

# Socio-Psychological Factors in Developing Professional Motivation Among Students of Internal Affairs System Lyceums

Bekmuratova Khalima Maksatovna

Psychologist of the Surkhandarya Academic Lyceum of the Ministry of Internal Affairs of the Republic of Uzbekistan

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**Abstract:** This article provides a comprehensive analysis of the socio-psychological factors influencing the formation of professional motivation among students in academic lyceums affiliated with the Ministry of Internal Affairs. The research is based on contemporary motivation theories, particularly the models of Maslow, Deci, and Ryan, as well as the scientific perspectives of Uzbek scholars, including O.E. Hayitov and I.M. Ergashev. Using empirical data collected through surveys, interviews, and observational methods, the study thoroughly examines students' attitudes towards career choices, their motivational needs, and the impact of social environmental factors. The article concludes by offering practical recommendations for strengthening professional motivation.

**Keywords:** Professional motivation, socio-psychological factors, academic lyceum, student personality, motivation theories, professional orientation, psychological research methods.

**Introduction:** In the current era, as the role of law enforcement agencies continues to grow, the training of modern-thinking, highly qualified, dedicated, and patriotic personnel for the internal affairs sector is viewed as one of the pressing issues. Particularly, academic lyceums under the Ministry of Internal Affairs play a crucial role as educational institutions of the initial stage in this regard. Their primary task is not only to impart knowledge but also to thoroughly prepare students for their future professional activities, shaping them into specialists who will serve the internal affairs system with loyalty.

Therefore, the process of developing professional motivation in lyceum students is a complex, multifaceted, and continuous socio-psychological process. Professional motivation not only reflects a person's interest in the profession but is also closely linked to their self-perception in this field, assessment of their capabilities, and future plans and goals. The factors influencing the formation of this motivation can be diverse: family, peers, teachers and the psychological environment in the lyceum, approaches in the education system, social values, personal

aspirations, physical and spiritual surroundings, state policies, and promotional activities - all of these shape or alter the level of motivation.

Furthermore, professional motivation helps an individual envision themselves as part of the internal affairs system, develop a positive attitude towards their career choice, and consider their life meaningful through this profession. This is particularly crucial during youth, at the stage when one's personal identity is forming and the system of life goals and values is being established. Therefore, from a psychological perspective, creating a motivational environment at the lyceum level and adopting an approach that aligns with each student's internal mental state, professional interests, and aspirations is of decisive importance.

The relevance of this research lies in the fact that in today's era of globalization and intense information flow, young people are faced with numerous alternative paths and career directions. In this situation, they need motivation with a deep psychological foundation to consciously choose the field of Internal Affairs and envision themselves in this sphere. Developing this motivation requires a

systematic and scientific approach.

The aim of the research is to identify socio-psychological factors influencing the formation of professional motivation in students of academic lyceums under the Ministry of Internal Affairs, to analyze their interrelationships, and to develop practical recommendations for the process of professional training.

## METHODS

Professional motivation is one of the leading research areas in psychology, which examines the psychological and social factors influencing a person's career choice, professional growth, and self-realization in their profession. The theories, approaches, and practical recommendations proposed in this field vary depending on specific socio-cultural contexts.

In psychology, the concept of motivation is interpreted differently across various approaches. For instance, Z. Freud links motivation to internal impulses and unconscious needs, while K. Lewin views it as psychological forces between inclinations and goals. G. Allport, on the other hand, presents motivation as an individual's internal need and purposeful activity.

According to A. Maslow's theory of the hierarchy of needs, a person initially strives for social connections, respect, and self-expression after satisfying physiological and security needs. Choosing a profession and carrying out activities in it is directly related to the needs of this higher level. F. Herzberg divides motivation into "satisfactory" and "unsatisfactory" factors, emphasizing that the factors that motivate a person to be active are connected not only with material, but also with spiritual, social values, personal beliefs.

