



## PSYCHOLOGICAL CHARACTERISTICS OF THE MOTIVATION OF THE PROFESSIONAL DEVELOPMENT OF A TEACHER IN PEDAGOGICAL ACTIVITY

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**Abstract.** *The role of pedagogues is incomparable in educating future professionals to be fully mature and well-rounded, deeply knowledgeable, and highly spiritual. Professional development of the pedagogue plays a leading role in achieving educational efficiency. For this reason, it is very important to study the psychological features of the motivation of the professional development of the pedagogue in the pedagogical activity.*

**Keywords.** *Teacher, specialist, professional motivation, education, professional development, component, professional identity, emotional stability, duty, creativity, value orientation, self-control, belief, behavior.*

**Introduction** A modern teacher should be competent, responsible, ready for long-term professional activity. At the stage of modern dynamic changing conditions of society, setting requirements for the training of highly qualified pedagogic personnel is carried out in the educational environment of the university. Professional development can be achieved by creating effective conditions that help the future teacher to self-realize and develop in the educational field of the university.

The development of moral competence of teachers based on a synergistic approach in education is considered one of the new directions, which implies that the competence of a teacher is formed from self-organizing systems during his development as a pedagogical staff.

Therefore, we can say without hesitation that the synergetic approach implies the creation of a certain system or systems during the training of pedagogues. If we look at it from the point of view of moral competence, the development of the teacher's moral aspects based on a synergistic approach includes the gradual formation and development of the moral and cultural competence of the pedagogical staff in a systematic manner. Without knowing the structure, content and characteristics of the teacher's activity, it is impossible to form his professional and personal qualities. Such an approach to studying the teacher's activity is also methodologically necessary. A methodological approach to the teacher's profession and personality creates the need to look at the current stage of development of pedagogy from the perspective of activity and personality analysis. Special emphasis is placed on the educational influence of the pedagogue's personality, and the essence of the pedagogue's profession is to implement the educational and educational effects as a whole through his profession and personality. Therefore, it is important to analyze the teacher's profession from the point of view of activity and personality.

**Literature analysis** In the science of professional psychology, the problem of professional motive and motivation has been widely researched by psychologists, and research work is being carried out within this problem even now.

L.I. Bamburova has studied the factors that cause a person to choose the profession of music performance, and the following characteristics have been identified:

- interest in creating and playing music;
- the need to enjoy music;
- taking the initiative to perform musical works;
- to raise the mood of the listeners and give them pleasure.

Of course, these results did not fully cover the motives of music performance. M. B. Chizhkova studied the motives of choosing a medical profession, and the obtained results allow us to say that first-year students follow the functional content of this field of activity when choosing a medical profession. As a result, the motives reflecting this functional goal - the desire to treat people and the opportunity to pay attention to the health of loved ones - reveal the ideas of future specialists about the qualities needed in professional activity. The strengthening of motives depends on the degree of satisfaction or non-satisfaction of most of the needs of workers in cocktail activities. Western psychologists Wroom V., Deci E. showed the structure of professional activity motivation. The stronger the individual's sense of satisfaction with his work, the higher the desire to perform the activity. Prompting them in their work activities on time will motivate them to work more efficiently.

Description of the structure of motives of professional activity by B.N. Dadanov suggested that, according to the scientist, the reasons for the desired activity may include the following factors:

1. Enjoying the activity itself.
2. The correct results of the activity (the knowledge being mastered by the created product, etc.).
3. Positive results of the activity.
4. Avoidance of activities or fear of punishment when the results of activities are unsatisfactory. In such a situation, interest in the activity may be lost.

