

MOTIVE AS A FACTOR INFLUENCING THE CREATIVE CHOICE OF A TEACHER'S PROFESSION

Fahriddin Choriev¹, Kh. Rukhieva¹, Nabi Mazhidov¹, Mavluda Fayzieva², Madina Mukhtorova³

1National University of Uzbekistan named after Mirzo Ulughbek, Tashkent, Uzbekistan

¹ Chfaxriddin1981@mail.ru, ²CarDU Karshi, Uzbekistan, ³TDIU, Tashkent, Uzbekistan

Keywords Motive, motivation, profession, motivation, activity, goal, creativity, factor, need, purposefulness.

Abstract This study investigates the motives driving high school students in Uzbekistan towards choosing the teaching profession. Examining responses from 182 participants through questionnaires and essays, varied motivations emerged, including subject interest, societal significance, and a profound love for children. However, the analysis revealed fragmented understanding among students regarding the complexities of teaching. The study emphasizes the need for comprehensive career guidance to deepen students' understanding of pedagogical work, ensuring a motivated and well-prepared future educator cohort. Ultimately, it advocates for methods that immerse students in practical teaching aspects, enhancing their knowledge and appreciation of the profession.

1. INTRODUCTION

The study of the motives for choosing a profession occupies a special place in the field of career guidance. In modern studies of vocational training, the problem of motivation attracts the attention of sociologists, psychologists, and teachers alike. It is impossible to understand the manifestation of personality, its inner psychological appearance, without analysing motives.

In psychology, motive is considered as an incentive to action: "Motive as an incentive is the source of action" (S. A. Rubinstein)[3]. The dominant motives of human activity, as driving forces, determine the nature of his behaviour. The effective power of the motive depends on the degree of awareness of the social and personal vital importance of the motivated goals. The motives of human activity and behaviour are very diverse. They arise from various needs and interests that form within a person in the process of social life, as mentioned by S. A. Rubinstein [3].

"As motives," writes L. I. Bozhovich [2], "objects of the external world, representations, ideas, feelings,

and experiences can act. Everything that the need has found its embodiment in." A conscious choice of profession is always motivated by something. Only motivated activity is a source of active, creative attitude towards the work performed, which will give a person the desire and strength to overcome difficulties (B. F. Lomov). In the motives of a person, his purposefulness, life perspective is manifested. In this regard, the nature of motives indicates the level of individual qualities of a person.

We set the task to reveal the content of the motives for choosing a pedagogical profession, to identify the sources of motivation, the attitude of students of the pedagogical class towards the problem of self-determination, and the level of their professional orientation. The study involved 182 high school students in Uzbekistan. Questionnaires were distributed to students, posing the following questions:

1. When did you become interested in the teaching profession? What contributed to this?
2. What kind of social work did you engage in at school? How successful was your activity in this regard?

¹ Chfaxriddin1981@mail.ru

3. Have you noticed a steady tendency towards pedagogical activity? How did this tendency manifest itself?
4. What is the role of teachers in your decision to choose the profession of a teacher?
5. What qualities of teachers' personality, in your opinion, contributed to the development of interest and aptitude for the teaching profession?
6. What attracted you to the teaching profession?

The students wrote essays on the topics "Why I want to become a teacher" and "How I imagine a modern teacher." Along with the analysis of written answers, individual conversations were conducted with students, as well as with subject teachers.

2. RESEARCH RESULTS

The analysis of the received materials shows that the desire to choose a pedagogical specialty can be formed under the influence of various motives. 26.4% of respondents in choosing a profession were guided by interest in an academic subject.

"I really want to become a maths teacher. For me, entering the classroom and starting a lesson is probably the most interesting thing" (Ozoda N.).

"I chose this specialty because chemistry is the science of miracles. It is chemistry that plays a leading role in the development of other sciences in our time" (Dilnoza M.).

11.7% of students motivate the choice of a teaching profession to broaden their horizons. They correlate the social significance of the profession with the desire to educate a new person. Love for the subject can also be caused by specific aspects of the subject, such as accurate mathematical calculations, historical events, the prestige of any branch of science at a given time, etc.

