Specific Aspects Of Forming Professional Motivation Among Students Of Academic Specialized Educational Institutions (Literature Review)

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A B S T R A C T

The main idea of the article is focused on the urgent issues of developing professional motivation among students of secondary-specialized educational institutions. The importance of motives and sources of learning activity motivation in the formation of professional motivation is scientifically substantiated. The significance of taking into account students' individual characteristics, as well as the influence of the external environment and social factors in shaping professional motivation, is justified.

Introduction.

Academic secondary-specialized education, in today's globalization process, represents one of the most important stages of personal development and serves as a decisive factor not only for the individual's success but also for the long-term development of the entire country. In particular, one of the fundamental problems in the activities of these educational institutions is that, for a certain part of students, motives toward learning activities are being replaced by other motives arising from unmet needs and interests, which distance them from educational activities. The main reason for this is that teachers, during the educational process, are unable to adequately and correctly direct students' motivation toward learning activities and their future professions. Another contributing factor is that students of academic institutions often lack sufficient aspirations to set clear goals for themselves. This becomes especially evident when teachers make mistakes in properly and wisely managing the teaching and upbringing process.

Material and Methods.

The experience of international educational institutions shows that special attention is paid to socio-psychological factors in the formation of professional motivation [1]. The educational standards developed by the European Police College (CEPOL) and the International Law Enforcement Academy (ILEA) highlight motivation and psychological support systems as essential components (CEPOL Curriculum Framework, 2020; ILEA Training Standards, 2021) [2]. These institutions place great emphasis on strengthening professional motivation through promoting personal development, ethics, stress resilience, and social integration during the educational process. Motivation is understood as the external influence on human labor behavior to achieve the goals of an individual, group, or society. When choosing forms and methods of motivation, it is necessary first of all to take into account the factors that drive

a person to perform certain actions [3]. Motivation (from Latin moveo – "to move") is a psychophysical process that drives a person toward specific activities and regulates their behavior. The final result of labor is directly related to the process of motivating personnel. The word "motivation" has two different etymological interpretations. According to the first, motivation has maximally and intensively expressed features, with certain qualities concentrated within it [4]. In the second interpretation, motivation refers to an activity expressed through certain measurable characteristics.

In fact, the earliest religious-philosophical views on the culture of managing people perceived this as a unique reality, which was extensively described in the Avesta. In particular, the great spiritual heritage of Eastern peoples, the Avesta, reflects this in detail. The Avesta emphasized that people's primary duties are knowledge and wisdom, intelligence, generosity and prosperity, peace and stability, and the just resolution of oppression, hostility, and conflicts. Abu Rayhan Al-Biruni, when discussing the issue of managing society, stated: "The essence of governance and administration lies in protecting the rights of the oppressed and sacrificing one's own peace for the sake of others' peace".

The first modern and classical scientific concepts of motivation appeared in the late 19th and early 20th centuries. Later, the theories proposed by Maslow, McClelland, Herzberg, Victor Vroom, Porter, and Lawler [5] became widely applied theories of motivation in the field of management.

Results.

The concept of motivation (from Latin movere – "to move") refers to the dynamic process of the psycho-physiological sphere, a means of directing and regulating human actions, leading toward a goal, as well as organization, activity, and perseverance. Motivation is related to emotions, while confidence is connected to reason. Motivation provides a person with the opportunity to choose, but it never forces them into action. Rather, an individual carries out the action actively, based on their own inner feelings.

Let us now turn to the role of motivation in certain fields. It is well known that Uzbek national wrestling (kurash) has been passed down from our ancestors as a sacred sport [6]. During weddings, festivals, and celebrations where this sport is performed, the bakovul (announcer) introduces the wrestlers to the spectators, emphasizing their origins and the fact that they come from wrestling families, in order to make the event more exciting and meaningful. If a wrestler appears to be performing weakly, the bakovul begins to praise him with encouraging words to boost his strength. As a result, the competition becomes more intense and lasts longer. These continuous words of praise spoken by the bakovul about the wrestlers are called motivation. In some cases, music also serves as motivational support for athletes [7].

Thus, motivation is a mental phenomenon that stimulates action, determines a person's activity, and directs them toward achieving planned outcomes. As one of the key personal characteristics regulating activity, motives determine the direction of a student's activity, as well as the stability of their behavior and moral principles. If teachers fail to take into account the specific features of their students' motives, they lose an essential basis for forecasting, defining the tasks, means, and methods of their own work.

