

THE SOCIAL-PEDAGOGICAL NEED FOR FORMING THE PROFESSIONAL MOTIVATION OF FUTURE PRIMARY CLASS TEACHERS

Zikirova Nodira Yuldosheva

University of Economics and Pedagogy

Senior teacher of the Department of Pedagogy and Teaching Methodology

zikirovanodira95@gmail.com

ANNOTATION: In this article, the socio-pedagogical necessity of forming the professional motivation of future primary school teachers, the conditions for improving the quality of primary education in society, and improving pedagogical professionalism have been researched. The theoretical and general aspects of the development of professional competences and methodical training in the formation of professional motivation of future teachers are scientifically based.

Key words: professional motivation, professional competence, pedagogical professionalism, methodical, component, innovative activity.

Introduction

Investments in intellectual capital, which is considered the main source of development of society, will have long-term and stable economic and social effects.

In such conditions, the quality of education is measured by the material and spiritual needs of a person, the general level of culture, non-standard, creative thinking that can find new methods and directions in industry, production, the development of qualifications and skills related to the emergence of new fields, as well as the level of formation of professional motivation of future teachers, which is the main factor for ensuring the quality and efficiency of education. Education, professional knowledge and skills, general and special abilities, important qualities of social importance are the main basis of formation of professional motivation of future teachers. Personal characteristics affect the speed and level of development of a person both as a person and as a professional. The leading personal characteristics of the future teacher include his relationships, motives, intelligence, emotional and volitional sphere. They indirectly affect the development of a person and mainly determine professional development. The level of professional achievements of a person is determined by both individual characteristics and personal characteristics. Empirical analysis of scientific sources showed that the personal characteristics of future teachers are as follows: acme logical position, stable motivation for achievements, flexible and unadopted activity, experience of successful professional activity, high work ability, responsibility, desire to make one's achievements common for other employees, will and ability to relax, stable desire to achieve professional goal and self-improvement. It can be seen that the formation of professional motivation of future teachers implies not only the necessary level of professional knowledge, but also the formation of professional skills such as psychological preparation, self-management and the educational process, directing oneself to the necessary activities, and being able to properly direct one's professional, spiritual, physical and personal capabilities to solve problems in the necessary conditions.

The issues of substantiating the socio-pedagogical necessity of forming the professional motivation of future primary school teachers can be approached from different perspectives: First, the social significance of the professional motivation of future primary school teachers.

Improving the quality of primary education in society. Professional motivation is the main factor in increasing the primary school teacher's interest in pedagogical activities, in the process of educating and educating students, and in strengthening confidence in him.

The formation of professional motivation serves to improve the quality of primary education in the society, further development of students' knowledge and skills. It also helps to increase the pedagogue's respect for his profession and his professional growth.

Educational system and social needs: a primary school teacher with high professional motivation approaches his work more responsibly and is ready to use innovative approaches in education. This helps the spiritual and intellectual development of society.

Increasing pedagogical professionalism: today, primary education teachers are required not only to impart knowledge, but also to actively participate in the education of students, their social and personal development. This requires further strengthening of the teacher's professional motivation.

Reforms in the education system and responding to new requirements: new requirements such as the use of new pedagogical approaches and methodologies, effective use of modern technologies, directly affect the professional motivation of primary school teachers. This process encourages the teacher to constantly improve his professional level.

Quality education and the needs of society: a highly motivated teacher performs his work effectively, which has a positive effect on the overall quality of education. In particular, it is necessary to motivate teachers professionally to teach students new knowledge and skills in primary education.

Secondly, the socio-pedagogical necessity of improving the methodology of formation of professional motivation of future primary school teachers.

Improving the efficiency of the methods: effective methods of forming the professional motivation of teachers are important in improving the work of teachers, especially in the primary education system. These methods help to motivate students to professional success and strengthen their desire for self-development.

Innovative approaches: the introduction of new methods, technologies and pedagogical approaches to the educational system is one of the main factors necessary for the development of professional motivation. Professional training and motivation of teachers should be high for this process to be effective.

Psychological and social support of teachers: in the formation of professional motivation of future teachers, it is necessary to increase their internal motivation through psychological approaches and pedagogical advice. This increases the enthusiasm and responsibility of teachers for their work.

Third, the interaction between society and the educational system and professional motivation.

Relations between teachers and society: as the importance of primary education in society increases, the professional motivation of the teacher also develops. Society's need for education plays an important role in strengthening teachers' motivation for their profession, as well as in adapting to changing social conditions.

Pedagogical reforms: the formation of professional motivation, especially within the framework of pedagogical reforms, imposes new goals and tasks on teachers, which increases their motivation.

Fourthly, the impact of the formation of professional motivation on the stability of the educational system.

Sustainability of the educational system: a highly motivated primary school teacher contributes to the sustainable development of the educational system, which in turn leads to the progressive development of society.

Quality education and the future generation: by increasing the professional motivation of teachers, the possibility of providing quality education increases, which increases the intellectual and spiritual potential of society.

Summarizing the above, it can be concluded that improving the methodology of forming the professional motivation of the future primary school teacher is a socio-pedagogical necessity, because this process helps to ensure not only the effectiveness of the education system, but also the educational needs of society, and the opportunities for students to get quality education.

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