

INNOVATIVE APPROACHES TO THE FORMATION OF PROFESSIONAL MOTIVATION AND PEDAGOGICAL CULTURE IN TEACHER TRAINING

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ABSTRACT

The article highlights the theoretical and methodological foundations of the formation and development of professional motivation in future teachers in the higher education system. Professional motivation, as an integral part of pedagogical culture, directly affects the quality and effectiveness of education. The author comprehensively analyzes the pedagogical conditions serving the development of professional motivation, in particular, the components of educational-methodical, scientific-pedagogical, technical, and information-software support. Also, based on foreign experience, it is proposed to study the internal and external motivational factors of teachers and introduce them into practice in the national education system. The article defines modern didactic paradigms, information and communication technologies, and innovative approaches as the main factors influencing the development of professional motivation.

KEYWORDS: Professional motivation, pedagogical culture, higher education, teacher training, internal and external factors, didactic paradigm, information and communication technologies, innovative approaches, pedagogical conditions.

INTRODUCTION

The general theoretical and practical foundations of the most important socio-political goal of radically reforming the country's education system have been developed, and a system of ideas and views on the widespread introduction of innovative ideas into the education system has been formed.

The quality and effectiveness of education in modern society depend, first of all, on the professional qualifications and motivational activity of the teacher. A teacher is not only a person who conveys knowledge, but also a person who educates the younger generation, prepares them for life. Therefore, the teacher's motivational activity is closely linked to their pedagogical culture and is an important factor in providing effective education and upbringing to students. The education system plays a crucial role in the development of any society, with teachers playing a key role in this process. Along with their professional skills, knowledge, and abilities, their motivational activity also directly influences the quality and results of education. Professional motivation of a teacher is one of the factors influencing how effectively and satisfactorily they perform their duties. At the same time, professional motivation manifests itself as an integral part

of pedagogical culture and plays an important role in improving the educational process and increasing the professional level of pedagogical activity. Pedagogical culture of a teacher includes not only a set of knowledge and skills, but also professional ethics, a creative approach to one's activity, an individual attitude towards students, and the creation of conditions for their development. Therefore, the motivated activity of a teacher is one of the main factors in the formation and enrichment of their pedagogical culture.

Pedagogical conditions teach the formation of personality, the coordination of its behavior, communication, and activity; the correct organization of professional activity in the social environment and are manifested in the forms of quality control of education.

Pedagogical conditions in higher educational institutions include: methodological support, scientific and pedagogical support, methodological and technical support, and information and software support (see Figure 2.1.1).

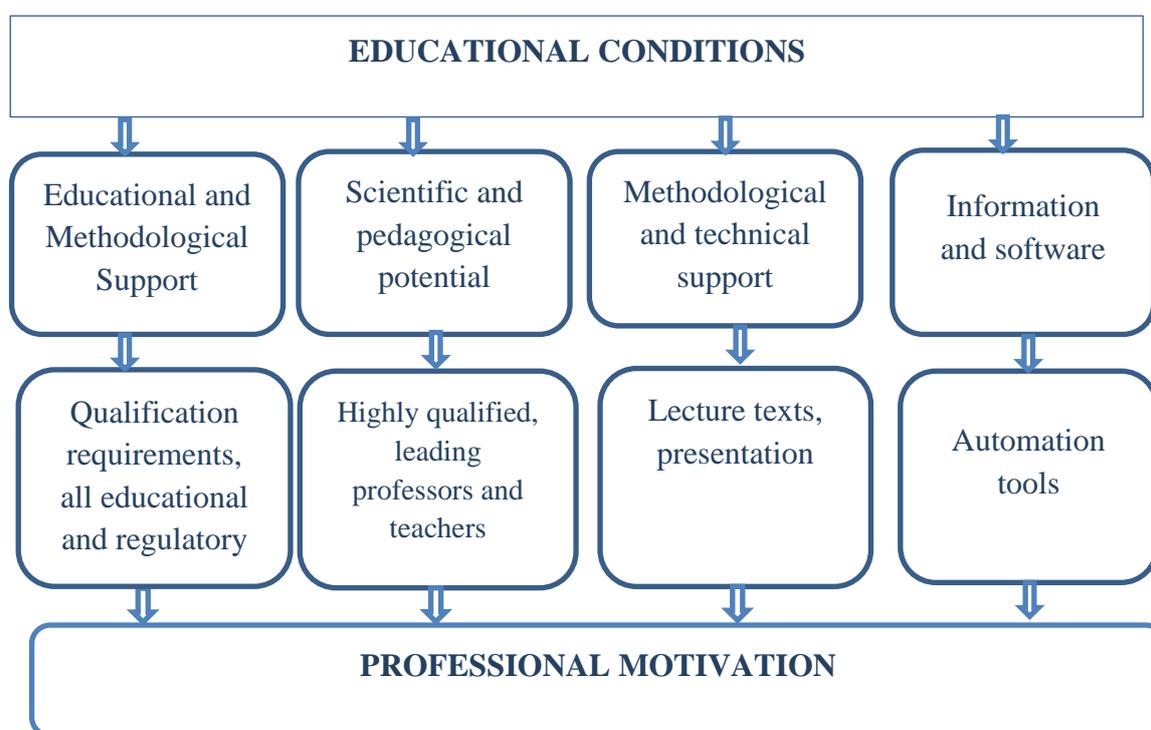


Figure 2.1.1. Pedagogical conditions for the development of professional motivation in students

