



THE ROLE AND IMPORTANCE OF PROFESSIONAL MOTIVATION IN TEACHERS' ACTIVITIES

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Abstract

The article emphasizes that the effectiveness of pedagogical activity in the modern education system is directly linked to the professional motivation of teachers. Professional motivation is related to the teacher's attitude toward the profession, creative activity, and desire for self-actualization, all of which contribute to improving the quality of education. In Uzbekistan's education reforms, material and moral incentives (such as increasing salaries and professional development programs) are being implemented to enhance motivation. Empirical research findings show that highly motivated teachers use innovative methods, increase students' cognitive engagement, and reduce professional burnout. Continuous monitoring and reinforcement of professional motivation will help improve the quality of education.

Keywords: Professional motivation, pedagogical activity, teacher effectiveness, motivation theories, internal and external factors, educational quality, professional burnout, educational reforms, Uzbekistan, innovative methods.



Introduction

The 21st-century education system faces new demands amid globalization, digital transformation, and social changes. Pedagogical activity is no longer limited to knowledge delivery; it includes multifaceted tasks such as holistic personality development, shaping moral-ethical values, fostering social responsibility, and nurturing creative and critical thinking [1, 2]. The success of these complex processes depends on teachers' professional motivation—their internal driving force, professional loyalty, and desire for self-expression and realization [3].

From a psychological perspective, professional motivation reflects teachers' attitudes toward the content, goals, and outcomes of their work. It not only prompts task execution but also encourages creative, high-quality, and goal-oriented performance [4]. In Uzbekistan's education system, large-scale reforms in recent years (national programs, international cooperation, material incentives) are aimed at enhancing teachers' motivation, making the evaluation of their effectiveness a pressing issue [5].

The issue of professional motivation has been deeply studied in psychology and pedagogy. A. Maslow, through his hierarchy of needs, considers self-actualization as the highest motivational level, which for teachers implies creative activity and personal growth [4]. F. Herzberg's two-factor theory distinguishes between hygienic factors (salary, working conditions) and motivational factors (achievement, recognition), noting that the former prevent dissatisfaction while the latter enhance activity [2].

These theories have been further developed by D. McClelland's achievement-power-affiliation model [6], K. Alderfer's ERG theory (existence, relatedness, growth) [7], and E. Deci and R. Ryan's self-determination theory (autonomy, competence, relatedness) [3]. These approaches differentiate between intrinsic and extrinsic motivation, emphasizing the predominance of intrinsic motivation in the teaching profession [8].

Uzbek scholars, such as N. Saidahmedov, argue that pedagogical mastery is inconceivable without motivation [8], while M. Ochilov highlights the importance of social environment and leadership support in the psychological foundations of professional activity [9]. R. Qodirov and Sh. Yuldashev empirically examined the impact of professional development, social recognition,



and material incentives on motivation [10]. However, comprehensive studies integrating global theories with local reforms are insufficient, underscoring the relevance of this article.

Professional motivation manifests as the internal driving force of pedagogical activity, guiding teachers in setting goals, satisfying needs, and ensuring personal growth [3]. According to L.S. Vygotsky's sociocultural theory, motivation arises from social interaction and cultural experience [1], while A.N. Leontiev's activity theory links it organically to the meaningful aspect of activity [1].

The psychological essence of pedagogical activity lies in the fact that teachers serve not only as sources of knowledge but also as role models, guides, educators, and innovators. Therefore, professional motivation transcends mere desire to perform tasks: it demands creative approaches, continuous exploration, and striving for high-quality results [2]. The motivational system is shaped under the influence of personal values, professional experience, and social environment, strengthening teachers' professional identity [4].

High levels of professional motivation transform teachers into loyal, inquisitive, and innovation-oriented individuals. Such educators continuously enhance their qualifications, implement innovative educational technologies (differentiated instruction, project-based approaches, interactive methods, digital platforms), and strive to develop students' creative potential [2, 5].

Empirical studies show that highly motivated teachers increase students' cognitive activity by 30–40%, fostering their self-management and independent learning abilities [5]. Conversely, teachers with low motivation adhere to traditional, repetitive methods, leading to loss of student interest, reduced learning efficiency, and increased professional burnout [5].

Meta-analyses consider motivation a direct predictor of educational quality: in classrooms with highly motivated teachers, students' mastery levels are on average 15–20% higher [2]. Moreover, they experience burnout 50% less frequently, as their activities feel meaningful and purposeful [5].

Since 2017, Uzbekistan's education system has undergone large-scale reforms. Budget allocations have doubled, teachers' average salaries have risen by 50–70%, and modern technologies (interactive whiteboards, digital libraries) have



been introduced in schools [10]. These measures fully align with Herzberg's model of activating intrinsic motivation by improving hygienic factors [2].

In terms of non-material incentives, national competitions such as "Teacher of the Year" and "Best Innovative Project," professional development courses (covering over 50,000 teachers annually), and opportunities to participate in international programs (Erasmus+, Fulbright, British Council) have elevated the social prestige of the teaching profession [10].

Professional motivation is a multifaceted factor determining teachers' psychological stability, creative activity, and students' learning motivation. Highly motivated teachers develop students' independent thinking, problem-solving, and collaboration skills [3]. They experience burnout less frequently, as their work feels meaningful [5].

Challenges persist: rural-urban disparities, bureaucratic obstacles, and uneven distribution of professional development programs. In the future, longitudinal studies linking motivation to PISA and TIMSS results, as well as the introduction of AI-based motivational monitoring systems, are necessary.

Conclusion

Professional motivation is a key factor determining the success of pedagogical activity, enhancing teachers' creativity, loyalty, personal development, and educational quality. Uzbekistan's reforms have been successful in activating motivation through material and non-material incentives; however, continuous analysis of this process, strengthening the motivational environment, and monitoring teachers' professional satisfaction remain priority tasks at the national level.

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