Characteristics of Motivation in Professional Activity

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Abstract: This article provides full information about the teacher's professional pedagogical activities, their methodological problems, professional motives and motivations, factors that cause professional interests, groups of motivations related to the individual's work.

Keywords: teacher, motivation, activity, method, training, science, pedagogical experience, specialist, lesson, material need, spiritual need.

Decision PD-2909 of the President of the Republic of Uzbekistan Shavkat Mirziyoev dated April 20, 2017 "On measures to further develop the higher education system" [1] was announced. In this decree, in the system of higher education, establishing close cooperation relations with the world's leading scientific and educational institutions in their fields, introducing advanced foreign experiences into the educational process, especially promising pedagogic and scientific Work on training and training of personnel in leading scientific and educational institutions abroad is being carried out sufficiently. Based on the priority tasks of the country's socio-economic development, fundamental improvement of the higher education system, fundamental revision of the content of personnel training, creation of necessary conditions for training of highly educated specialists according to the level of international standards, necessary conditions are mentioned.

Methodological work is considered one of the teacher's obligations and is directed to the development and improvement of teaching methods in special subjects. Its result will be the creation of a set of assignments and tasks, didactic materials, educational and visual aids in training sessions.

Methodical work is a special set of practical activities based on the achievements of science and advanced pedagogical experiences and guiding each teacher to improve his professional knowledge and professional skills in every way.

Methodological works cover a wide range of issues, including:

➢ analysis of professional activity of experts; determining the main work and professional qualifications (developing a model of the specialist's activity);

➢ modeling the professional activity of a specialist during the training process (developing a professional training model for a specialist);

➢ developing a set of tasks for acquiring the necessary skills, determining its place in the content of training;

➢ making changes to educational programs;

➢ reflection of development forecasts in the fields of science and production in the teaching content (in a specific field of specialization);

➢ improving forms and methods of education (forms and methods of problem-based education) that ensure the development of students' thinking activity;

➢ improvement of forms and methods of education (forms and methods of independent work of students) that ensure the development of active thinking and independence of students;

➢ individualization of education (individual tasks and tasks, individualization of tasks in collective tasks, training according to individual educational programs);

➢ development of didactic materials (teaching programs for programmed education, set of tasks, exercises, business games, statement of production situations for analysis). [2]

The problem of professional motive and motivation has been extensively researched by foreign psychologists. In particular, Ye. We can include Klimov, V. Krutesky, A. Vasilkova, E. Disi, V. Vrum, M. Dmitry and others.

Motivations related to a person's work can be divided into 3 groups;

the first - motives of labor activity,

the second is the motives for choosing a profession

the third is motivations for choosing a workplace.

Specific activity is explained as a whole, i.e., in it, the motives of labor activity, the formation of motives for choosing a profession, as well as the motives for choosing a workplace through the other two motives.

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

The first group includes factors related to the awakening of the collective character, which includes motives such as the realization of the benefit to the community, the desire to help other people, the need for a social institution in work, and not wanting to be dependent on others.

The second group of factors is the motivation to earn money for oneself and one's family, to satisfy material and spiritual needs.

The third group includes self-activation, development, fulfillment of self-expression needs, etc. It is known that people cannot do without some activity from nature. A person is not only a consumer, but also a creator, and in the process of creation, he gets inspiration from creativity. The motive belonging to this group is related to meeting the needs of the society and gaining the respect of others. Labor education of schoolchildren is formed in connection with this motive. [3]

As mentioned above, the general motivations of work are carried out within specific professions. Choosing a profession is a very difficult and motivating process. After all, a person's choice of the right profession is often the reason for a person's satisfaction with life.

It is important that the decision-making process of a person's choice of activity is more about external factors. It mainly depends on external factors, one's opportunities and abilities, interests and inclinations in choosing a profession. Evaluation of the external situation, factors that have a positive effect, the amount of money earned, benefits, the proposed enterprise, the proximity of the institution to the place of residence, the ease of transport connections, the aesthetics of the workplace and the harmful aspects of production, psychological in the team It includes climate, prayer and calling for order.

Assessment of one's capabilities includes health, fitness for work, possession of important qualities in the profession, level of knowledge, tendency to work without stress, the ability to work with the pace and calm rhythm required in high-noise work.

It is important to evaluate the workplace chosen in accordance with interests, the institution where you work at the same time, barriers to opportunities in the enterprise, work management, professional growth, and the emergence of initiative. Sometimes it is important to choose a place of work based on interest.

E. Chuchunay classified the motivations for choosing a workplace and a profession. He divides career motives into:

1) Dominant (predominance of interest in the profession),

2) Related to the situation (realization of conditions that have always interested a person).

3) Conformist.

4) Professional motivations [4]

L. Bamburova singles out the following factors as reasons for choosing the music performance profession:

Interest in creativity and music performance.

The need to enjoy music.

Striving to take initiative in performing musical works.

The desire to increase the value of listeners, to give them pleasure.