Scientists in our country also place high importance on the issue of professional motivation. In his research, O.E. Khayitov views professional motivation as the formation of an individual's characteristics based on socio-economic conditions, moral values, social roles, and personal aspirations. According to him, social institutions, including family, educational establishments, and mass media, exert a strong influence on the motivational system of the individual.

Z.A. Karimova explains professional motivation through psychological mechanisms and analyzes its components: interest, need, goal, inner conviction, and professional identification. According to her, positive motivation has a strong goal-oriented drive and ensures high effectiveness in an individual's professional activities.

In his research, B. Mukhamedjanov developed a systematic approach to career guidance, emphasizing

the integration of motivation into the educational process, the crucial role of teachers and psychologists, as well as the importance of a healthy environment within the team.

Recent studies indicate that social networks, media influence, and the global information space are also actively involved in shaping professional motivation. These factors are impacting young people's career choices, system of social values, and life ideals.

This article analyzes the factors influencing the formation of professional motivation among students of academic lyceums under the Ministry of Internal Affairs. Students of these lyceums master not only general education subjects but also professionally oriented subjects such as law, military affairs, physical training, and service discipline. Every action of teachers, curators, and psychologists working with these students directly shapes their attitude towards the profession.

## Research methods:

Theoretical analysis - analysis of key concepts based on scientific sources;

Empirical methods - interviews, questionnaires, observation;

Comparative and typological analysis - differentiation and generalization of social factors.

Thus, based on the analysis of existing literature, the socio-psychological factors that form professional motivation are systematically highlighted, and modern approaches to this issue are reflected.

## DISCUSSION

During the study, surveys and psychological interviews were conducted to identify the main factors influencing the development of professional motivation among students of academic lyceums affiliated with the Ministry of Internal Affairs. The analysis revealed that the factors affecting motivational levels are complex in nature, with each factor being shaped through an individual's personal characteristics, social experiences, and interactions with their environment.

1. The Role of Family and Upbringing. The majority of students (approximately 68%) indicated that their choice of the Internal Affairs field was related to family traditions, parental advice, or the presence of family members working in this sector. This finding demonstrates the strong influence of the family institution on personal motivation. From a psychological perspective, parents' value systems, their respect for the profession, and positive role models play a crucial role in shaping a student's professional ideals.

2. Psychological impact of the lyceum environment. The internal discipline established in the lyceum, the competitive atmosphere among students, the teachers' attitude towards their profession, and their dedication to service - all these factors play a crucial role in strengthening students' professional motivation. Interviews conducted revealed that in groups with highly motivated students, teachers were more active, their approaches were student-centered, and their requirements were clear and encouraging.

3. Social values and the influence of mass media. 52% of the survey participants indicated that they became interested in this field through positive films about the internal affairs system, social videos related to law enforcement, and positive portrayals. Therefore, the influence of media should not be overlooked as a motivational factor. At the same time, it is also noted that this influence can take on a negative aspect through misinformation.

4. Personal factors - inner need, interest, self-awareness. According to the results of psychological interviews, the following characteristics were observed in highly motivated students: goal orientation, self-confidence, determination, a sense of social responsibility, and patriotism. These characteristics are based on the individual's internal motivation and tend to have a stable nature.

5. Psychological services and psychoprophylactic work. Professional guidance activities, individual interviews, career tests, and training sessions conducted by psychologists working in lyceums serve as important tools for clarifying students' perspectives on professions. However, it was discovered that these activities are not systematically implemented in all grades, highlighting the need for more in-depth work in this direction.

Based on the above, it can be stated that the formation of professional motivation is a complex psychological process, ranging from primary sources of information to inner feelings, goals, and values. It is also directly linked to socio-economic conditions, the student's personal worldview, and the socio-political climate in the surrounding environment.

