

Professional Motivation of Future Specialists as One of the Key Factors of Successful Pedagogical Activity

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Abstract

In the essay, experts in the field of pedagogy explore motivational difficulties. The primary and primary factors impacting this profession's decision are underlined. The desire for power is one of the primary motivations of instructors that is taken into account in the job. An essential component of the teaching profession is the desire for and execution of the demands of power. The theories of G. Murray and D. Verroff are examined in the study.

Keywords: motivation, professional motivation, affiliation motive, power motive.

The destiny of every state is directly correlated with its level of educational progress, as is known from the annals of global history [1]. Based on this reality, we may state that motivation is the primary element influencing an individual's activity, behavior, and activity. Only by taking into consideration a student's motivational traits can any instructional contact be successful. Numerous domestic and international scholars (S.I. Grigoriev, L.G. Guslyakova, M.V. Kondratyeva, S.G. Maksimova, L.V. Topchiy, E.I. Kholostova, G. Berner, H. Svedner, R. Tomlisson, etc.) have written about issues related to the professional training of experts in the field of education. One of the key elements in a teacher's efficacy is motivation. First and foremost, teachers' professional motivation should not have a compensating element and score highly on affiliation measures. However, job satisfaction may decline and the source of professional drive may alter as a specialist's years of service in the area lengthen. The challenging psychological and emotional working environment provide an explanation for this situation. since a result, it is crucial to pay close attention to the teacher's motivational traits, since they are what influence his personal and emotional mental harmony and sufficiency, as well as the efficacy and success of the activities he does.

This means that a teacher's professional activity, regardless of the kind of work done, falls within the category of professions with enhanced moral responsibility for the health and well-being of individuals, demographic groups, and society as a whole. A teacher's mental and physical health is negatively impacted by the ongoing stressful conditions that they encounter at work, as well as by personal insecurity and other moral and psychological issues. Studies have shown that being a teacher is a career that comes with a lot of responsibility and emotional strain as well as extremely ambiguous success standards. As a result, this situation has a big impact on how professionals in this industry develop their professional motivation [2]. Affiliation (the want to interact) is a major factor in one's decision to pursue this line of work since only via interpersonal conversation can one's desire for power be realized and satiated. A person's desire to build trusting, emotionally supportive relationships with others typically represents the affiliation motive. Internally, or psychologically, it manifests as a sense of love and loyalty, and outwardly, it takes the shape of sociability, the desire to work with others, and the need to always

be with them. Communication partners who share these goals do not see one another as a method of achieving personal goals or as rivals to be subordinated, but rather as partners in equal collaboration. As a result of satisfying the motive of connection, people begin to form open, trustworthy relationships based on compassion and mutual aid. The desire for power is a very significant additional motivator for a person's instructional effort. It is described as a person's enduring and outwardly displayed desire to rule others. The motivation of power is defined by G. Murray as the propensity to exert control over one's social surroundings, including other people, and to exert various forms of influence over other people's conduct, such as persuasion, coercion, suggestion, deterrent, prohibition, etc. In order to influence others to act in accordance with their needs and interests, win their favor, secure their cooperation, establish their own righteousness, and defend their position, as well as to influence, direct, organize, lead, supervise, rule, subordinate, dominate, and impose conditions, are all manifestations of the power motive. D. Veroff, another authority on the subject, sought to understand the psychological underpinnings of the power urge. According to him, power motivation is the desire and capacity to find joy in dominating others. He believes that strong emotional reactions to keeping or losing psychological or behavioral control over others are indicators that a person has a drive for power. Another indication of a power drive in a person is joy in dominating another person in an activity or sorrow over failure, as well as resistance to following orders [3].

It is common knowledge that those who want control over others have particularly strong power motives. Its roots most likely stems from a person's ambition to be better than others. Neo-Freudians were the first to pay attention to this purpose. One of the primary motivations for human social conduct was identified as the purpose of the authorities. The dominance of one person over others is psychologically reinforced in a number of different ways. First, the power to praise and punish others. Second, the power to compel others to take specific activities, such as through enforcing a set of moral and legal rules that provide certain people the authority to govern and others the duty to submit. *Sociology, I ASU*", 2003, No. 2 (28), pp. 75–80.

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