

FORMATION OF PROFESSIONAL MOTIVATION OF STUDENTS IN THE EDUCATIONAL PROCESS

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ABSTRACT

This article discusses the issue of formation of student professional motivation in the educational process. In the article, the author analyzes professional motivation as one of the key factors in training professionals.

Keywords: students, professional interest, motivation, professional ability, creative thinking, creative activity

INTRODUCTION

Many experts believe that one of the main reasons for imbalances in the education system, insufficient quality and efficiency, unsatisfactory results of the interaction between the object and the subject is the lack of motivation, i.e. teacher - teaching. What is motivation? Motivation is a dynamic psycho-physiological process in which a person's ability to satisfy his needs through any activity controls a person's behavior and determines his organization, direction, stability and activity.

This problem in education has existed for a long time, but today it has significantly weakened. The solution of this problem plays an important role in the development of education. The solution can be explained as follows:

First of all, a conscientious approach is the most important thing, whether it be knowledge or training, to make sure the goal is correct, not to back down in any situation for the sake of the effectiveness of your choice.

Secondly, the goal set by the teacher when choosing a profession should become the direct meaning of his life. In other words, through the chosen profession, not "growth" (career) is achieved, but the recognition of one's profession as a master, specialist and mature person, the choice of the direction of development and progress of society, including the future, it is important to make serious efforts to make a personal contribution.

Thirdly, it is advisable to justify the importance of the demand for this profession by society.

Fourthly, the profession should take away all the forces on the path of human development, and not cause its own spiritual oppression. At the same time, the educator should spend time with family and friends after work, and most importantly, be able to work independently and develop, as well as correctly allocate time to study documents, news, innovations, work with people, especially with young people. people seeking education.

Fifthly, in any position, no matter how small or large it may be, a person must be aware that in the implementation of a particular target vector, he contributes either to good or evil.

Teachers who know how to properly manage their emotions, who are not lost in choosing a profession that becomes the meaning of their lives, will be able to stand firm and defend

themselves in the face of negative consequences for themselves, further increasing their self-confidence. beneficial to society.

The development of the creative potential of students and independent learning in education requires creative education, not consumer education. The analysis shows that the analysis of teacher self-improvement shows that regular and serious professional development through self-improvement, lack of need for continuous improvement, lack of time or its proper distribution, insufficient motivation, lack of important professional qualities of a teacher. the content of the professional development process, which determines the complex of pedagogical conditions aimed at the formation of knowledge about the existing requirements, leads to the observation of gaps in education. These problems today cause the need to develop a model of the self-development process aimed at developing important professional qualities of a teacher. This imposes the following tasks: to develop the content of the concept of “professionally important qualities of a teacher”, to describe the pedagogical orientation and pedagogical reflex as integral professional qualities of a teacher, to determine the conditions for their development in the process of self-development. The development of important professional qualities of teachers, if carried out in the context of advanced training, the process of self-education and development contributes to the development of pedagogical orientation and pedagogical competence.

Self-education helps to bring the teacher to a higher level of self-management as a consciously directed activity of professional and personal self-improvement of the teacher: it changes the essence of pedagogical activity from the level of a vague, uncritical attitude to reality to a new level of life.

Self-education aimed at the development of professionally important qualities of a teacher requires a special educational environment that provides motivational, cognitive and reflective conditions. The motivational component of the conditions includes the promotion of professional and personal growth; the cognitive component consists in the orientation of the self-education process towards the formation of knowledge about the requirements for professionally important qualities, the awareness of teachers in the field of modern psychogram studies; the level of development of professionally important qualities in the process of self-analysis of the effectiveness of the work of the educator, which ensures self-assessment of the reflective component. A favorable environment for the development of important professional qualities can be formed in the process of professional development aimed at such development, as well as by organizing the process of self-education of teachers in the educational organization in which it operates.

Thus, the development of professionally important qualities of a teacher can be achieved in the process of self-education - one of the types of pedagogical activity in which the teacher consciously, independently and enthusiastically renews himself, improving existing knowledge, skills and abilities to achieve any level of professionalism, develops important qualities for professional and personal growth.

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