

THE ROLE OF MOTIVATION IN THE INNOVATIVE ACTIVITY OF A TEACHER

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Abstract

This article comprehensively analyzes the theoretical and practical significance of motivation in developing the innovative activities of teachers within the modern educational system. In particular, the essence of the concept of motivation in the professional activities of educators, its structural components, and the mechanisms of its impact on innovative processes are elucidated on a scientific basis. During the research, the main types of motivation—intrinsic and extrinsic motivation—are analyzed from the perspective of their role in teachers' creative thinking, openness to novelties, and the process of implementing pedagogical innovations into practice. The study substantiates the connection of intrinsic motivation with the teacher's personal interests, professional needs, and aspirations for self-development, while explaining the formation of extrinsic motivation through a system of incentives, social recognition, and institutional support factors. Furthermore, the article reveals the inextricable link between motivation and the quality of education in the effective organization of teachers' innovative activities. It is scientifically explained how educators with a high level of motivation increase educational efficiency by using interactive methods during lessons, applying activating technologies for students, and ensuring an individual approach.

Keywords motivation, innovative activity, pedagogical innovation, quality of education, teacher's personality, intrinsic motivation, extrinsic motivation, professional development, creativity, educational technologies, efficiency of pedagogical activity.

In the context of current globalization processes and the rapid development of digital technologies, the educational system is entering a stage of fundamental renewal. As a knowledge economy forms in modern society and intellectual potential becomes a leading factor, the demands placed on the educational system are also sharply increasing. This necessitates abandoning traditional approaches to organizing the educational process and widely implementing innovative pedagogical technologies. Under these conditions, the requirements for the teacher's personality also change qualitatively; they must manifest themselves not only as knowledge providers but also as effective managers of the educational process, creators, and innovators.

A teacher's innovative activity is understood as the process of developing new pedagogical ideas, methods, and technologies and implementing them into practice. This activity is considered a crucial factor in improving the quality and effectiveness of education. However, the effective implementation of innovative activities largely depends on the teacher's intrinsic and extrinsic motivation. Motivation is one of the key psychological factors that determine a teacher's attitude towards professional activity, their striving for innovation, and their readiness for self-improvement. Sufficiently developed motivation encourages a teacher to acquire new knowledge and skills, apply modern pedagogical technologies, and organize



lessons based on a creative approach. At the same time, the development of innovative activities in the educational system depends not only on individual factors but also on organizational and social conditions. Specifically, factors such as material and moral incentives for educators, support for their professional development, and the creation of a positive psychological environment play an important role in the formation of motivation. From this perspective, the scientific study of the role and significance of motivation in the innovative activity of teachers is one of the most pressing issues. This research is aimed at analyzing the motivational factors of teachers, determining their impact on innovative activities, and developing effective mechanisms that serve to enhance the quality of education.

In psychological and pedagogical literature, motivation is interpreted as a system of factors that drive, direct, and sustain human activity. It is a complex socio-psychological process consisting of a complex of internal needs, interests, values, and external influences that determine an individual's goal-oriented activity. Motivation is considered one of the main determinants that define the content, intensity, and stability of human behavior and activity. In the context of pedagogical activity, motivation determines the teacher's attitude towards their professional work, their readiness for self-improvement, the degree of acceptance of innovative approaches, and their creative potential. A highly developed motivation directs the educator towards continuous professional development, the acquisition of new knowledge and skills, and the improvement of the educational process. Conversely, insufficiently developed motivation can lead to passivity in a teacher's activities, avoidance of novelties, and professional stagnation.

In scientific sources, motivation is often divided into two main types—intrinsic and extrinsic motivation. This classification has significant methodological importance in analyzing pedagogical activity. Intrinsic motivation is a type of motivation associated with an individual deriving inner satisfaction from their activities, a natural interest in acquiring knowledge, and a striving for professional growth. In a teacher's activity, intrinsic motivation manifests itself in their creative approach to the pedagogical process, organizing lessons based on innovative methods, and establishing effective communication with students. Intrinsic motivation is distinguished by its stability, and it prompts the educator to work on themselves independently, seek new ideas, and engage in professional self-development.

Extrinsic motivation, on the other hand, influences an individual's activities through external factors—material incentives, salary, rewards, career advancement, social recognition, and others. In pedagogical activity, extrinsic motivation serves as a crucial tool for increasing the efficiency of a teacher's labor. In particular, implementing an effective incentive system in educational institutions strengthens educators' interest in innovative activities. At the same time, according to modern scientific views, the highest efficiency emerges as a result of the harmonization of intrinsic and extrinsic motivation. That is, intrinsic interest and extrinsic incentive factors complement each other in a teacher's activity, serving the sustainable development of their innovative practices. In conclusion, motivation is the primary driving force of pedagogical activity, and it is a significant factor determining a teacher's professional competence, creative approach, and the effectiveness of innovative activities.

Innovative activity is one of the important categories of modern pedagogy, representing the process of developing and implementing new ideas, methods, technologies, and approaches aimed at perfecting the educational process. This activity is of great importance in elevating the educational system to a qualitatively new stage, developing students' competencies, and adapting to global educational standards. A teacher's innovative activity is directly related to

their professional competence, creative potential, and openness to novelties, expressing the educator's readiness to abandon traditional educational approaches and effectively apply modern pedagogical technologies. Such activity requires skills from the teacher such as independent thinking, resolving problem situations, and individualizing and differentiating the educational process.

Innovative activity encompasses the following main directions:

- **Use of modern pedagogical technologies** — this is characterized by the teacher's application of advanced technologies in the educational process, such as the competency-based approach, modular system, project-based learning, and problem-based learning. These technologies serve to develop students' independent thinking, connect knowledge with practice, and increase teaching effectiveness.

- **Application of interactive methods** — this is an important component of innovative activity, which includes a system of methods aimed at actively involving students in the lesson process. Methods such as "brainstorming," "clustering," "debates," and "role-playing games" develop students' critical thinking, communication skills, and teamwork abilities.

- **Integration of information and communication technologies** — this is considered one of the main factors in forming a digital educational environment. The use of e-learning platforms, multimedia tools, distance learning systems, and digital resources by the teacher increases the interactivity and effectiveness of the educational process. Simultaneously, this serves to develop students' competence in working with information.

- **Developing a creative approach** — this is one of the most crucial aspects of innovative activity, represented by the teacher's non-standard thinking, proposing new pedagogical ideas, and testing them in practice. A creative approach allows the teacher to organize the educational process in an engaging, effective manner that meets students' needs.

Furthermore, a teacher's innovative activity should possess a systematic and continuous character. It does not merely limit itself to applying individual methods but involves a comprehensive modernization of the pedagogical process. Such an approach serves to enhance the quality of education, deepen students' knowledge and skills, and prepare them in accordance with the demands of modern society. As a conclusion, it can be stated that a teacher's innovative activity has strategic importance in the development of the educational system, and it is inextricably linked with the educator's professional mastery, motivation, and creative potential.

Conclusion In summary, the effectiveness of a teacher's innovative activity is closely intertwined with their motivation. A high level of motivation prompts the teacher to create innovations, improve the quality of education, and achieve success in their profession. Therefore, strengthening motivation within the educational system remains one of the priority tasks.

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