession. Cognitive activity directs the acquisition of theoretical-methodological knowledge, skills and qualifications related to preschool education. Reflective activity encourages self-analysis and professional improvement. Under the influence of these factors, spiritual qualities and universal human

values, upbringing of children in the spirit of patriotism, love for their Motherland and family are formed in future educators. It is also required to have thorough knowledge of preschool education. Having solid knowledge of the field of preschool education is one of the most important factors in preparing children for school education. The future educator is required to be aware of the latest achievements in world science in his profession and field, and the experience of developed countries.

According to educational scientists such as F. Haydarov, H. Abdukarimov, "it is important to determine the leading motives for choosing the right profession. Imitation of your favorite teacher as a leading motive; interest in the sciences in the field of professional specialization; to understand the social essence of the profession; formation of professional skills and behavior; formation of unique professional pedagogical skills; increasing demand for professional self-education; development of professional knowledge and abilities; increased activity of professional research and creativity; analysis and self-analysis and evaluation of one's professional activity and tests related to professional-pedagogical activity include the emergence of a feeling of readiness and others" [7; 462 b].

In short, if we conclude based on the above-mentioned points, it confirms the opinion that the formation of professional motivation among future educators depends on the quality organization of education and students' deep understanding of the nature of their chosen profession. Future teachers should master the education and upbringing methodology, know the young characteristics of children, be able to understand their inner world, have pedagogical techniques (logic, speech, expressive tools of education) and pedagogical tact, use their knowledge and experience. should be constantly increased.



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