

## MOTIVATION AS A PSYCHOLOGICAL FACTOR IN THE DEVELOPMENT OF PROFESSIONAL COMPETENCE OF STUDENTS OF PEDAGOGICAL UNIVERSITIES

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### ABSTRACT

The article examines the educational and professional motivation of students as an important component of professional competence, as well as psychological and pedagogical conditions and factors that contribute to the formation of motivation in the process of professional education

**Keywords:** motivation, factor, development, professionalism, competence, competency-based approach.

### ANNOTATION

The article examines the educational and professional motivation of students as an important component of professional competence, as well as psychological and pedagogical conditions and factors contributing to the formation of motivation in the process of vocational education

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Professionalism in the modern interpretation is associated with professional competence, which is a personal quality that characterizes the ability to solve professional problems of various levels of complexity, including the ability to act in non-standard situations. From the point of view of the competency-based approach, which is being actively implemented in the field of modern education, a high level of professional competence presupposes the presence of an independent attitude of the individual to his profession, increased motivation for the implementation of professional activities, as well as the possession of qualities that allow not only to successfully apply the acquired knowledge in practice, but also to improve one's experience throughout life. Accordingly, the most important condition for the formation of professional competence, in addition to mastering professionally significant knowledge and skills, is the personal growth of the future specialist and the development of his individual characteristics. In this approach, the breadth and depth of knowledge are no longer seen as the ultimate goal of education, but rather as a means of shaping personality in the process of professionalization.

The term "motivation" is used in psychology in two senses: as a system of factors that determine behavior (including needs, motives, goals, intentions, aspirations, and more), and as a characteristic of the process that stimulates and maintains behavioral activity at a certain level. Based on this, it is possible to distinguish internal and external causes of behavior. The psychological properties of behavior (motives, needs, goals, intentions, desires, interests, etc.) belong to the internal ones, and the external ones are the external conditions and circumstances of a person's activity (stimuli emanating from the current situation).

The problem of motivation of pedagogical activity, as well as the problem of motivation of human behavior and activity in general, is one of the most complex and poorly studied. <sup>1</sup>The analysis of the factors influencing the choice of the teaching profession by students allows us to determine their importance and arrange them in the order of the following components (V.A. Slastenin):

- Interest in the subject
- desire to teach the subject
- Desire to devote oneself to the upbringing of children
- Awareness of pedagogical abilities
- desire to have a professional education
- Perception of the social importance and prestige of the teaching profession
- Striving for material security
- That's the way the circumstances are

Today, motivation is understood as "an internal urge to action, which determines the subjective and personal interest of an individual in its accomplishment." Motivation is based on motives – that is, aspirations, certain interests, desires, goals, needs, ideals, in which young people make their choices in the field of their behavior, decision-making, and evaluation of their activities. Speaking of learning motivation, it is necessary to keep in mind specific incentives for cognitive activity, the assimilation of new professional scientific knowledge and its application in practice.

The student period is a very important period of formation and formation of personality, in which intensive intellectual development takes place, skills and abilities of the future profession are formed, value orientations and attitudes for future life are formed. Students are young people full of optimism, eager to show their abilities and talents as soon as possible.

The task, the goal of higher educational institutions is to form motivation for learning, to create such conditions in which students will study willingly, where they will receive satisfaction from the learning process itself, will be active and proactive.

What is the basis of motivation? What makes a young person study something, master new disciplines, topics, while spending a lot of personal time?

Interest in learning is the most important factor that stimulates the activation of the educational process and affects the increase in the cognitive abilities of students. In this regard, the creation of conditions for motivating students to cognitive and educational activities is one of the most important problems of modern pedagogy of higher education.

Motivation includes a whole range of personal qualities that determine not only the success of education, but also the general socialization of young people, the formation of their worldview positions, moral and value orientations, which are realized both in the profession and in self-development.