As shown in the figure, through the systematization of didactic processes, the pedagogical conditions for the development of professional motivation in students were studied, and it was established that the main ones in this process are:

Educational and methodological support: qualification students of pedagogical fields of study, all educational and regulatory documents;

Scientific and pedagogical support: highly qualified, leading professors and teachers, methodologists with deep knowledge of their field;

Methodological and technical support: Complex of didactic tools: (lecture texts, presentation slides, handouts, worksheets, learning tasks, practical instructions, control and test questions)

Information and software: tools for automating the educational process (modern computers connected to the Internet), educational manuals and programs of educational and methodological complexes, video materials

One of the components of the full implementation of pedagogical conditions - the State Educational Standards for pedagogical educational areas of higher educational institutions and qualification requirements for the training of bachelors in this area were studied. These foundations are considered regulatory documents in the training of bachelors. They contain:

- consolidation and deepening of theoretical knowledge acquired by students during their studies in higher educational institutions;
- mastering the basics of education management;
- systematization and analysis of collected empirical material; cultivation of performance discipline and the ability to independently solve problems that arise;
- formation of a stable interest, a sense of responsibility and respect for the chosen profession; development of skills for independent analysis of work results;
- precise completion of the task according to an independent individual didactic trajectory; mastering the professional qualities of the future specialist, etc. Increasing the professional motivation of pedagogical personnel trained in higher education makes it possible to significantly replenish the missing component of the content of the topic of classes in didactic systems.

To ensure the development of our country, today, as in all spheres, the widespread introduction of information-communication and technological innovations into the education system, including in higher education classes, and on this basis, increasing the professional motivation of students, is becoming a necessary requirement.

The level of readiness and compliance of future pedagogical personnel for innovative activity is determined by their mastery of knowledge, skills, and abilities in the field of pedagogy, creative qualities in the daily education system, and the quality and effectiveness of education.

In this regard, a number of regulatory legal documents have been adopted in our country by the government, all of which have created great opportunities for young people to acquire knowledge and are aimed at more vividly demonstrating the talents of future specialists. In the development of ideas based on a new approach to education, the "development from the near zone" of students [, p.] and the development of their reflexive abilities, their psychological development in the educational process in didactic processes, played an important role. Based on this, during the study, we decided to extensively study the paradigm of systematization of didactic processes.

In the learning process, the paradigm of knowledge-oriented learning for students' professional activity is based on ensuring the functional literacy and sociality of the individual, tested during the acquisition of basic, fundamental knowledge, skills, and abilities. This paradigm is considered by the educational institution as a way of acquiring knowledge in order to form the optimal competencies of students. In this case, the teaching paradigm is based on the following criteria:

- formation of education that fully meets the constantly changing needs arising in the labor market and social processes, and on this basis, the training of professionally adaptable specialists;
- the possibility of selecting educational programs in the educational process according to the abilities and interests of students;
- the acquisition of a fundamental character of pedagogical education, that is, the assimilation by students of invariant knowledge that provides the basis for the creative development of the individual in changing conditions;
- socialization of education - abandoning a technocratic approach to the process of training specialists, ensuring that the complex of acquired knowledge acquires a pedagogical and psychological character, forming social thinking in students based on the ideas put forward in the content of universal human, universal cultural values;
- awareness of the foundations of national and world culture and their essence;
- based on the ideas of national independence in the organization of the educational process;
- reliance on and improvement of the individual's ability for self-development and independent learning;
- achieving mutual cooperation in the professional development of the individual;
- continuity of education, creation and development of a system of professional education programs (training and retraining of personnel), ensuring the results of each stage of the educational process, the possibility of teaching a particular program at one or another stage of education or continuing education in another type of educational institution;
- equivalence of education, that is, its level of compliance with the state educational standard, national culture and values, as well as international norms.

For the development of professional motivation in future teachers, the current situation shows the need for the development of information technologies, dual forms of education, innovative technologies, modeling of material and technical resources, and scientific and pedagogical potential in teaching. Thanks to information and communication technologies, the assimilation of knowledge by future teachers occurs much faster than conventional technologies, these technologies change the nature of the development, acquisition, and dissemination of knowledge, allow for the deepening and expansion of the content of the studied subjects, its rapid updating, the application of more effective teaching methods, as well as a significant expansion of educational opportunities.

Foreign experience in increasing pedagogical motivation In foreign educational systems, there are a number of successful experiments to increase teacher motivation. For example: In Finland, teachers' qualifications are constantly improved and they are highly trusted. Educational institutions strengthen motivation by ensuring the creative freedom of teachers. In Japan, the process of teacher training is organized with a very careful approach. They deeply master professional knowledge and strive to continuously improve their professional skills. In Germany, teachers are supported through a system of material incentives and professional development courses, which strengthens their professional motivation. For a deeper study of the relationship between the professional motivation of teachers and pedagogical culture, the following additional aspects can be highlighted. Teacher motivation: internal and external factors The

professional motivation of a teacher is based on internal and external factors. Internal factors depend on such processes as the teacher's interest in their profession, satisfaction from working with children, and enjoyment of conveying knowledge to others. These internal factors have a great influence on the professional development and self-development of a teacher. External factors are based on external incentives. These include factors such as the teacher's salary, bonuses, incentives, opportunities for professional growth, professional status, and recognition in the team. In many cases, external factors can temporarily increase teacher motivation, but motivation based on internal factors is long-term and stable.

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