

## PEDAGOGICAL-PSYCHOLOGICAL CHARACTERISTICS OF DEVELOPING NECESSARY PROFESSIONAL TRAITS IN FUTURE PHYSICAL EDUCATION TEACHERS

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**ABSTRACT:** In this article, particular emphasis is placed on G. Allport's theory of functional autonomy of motives, which occupies a prominent position among foreign researchers in the field of motivation. In the presented theory, the transformation and systematic development of motives are interpreted as a process. In his conceptual framework, G. Allport extensively utilizes the ideas of general systems theory, especially the concept of open systems.

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

### INTRODUCTION

According to the researcher, there are certain motives that operate and develop in accordance with the nature of semi-closed systems, possessing functional autonomy. G. Allport describes the motives within a system as reactive, subordinated to external stimuli and needs. However, he believes that a personality is characterized by dynamic and evolving motives, similar to open systems. Initially, the system of motives was termed as perseverative functional autonomy, while later it was referred to as proprieate functional autonomy by G. Allport. In discussing various opinions on open, closed, and semi-open systems, he asserted that the closed system model could not be applied to personality and its motivations. The recommended open functional system prepares the ground for developmental activities, which cannot be explained solely by the framework of needs [88].

G. Murphy studies motivation towards necessary professional traits in future physical education teachers from the perspective of social determination. Specifically, he examines motivation as a system of motives, highlighting that it is influenced by numerous social factors. Within the structure of motivation, he identifies three main motives: the pursuit of material wealth, power, and social status, which dominate other motivating factors.

Z. Freud acknowledges the laws of motivation solely through the lens of dynamic-energetic concepts. He describes motivation as an energetic aspect of experience and reaction. Brown and Farber, on the other hand, define motivation's dynamic function in terms of associative management, different from an educational context.

The hierarchical structure is a characteristic of phenomena that, to some extent, possess system characteristics. Therefore, to effectively investigate the hierarchy of motivation in personality, it is necessary to explore motivational phenomena in relation to various other aspects. In examining different methods to study the systematic nature of motivational phenomena, primary attention

should be given to the analysis of systematic relationships. Scholar T. Parsons' views on the systematic and interconnected nature of motivation in future physical education teachers' professional traits deserve special attention. According to him, "The systematic nature of motivation is manifested in the interrelation and variety of relationships among motivational variables. One such relationship is hierarchical, while another can be termed as 'realization'—indicating that a set of motives may be actualized in satisfying each need. The third type of relationship is observed when multiple motives participate in satisfying a single need or, conversely, one motive satisfies various needs. This type of relationship is known as 'mutual dependency'."

The analysis of personality motives as an open system, as suggested by G. Allport, provides an opportunity to emphasize the limitless process of development of personality and its motives [88].

In conclusion, the motivational sphere related to necessary professional traits in future physical education teachers serves to optimize their activities. Based on theoretical approaches to the unique structure of motivation, we analyzed the formation of internal and external needs within the motivational system and their development into a stable personality structure. Psychology has a wealth of research that explains the essence of motivation and motives. As noted in these studies, psychologists have identified various distinctive features regarding the systematic nature of motivation. Today, these systematic approaches to motivational mechanisms are being tested in multiple directions. However, these studies can all be united by one overarching theme—the investigation of meaningful relationships and connections between motivational phenomena within a unified system.

Many psychologists argue that the issue of motivation in future physical education teachers related to necessary professional traits represents a central problem in personality psychology. The holistic integrity of personality's psychological structure, as well as the interconnected forces that drive this activity, provide broad opportunities for applying different systematic approaches in studying motivation.

Among foreign psychologists, neo-Freudians like A. Adler and C. Jung also place significant emphasis on theories related to motives and motivation. According to A. Adler, the primary driving force that leads a person to act in any situation is a comprehensive source encompassing their activity and the goals related to it. Horney adds that motivation related to specific behaviors can also be determined by other motives. For instance, primary anxiety may provoke hostility towards others, while the need for necessary professional traits may induce internal motivations for self-evaluation by others. In contrast, Fromm shows little interest in libido, focusing instead on the broader issue of how social and psychological factors influence human behavior.

In summary, the degree of inclination towards motivation can, on one hand, act as a condition that enhances its strength, while on the other hand, through personal traits that drive a person toward success or away from failure, serve as a factor that activates behavior.

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