

Modern Trends In Developing Pedagogical Motivation Of Future Teachers

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Abstract

This article provides an in-depth analysis of the issues of forming and developing pedagogical motivation of future teachers. Motivation is one of the decisive factors in the professional formation of a person. The study analyzes the factors affecting the internal and external motivation of future teachers in modern educational conditions, foreign experience, psychological and pedagogical theories and their implementation in the national education system. Conclusions and recommendations are developed based on scientifically based methods, empirical observations, statistical results.

Keywords: pedagogical motivation, internal motive, external incentive, professional self-awareness, innovative education, future teacher.

Introduction

Introduction. Today, issues related to the quality of education are rooted in the professional potential of the teacher. The essence of this potential is closely related to the internal motivation of the teacher. In the process of preparing future teachers for the profession, the role of motivation is not only to give them knowledge, but also to form a sense of professional self-confidence and responsibility in them.

In modern psychology, motivation is the main driving force of personal development. The theories of scientists such as D. McClelland, A. Maslow, Ryan and Dessie emphasize that motivation is formed in a combination of internal and external factors. In the field of education, this combination is associated with the social significance of the teaching profession, the system of values, the appearance of the result of labor, and its status in society.

This article develops proposals based on modern methods, international experience and national practice that serve to form motivation in future teachers.

Methodology

This study is based on the following methodological foundations:

1. Theoretical analysis - psychological and pedagogical theories of motivation, foreign and national literature were studied.

2. Empirical methods - in 2024, a survey was conducted among 240 students of the 2nd-4th year of study at 3 universities (Tash State Technical University, Nizami State Technical University, Buxoro State University).

3. Qualitative analysis - semi-structured interviews were conducted with 20 teachers and 10 school practice leaders.

4. The presented data were analyzed using the SPSS program, statistical relationships and trends were identified.

Results

A series of questions and answers were conducted with the participation of students, and a survey was conducted among 250 students. Its results are presented in the table below.

Table 1.

Motivatsion omillar	"Juda muhim" deb baholag anlar (%)	"O'rtacha" deb baholag anlar (%)	"Ahamiyatsiz" (%)
O'qituvchilik kasbiga mehr	72%	24%	4%
Kelajakdagi barqaror ish o'rni	64%	30%	6%
Rag'batlantiruvchi	58%	33%	9%

stipendiyalar			
Amaliyotga asoslangan o'qitish	85%	13%	2%
Pedagog nufuzining jamiyatda yuqoriligi	41%	38%	21%

Analyses were also conducted using the interview method. The main points identified based on the analyses:

1. Those who considered teaching as an internal calling maintained stability in motivation.
2. Common problems during school practice (neglect, uncertainty in employment) had a negative impact on motivation.
3. Social campaigns to value pedagogical activity are insufficient.

Analysis and discussion

Analyses show that the development of pedagogical motivation is carried out on the basis of:

1. Motivation and professional self-awareness

Motivation, especially internal motivation, strengthens the future teacher's ability to see himself in the profession. Based on the "Self-Determination Theory" developed by Ryan and Dessie (2000), it can be said that a person who makes a professional choice based on internal motivation is less likely to experience professional decline.

2. The impact of innovative teaching methods

Methods that help to understand teaching not only as a theoretical discipline, but also as a practical activity — PBL (Problem-Based Learning), gamification, mentoring system, micropedagogy — increase student motivation by 20–30% (according to a comparative group analysis).

3. International experience

In the experience of Finland, South Korea, and Germany, increasing the prestige of the teaching profession is a priority in the training of teachers. Teachers are encouraged through social protection, high salaries, and social recognition. In the

experience of Uzbekistan, this direction is still insufficient.

4. Social motivation mechanisms

In forming motivation for the profession, approaches such as media coverage of teaching activities in social networks, and the introduction of "Teacher Reputation" indicators are important.

Conclusion

The results of the study show that motivation for future teachers is not just a choice of profession, but a sense of social responsibility, an understanding of duty to society. The following are important in the formation of internal motivation:

- professional self-awareness;
- abundance of practical training;
- the use of modern pedagogical methods;
- the application of international experience stand out as the main factors.

It is important not only to give students knowledge, but also to instill in them a love for the profession, a sense of purpose and pride in teaching.

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