



## O'QITUVCHI KASBIY MAHORATI VA KOMPETENTLILIGINI RIVOJLANTIRISHDA MOTIVATSIYANING O'RNI

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**ANNOTATSIYA.** Ushbu maqolada pedagog kadrlarda kasbiy kompetentlikni rivojlantirish jarayoni, ta'lim jarayonining sifatli va samarali tashkil etilishi va uning ta'siri hamda pedagoglarning innovatsion faoliyati dolzarbligi to'g'risida ilmiy fikrlar keltirib o'tilgan. Hozirgi rivojlanib borayotgan jamiyatda amalga oshirilayotgan islohotlar, belgilangan talablarga javob bera oladigan, hamma yo'nalishlarda yuzaga keladigan raqobatga dosh bera oladigan, kutilmagan vaziyatlarga kirishib keta oladigan, bundan tashqari, mehnat bozorida mutaxassislar malakasiga qo'yilayotgan talablar darajasida samarali faoliyat yurituvchi shaxsni shakllantirish asosiy muammolardan biri hisoblanadi.

**Kalit so'zlar:** malakali mutaxassis, motiv va motivatsiya, kasbiy kompetentlik, samaradorlik, uzluksiz malaka oshirish, tarbiyaviy munosabat, pedagogik jarayon, qiziqish.

## МОТИВАЦИЯ В ПРОЦЕССЕ РАЗВИТИЯ ПЕДАГОГИЧЕСКОГО МАСТЕРСТВА И КОМПЕТЕНЦИИ

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**Аннотация.** В данной статье представлены научные взгляды на развитие процесса развития профессиональной компетентности педагогических кадров, качественную и эффективную организацию образовательного процесса и его результативность, а также актуальность инновационной деятельности педагогов. Одной из главных проблем является формирование человека, способного соответствовать требованиям реформ, проводимых в современном развивающемся обществе, способного выдержать конкуренцию во всех сферах, делать выводы в непредвиденных ситуациях, умеющего эффективно работать на производстве.

**Ключевые слова:** квалифицированный специалист, мотив и мотивация, профессиональная компетентность, эффективность, непрерывное повышение квалификации, воспитательное отношение, педагогический процесс, заинтересованность.

### **MOTIVATION IN THE PROCESS OF DEVELOPMENT OF PEDAGOGICAL MASTERY AND COMPETENSE**

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**Annotation.** In this article, scientific opinions on the development of the process of professional competence development in pedagogic personnel, the quality and effective organization of the educational process and its impact, as well as the relevance of innovative activities of pedagogues are presented. One of the main problems is the formation of a person who can meet the requirements of the reforms implemented in the current developing society, who can withstand the competition in the production areas, who can get into unexpected situations, and





who can effectively work at the level of the requirements for the qualifications of specialists in the labor market.

**Keywords:** skilled specialist, reason and motivation, professional competence, efficiency, continuous in-plant training, educational relation, pedagogical process, personal interest.

It is necessary to improve and develop the processes of developing teachers' professional competence on the basis of studying the needs and capabilities of teachers in order to create the necessary conditions for the formation of an educational environment aimed at training competitive, highly qualified specialists in educational institutions, and motivation is of special importance in this process. It can be said that motivation in the process of developing teachers' professional competence consists in creating effective mechanisms for the development of teachers' professional competence, forming positive motivations that create interest in teachers to work on themselves and continuously improve their skills.

In the process of developing professional skills in teachers, motivations are of special importance, because the development of professional competence in them depends on the effectiveness of the educational process and the processes of educational relations, and the effectiveness of these processes represents the effectiveness of the process of developing professional competence. Therefore, it is important to study the motives that influence the development of professional competence in teachers, and we can say that such motives are the motives for the development of professional competence. It is necessary to determine the motivations that encourage teachers-coaches to study the reforms implemented in our country and their results, scientific and technical achievements, innovative technologies of organization and management of pedagogical processes, and to use them correctly in their essence, because the specific characteristics of the motivations for the development of professional competence are the processes of professional competence development and has an effect on the effectiveness of the processes of educational relations, that is, various motives can lead to changes in





the educational environment aimed at the development of professional competence in educational institutions.

It is known that motivation is a complex, multifaceted controller of human life in a broad sense. Teachers' activities can be guided by various motives. The influence that creates voluntary behavior and coordinates activities with the help of motives is considered effective, and the effectiveness of activity results depends on the nature of motives, which in turn represents the effectiveness of the motivation process. In our opinion, motivation in the process of developing professional competence in teachers is a multi-level and complex system of encouraging teachers to study national values, national traditions, reforms implemented in our country and their results, scientific and technical achievements, needs, interests, aspirations, means, beliefs, goals, desires, interests, requirements, values, customs, etc. are the components of this system.

