



Tendencies of Development of Sustainable Motivation for Future Professional and Pedagogical Activity in Students

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Abstract: *In this article the reforms implemented in the field of education and science, the relevance of the problem of formation of professional motivation in future teachers, the pedagogical and psychological conditions, means and forms of formation of this aspect in students in the educational process in the higher education organization, in the educational system o Ways to implement development through special pedagogical and psychological influence tools are highlighted.*

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Today, in the era of rapid development and strengthening of integration processes, the formation of a new system of social relations, the integration of education into the world education system, the development of democratization and humanization processes require a new approach to modern pedagogical technologies in the educational process. The relevance of the problem of formation of professional motivation among future teachers is explained by insufficient development of pedagogical and psychological conditions, means and forms of formation of this aspect in students during the educational process in higher education institutions. The unique feature of professional pedagogical activity is that it largely determines how effective other types of activity will be due to the work of the pedagogue. It is absolutely impossible not to take into account the importance of psychological and pedagogical factors in improving the quality of teacher training. Unfortunately, some students studying in pedagogical higher education institutions will not have the desire to engage in pedagogical activities in the future. Among them, there are those who do not correctly assess the social importance of this profession, that is, teaching. Due to the lack of interest in pedagogical activities, it is clear that such students avoid working in schools even after graduating from a higher education institution.

Graduates who are forced to work at a school due to specific circumstances cannot adequately express their potential, because the teacher is forced to have general theoretical and general cultural knowledge, this it hinders the full manifestation of such features as being able to convey information to students, carrying out corrective work during professional activities.

Motivation in relation to professional-pedagogical activity is the sum of internal motivation related to mastering professional-pedagogical activity and activity in relation to the implementation of activity.

showed that the problem of formation of motivation for activity is intensively studied by researchers. The nature of this problem, the structure and stages of the process, the comprehensiveness and complexity of this phenomenon are sufficiently covered in the researches. In particular, among foreign scientists, LI Bojovich, AN Leontev, AK Markova, AA Rean, SL Rubinshtein conducted systematic studies of works related to this field. In particular, researchers have paid more attention to the question of the components of motivation and the impact of their identification on educational effectiveness. LI Bojovich, NM Borytko, OS Grebenyuk, EF Zeer, Ye.A. The works of Klimov, AK Markova, OI Suslova, NF Talizina talk about the importance of improving the quality of training of future specialists and developing motivation for mastering professional competencies in their professionalization.

In the process of studying the problem of formation of motivation in relation to professional-pedagogical activity among students, the following contradictions were identified:

1. at the socio-pedagogical level: between society's need for pedagogues and the lack of motivation of graduates of higher education institutions for pedagogical activity;
2. at the scientific-theoretical level: between rigid, traditional approaches in the organization of student education and insufficient use of the educational potential for the formation of graduates as pedagogues;
3. at the scientific-methodical level: between the organization of teaching-methodical support aimed at forming the motivation of students in relation to pedagogical activity in the process of acquiring a future profession, and the insufficient development of the form, content and means of teaching in carrying out work in this regard.

Formation of educational and professional motivation among students in higher education organization should be started by explaining the social importance of the teaching profession. The performance of this task should not be limited to the activities of the departments and other units directly focused on the training of specialists. From the first days when students are admitted to study, activities aimed at increasing their interest in the chosen profession, i.e. pedagogy, should be carried out regularly on a wide scale, because there is a connection and correlation between the effectiveness of the future activity and interest in it. we think that

Another condition for increasing motivation in relation to the future profession is related to the organization of the educational process, because motivation has not only a guiding, moving essence, but also is formed in the course of a certain activity.

At the clarifying stage of the research, it was noticed that most of the students studying in higher educational institutions in the field of pedagogy have priority over "strict" pragmatic motives, which indicates that students have doubts about the right choice of profession.

As in any type of activity, personal qualities formed under the influence of social motives play an important role in pedagogical activity. Motives of social identification occupy one of the last places in the motivational structure of students. It is necessary to take into account the effects on the formation of socially important personal qualities of the future teacher:

According to the results of the research, it is known that students have the least developed motivations related to emotional-cognition in relation to profession, emotional-cognition and activity related to professional independence, emotional and activity-related motives in relation to social work. ldi

According to the results of the research, among the factors with positive content that determine students' attitudes towards the profession, the following can be included: the opportunity to work with people, to have social recognition, respect, constant creativity, self-development. Negative factors include factors such as low monthly salary, insufficiently accurate assessment of activity, and boring work.