A.K.Baymetov researched the motivations of pedagogical activity, mainly three of them were indicated separately:

- a) motive of duty;
- b) the interest and focus of the taught subjects;
- c) communicating with children;

N.V. Jurin studied the attitude of pedagogues to various factors in their activities, and according to the results of the research, the level of pedagogues'

success in their workplace and profession in some pedagogues primarily depends on the material support of the school, in others it depends on the achievement of achievements in the process of pedagogical activity, and in others it depends on mutual relations with the school leadership. entry, and in the fourth it is indicated that it is related to receiving a salary identified various factors of motivational self-management of a person. These factors relate to the implementation methods and results of motivational management. Also, the issues of objectification of motivational structures by the individual and various psychological strategies and methods of managing one's own motivation are clearly shown.

In the works of R.Z.Gaynutdinov it is possible to distinguish the criteria that determine the effectiveness of professional activity based on the analysis of the factors of personal characteristics of the level of realization of the components of the teacher's pedagogical activity. They are shown as follows:

- the ratio of the personal-professional component to itself;
- a desire for self-actualization;
- emotional stability and professional compatibility;
- self-esteem and internal consistency of "I";
- dynamism, need for achievements, extroversion, expectation of positive attitude of others towards oneself;
- internality (the level of internal control).

According to the book "Dictionary of the Russian Language" by S.I. Ojegov, the goal is to strive for something, to strive to achieve something. Thus, a subject, an object, and even an action can be a goal. A.N. Leontev stated that the motive moves towards the goal, where the main need is not to own the object, but to perform the action (as a result of awakening interest in it) and enjoy it. So, it follows that the goal

gives meaning and substance to the successful implementation of the activity. Finding meaning in the activities being carried out helps a person to perform these activities more successfully and improve as a specialist. According to the results of M. Kubyshkin's questionnaire "Determining the motivation of striving for the goal, competition and social position in the person" conducted by us, the indicator of the scale "Striving for the goal" was recorded at 32%. If we analyze these results, the clarity of the goal in the implementation of pedagogical activity, the feeling of satisfaction with the content of the process creates the basis for further strengthening the motivation of the professional development of the pedagogue.

The implementation of each activity requires a person to have a specific goal and a plan to be followed in its implementation, a number of professional and personal qualities and experience to achieve the goal in an effective way. The students we spoke to said that despite the fact that teaching is a difficult and responsible profession, they always have a clear goal, a sense of satisfaction with their profession, love for children, endless interest in the subject they teach, and There is always a desire to convey all knowledge and skills to children, which have become their life content.

In fact, Viktor Frankl, the founder of logotherapy, stated that the desire for meaning is the first motivational force in people. The search for content reflects both conscious activity and communication with the spiritual unconscious. Achieving content is an important characteristic of human existence. In order to achieve it, a person needs will, responsibility, accountability and a number of positive qualities. These qualities help a person's professional development.

In addition, goals are also considered important for the development of performance. Goals provide people with standards for evaluating their own abilities. Achieving the goals step by step will motivate you to start the next activity. Achieving efficiency gives a specialist a sense of confidence in his own strength and abilities. The index of this methodology on the "Competitiveness Scale" was 37%.

This indicator shows that, along with our transition to market economy relations, the demand for competitive specialists who meet world standards is growing. This process is also reflected in the education system, and it is an important issue to prepare modern pedagogical personnel who meet competitive world standards. This indicator, noted by the examinees, represents a desire for healthy competition in the process of professional activity, gaining a strong position in the pedagogical team and society. And for this, they work on themselves, improve their professional skills, and try to meet the requirements of a modern pedagogue. It is well known to us that every person, including a pedagogue, always wants to be recognized, to be encouraged according to his work, to find love, respect, and attention in the pedagogical team and among students. The fulfillment of these needs motivates him to be more active, to approach his profession with more responsibility and love, and helps to increase the motivation for professional development. If we refer to the scientific research carried out in this regard, F.S. Ismagilova's dissertation on the professional experience of specialists and its management during the formation of the market economy shows that the criterion of professional experience efficiency is the competitiveness of the specialist. Competitiveness is the degree to which a specialist is required as a professional in the labor market and his advantage in the organization.