Recent studies show that the level of development of learning motivation plays a decisive role in the formation of a qualified specialist. If we compare the influence of such factors as "natural

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<sup>1</sup> Slastenin V.A. et al. Pedagogy: Ucheb. Handbook for students. Higher Ped. studies. V. A. Slastenin, I. F. Isaev, E. N. Shiyanov; Ed. by V.A. Slastenin. -- Moscow: Publishing Center "Akademiya", 2002. - 576 p. (in Russian).

abilities" and "learning motivation", then under certain conditions the so-called compensatory mechanism can be activated. At the same time, the lack of abilities is compensated by the development of the motivational sphere (interest in the subject, awareness of the choice of profession, etc.), and the student achieves great success.

This does not mean that ability is not a significant factor in learning activities. This can be explained by the fact that when entering a teacher training college, there is a selection based on general intellectual abilities, and all first-year students have approximately the same abilities. In this case, the factor of professional motivation comes first.

Obviously, a number of issues should be included in the range of problems associated with the study of students' attitudes to their chosen profession:

1. Satisfaction with the profession.
2. Dynamics of satisfaction from course to course.
3. Factors influencing the formation of satisfaction: socio-psychological, psychological and pedagogical.

Differential and psychological, including gender and age.

4. Problems of professional motivation or, in other words, the system and hierarchy of motives that determine a positive or negative attitude to the chosen profession.

Diagnosing the attitude to the profession is a psychological task, but the formation of the attitude to the profession is mainly a pedagogical problem.

Job satisfaction is an integrative indicator that reflects the subject's attitude to the chosen profession. It is absolutely necessary and important as a generalized characteristic.

Low job satisfaction in most cases causes staff turnover, which in turn leads to negative economic consequences. In addition, a person's mental health largely depends on satisfaction with the chosen profession. A high level of professionalism, which is one of the decisive factors in overcoming psychological stress, also contributes to its preservation.

Thus, the study of satisfaction with the profession, its impact on the process of professional training, the identification of certain patterns in this area – all this is more than an urgent task of pedagogy and psychology.

The formation and development of motivation is a complex process, the result of which directly depends on the clear formulation of intermediate and final goals of its formation. The goals of motivation formation at each stage, in turn, are closely related to the preliminary diagnosis of the initial level of its formation, on which the subsequent choice of specific methods, means and techniques of its development depends.

Subjective factors influencing the successful formation and development of motivation include personal qualities and characteristics of the subjects of the educational process. The most important characteristics of a student that affect the formation of sustainable motivation are his/her personal interest in the chosen profession, as well as the presence of abilities for the chosen field of activity. An important role in the development of students' motivation is also played by the personality of the teacher, who, in addition to professionally important qualities, mastery of educational material and pedagogical skills, must himself have a high level of professional motivation and be an example of a value attitude to his profession. For the successful formation of educational and professional motivation of students, the teacher must



master a whole range of methods for the formation of motivation, which can be conditionally divided into:

1. Methods of diagnosing the initial level of motivation development and the dynamics of its development in the process of pedagogical interaction between a teacher and students
2. Methods of analysis and processing of the data obtained
3. Methods of Psychological and Pedagogical Influence on Students
4. Methods of Assessing the Effectiveness of Pedagogical Impact

The level of formation of the motivational and value component in the structure of professional competence can be judged directly by the course and results of educational and professional activities. Successful formation of professional motivation, as a rule, is expressed in high activity and consciousness in the performance of educational tasks, in independence in planning activities, in the systematization of learning and self-learning, in the desire for self-development and the ability to reflect.

The analysis of the results obtained shows that among these motives, the students gave the highest rating to the motive of cooperation with colleagues - (3.6). I am glad that the motive of responsibility for the results of professional activity was rated quite high - (3.5). Relatively low assessments of interest in the profession (3.4) and the motive for theoretical comprehension of the basics of professional activity (3.4) practically coincide. The quantitative expression of the assessment of the motive for improving activity has the lowest indication, (3.3), which may be associated with insufficient awareness of the prospects for future professional activity and underestimation of such a factor as self-development (3.4), as well as the motive of self-realization in the process of future work (3.3).

Thus, it can be argued that the development of the motivational and value component in the structure of professional competence is one of the most pressing psychological and pedagogical problems in all cycles of professional education, since it contributes not only to the growth of the effectiveness of training, but also to the formation of a stable need for continuous professional self-improvement, which is currently one of the most important characteristics of the personality of a professional specialist regardless of its field of activity.

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