According to the results, the test subjects showed the highest level of failure avoidance while the achievement striving indicator was the least expressed. It can be concluded that no matter how much future teachers try to improve and develop themselves, the motivation to avoid failure takes the leading place.

Correlation analysis of empirical data made it possible to make the following conclusions:

- the functional structure of professional motivation among students of higher education organizations in the field of pedagogy is not fully formed;
- the motivation of educational activity has the character of opposition with motivations of professional direction and striving for success;
- professional orientation and achievement motivations showed mutually demanding aspects.
- The motivation of the future pedagogue in relation to his professional activity can be differentiated according to the content and characteristics. In our opinion, the motivation of professional-pedagogical activity consists of groups of conscious, professional and personal motives. Perceived motives can include the direction of behavior and the motives related to mastering the content of subjects (learning motives, interests in acquiring professional knowledge, the desire to acquire skills and abilities, attitude towards cognitive activity, approach to the result of educational activity, etc.).
- The group of professional motives includes educational and professional motives and interests arising from the content and structure of the activity, attitudes towards the future profession and professional values. The group of personal motives can include behaviors related to education of personal importance (self-development, material security, professional-personal development, etc.).
- Based on the theories of personality formation and self-expression and work motivation (R. Heckman, G. Oldham), we came to the conclusion that if the organization of the educational process and the tasks given to the student, the importance of education is felt, education if it leads to awareness of responsibility for the result, then efficiency, job satisfaction and motivation will be maximally high. High results can be achieved in the following cases:
 1. the educational process must ensure the full mobilization of students' knowledge, skills and abilities;
 2. students understand the ultimate goal, feel the interrelationship of a particular educational stage with previous and subsequent stages;
 3. students understand the importance of acquiring relevant competencies;
 4. education provides opportunities for independent choice of methods of performing tasks and assignments.

A comparison of the problems arising in the field of professional growth with the content of the future professional activity of the future teacher is the basis for concluding that it is necessary to prepare the student for professional growth while studying at the university. The goal at this stage is achieved by solving the following tasks:

- study career opportunities for the chosen pedagogical specialty;
- formation and planning of life goals;
- developing a career plan and drawing up an individual action program to ensure one's career on this basis.

The first task is carried out through three components: first, information about this profession, its economic and social status, reputation, the need for a profession in the labor market, career opportunities, requirements for the human personality and physiological characteristics of this profession; secondly, the matching of the person's capabilities and desires, knowledge, personal

qualities and abilities to the requirements of the profession; thirdly, manifestation of professional adaptation as adaptation to the content and conditions of future professional and pedagogical activity.

Choosing and setting life goals is the driving force behind designing career growth. Self-determination and self-affirmation are always very important for everyone and that is why people who know exactly what they want to achieve in life are the most successful people. The process of working with life plans includes several stages:

search for goals, formation, planning. Future teachers of the technology of goal formation and planning are offered the following: development of general ideas about life aspirations; identifying personal and professional goals; determining the highest and intermediate goals on the way to the main goal; comparison of the means necessary to achieve the goals with the real situation, situation; setting deadlines for the achievement of intermediate and main goals.

The final stage of work on the implementation of tasks is a careerogram, that is, an individual direction of self-education activities aimed at designing professional growth. The program for the development of individual professional growth includes two blocks: the development of individual professional skills and the development of professional activity. The program is based on the following algorithm:

- "Who am I?" (compatibility with the chosen profession);
- "What can I do?" (diagnosis of opportunities);
- "What do I want?" (formation of goals);
- "What do you need for this?" (determining conditions, means, factors);
- expected result.

A career plan can be made for a certain period of time (for example, for one year of study) or it can cover the entire period of study at the university.

The introduction of this course will help to create conditions for the purposeful establishment of future professional and pedagogical activities, to clearly understand the content and prospects of a particular specialty, and to support students' desire for professional growth.

The next process of further support of professional growth is carried out within the professional activity of the future teacher. Production practice in educational organizations, protection of coursework, activity in institutions where students want to work after graduation - are considered the most effective methods of such support.

In conclusion, it should be noted that in the process of mastering professional skills, in the formation of students' motivation for professional-pedagogical activity, appropriate pedagogical principles, approaches, pedagogical conditions, forms, methods and methods of teaching, teaching Effective use of tools is important in improving the training of pedagogues.

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