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MECHANISMS OF DEVELOPING THE MOTIVATION OF STUDENTS TO ORGANIZE EDUCATIONAL ACTIVITIES IN FUTURE TEACHERS

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Abstract: This article analyzes the theoretical-methodological foundations, pedagogical conditions and practical mechanisms of developing the motivation of students to organize educational activities among future teachers. Also, the role of innovative pedagogical technologies, digital learning environment, reflection and pedagogical practice in the formation of professional motivation is scientifically based. Based on the research results, a conceptual model of motivation development is proposed.

Key words: motivation, future teacher, educational activity, professional competence, pedagogical technology, digital education, innovation, pedagogical training.

МЕХАНИЗМЫ РАЗВИТИЯ МОТИВАЦИИ УЧЕНИКОВ К ОРГАНИЗАЦИИ ОБРАЗОВАТЕЛЬНОЙ ДЕЯТЕЛЬНОСТИ У БУДУЩИХ УЧИТЕЛЕЙ

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Аннотация: В данной статье анализируются теоретико-методологические основы, педагогические условия и практические механизмы развития мотивации студентов к организации учебной деятельности среди будущих учителей. Также научно обоснована роль инновационных педагогических технологий, цифровой среды обучения, рефлексии и педагогической практики в формировании профессиональной мотивации. На основе результатов исследования предложена концептуальная модель развития мотивации.

Ключевые слова: мотивация, будущий учитель, учебная деятельность, профессиональная компетентность, педагогические технологии, цифровое образование, инновации, педагогическая подготовка.

Introduction: In the current process of globalization and digitization, the demands placed on the education system are fundamentally changing. A modern teacher appears not only as a person who gives knowledge, but also as a person who organizes the educational process, increases the cognitive activity of students and forms independent learning skills in them.

This requires the development of the internal need, interest and professional motivation to organize the educational activities of students studying in pedagogical higher education institutions.

The urgency of the problem

Pedagogical practice shows that although many future teachers have theoretical knowledge, they face difficulties in using it effectively in the practical process, involving students in active learning and motivating the learning process.

The main reasons for this are listed in the table below.

Table 1

Factors preventing the development of motivation in future teachers

№	Factors	Appearance	Consequence of being invisible
1	Insufficient integration of theory and practice	Poor modeling skills	Pedagogical insecurity
2	Lack of internal motivation	Low interest in the profession	The efficiency of the activity decreases
3	Lack of digital competence	Not using a modern platform	Innovative approach is limited
4	Poor reflexive skills	Inability to evaluate oneself	Professional development

No	Factors	Appearance	Consequence of being invisible
			slows down
5	Limited pedagogical practice	Less interaction with the real environment	Insufficient experience

Literature analysis

The concept of motivation occupies an important place in psychological and pedagogical research.

A.N. Leontiev evaluates motive as the driving force of human activity. L.S. Vygotsky substantiates the inextricable link between education and development, emphasizing that motivation is determined by the social environment.

A.K. Markova explains professional motivation as the main criterion determining the professional competence of a teacher.

Uzbek scientists have also conducted a number of studies on improving professional competence, pedagogical skills and the quality of education, in which motivation is evaluated as an important component of pedagogical activity.

Research methods: The following methods were used in the study:

- theoretical analysis;
- comparative analysis;
- systematic approach;
- pedagogical observation;
- questionnaire and interview;
- modeling;
- statistical processing.

Mechanisms of motivation development in future teachers

1. Formation of professional values

Professional values ensure a positive attitude to pedagogical activities.

Table 2

Shaping tool	Expected result
Master-disciple system	Respect for the profession increases
Pedagogical trainings	Self-confidence is built.
Master classes	A creative approach develops
Meeting with experienced educators	Motivation is strengthened

2. Using digital educational technologies

Artificial intelligence, LMS platforms, and interactive services expand the capabilities of future teachers to effectively organize the educational process.

Table 3

Digital tool	Pedagogical significance
Moodle	Organizes independent learning
Google Classroom	Makes lesson management easier
Quizizz	Increases student engagement
Kahoot	Increases motivation
ChatGPT va boshqa AI vositalari	Helps develop lesson plans and assignments

3. Enhancing motivation through pedagogical practice

Practice accelerates the process of professional self-awareness in students.

Table 4

Practice stage	Developing competencies
Tracking	Analysis
Microlesson	Methodical skills
Independent lesson	Pedagogical skills
Lesson analysis	Reflection
Educational event	Organizational skills

4. Reflexive activity

Reflection serves to analyze and improve the future teacher's work.

Table 5

Reflection type	Result
Self-assessment	Strengths are identified
Portfolio	Professional growth is observed
Video analysis	The quality of the lesson will increase.
Expert assessment	An objective opinion is formed

Proposed mechanism

Table 6

Blok	Content	Result
Purposeful	Formation of professional motivation	Positive attitude
Content	Integration of pedagogy and psychology	Solid knowledge
Technological	Innovation and digital technologies	Modern competence
Active	Practice, case, project	Methodical skills
Resultant	Highly motivated educator	Competitive expert

A model for developing motivation in future teachers

Evaluation criteria for experimental work

Table 7

Indicator	Low	Mid dle	High
Professional interest	20%	50%	80%+
Organizing a lesson	25%	55%	85%+
Use of innovative technologies	15%	45%	80%
Motivating students	20%	60%	90%
Reflection	30%	65%	95%

Theoretical analyses and pedagogical observations show that developing motivation in future teachers requires an integrated approach. That is, high efficiency can be achieved when pedagogical training content, innovative technologies, digital environment, practical exercises and personal reflection are organized in harmony with each other. At the same time, the integration of pedagogical practice with real educational institutions ensures students' professional self-awareness and a responsible approach to their future activities.

Conclusion

1. The results of the study allowed us to formulate the following conclusions:
2. 1. Motivation for organizing students' educational activities in future teachers is an important component of professional competence.
3. 2. Digital educational technologies and artificial intelligence tools are an important factor in creating a motivational environment.
4. 3. Pedagogical practice and reflexive activity sustainably develop internal motivation.
5. 4. The proposed mechanism serves to improve the quality and efficiency of teacher training in pedagogical higher educational institutions.
6. 5. A motivation-oriented educational model brings students' readiness for professional activity to a new level.

Aspects recommended as scientific innovation

- A component model for developing students' motivation to organize their learning activities has been developed in future teachers.
- A system of criteria, indicators and levels for assessing motivation has been proposed.
- A motivational mechanism based on the integration of digital learning environments and artificial intelligence tools is scientifically substantiated.
- Practical recommendations have been developed for enhancing motivation through the integration of pedagogical practice with reflection and innovative technologies.

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