Of course, the above are not the complete motives of music performance. They only lead to the beginning of a musical career. Vasiliev A. cites the following main motives for choosing the profession of a medical worker:

1) Desire to heal people.

2) The desire to relieve the pain of serious diseases, old people, and young children.

3) Ability to care about the health of loved ones.

4) Solving the problems of scientific medicine.

5) Worry about your health.

6) Material interests.

The strengthening of motives depends on the satisfaction of many factors of employees in their work. Western psychologists V. Vrum and E. Disi distinguish the components of work motivation. According to him, the more people are satisfied with their work, the stronger they will try to do their work. The more they are encouraged in the process, the harder they work. In such an approach, the incentive depends on the productivity of the workers. In this, they get strength from the firms, companies and organizations in which they operate. These various additional benefits are organized by the enterprise, not only for the pursuit of education, but also for recreation.

According to the results of the survey, the type of unemployment is divided into objective, objective-subjective and subjective forms. Objective reasons include poor health and physical condition, change of residence, continuing education, childbirth and child care. We can include the terms of the employment contract, professional growth, lack of advancement opportunities, etc. as objective and subjective reasons. Subjective reasons include the psychological climate in the team, interpersonal relationships, etc.

Job search motivations of the unemployed remain an unstudied problem. At the same time, the morals of the unemployed, their activity in finding a new job depends to a large extent on their motivational aspects, their structure, and in rare cases, the conditions of the meaning of life. As Dmitriy noted, the unique characteristics of the motivational aspects of the unemployed are manifested depending on all the indicators of the motivational structures of their job-seeking activities. They motivate us to use our opportunities to try again to become independent from social changes. The structure of the motivational capabilities of the passive unemployed is characterized by the mobility of individual motives.

For the description of the structure of motives of professional activity, the methods proposed by B. Dadanov can be used. It shows that the following factors are reflected as the reasons for the desired activity:

1. Enjoying the same activity.

2. The correct results of the activity (product being created, knowledge being acquired, etc.).

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3. Stimulation of activity (salary, promotion, verbally, etc.).

4. Seeking to avoid the punishment given in cases of refusal or when the activity is not performed well. [5]

These reasons can also have a negative "valence". For example, he can stay away from activities and turn off his interests. Negative valence can be expressed as follows by explaining it with a special symbol:

The work process is difficult and unpleasant for T-person;

R-away from the pursuit of the desired result;

V-incentive-offer to refuse work;

Penalty for the same work activity.

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 of the conducted surveys (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 subject, and 13% to 22% of students have a positive attitude neither to teaching nor to professional science. The purpose of their admission to a higher educational institution is to avoid military service 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.

There are people who choose careers because of their interests, and this interest rarely takes on a romantic character.

He can choose a profession on the basis of career aspirations, on the basis of real external impressions, through the advice of parents, friends, or depending on luck. But romance in the profession usually disappears quickly, and in its place there are "hard working days" for which a person is not emotionally, physically and mentally ready. The chosen profession is difficult for him, in many cases it 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, you should pay attention to choosing a profession. Many of the activities chosen are in accordance with a person's ability and aptitude.

Baymetov A 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 predominance of these motives, the authors distinguish teachers belonging to 4 groups:

➢ with the predominance of the duty share (43%);

➢ predominance of interest in taught subjects (39%);

➢ the predominance of the need to communicate with children (11%);

➢ the motive of realizing 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 the motives of commitment in teachers not only makes great demands on students, but also requires 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 A. Baymetov noted, the predominance of the motive of authoritarianism in authoritarian teachers, 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. 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. Jurinim studied the attitude of teachers to various factors in their pedagogical activity. Researches show that teachers' satisfaction with their profession and workplace 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 in the third case, on interaction with the administration. to install, the fourth person will be connected with the monthly receipt.

When studying the characteristics of educational motivation, it is necessary to distinguish 2 aspects:

The first aspect is the motivation for choosing educational activities. The second is to determine the reason why the scientist decided to study this topic. Doing science depends on several reasons. They need to strive for new things and create them, to be interested in specific sciences and to be interested in some specific issues, to benefit humanity with their discoveries, to solve any issues related to the national economy, or simply to make a name for themselves in history with their work. leave; the pursuit of a certain social status (having academic degrees) is defined by the pursuit of fame.

It is an important part of pedagogical activity and is seen in its motivation. Pedagogical activities are divided into motivational orientations, as in educational activities. They are external motives, for example orientation of the result and process of one's activity. The external motives of work prestige in a specific educational institution, the motives of adequacy of remuneration for labor, are often closely related to the motives of professional and personal growth.

G. A. Murray separates the main motives of striving for power, connecting them with their activities. The signs or effects of the need are manifested in the following desires;

1. Management of one's social world;

2. To influence the behavior of others and guide them with their advice, command, convince them of their word;

3. Orientation to one's faith. [6]

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

It should be aimed at meeting important needs from psychological and economic aspects. The implementation of the principle is determined by the development of positive motivations aimed at encouraging high-performing employees. 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 match 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 ability;

➢ to observe family traditions;

➢ that he took an example from 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 during 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.

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