

THE MULTIFACETED PALETTE OF MOTIVATION IN THE TEACHING PROFESSION

Haydarova Guzaliya Zinurovna

Lecturer in Russian Language and Literature

Department of History and Philology

Asia International University

Bukhara, Uzbekistan

E-mail: haydarovag.09@mail.com

Abstract: The article examines a set of motives that determine the choice of the teaching profession and the subsequent effectiveness of professional activity. An analysis of key motivational groups is conducted: altruistic, personal fulfillment, pragmatic, and value-meaningful. Particular attention is paid to the dynamics of motivation and the transformation of initial motivations in the process of professional development as a teacher. The conclusion is made that stable and productive activity is possible when internal motivation based on a conscious appreciation of the value of teaching work dominates.

Keywords: motivation, teaching profession, career choice, vocation, internal motivation, external motivation, meaning of activity, teacher.

Choosing a career in teaching is one of the most socially and personally significant decisions a person can make. It not only determines the trajectory of a person's life, but also has a direct impact on the formation of future generations. The motives behind this choice are diverse and are shaped by a variety of factors: social environment, personal experience, value systems, and individual psychological characteristics. Understanding the structure and dynamics of motivation in teaching is critically important both for the system of professional teacher education and for the management of educational organizations, since it is the motivational sphere that is the foundation of professional competence, job satisfaction, and the prevention of emotional burnout.

A range of motives: why choose the path of a teacher? The motives for choosing the teaching profession are a complex conglomerate that can be classified on several grounds. Scientific literature traditionally distinguishes two large groups: external and internal motives. Internal motivations are related to the content of the activity itself and are the most stable. Altruistic-social motivations: The desire to be useful to society, to help children in their development, to pass on knowledge and experience. This motivation is often formulated as “the desire to work with people” or “love for children.” Personal fulfillment motives: The need for self-fulfillment through teaching. This includes an interest in a particular subject (subject-cognitive motive), a desire for creativity, and a desire for continuous intellectual and personal growth. Teaching provides a wide field for the application of organizational abilities, communication skills, and leadership qualities. Value-meaning motives (vocation motive): A deep awareness of teaching as one's life purpose. This motive is often formed under the influence of a positive image of a particular teacher (the “pedagogical ideal” effect) or is a continuation of a family dynasty.

External motives are determined by circumstances beyond the profession itself. Pragmatic (utilitarian) motives: Perception of the profession as a source of stable income, social

guarantees, and long vacations. The relative accessibility of teacher training can also be included here. Motives of prestige and status: Although the status of teachers in modern society is subject to fluctuations, for some it remains a significant factor associated with respect and authority. Situational motives: Choices dictated by random circumstances: proximity of the university to home, influence of parents or friends, failure to enroll in another specialty. It should be noted that there are no “pure” types of motivation. A person's decision is usually motivated by multiple factors, but one of the motives usually plays a dominant role.

The initial motives for choosing a profession do not remain static. Entering the profession and encountering the realities of school life (heavy workload, bureaucracy, working with parents) become a serious test for motivation. Adaptation crisis: During the professional adaptation stage, romanticized ideas about the profession may be shattered. If external or situational motives were dominant, the risk of disappointment and leaving the profession increases sharply. Formation of professional identity: Successful overcoming of the crisis leads to the crystallization of true, internal motives. Motivation transforms from “I want to be a teacher” to “I want to be a good teacher.” The leading motives become professional growth, student success, and recognition in the professional community. Professional burnout as a consequence of motivation deformation: With the prolonged dominance of external motivation (working “for the salary”) and the absence of internal nourishment, personal resources are depleted and emotional burnout syndrome develops. This can only be countered by consciously cultivating the internal meaning of one's activities. Thus, the motivational picture of choosing the teaching profession is multifaceted and dynamic. The stability and effectiveness of a teacher are determined not so much by the initial set of motives as by the ability to reflect on them and transform them into internal, value-based foundations. The teaching profession requires not only qualifications, but also a high degree of personal involvement and awareness of one's mission.

