

The Role and Importance of Professional Motivation in The Formation of Competitiveness in Future Teachers

Melikova Elnora

Lecturer at the National Pedagogical University of Uzbekistan named after Nizam, Uzbekistan

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Abstract: This article analyzes current issues of developing the professional and creative potential of future teachers in the higher education system, modern creative mechanisms, pedagogical technologies, and motivational approaches. Important aspects of the formation of professional motivation, creative activity, and independent thinking in students, including the "tutor-student" system, the possibilities of e-learning and m-learning platforms, are highlighted. Also, the pedagogical conditions for the formation of professionally important qualities in the process of self-development of a teacher were analyzed based on motivational and reflexive components. The author, on a scientific basis, highlighted ways to achieve high effectiveness through the formation and development of professional motivation in the educational process.

Keywords: Professional motivation, creative abilities, pedagogical competence, self-development, future teacher, modern pedagogical technologies, e-learning, m-learning, tutor-student system, reflexive activity, professional qualities, motivational approach.

Introduction: In higher educational institutions of the world, creative mechanisms for the development of students' professional and creative abilities have been introduced into the educational process. In this regard, systematic work is being carried out in higher educational institutions on the development of students' professional creative abilities, modeling the educational process, creating electronic information educational resources, using modern pedagogical and information and communication technologies, developing students' creative competence, introducing a "tutor-student" organizational and methodological support system for students, and developing independent learning activities.

Research is being conducted worldwide on the development of professional creative abilities of students of higher educational institutions, the organization of the educational process based on media technologies, and the development of pedagogical opportunities for the development of professional and creative abilities. In this regard, scientific research is being conducted on professional problems, testing scientific hypotheses, identifying professional problems, defining educational strategies for independent thinking, creating mechanisms for

continuous renewal and development of professional and creative abilities, organizing a differentiated approach, forming cooperative, educational-discussion, and mediation (priority of an impartial service environment) education for the formation of cooperation in the student community, organizing corporate training based on e-learning and m-learning technologies, and improving the corporate database.

Today, the training of qualified competitive pedagogical personnel for the education system is one of the most pressing issues. Many specialists believe that one of the main reasons for the imbalances in the education system, the inadequacy of quality and effectiveness, the unsatisfactory results of the interaction of relations between the object and the subject, is the lack of professional motivation, that is, in the learner - in learning, and in the teacher - in teaching. What is motivation? Motivation is the ability of a person to satisfy their needs through any activity, a dynamic psychophysiological process that controls human behavior and determines its organization, direction, stability, and activity. This problem in education has existed for a long time, but today it has significantly weakened. The solution to this problem plays an important role in the development of the

education sector. The solution to this can be explained as follows: Firstly, a conscientious approach - the most important thing, whether it is acquiring knowledge or teaching, is to be convinced of the correctness of the goal set before you, not to back down under any conditions for the effectiveness and efficiency of your choice.

Secondly, the goal that a teacher sets for themselves when choosing a profession should become the direct meaning of their life. That is, it is important not to achieve "growth" (career) through the chosen profession, but to achieve recognition as a skilled master of their profession, specialist and mature person, to choose a direction that benefits the development and progress of society, including the future, to make a personal contribution to the implementation of the tasks of education before society. Thirdly, it is expedient to justify the importance of this profession for society. Fourthly, a profession should devote all one's strength to the path of human development and not cause one's own emotional distress. In this case, the teacher should allocate time after work for family and loved ones, and most importantly, for independent study and personal self-development, as well as properly allocate time for studying documents, news, innovations, working with people, especially young people striving for education. Fifthly, in any position, regardless of how small or large it is, a person must understand that they contribute to the implementation of a certain vector of goals, either for the better or for the worse. Teachers who are not mistaken in choosing a profession that becomes the meaning of their life, who can correctly manage their emotions, will not only increase their confidence in bringing benefit to society, but also be persistent in the occurrence of negative consequences for themselves and will be able to protect themselves. The development of students' creative potential and independent thinking in education requires the upbringing of a creator and artist, not a consumer. Analyses show that the analysis of the teacher's self-development shows that the lack of development of the content of the professional development process, which determines a set of pedagogical conditions aimed at forming knowledge about the requirements for the professionally important qualities of a teacher, the lack of time or its improper distribution, insufficient motivation, the lack of the need for constant and serious improvement of the professional level through self-development, is the reason for the observation of disruptions in the field of education.