From a psychological point of view, it can be interpreted as a preparation for the employer's orientation to the meaningful field to re-evaluate his professional resources and capabilities in accordance with the current rating of values for the employer. The author writes that the subject's attitude to his professional experience should be based on distinguishing between the personal meaning of the experience for the subject and the real importance of this experience in the labor market. Thus, F.Z. Ismagilova proved that self-awareness is one of the main factors determining professional recovery.

Therefore, the process of activity should be carried out in the form of competition, competition, mutual cooperation, healthy competition between people, people to be active, activity to be intense, striving for the goal to increase, and the result of activity to be effective. creates the ground for it. However, it should be emphasized that competition can have different effects on people depending on their psychological characteristics. For example, according to psychological studies, competitive environment motivates the activity of types with strong nervous system compared to those with weak nervous system. Therefore, it is advisable for the team leader to create a healthy psychological environment in the team, taking into account the psychological characteristics of the employees, encouraging everyone on time as much as possible, and being able to unite everyone on the basis of one goal. According to the "Aspiration for social position" scale of the methodology, an indicator of 31% was determined. If we look at the pyramid of motivations developed by A. Maslow, one of the famous American psychologists, a person has the need for belonging and love, that is, the need to belong to society, to be with people, to be accepted by them. Also, there are needs of a person to gain respect and attention, to be approved, to be recognized by people and society, to achieve success, which explain the motivation of a person's pursuit of social status.

In particular, the pedagogues, who are our testers, have a sufficiently dominant motivation to strive for social status. they want to go. Analyzing the interviews, questions and answers, the pedagogues emphasized that the continuous rise and strengthening of the social status has a leading influence on the effective course of their professional activities.

However, it should be noted that not everyone in the team has the same position of respect and attention. According to researchers, there is a "struggle for position" in any social society. The level of the position depends on the age, education, gender, level of culture, nature of activity, orientation, etc. of the members of the team. According to this theory, the reason for unequal status is the mutual differences

among team members. According to the authors, people see and evaluate these differences, based on which they form ideas about each other. Therefore, any description that distinguishes a person from others can determine his social status. For example, in educational institutions of developed countries, a specialist's high level of intelligence, professional skills and scientific achievements are the basis for a high position. However, according to our observations, in our country, especially in the teaching profession, in order to occupy high positions in the teaching profession, a pedagogue needs to be knowledgeable and skilled in his field, as well as to love children, to be able to establish a positive emotional relationship with them, and perceptive ability, the ability to make a psychological diagnosis, the ability to be an example to others with one's morals and spirituality, pedagogical imagination, knowledge and skills in the psychology of students and families, etc., must be highly developed.

In addition to the above-mentioned characteristics and abilities that determine the professional development and social status of a pedagogue, in the process of pedagogical activity, our testers also have the ability to teach young professionals, enthusiasm, share their experience, and help in eliminating their shortcomings and mistakes. that they are constantly publishing articles in newspapers and scientific magazines with their new ideas on education and training, that they are creating lesson plans based on new pedagogical technologies, that they set an example in all fields as an example in the pedagogical team and helps to increase social status in front of students. The fact that pedagogues conduct extra-curricular activities, work tirelessly on their own, search and create, proves to what extent they are increasing and strengthening their social status.

So, the stronger the motivation of a person to strive for social status, the more he will work on himself in the course of his work, improve his professional skills, and strive to achieve high efficiency in the course of his work. The higher the social status of a person in the society and the team, this is a motivational role for him to

be more active in the future, to improve himself, to achieve achievements, and to always have internal and external readiness. plays

Because, a person's self-satisfaction, confidence in himself and his future, always striving towards a goal, the presence of a sense of his worth and having a social position, recognition by society, respect and love.