According to E.P. Ilyin, a motive is simply the reflection in the psyche of the body's needs arising from internal or external conditions. Therefore, motives are called conscious needs, and only under certain circumstances do they become the foundation of a person's purposeful actions. As a student develops as a personality, their potential opportunities expand, while the need for self-improvement is never fully satisfied. Hence, the process of developing motivation is unlimited.

The level of satisfaction is regarded as an indicator of the effectiveness of education directed toward the future. Present satisfaction increases motivation for future learning. Conversely, dissatisfaction with learning produces a mechanism of viewing study as forced activity, which lowers motivation. E.P. Ilyin emphasizes the decisive role of satisfying needs in the development of motivational processes. A motive not only identifies a corresponding need but also directs the student toward learning objects through which the need can be satisfied. In this process, the strength of motives plays an especially important role. With weak motivation, the student cannot actively work in class, let alone discuss learning outcomes. In other words, needs and motives are closely connected with the interests, beliefs, and ideals of the individual.

Discussion.

In the process of analyzing educational activity motivation, the key point is not only to identify the dominant motivator (motive) but also to determine the external and internal content of an individual's motivational sphere. External motivation is based on rewards, punishments, and other types of reinforcement that regulate

or suppress human behavior. In the case of external motivation, the regulatory factors of behavior do not depend on the person's inner self. Internal motivation, on the other hand, contributes to enjoyment from work (study), arouses interest and excitement, and increases self-respect. Educational motivation, like other types of   motivation, is characterized by stability and dynamism. Psychological stability is defined as the ability to maintain the necessary level of mental activity despite wide changes in the influencing factors. Based on the true expression of stability, authors consider it together with such characteristics of educational motivation as strength, awareness, effectiveness, the formation of meaning-generating motives of activity, and orientation toward the process.

E. Savonko and I.P. Imenitova [8] draw attention to the following conditional classification of student motivation types:

The first, dominant type is an internal form of motivation, which reflects the student's interest in a particular subject, related to their psychological characteristics and the learning process.

The second type is situational motivation, which can be considered external to the learning process.

The third type is conformist or suggestive motivation, associated with discrepancies between value orientations and actual behavior of the individual.

Numerous approaches have led to the creation of complex processual models of motivation. According to one such model, goal-directed behavior depends on a person's perception of the relationship between their own abilities and the difficulty of the task. This model is close to the law of dependence of motivation on the level of task difficulty [9]. The "extended model of motivation" includes various consequences of action outcomes, together with indicators of subjective attractiveness, which were previously overlooked by researchers of achievement motivation.

Different motivational models may be sufficient for different groups of individuals. Thus, achievement activity may be more determined by the predicted consequences of calculating the required actions or by the outcomes related to self-esteem [10].

It is also worth mentioning another researcher, U.Miller, A.George [11] who, although working within the framework of activation psychology, did not fully fall under its rules. In his Cognitive Theory of Behavior and Motivation, he presents a very precise conceptual analysis of intentional activity in situations where several alternative actions are possible and, therefore, different outcomes can be achieved. His efforts were aimed at incorporating the explanation of goal-directed behavior into learning psychology using fundamental cognitive constructs.

According to M.H. Titma [12], the development of professional education motivation is a multi-stage process, the duration of which depends on external conditions and the individual characteristics of the student as a subject of activity. In addition, other researchers emphasize the development of both external and internal motivation of students [13]. Most authors recognize internal motives as the most adequate for studying in educational institutions. Professional education motivation is understood as the set of conscious internal motives aimed at professional development and self-improvement. These include motives for achievement and cognitive motives. A person's motives are usually manifested in conscious intentions and the ability to set goals.

The modern school expects not only a qualified specialist distinguished by critical thinking, mobility, constructiveness, creativity in approaching work, and a desire for continuous knowledge renewal, but also one who possesses positive motivation for successful professional activity.

The formation of professional motivation helps students develop a positive attitude toward their chosen specialization and gradually, without difficulty, integrate into independent educational activities. Interest in one's work is an important condition for the development of professional abilities.