These problems today necessitate the development of a model of the self-development process aimed at developing the most important professional qualities

of a teacher. This imposes such tasks as developing the content of the concept of "professionally important qualities of a teacher," characterizing pedagogical orientation and pedagogical reflex as integral professional qualities of a teacher, determining the conditions for their development in the process of self-development. The development of professionally important qualities of teachers, if carried out in the context of professional development, the process of self-education and development contributes to the development of pedagogical orientation, pedagogical competence. Self-education, as a conscious, purposeful activity of the teacher for professional and personal self-improvement, helps to bring the teacher to a higher level of self-management: from the level of an ambiguous, uncritical attitude towards reality to a new level of life - changes the essence of pedagogical activity. Self-education, aimed at developing professionally important qualities of a teacher, requires a special educational environment that provides motivational, cognitive, and reflexive conditions. The motivational component of the conditions includes the stimulation of professional and personal growth; the cognitive component consists in orienting the process of self-education towards the formation of knowledge about the requirements for professionally important qualities, the awareness of teachers in the field of modern psychogram research; the reflexive component is the level of development of professionally important qualities in the process of self-analysis of the effectiveness of the teacher's work, which ensures self-assessment. A favorable environment for the development of professionally important qualities can be formed in the process of advanced training aimed at such development, as well as through the organization of the process of self-education of teachers in the educational institution in which they operate. The development of professionally important qualities of a teacher can be carried out in the process of self-education - one of the types of pedagogical activity, which a teacher consciously, independently, and enthusiastically renews, is the improvement of existing knowledge, skills, and abilities to achieve the desired level of professional mastery, as well as the development of qualities important for professional and personal growth.

If specific goals and results are set, the sources of motivation create a positive attitude towards learning activities [3;127b]. During the research period, professional motivation of future teachers is developed in the educational process. When developing professional motivation in future teachers, it is necessary to take into account their interests and inclinations. As a result of the formation of professional

motivation in future teachers, professional competence is also developed. In order to ensure the interdependence between them, it is necessary to increase the motivation of a high level of confidence in the success of the future teacher in the educational process. It is also necessary to cultivate in students the ability to strive for personal success and take responsibility. Professional motivation in students is formed on the basis of various motives. Professional motives include:

- striving for knowledge in the field of school education;
- mastering the ways to achieve success in pedagogical activity;
- possession of pedagogical skills and personal qualities.

These components are the basis of the organization of professional activity. All this is connected with students' interest in the profession and ensures the desire to achieve success in achieving the set goal and creativity in professional activity. Personal motives encourage students to have their place in professional activity and dedicate themselves to the teaching profession. Students strive to find their place in the team and society, demonstrate organizational and leadership skills, and demonstrate personal behavior. Also, their interest in their chosen profession increases, their worldview intellectually expands, and they strive for creative activity. Personal motives are directly related to the content of education. Directs students towards active learning. Practical motives are manifested in action, students, relying on their knowledge and experience, reinforce their theoretical knowledge in practical classes. As a result, skills and abilities to solve various life situations and problems encountered in pedagogical activity are formed. Students master important aspects of the teaching profession in pedagogical practice. In addition, there are social motives that encourage students to have their place in society as a person with higher education, social recognition, contribution to the development of society, and a sense of civic duty. The effective use of various methods, technologies, and tools in the educational process in the formation of professional motivation in the process of higher education awakens activity in students and helps them acquire practical skills. Today, the most important requirement of society for modern teachers is the effective preparation of students for school. For this, future teachers must have a sufficiently formed level of personal and professional competence. Professional motivation creates the basis for the formation of professional competence. Professional need increases students' interest in their chosen profession. Cognitive activity is aimed at mastering theoretical and

methodological knowledge, skills, and abilities related to school. Reflexive activity encourages self-analysis and improvement of professional capabilities. Under the influence of these factors, future teachers develop spiritual qualities and universal values, educate children in the spirit of patriotism, love for their Homeland and family. It is also required to have solid school knowledge. Having solid knowledge in the field of school is one of the most important factors in preparing children for school. A future teacher is required to be aware of the latest achievements in world science in their profession and field, the experience of developed countries.

In mastering any profession, not only mastering it, but also skillfully implementing it, it is very important to follow all the laws and mechanisms of activity. We must not forget that even to acquire a simple professional skill, there are complex processes associated not with memorizing and, if necessary, recalling related information, but with consciously performing both internal (psychic) and external (object-oriented) actions. However, there are psychological factors that compel each person to engage in a particular type of activity, and these are the motives of activity. In psychology, causal motives are those that motivate a person to perform mental, practical actions and behavior, and are inextricably linked with the satisfaction of certain needs.

It shows that the role of a formative element is assigned to the system of motivational training of students for professional activity. At the present stage, the relevance of the problem of readiness for motivation, among other values, is associated with the introduction of a competency-based approach to education in the formation of students' aspirations for competitiveness.

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