

DIDACTIC PRINCIPLES AND METHODOLOGICAL FACTORS OF INCREASING STUDENT PROFESSIONAL MOTIVATION

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Abstract: This article analyzes the didactic principles and methodological factors for increasing students' professional motivation. Professional motivation in the field of education represents the student's inner aspiration towards their chosen field, as well as their active participation in the educational process. The article examines the effectiveness of professional motivation, such as integrative learning, interactive methods, practice-oriented learning, and the ethical model of the teacher.

Keywords: student, professional motivation, didactic principles, methodological factors, interactive methods, teacher's ethical example, educational activity

Аннотация: В данной статье анализируются дидактические принципы и методические факторы повышения профессиональной мотивации учащихся. Профессиональная мотивация в сфере образования представляет собой внутреннее стремление студента к выбранной им области, а также его активное участие в образовательном процессе. В статье рассматривается эффективность профессиональной мотивации, такой как интегративное обучение, интерактивные методы, практико-ориентированное обучение и этическая модель педагога.

Ключевые слова: студент, профессиональная мотивация, дидактические принципы, методические факторы, интерактивные методы, этический пример учителя, учебная деятельность

Today, strengthening the professional motivation of students in higher educational institutions is one of the important conditions for improving the quality of education. Professional motivation is the student's inner aspiration towards their chosen field, active participation in educational activities, and a responsible attitude towards their future profession. The level of professional motivation directly affects the student's learning outcomes and development as a specialist. Therefore, the role of didactic principles and methodological tools in its formation is invaluable. Professional motivation is the inner feeling of a person's desire to have the chosen field, the desire to willingly perform work related to it. It consists of the following main components: focus on one's profession, civic responsibility, the desire to acquire practical skills, the desire to find one's place in society. In the formation of these qualities, the content side of the educational process, pedagogical conditions, and teaching methods play an important role. This necessitates paying special attention to didactic principles and methodological tools. When the educational process is always directed towards a specific professional goal, the student has the opportunity to link their activity with the future profession. Through such an approach, the student's desire to study is strengthened. For example, if students in the field of pedagogical education are given lessons that simulate real school situations during the lesson, they can envision their future as teachers. This dramatically increases their motivation to study. By providing students with interdisciplinary communication, an integrative approach, and materials related to practice, their worldview is enriched, and as a result, professional interest and motivation are developed. Through systematic learning, the student perceives their profession as a whole. If internships, project-based learning, and practical training are widely

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implemented in higher education institutions, students will demonstrate genuine interest in their profession. This also strengthens their civic responsibility. By teaching, taking into account the abilities and interests of each student, it is possible to strengthen their desire for self-awareness, self-development, and the acquisition of a profession. For example, determining a student's abilities through various tests and psychological diagnostics, as well as applying appropriate teaching methods, is an effective tool. Interactive methods such as discussions, role-playing games, Venn diagrams, and blitz surveys directly involve the student in the learning process. As a result, their motivation to study increases sharply. The student not only listens, but also exchanges ideas, works in a group, and defends their point of view. Project-based learning is a method aimed at solving the problems of real society. Within the framework of the project, students participate in solving issues related to their profession. This strengthens their desire to acquire a profession. For example, if economics students are given the project "Assessment of Regional Economic Development," they will learn to apply their knowledge in practice. This deepens their attitude towards the profession. Through electronic platforms, virtual seminars, online tests, and electronic textbooks, students quickly acquire new knowledge. ICT tools also develop students' independent work skills. Through online courses, video lessons, and electronic tests, the student constantly monitors their level of mastery. This helps to strengthen a sense of responsibility for the educational process. Through cooperation in groups, achieving a common goal, students acquire a culture of teamwork. This will have a positive impact on their future work activities. Also, through cooperation, students increase the ability to respect each other, exchange ideas, and resolve conflict situations. Increasing the professional motivation of students is one of the urgent directions for improving the quality of education in higher educational institutions. In solving this task, didactic principles: purposefulness, systematic learning, practice orientation, individualization, and the use of methodological tools: interactive methods, project-based learning, ICT tools, and collaborative learning are effective tools. In addition, the teacher's example of professional ethics, strengthening social ties with the student, also plays an important role in increasing motivation. For this reason, the use of methodological tools based on didactic principles to strengthen the professional motivation of students in higher educational institutions is one of the urgent tasks of today's education system. In conclusion, it can be said that increasing the professional motivation of students is one of the urgent tasks of the modern higher education system. The importance of didactic principles and methodological tools in solving this task is invaluable. Didactic principles such as goal orientation, systematic learning, practice orientation, and individualization play an important role in strengthening the student's attitude towards the profession. Also, interactive methods, project-based learning, information technology based learning, and collaborative learning are effective tools for improving motivation from a methodological standpoint. For the development of professional motivation of students in higher educational institutions, it is necessary for teachers to apply methodological approaches based on didactic principles. Through such approaches, students have the opportunity to develop such qualities as having their profession, finding their place in society, and feeling civic responsibility. Therefore, strengthening students' professional motivation based on didactic principles and methodological tools should be considered one of the most pressing tasks facing the education system today.

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