

## PEDAGOGICAL AND PSYCHOLOGICAL OPPORTUNITIES FOR DEVELOPING ESSENTIAL PROFESSIONAL QUALITIES IN FUTURE PHYSICAL EDUCATION TEACHERS

Abdullayev Rustam Abduvaliyevich

Researcher at TSPU, Uzbekistan

**ABSTRACT:** This article highlights the research in the field of motivation conducted by foreign scholars, with a particular focus on G. Allport's theory of functional autonomy of motives, which holds a prominent position. In this theory, motives are interpreted as processes of transformation and systematic development. In his concept, G. Allport widely utilizes ideas related to general systems theory, especially the notion of open systems.

**KEYWORDS:** Motive, development, personality, idea, thought, need, factor.

### INTRODUCTION

According to the scholar, there are motives that function and develop similarly to semi-closed systems, meaning they possess functional autonomy. G. Allport classifies motives that belong to one system as reactive, governed by external stimuli and needs. However, Allport asserts that a person is more accurately described as being characterized by changeable and evolving motives, much like open systems. If the previous system was referred to as perseverative functional autonomy of motives, the subsequent system is termed as propiarte functional autonomy by Allport. In discussing open, closed, and semi-open systems with various opinions, he noted that a closed system model cannot be applied to a person and their motivation. The proposed open functional system prepares the ground for progressive activity, which cannot be explained within the framework of needs-based stimuli [88].

G. Murphy studies the motivation related to essential professional qualities in future physical education teachers from the perspective of social determination. Specifically, by examining motivation as a set of motives and their system, G. Murphy emphasizes that motivation is influenced by many social factors.

G. Murphy distinguishes three of the most powerful motives in the motivational structure that subordinate other driving factors: the pursuit of material wealth, power, and social status.

Z. Freud recognizes all motivational principles solely in terms of dynamic-energy concepts. According to Freud, motivation is an energetic aspect of experience and reaction. Brown and Farber have discovered that motivation as an energetic function differs from education in its dynamic function, serving more as an associative control mechanism.

Hierarchical and layered structures are one aspect of phenomena with a degree of systemization. Therefore, to effectively study the hierarchy of motivation within a person's motivational sphere,

it is necessary to examine motivation in connection with other various aspects of phenomena. When exploring the systematization of different phenomena of motivation, the main focus should be on studying the systematic relationships between these phenomena. In this regard, T. Parsons' theory regarding the systematization of motivation in future physical education teachers deserves special attention. According to him, "the systematization of the motivational sphere is manifested in the interrelations between motivational variables and the presence of diverse relationships. One of these relationships is hierarchical. Another type of relationship can be termed as an 'actualization' relationship. This relationship implies that various motives can be actualized in the satisfaction of each need. A third type of relationship is demonstrated in the fact that one motive may participate in the satisfaction of different needs, or conversely, various motives may contribute to the satisfaction of one need. This type of relationship is known as 'mutual dependence'."

The analysis of personal motives proposed by G. Allport as open systems allows us to emphasize the boundless nature of the process of personal and motivational development [88].

Thus, the motivational sphere related to essential professional qualities in future physical education teachers serves to optimize their activities. Based on the analysis of theoretical approaches to the structural characteristics of the motivational sphere, we have examined how internal and external motives are formed within the needs system and become a stable structure of the individual. There is a range of research in psychology that explains the essence of motive and motivation. As noted in this research, psychologists have defined various characteristics related to the systematization of the motivational sphere. Today, these systematized concepts regarding motivational mechanisms are being tested in various directions. However, all of these studies can be unified around one direction – the investigation of the meaning-producing connections and relationships between motivational phenomena.

According to many psychologists, the problem of motivation related to essential professional qualities in future physical education teachers is the central issue of personality psychology. The holistic integrity of an individual's psychological structure, the behavior, and the interrelationship between various forces that drive activity create vast opportunities to test various systematic approaches to studying the issue of motivation.

Among foreign psychologists, Neo-Freudians such as A. Adler and C. Jung focus primarily on the theories of motive and motivation. According to A. Adler, the primary driving force that moves a person in any situation is their activity and the goal related to that activity, which serves as a source of motivation [57]. Horney points out that existing motivation related to behavior can also be identified through other motives. For example, primary anxiety induces hostility toward the environment and people, while the need for essential professional qualities triggers an internal drive for self-assessment by others. Fromm, in his work, pays little attention to libido, as his main interest lies in the interaction of social and psychological factors that influence human behavior.

## CONCLUSION

In conclusion, the degree of striving toward motivation, in one case, serves as a condition that increases its strength, while in another case, it becomes a driving factor in human behavior through personal traits that push an individual either toward success or away from failure.

#### REFERENCES

1. Gapparov Z.G. Sport psixologiyasi. Toshkent: Mehriyoyo, 2011. – 33 b.
2. Гуревич П.С. Психоанализ. Т. Фрейдизм и неопрейдизм: Учебник для магистров / П.С. Гуревич. - Люберцы: Юрайт, 2016. - 531 с.
3. Исмаилова З.К. Талабаларнинг касбий педагогик малакаларини шакллантириш: Дисс. ... пед. фан. ном. – Т.: 2000. – 186 б
4. Илин Е.П. Психология воли. – СПб.: Питер, 2009. – С.93.