"How did I learn about this specialty? It was probably since when I first realised the full depth of the poetry of Pushkin, Lermontov, Yesenin, A. Aripov, E. Vakhidov, when I cried over Abdullah Kadiri's novel 'Bygone Days.' I was proud of the skill of these people. I wanted to learn more, see the whole world, and then tell people. And I began to dream about when I would get to know people's lives, and then I would teach my guys this to people" (Guzal K.).

The motive of interest in the subject can be understood with different shades of love for the subject and a desire to know it; love for the subject and a desire to teach others. Individual conversations with students show that many of them were guided

only by interest in the subject and respect for their teacher.

11.7% of students, knowing the history of the profession, the tasks of the teacher in society, the requirements imposed on him, the content of his activities, the conditions of teaching work, the difficulties of this profession, chose the profession of a teacher. Students' knowledge of the specifics of the teacher's profession determined their choice.

A teacher in any society is one of the most difficult and necessary professions in society. The future of our country largely depends on him. The teacher forms a new person, comprehensively and harmoniously developed. Of particular importance is the profession of a teacher in the era of NTR, when there is a rapid development of science and technology. The teacher is called to give knowledge that would contribute to his active life" (Eleonora N.). "Now, when there is a tense situation all over the world, our society needs educated, politically mature people, and after all, the main task of a teacher is education" (Olya R.).

"I think that the profession of a teacher is important now, that's why a teacher communicates with children" (Gayrat B.).

12.2% of students say that the subject helps them to understand complex life issues, to know the world better.

For example: "I really love literature. She discovers a lot of new, previously unknown, tells about the fate of people, teaches them to love and hate, to understand evil and good. All this knowledge of mine watched the work of the teacher and fell in love with this profession" (R. Karima).

"Knowing this subject, we will learn the centuries-old history of the development of human society. It helps to comprehend life, the world around us, the tragedies of states deeply" (Lola I.).

21.7% of students motivate their choice with love for children, for the teacher, especially the first one. Usually, such students helped the laggards, were counsellors, they had to bring up younger brothers and sisters at home. It is not by chance that this motive prevails among girls: as a rule, families here have many children, and the burden of raising younger children often falls on their shoulders. Here are some examples that students are guided by: "I like to spend time with kids. My younger brothers constantly turn to me for help, and I am happy to help them in school affairs" (Aida Yu). "I chose the profession of a teacher because I love children. How I didn't want to part with those years when I wore a scarlet tie on my chest. It was the happiest time of my life. Then I was

already thinking about what profession to choose to stay in school forever" (Raino N.).

The attitude to the teacher's profession is also influenced by reading fiction, watching films, performances about school, about teachers. This was indicated by 2.4% of students: "As soon as I read a book about a good teacher, I immediately wanted to become a teacher and exactly the same as the one from the book" (Raino S.).

"Since childhood, my favourite books were books about school, I read them several times" (Nelya K.). Books have a great influence on the formation of attitudes towards the teaching profession. "I have already read the Pedagogical Poem several times. Makarenko is

an ideal educator for me. If I used to read this book just as a work of art, now I have become more interested in the techniques of Anton Semenovitch" (Gulya K.).

Another motive for choosing a teaching profession is respect for their teacher (4.3%). This factor may be influenced by the results of its activities. Its formation may be influenced by the manner of behaviour, the style of work of the teacher, his attitude to students, the high quality of teaching, etc. For example: "At school, in Uzbek language and literature lessons, I eagerly hung on every word of the teacher. We had a teacher, Husan Fazilov. His lessons fascinated us. He was able to find "the key to our hearts. Even the most restless froze in their seats and listened, afraid to miss even a word. It was he who helped strengthen my dream. And if I achieve my goal, I will always tell children about my first teacher" (Nigora Yu.). "Thanks to T. V., I love this subject, I began to read a lot of historical books. She is one of those who influenced the life path I chose" (Kamil S.).

As the analysis of the materials obtained showed, 2.7% of the subjects had a decisive influence on the choice of a teacher's profession.

"I understood that only studying at a pedagogical institute would bring me satisfaction. Maybe it's naive, but already from school, I dreamed of teaching work; somehow, I was preparing for it in my own way. To a greater extent, this was facilitated by the fact that my mother works in the kindergarten. In my free time, I often ran to her; I loved to help the educators at least in some way. How interesting these kids are, demanding so much attention to themselves. They pay with kindness for being sensitive to them" (Dilor N.).