When information is presented on the relationship between learning motivation and learning performance, we can see that the intellectual level and abilities of the individual are considered. Motivation is based on certain needs, directing the activities of teachers according to the purpose by means of psychological influence. In the process of motivation, it is necessary to take into account the needs of the teacher or the needs that represent the common interests of teachers, because motivation is based on the satisfaction of needs. Motivation is very important in the process of professional competence development among teachers, because in educational institutions it is necessary to create conditions not only for training in professional development courses, but also for independent training, in which control and coordination of the process of independent training of teachers is of particular importance. and motivation is carried out based on the needs of the state and society, individual, science and production.

Modern computer systems for electronic work were installed and commissioned. Mobile and periodical libraries were established in each educational building. But at the same time, we should not turn a blind eye to some





existing shortcomings. One of our problem points is that we are still not able to effectively use the wide opportunities created by our state and fully apply them in our activities. Motivation motivates the actions of teachers in the direction of developing their professional competence, defines the goals that need to be achieved. Motivation is a dynamic process that moves the participants of the educational process in the direction of development and improvement of their cooperative activities.

In the process of motivation, it is necessary to take into account the needs of teachers or the needs that represent their common interests, because motivation is based on the satisfaction of needs. Therefore, needs are motives that direct teachers to activities that serve to develop professional competence, that is, to study, study, work on themselves and gain knowledge. to learn a trade, in general, to fight for a living. The needs of teachers are different and depend on their psychological characteristics, that is, habits, tastes and moods, age and health, gender, marital status, working and living conditions. For example, the needs of a teacher with many years of experience and a first-year teacher, a married teacher and an unmarried teacher are very different from each other.

Just as the needs of a volunteer are changing, so are the needs of teachers, and as living and working conditions change and develop, so do the needs. As teachers grow up, socio-economic conditions develop and progress, all the needs will increase inextricably linked to them. It is important to organize various events for the development of professional competence based on the identification of various needs in the life of teaching staff, their analysis and the formation of the need for continuous professional development in them, and to ensure their participation in these events and to motivate them in the coordination of educational activities. The process of motivation begins with satisfaction of existing needs, that is, setting a firm goal for the satisfaction of needs and working to achieve it. In this process, the degree of satisfaction of needs determines the status of specific activities of teachers.





So, on the basis of organizing professional competence development processes for teachers in educational institutions and ensuring the effectiveness of professional competence development processes in educational institutions, it depends on the formation of educational motives in teachers, that is, motivation, and the effectiveness of motivation represents the effectiveness of professional competence development processes in teachers. In our opinion, the effectiveness of motivation in pedagogical processes aimed at the development of professional competence in teachers determines the characteristics that represent the relationship between the results that can be achieved and the results achieved. Also, the effectiveness of motivation in pedagogical processes aimed at the development of professional competence in teachers determines the need to express the results of teachers' activities in the direction of achieving the set goal, create sufficient conditions for the development of professional competence in all teachers, and create a creative environment that creates necessary and favorable conditions for teachers.

So, on the basis of organizing professional competence development processes for teachers in educational institutions and ensuring the efficiency of professional competence development processes in them, it depends on the formation of educational motives in teachers, that is, their interest, and the effectiveness of motivation represents the effectiveness of professional competence development processes in teachers. Friendly and beneficial activities will be effective. First of all, the teacher should be able to provide the necessary external and internal conditions for mutual cooperation. Joint activity, that is, cooperation, must be carried out within the framework of a specific subject. In this process, it is important for the teacher to pay special attention to the formation of new knowledge among students.

In pedagogical processes aimed at the development of professional competence in teachers, teachers should have a rich vision of our past and future based on the study of national values, national traditions and national history, the





level of formation of their intellectual abilities, the expansion of their worldview, the growth of the level of knowledge, skills and qualifications, that is, the development of professional competence in them.

Based on the conditions set and the information presented above, we can say that it is appropriate to evaluate the effectiveness of motivation in the development of professional competence among teachers in the process of developing professional competence according to the indicators of the dynamics of the development of professional competence in teachers or the degree of formation of motives for success, which is considered a positive motive in them. One of the factors that need to be paid special attention to in the organization of pedagogical processes aimed at developing professional competence of teachers is the dependence of the effectiveness of pedagogical processes on motivation. Motivation is necessary to ensure a sufficient level of activity among teachers.

