

MECHANISMS FOR DEVELOPING PROFESSIONAL MOTIVATION OF TEACHERS IN PRESCHOOL EDUCATIONAL ORGANIZATIONS

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Abstract. *This article analyzes the psychological, organizational, and managerial factors influencing the development of teachers' professional motivation in preschool educational organizations. The importance of creating a healthy psychological climate within the teaching staff, supporting professional growth, improving incentive mechanisms, and expanding human-centered management approaches is highlighted. The findings show that a motivational approach plays an important role in shaping teachers' professional activity, creative initiative, and positive attitude toward work.*

Keywords: *preschool education, teacher, professional motivation, management, psychological climate, incentives, professional development, efficiency.*

Introduction. The modern preschool education system is required not only to ensure the intellectual, moral, and social development of children, but also to continuously develop the professional potential of the teachers who implement this process. In today's educational environment, the effectiveness of a teacher's activity is largely determined by professional motivation, job satisfaction, readiness to work collaboratively with colleagues, and the need for self-improvement. Therefore, the issue of developing teachers' professional motivation in preschool educational organizations is emerging as an urgent pedagogical and psychological problem.

A teacher's professional motivation is expressed through a conscious attitude toward work, professional responsibility, creativity, and dedication to the educational process. If an educational institution has a healthy psychological environment, a fair incentive system, and humane management, the teacher's professional activity develops at a high level. From this perspective, studying the mechanisms for developing teacher motivation in preschool educational organizations has important scientific and practical significance.

Theoretical Part. Professional motivation is a complex psychological system associated with an individual's inner need for work, interest in it, and value-based attitudes toward it. In pedagogical activity, motivation is of particular importance because a teacher's professional activity directly affects the quality of education, effective communication with children, and the success of the educational process.

Within motivation theories, A. Maslow substantiated the internal factors of human activity through the hierarchy of needs, while F. Herzberg explained the distinction between motivational and hygiene factors. D. McGregor, in turn, developed approaches to management based on the human factor. These theories serve as a scientific basis for explaining teachers'

attitudes toward work, their aspiration for professional growth, and the process of gaining satisfaction from their professional activity in the educational system.

In preschool education, a teacher's professional motivation is not determined solely by material interest. Respect within the team, trust from the administration, moral satisfaction from working with children, the opportunity to demonstrate one's experience, and recognition of professional achievements all play an important role. Therefore, in developing teacher motivation, organizational, psychological, and moral factors should be viewed as an integrated whole.

Scientific Methodology and Literature Review. The study employed systemic, personality-oriented, activity-based, and motivational approaches. These approaches make it possible to analyze teacher motivation in a preschool educational organization not merely as an individual condition, but as a multi-component phenomenon closely connected with management, environment, communication, and professional development.

The following principles were defined as the methodological basis of the study: respect for the teacher's personality; organization of professional activity on the basis of humane management; ensuring harmony between incentive and support mechanisms; and development of teamwork and open communication. Observation, interviews, pedagogical analysis, questionnaires, and comparative analysis of scientific sources were used as research methods.

In scientific literature, the issue of pedagogical motivation has been studied from various perspectives. In particular, a teacher's readiness for self-development, the level of professional satisfaction, the psychological climate within the educational institution, and management style are interpreted as the main factors influencing professional effectiveness. In foreign studies, intrinsic motivation, the need for self-expression, and social support are identified as the main determinants that stimulate teachers' professional activity.

Analysis and Results. The analysis shows that teachers' professional motivation in preschool educational organizations is formed under the influence of several interrelated factors. First, the presence of a healthy psychological climate within the team strengthens the teacher's confidence in work and promotes a positive attitude toward professional activity. An atmosphere of open communication, mutual respect, and cooperation creates favorable conditions for teachers to demonstrate initiative.

Second, leadership style is one of the decisive factors in the formation of professional motivation. Democratic and humane management strengthens teachers' sense of belonging and actively involves them in achieving collective goals. In contrast, a management style based solely on control and orders may lead to a decline in motivation, emotional tension, and professional detachment.

Third, an improved incentive system consistently activates teachers' professional activity. Alongside material rewards, moral encouragement, public recognition, promotion of professional achievements, and support for advanced pedagogical experience strengthen teachers' positive attitude toward their profession. In particular, the feeling that their work is valued enhances their intrinsic motivation.

Fourth, the availability of opportunities for professional development is of great importance. Seminars, professional development courses, methodological training sessions, and

experience-sharing practices enrich teachers' knowledge and skills. This, in turn, increases their self-confidence and professional stability.

In general, the development of teacher motivation in preschool educational organizations should not be carried out through one-time measures, but rather through a consistent and integrated system of management, psychological support, professional growth, and social recognition.

Conclusion. The findings of the study show that the development of teachers' professional motivation in preschool educational organizations is one of the important factors for improving the quality of education and the effectiveness of pedagogical activity. Teacher motivation is formed in close connection with the psychological climate, leadership style, incentive system, and opportunities for professional development.

Therefore, it is necessary for educational institutions to strengthen a humane approach toward teachers, create a healthy team environment, improve moral and material incentive mechanisms, and expand opportunities for professional growth. Under such conditions, teachers' professional activity, creative initiative, and effectiveness in the educational process will increase even further.

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