2.3% of students develop an interest in pedagogical work under the influence of social activities of

schoolchildren. Any student can take the position of an educator.

"The desire to become a teacher appeared to me early. Even before I went to school," recalls Mardona M., "Our neighbors in the apartment, leaving the review, I was happy to stay with them for the older sister. I sat them on chairs and started playing school. And it was so interesting that even now I remember that distant time with pleasure."

"The desire to become a teacher appeared to me early. And I decided to check if I could work as a teacher. My friend and I became counsellors in a sponsored class. We took the kids to the cinema, the circus, read books to them, held conversations with them. They rejoiced every time we came. Happy smiles shone on their enthusiastic faces. We loved our mentees very much. This love for children grew stronger every year. We gradually got acquainted with our future profession, with difficulties encountered in the work of a teacher" (Manzura S.).

A positive attitude towards the teaching profession in the family is a favourable factor in choosing this profession. 2.6% of the students came to the kindergarten, intending to continue the family tradition in the future. Since the interest that has arisen under the influence of parents or teachers is the deepest and most persistent, in this case, the pedagogical institutes receive a very valuable replenishment.

"My mum," Difuza writes in the essay. M, is a primary school teacher. She often brought student notebooks. I watched with interest as she checked them, wrote comments, and gave grades. I knew all her students by their last names and first names; I knew who was studying and behaving."

"My father is a teacher. Since childhood, I have watched him as he prepares for lessons, as he checks notebooks and puts grades. He talks a lot about his work, about his successes and failures. The teaching profession is close to me. I know better than anyone else all these difficulties, but still, I can't imagine myself in any other role. I want to continue my father's work and devote my life to this difficult but noble profession" (Gulmira H.).

Along with the above-mentioned motives, some other factors also influence students' choice of a teaching profession. The most important of them are the influence and example of friends, participation in public affairs, the attitude of others to the teacher and his work. "I like the profession of a teacher. She is very attractive in the countryside, honourable, the most respected. People, greeting teachers, bow their heads and put their hand to their heart" (Ali A.). The

motive of this type among high school students is 2.6%.

Nevertheless, with a generally positive attitude towards the teaching profession, the orientation towards the teaching profession among high school students was not clearly expressed: knowledge about the peculiarities of the teaching profession was fragmentary for most of them; there was not enough experience of social and pedagogical work; not all high school students associated their arrival in the pedagogical class with the choice of a teaching profession.

Revealing to students the noble and honourable mission of a teacher, the role that teachers play in building society, the essence of educating and educating children, introducing them to the masters of pedagogical work, it is necessary to arouse great interest in the profession of a teacher, and through it, respect for people of pedagogical work, develop a propensity for it.

Psychologically preparing boys and girls for pedagogical activity, it is necessary to bring them closer to the life of the school, to its problems: This will arouse interest, form an inclination and love for the upbringing and education of children, attract attention to the pedagogical actions of the teacher.

Also, the observation showed that not everything possible and necessary is being done in the country's schools in this direction. The motives for choosing a profession characteristic of different age periods are not sufficiently studied, even the main motivating factors are not determined. And without this, it is impossible to guarantee the correctness of the formation of students' interests and inclinations, psychological readiness to choose a profession. Therefore, our task was to familiarise students with the teacher's profession by including them in social and pedagogical activities, which contributes to the formation of their professional and pedagogical motives, awareness of the social and personal significance of the teaching profession.

3. CONCLUSION

Therefore, the analysis of the motivation behind choosing pedagogical work has not yet contributed to the preparation of a high-quality pool of teachers. It is necessary to identify approaches and methods to enhance students' pedagogical career guidance and to adequately prepare them for admission to pedagogical universities.

REFERENCES

Speech of the President of the Republic of Uzbekistan Shavkat Mirziyoyev at the 72nd session of the UN General Assembly on September 20, 2017 "Folk word", September 23, 2017 No. 192 (6886).

Bozhovich. L.I., (1992) The study of motivation of children and adolescents. -Moscow: Pedagogy,

Rubinstein. S.A., (1996) Problems of general psychology, -M; Pedagogy

Goziev.Uh, Mammadov.K, (2010) Professional psychology, -T.; University,

Kudryashova. A.F. (1992), The best psychological tests for professional selection and career guidance, - M.;

Choriev.F.A., (2021). Diagnostics of creative thinking in students.- Dissertation work