



INDIVIDUAL APPROACH AS A FACTOR IN DEVELOPING PROFESSIONAL MOTIVATION IN STUDENTS

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Abstract: The improvement of the educational system, its quality, and its efficiency is closely connected to a range of factors that become apparent during the teaching process. The measures undertaken in our country to prepare highly qualified specialists, along with the laws and decrees developed, embody these critical factors. The individual approach plays a significant role in fostering professional motivation in students within the educational process.

Key Words: individual approach, professional motivation, student development, personalized learning, educational strategies, motivation in education.

Defining professional motivation:

Professional motivation refers to the internal drive of students directed toward their professional activities and goals. It includes interest in a specialized field, a sense of responsibility, and a readiness to work. The individual approach ensures personalization of the educational process by taking into account the unique needs, abilities, and interests of each student. This approach enhances professional motivation, helping students prepare for future careers.

Motivation is a fundamental prerequisite for achieving efficiency in education. Psychological studies highlight that issues related to behavioral motivation often derive from an analysis of key personality traits. This is clearly demonstrated in the works of Gordon Allport, who argued that uncovering the causes of changes in human behavior is of utmost importance. Additionally, examining the factors driving these motivational situations is of great significance.

Motivational Factors in Learning Activities:

Motivational factors in learning activities include all elements that trigger student engagement, such as needs, goals, attitudes, a sense of duty, interests, and others. G. Rosenfeld identified the following motivational factors in education:

- Studying to gain knowledge but without satisfaction or interest in the subject.
- Studying without specific interests.
- Learning for social identification.
- Studying to achieve success or avoid failure.
- Learning under compulsion or fear.
- Studying based on societal norms or ethical obligations.
- Education aimed at achieving life goals.
- Learning grounded in social goals, demands, and values.

E. Thorndike associated the learning process with the stimulus-response relationship, emphasizing the impact of reinforcing desired responses over punishment. Thorndike concluded that motivation based on rewards strengthens learning connections, while punishment often introduces uncertainty. He noted that positive



educational motivation cannot be developed through punishment, which tends to foster only negative motivation.

Problems of motivation in educational activities in our republic today

Research is being conducted on this topic. For example, studies by M.G. Davletshin, E.B. Goziyev, G.B. Shumarov, V.A. Tokareva, R.I. Sunnatova, A.A. Faizullaev, A.K. Saitova, E.Z. Usmonova, M. Rasulova, F.I. Khaidarov, and others have explored the motivations for learning within the educational process.

Psychologists have conducted numerous studies in this area and continue their research.

E. G'oziyev, in his research, notes that the development of independent thinking and the engaging organization of the cognitive process serve as a creative source for achieving new successes in students' activities. The scholar developed a diagnostic method for managing educational activities and highlighted the theoretical, practical, and empirical aspects of the problem of managing learning activities, one of the less-studied areas in the field of psychology.

The connection between individual approach and professional motivation. The primary aim of the individual approach is to consider students' needs, abilities, interests, and aspirations. It plays a crucial role in developing professional motivation by providing students with clear and effective directions to enhance their interest in professional activities and build confidence.

Professional motivation consists of two main components:

1. Intrinsic motivation: driven by internal factors such as personal interest and satisfaction.
2. Extrinsic motivation: driven by external factors such as rewards or recognition.

The individual approach integrates these components, strengthening students' desire to achieve their professional goals. For example, when a student identifies their strengths and capabilities and receives tailored educational and developmental paths, they are more likely to engage in optimal activities fueled by intrinsic motivation.

The role of individual approach in enhancing professional motivation:

Identifying personal needs and abilities: The individual approach helps identify students' personal needs and abilities, allowing for the selection of the most effective learning styles and methods. Teaching that considers students' interests and strengths increases their engagement and motivation for professional development. Example, a student interested in psychology or social work will see a significant increase in professional motivation when provided with targeted and relevant knowledge in these areas.

Creating a motivational environment: organizing a learning environment conducive to motivation is vital. It helps students feel confident and free. An individual approach by teachers enables students to recognize their abilities and develop confidence in their growth potential. Personalized guidance and mentoring systems are integral to a motivational environment. By helping students define their professional goals and providing the necessary resources, their professional motivation significantly increases.

Goal getting and planning: a critical aspect of the individual approach is assisting students in setting and achieving professional goals. Clear goal definition helps develop essential knowledge and skills for success. Structured planning reinforces self-confidence and enables students to take deliberate steps toward professional development through individualized education plans.

Gaining social and professional experience: social and professional experiences contribute significantly to students' professional motivation by fostering interest in their chosen field. Opportunities for practical exposure through internships and social services enhance engagement and enthusiasm for professional activities. Example, special training programs, workshops, and internships provide students with hands-on experience, increasing their motivation and commitment to their professional paths.



Conclusion: The individual approach is a key factor in fostering professional motivation in students by personalizing the educational process to suit their unique needs, abilities, and interests. This alignment of intrinsic and extrinsic motivators boosts their enthusiasm for professional activities. As a result, students are better prepared to set and achieve clear professional goals, ensuring their success in their chosen fields.

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