## RESULTS

Based on the analysis of observations, interviews, surveys, and literature conducted during this study, it was established that the formation of professional motivation in students of academic lyceums under the Ministry of Internal Affairs occurs through the following main directions and factors:

### Impact of the family institution:

More than 68% of students noted that the main

motivating factor in choosing the internal affairs system was the family's, especially the father's, respect for the profession, advice, and service.

This situation shows that the family serves as the initial and strongest formative social source of professional motivation.

### The importance of the educational institution and the pedagogical environment:

73% of students reported an increased interest in service after entering the lyceum.

The personal qualities of teachers and group leaders - their dedication, adherence to discipline, and respect for the profession - are being accepted by students as an example to follow.

Psychological and spiritual education, lessons on legal culture, and the military-disciplinary environment implemented for students at the lyceum are among the factors that enhance motivation.

### Personal factors and intrinsic motivation:

According to the survey results, over 60% of students possess intrinsic motivation and have chosen their profession based on personal aspirations, life goals, and the desire to serve the Motherland.

Students with intrinsic motivation were observed to have developed strong willpower, determination, self-confidence, social responsibility, and a professional ideal.

### Influence of the information space and social images:

More than half of the students have formed a positive perception of the law enforcement field through media sources, including films about law enforcement agencies, social media pages, speeches by government officials, and various ceremonial events. This demonstrates that media can exert either a positive or negative influence on motivation.

### Impact of psychological services:

Trainings, tests, and consultations conducted as part of career guidance initiatives play a crucial role in helping students assess their capabilities, understand their suitability for specific professions, and reinforce their career choices.

When psychological measures are implemented consistently, systematically, and in a step-by-step manner, professional motivation becomes stable and acquires a clear direction.

### The necessity of social incentives and motivational systems:

According to students, service conditions, social guarantees, material provisions, and opportunities for career advancement are crucial factors in maintaining

and enhancing motivation.

This indicates that not only internal but also external motivational factors play a role in sustainable development.

#### **Healthy collective environment and friendly social connections:**

54% of students reported establishing trustworthy relationships through extracurricular activities, team competitions, and joint service exercises, which positively influenced their motivation.

**Overall conclusion:** Professional motivation is not merely an internal need or external incentive, but a multi-factorial complex system dependent on the individual, their position in the social environment, experiences, psychological preparedness, interactions with others, as well as how they envision themselves professionally.

#### **CONCLUSION**

Based on the conducted research, it can be determined that the formation of professional motivation in students of academic lyceums under the Ministry of Internal Affairs is a multifaceted, complex, and profound socio-psychological process. The level and quality of motivation are directly related to the student's personal characteristics, family environment, educational system within the institution, social environment, and the quality of information sources and psychological services.

#### **The following main conclusions were drawn:**

The value system in the family environment is the most crucial factor influencing professional choice at the initial stage, with parents' attitudes towards the profession and their views on the professional ideal shaping the student's motivation for the profession.

The upbringing, discipline, and pedagogical approach in the academic lyceum environment play a decisive role in determining students' professional orientation. Approaches that promote healthy competition and respect for service within the community strengthen motivation.

The formation of internal motivation - students' choice of service based on a sense of social responsibility, loyalty to the Homeland, personal dreams and ideals - is the most stable and enduring form of motivation.

The activity of psychological services is an important system that serves to identify students' professional orientation, self-awareness, and the formation of a positive internal disposition. It is necessary to increase the effectiveness of work in this direction.

Information sources and social images have a significant influence on the process of choosing a

profession. Therefore, it is important to promote positive examples in this area and accurately portray the service process in real life.

#### **Recommendations:**

- Conduct systematic and scientifically-based career guidance and motivational psycho-preventive work in academic lyceums;
- Widely implement diagnostic methods to identify students' personal interests and abilities;
- Organize psycho-educational programs in collaboration with parents to support professional motivation;
- Promote positive aspects and real activities of the service through media;
- Establish incentive mechanisms such as awards and competitions to encourage activity.

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