It is important to take into account the characteristics of motives, to know what motives guide teachers to continuous professional development and which ones provide opportunities for their activity, independent learning, independent information and self-education, and to determine in advance the level of knowledge, skills, qualifications and experience of teachers. . Therefore, the types of motives and their characteristics for achieving efficiency in the process of developing professional competence in teachers, the needs of teachers, their knowledge, skills and qualifications and the level of their experience, worldview and interests, the state of the environment in which teachers live and work, educational relations, personal influence specific features, the need for reflexive and systematic approaches and innovative activities should be taken into account as factors affecting the effectiveness of the motivation process.

In order to ensure the effectiveness of the professional competence development processes of teachers, there is enough information about the activities of teachers, the state of the educational process, the attitude of teachers to the educational process, their mutual relations, as well as other factors that affect the





effectiveness of the educational process, the development of teachers' imaginations, concepts, and changes in their worldview. It is necessary to collect information. In the development of professional competence of teachers, one of the most important tasks is to continuously collect information about pedagogical processes and the development of teachers' ideas, concepts, and changes in their worldview, as well as their in-depth study, analysis, and objective evaluation. Based on the implementation of these tasks, ways to improve and develop professional competence development processes, factors and means of forming and developing positive motives among teachers will be determined, and efficiency will be ensured.

Therefore, information is of particular importance in the formation of an innovative educational environment in order to determine the criteria for achieving the goal, create conditions for teachers to fully demonstrate their personal capabilities and abilities, encourage them based on an objective assessment of the activities of each teacher, as well as ensure the activity of teachers.

These, in turn, represent the unique importance of information in the process of professional competence development in teachers, therefore, it is necessary for the information to be new and reliable. Their novelty and reliability are determined in the process of studying and analyzing the collected information. On the basis of reliable and newly calculated information, work is carried out to change and improve the activities of teachers, that is, to increase their activity. Based on new and reliable information, it is possible to analyze the effectiveness of professional competence development processes, and based on them, tasks are determined in the directions of improving professional competence development processes and forming and motivating positive motives for continuous professional development of teachers.

Today, it is necessary for the teacher of an educational institution to be in continuous innovative search, to think, to change his attitude towards his profession according to the situation, and also to act based on the formation of







innovative ideas in others. Teachers should be specially prepared for such activities, which in turn is one of the main functions of the heads of educational institutions, when drawing up long-term strategic plans for the development of education, the main attention should be paid to the educational activities of teachers for creative activities on one or another basis. This, in turn, creates opportunities to expand the scope of teachers' professional interests, that is, from reading literature to conducting theoretical psychological-pedagogical and fundamental research. Good scientific-pedagogical training ensures the effectiveness of innovative activities.

Teachers actively participating in innovative processes become catalysts for regular self-development and improvement of the educational system, that is, they play an important role in the acceleration of these processes. Working with such teachers, that is, organizing and coordinating the activities of teachers who can lead the pedagogical team, has its own characteristics. Therefore, it is necessary for the leaders of the educational institution to have the necessary knowledge, skills and abilities to create and implement innovations, effectively use the potential of inventors, promote and publicize their experience, and evaluate the results of their innovative activities, especially at the level of the educational institution and the pedagogical team. determines their integrative skills.

Integrative skill is a generalized skill, which is necessary for the managers of the educational institution to systematically plan and implement the goal of the internal management of the educational institution aimed at achieving positive results in management activities and developing pedagogical processes. Without having this skill, it is difficult to accurately determine the ways, means and time frame for achieving the goal. Conclusions and recommendations based on the integrative basis of pedagogical science and previous experiences are a source of new ideas, which in turn have an impact on the effectiveness of management of innovative processes.





Pedagogical activity is one of the professional activities that reform a person. As teachers' pedagogical skills increase, their mental and physical health decreases. As a result of long-term work of teachers with students, a change in the form of professional activity occurs as a syndrome of emotional burnout. This complicates the activity of the teacher and the process of his communication with others. As a result, it is necessary to pay attention to the following cases. Modern socio-economic reforms that are taking place in the snapshots have a direct impact on the education system.

Introducing more innovations in the educational system and ensuring its integrity implies its democratization, socialization and humanization, abandoning the administrative command system in management, strengthening integrative processes, and improving the connection between education and production. These processes determine the need for innovative activities of this system in connection with objective changes in socio-cultural situations. It is important to reconcile the differences in the views of the older and younger generation of pedagogues, to see the talents of young people, to use them to the maximum, and in turn to encourage them.

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