In particular, according to the results of the correlational research we conducted (4 samples), the indicators of pedagogues' satisfaction with their profession and the scales of "pursuit of goal" 0.191, "pursuit of competition" 0.24 and "pursuit of social status" 0.647 . A correlation was found between the levels of the correlation coefficient. The interdependence of the levels of this correlation coefficient indicates that the more the pedagogues who are our testers can achieve the goal set for them in the course of their activities, if a healthy competitive environment is organized in the workplace and if they are encouraged according to their work, if their hard work is recognized, if they occupy a certain social position, they will be satisfied with their profession and work, psychologically uplifted, confident in their strength and future. These, in turn, ensure that they strive for their goals in the course of their professional activities, become active in every field, seek their superiors and improve as specialists, fully satisfied with their professions, and ensure their professional development.

**Summary.** As a result of researching the motivation of professional development in teachers, the following conclusions were made:

1. According to the analysis of psychological-pedagogical literature, foreign psychologists in their work focused on the structural structures of professional motivation, the degree of formation of the individual's interest and abilities in the profession, and the connection with external factors.

2. Uzbek psychologists conducted work on the problem of educational motivation and motivation, the issue of professional motivation, according to the results, the connection with the self-management system of the person, the

manifestation of educational motivation at different age periods its psychological laws and its connection with duty, emotional-volitional aspects of a person are explained.

3. The structure of the motivation of professional activity is shown in the research works of Russian psychologists. According to the results, it was determined that the higher the level of satisfaction of the specialist with his work, the higher the motivation to perform the activity more efficiently. They researched the motivational aspects of the unemployed, the motives of pedagogues' pedagogical activity, the issue of the pedagogue's need for knowledge in the course of his professional activity, factors influencing pedagogical activity, and presented scientific and practical conclusions.

4. As a result of clarifying experiences, the level of satisfaction of pedagogues with their profession and work was shown. Most of the test takers who reported that they are not satisfied with their work and profession are young, they have just started their teaching career, and they have difficulties in adapting to the new workplace, pedagogical team, professional activities, and finding a way to satisfy the students. it was found that there are some problems.

5. The professional knowledge, experience, high level of skill is considered a factor of competitiveness of the specialist. Competitiveness ensures the specialist's advantage in the labor market and in the institution.

6. The higher the pedagogue's social position in society and the team, the more active he is, the more he is self-improving, the more motivated he is to always have internal and external readiness to achieve success.

8. Values are considered as important factors in the process of professional development of a specialist, and show the extent to which values connect a person's inner world with the external world and the process of activity he performs.

9. The effective course of activity directly depends on the development of some value in the world of values of a person. Values are manifested in the role of the manager of the implementation of activities and behavior.

10. As a result of the formative training, the trainees' feeling of satisfaction with their profession and their activities, the growth of self-esteem and their abilities, healthy competition in the team, and the strengthening of the motivation to achieve the goal, such as the development of necessary professional knowledge and skills, laid the groundwork for their further development as specialists.

**Recommendation** According to the results of this scientific research, the following activities aimed at developing motivation for professional development among pedagogues should be carried out:

1. In order to increase the motivation of teachers to develop as a mature specialist, it is necessary to organize psychological training aimed at developing in them the desire to achieve a goal, a sense of confidence in oneself and others, communicativeness, mobility, which are important for the teaching profession.

2. In the professional development of a pedagogue, it is important to gain prestige and respect in the pedagogical and student community, to be recognized and to achieve success. In this regard, it is necessary to hold various contests, knowledge contests, competitions and to reward the winners.

3. It is important to highlight the work methods and achievements of capable, skilled, scientific potential pedagogues through the mass media, and to strengthen mentor-student relationships with young pedagogues.

4. It is necessary to widely establish psychological support and counseling for young pedagogues, for spiritual support, exchange of experience.

5. It is important to create a healthy competition and a positive psychological climate in the pedagogical team. Paying attention to the physical and psychological health of pedagogues, carrying out the necessary work in this regard, serves to strengthen their sense of satisfaction with their profession and work.

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