Psychologist A.A. Fayzullayev identifies four stages of the motivational process:

The first stage is the emergence and awareness of desire. A full understanding of motivation includes awareness of its objective content (what kind of object is needed), the action, the result, and the methods of carrying out this action. According to the author, as a conscious motivation, needs, drives, inclinations, and any manifestation of mental activity (image, thought, emotion) may act. At the same time, the stimulating aspect of a mental phenomenon may not be realized by a person if it remains in a potential (hidden) state. However,   encouragement   itself   is   not   yet

a motive, and the first step toward its formation is the awareness of the motive. According to Fayzullayev, it is not enough simply to speak about a "motive" and to be aware of it, even though sometimes behavior may be conditioned by a single conscious motive. Such situational behavior often leads to regret about one's actions, since later a person realizes that the motivational sources of the action did not fully correspond to the values and attitudes they had accepted.

The second stage is the "acceptance of the motive." Under this somewhat contradictory term (if we cannot yet speak of a motive, then what can be accepted? And if it already exists, then this stage should be about making a decision – "to act or not to act"), the author understands the internal acceptance of motivation, i.e., the identification of the individual with motivational and semantic formation. The contradiction lies in the fact that if a conscious impulse is not accepted, it is not yet a motive; if it is already a motive, then it has already been accepted. In other words, at the second stage, the person decides, in accordance with their moral principles and values, how important the arising need or attraction is and whether it is worth satisfying. Fayzullayev emphasizes the significance of this stage as one of adopting or giving meaningfulness to motivational education. At this point, the motive not only functions as motivation, awareness, and orientation but also performs the function of shaping emotion.

The third stage is the realization of the motive. During this stage, depending on specific conditions and the methods of realization, the psychological content of the motive may change. At the same time, according to the author, the motive acquires new functions (satisfaction, fulfillment of needs, interest), which lead to the next stage – the consolidation of the motive, as a result of which it becomes a personality trait.

The final stage is the actualization of potential motivation, which means the conscious or unconscious manifestation of a corresponding personality trait under conditions of internal or external necessity, habit, or desire.

The issue of stimulating educational activity is defined in terms of its importance as educational motivation. This is of great significance for the effective implementation of the educational process. It is known that a negative or indifferent attitude toward study may lead to low academic performance or minimal achievement by students.

The motive (Lat. moveo, movere – to move, activate, push) is the driving force of human actions and activities. A motive is also understood as a conscious need that generates human activity and determines the direction of this activity. Accordingly, motivation is a mental phenomenon that stimulates action, determines the individual's activity, and directs it toward achieving planned outcomes. As one of the leading personal characteristics regulating activity, motives determine the direction of a student's activity, as well as the stability of their behavior and moral principles. If teachers fail to take into account the specific features of their students' motives, they lose an essential basis for forecasting, as well as for determining the tasks, means, and methods of their own work.

Conclusion.

The analysis of the above-mentioned scientific literature made it possible to define students' professional growth motivation as a set of their stable motives and aspirations, which determines the content and direction of a dynamic, continuous, and humanistically oriented process of personal need development. The ability to realize internal potential, to consciously choose one's personal and professional strategy as well as a lifelong educational trajectory, results in a high level of professional qualification formation of the future specialist. In this process, the rational use of innovative technologies (psychological trainings, game-based technologies, pedagogical problem situations, group work, pair work, etc.) is effective, as it significantly improves the formation of students' educational motivation.

In our view, the analysis of scientific research shows that the following are considered important scientific and theoretical problems:

forming scientific-theoretical foundations through in-depth study of professional motivation and its socio-psychological basis among students of secondary-specialized educational institutions (future public servants);

identifying social and psychological factors influencing the process of developing professional motivation in students of secondary-specialized educational institutions;

studying the role and significance of the social environment and psychological conditions in the development of students' professional motivation on the basis of analytical approaches;

identifying and analyzing pedagogical and psychological tools and methods that contribute to strengthening professional motivation in the conditions of secondary-specialized educational institutions;

developing practical recommendations based on research results for further enhancement of professional motivation in the academic lyceums of the Ministry of Internal Affairs.

In conclusion, based on the analysis of various theories regarding the study of motivation, it can be stated that the motivational sphere of a person is highly complex. Furthermore, the improvement of professional motivation among teachers of the secondary-specialized educational institutions of the Ministry of Internal Affairs depends on the quality of educational organization and on the extent to which students comprehend the essence of their chosen profession. Teachers must be able to understand the age-specific characteristics and inner world of future specialists, possess pedagogical technique (logic, speech, expressive means of teaching) and pedagogical tact, as well as continuously improve their knowledge and professional experience.

Acknowledgement.

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