The task of the education system is not only to select “altruists by vocation,” but also to create conditions for supporting and developing internal motivation at all stages of a teacher's professional career — from the student bench to the highest qualification categories. It is internal motivation, based on love for one's work and responsibility for the future, that is the core that allows teachers to remain a source of light and knowledge in an ever-changing world. Teacher motivation is a complex and dynamic palette where colors mix, fade, and flare up again in bright hues throughout a career. At its core lies a deep, faded but unchanging background—the color of meaning. This is the very force that draws people to the profession: the desire to change children's lives for the better, a passion for their subject, a burning desire to share knowledge, and a belief that education is a tool for transforming the world. It is the joy of seeing students' eyes light up, of hearing the click of understanding in the silence of the classroom, of realizing that you are not just imparting information, but helping a person grow. But one meaning alone cannot sustain the flame for years. It is constantly mixed with the warm and vibrant color of human connection. This is the daily fuel of a teacher—the unique relationship with students, when you become their mentor, protector, the adult who believes in them unconditionally. It is the energy that comes from collaborating with colleagues, from shared laughter and support on a difficult day, from feeling part of a team with a common mission. And it is a bridge built to parents for the common goal of the child's well-being. At the same time, the teaching profession is unthinkable without intellectual challenge and creativity.

Every lesson is an act of creation, a performance where you are the director, the scriptwriter, and the actor. The constant need to solve puzzles — how to convey a complex idea, how to engage a bored student, how to find an approach to a rebel — keeps you from getting stuck in a rut. It is the excitement of a researcher and the satisfaction of personal growth, of honing your skills, of the right to creative autonomy within the walls of your classroom. However, the palette would be incomplete without more mundane but critically important colors—the colors of recognition and context. These are not only salary and stability, which are basic conditions for working without anxiety, but also respect from society and management. The atmosphere in the school, created by the principal, can either enhance all the other colors, making them brighter, or, like a gray stream, wash them away. When a teacher feels that their work is valued, their palette shines; when they are drowned out by endless reports, checks, and disrespect, the colors fade, and only a sketch of a once-bright picture, burnt out from fatigue, may remain on the canvas.

That is why a teacher's motivation is a living organism. At the beginning of the journey, the bright colors of meaning and the excitement of growth dominate. With experience, they do not fade, but blend with deeper and more complex shades of wisdom and connection. But this fragile ecosystem can be destroyed if external pressure becomes too strong. Retaining the best in the profession means allowing the entire palette to unfold, protecting it from anything that threatens its complex, multifaceted, and beautiful harmony.

References

1. Хайдарова Гузалия. (2024). Языковые следы времени: роль историзмов и архаизмов в современном русском языке. *MEDICINE, PEDAGOGY AND TECHNOLOGY: THEORY AND PRACTICE*, 2(10), 363–370. <https://doi.org/10.5281/zenodo.13998126>
2. Хайдарова Гузалия. (2024). «АРХАИЗМЫ И ИСТОРИЗМЫ КАК СРЕДСТВА ВЫРАЖЕНИЯ ВРЕМЕНИ В ПРОИЗВЕДЕНИЯХ ПУШКИНА». *MEDICINE, PEDAGOGY AND TECHNOLOGY: THEORY AND PRACTICE*, 2(11), 302–311. <https://doi.org/10.5281/zenodo.14277279>
3. Хайдарова Гузалия Зинуровна, & Хикматуллаева Жасмина Улмасовна. (2025). "ЧЕСТЬ И ВЕРНОСТЬ В ЭПОХУ ПЕРЕМЕН: ФИЛОСОФИЯ "КАПИТАНСКОЙ ДОЧКИ" А.С. Пушкина". <https://doi.org/10.5281/zenodo.14733226>
4. Хайдарова Гузалия Зинуровна. (2024). Архаизмы в современной живой речи: новая жизнь старых слов. *МЕДИЦИНА, ПЕДАГОГИКА И ТЕХНОЛОГИЯ: ТЕОРИЯ И ПРАКТИКА*, 2(9), 51–58. <https://doi.org/10.5281/zenodo.13774191>
5. Хайдарова Гузалия Зинуровна. (2025). «УСТАРЕВШАЯ ЛЕКСИКА В СКАЗКАХ ПУШКИНА». *MEDICINE, PEDAGOGY AND TECHNOLOGY: THEORY AND PRACTICE*, 3(2), 231–241. <https://doi.org/10.5281/zenodo.14914037>