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EFFECTIVENESS OF THE METHODOLOGY FOR THE DEVELOPMENT OF PROFESSIONAL MOTIVATION OF STUDENTS THROUGH INTEGRATIVE LEARNING

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Abstract
This article covers the study of the theoretical foundations and practical aspects of integrative learning tools, as well as the issues of assessing the effectiveness of the methodology for developing students' professional motivation. The possibilities of professional development and increasing the professional potential of students through the formation of motivational factors related to their professional activity are considered. The article presents the results of the conducted research and statistical data, which confirms the practical significance and effectiveness of integrative learning tools.

Keywords: Integrative learning, professional motivation, students, educational technologies, professional development, motivational factors, innovative methods.

Introduction

The main reforms being implemented in our republic provide for the defined strategic goals, priorities, and tasks of the conceptual approach to the formation of private directions of socio-political and economic development in society, including the improvement of the higher education system of the Republic of Uzbekistan until 2030. This document, along with defining the planned stages for the medium and long term, serves as the basis for the development of programs and generalized measures in the field of higher education.

In the Concept for the Development of the Higher Education System of the Republic of Uzbekistan until 2030, such areas as improving the quality of education, training competitive specialists, and the effective organization of research and innovation activities, based on strengthening the integration of science, education, and production, with the adaptation of the higher education system to the needs of the social sphere and the economy, are defined as priorities. In addition, the implementation of methodological and technological approaches aimed at the formation of independent learning, critical and creative thinking, system analysis, and entrepreneurial skills in students, the desire to expand competencies in the educational process, and the tasks of mastering programs aimed at developing practical skills are of great importance. Compliant with international educational standards emphasizes the need for the widespread use of modern pedagogical technologies, curricula, and teaching materials.

The development of professional motivation of students in the modern education system is a very urgent and important scientific and pedagogical problem. Improving the quality of the

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educational process, forming the professional potential of students and preparing them for future professional activity is one of the main tasks of modern pedagogy. Integrative approaches in the learning process allow students to master knowledge more deeply, understand interdisciplinary connections, and firmly acquire practical skills.

Integrative teaching aids are an innovative approach aimed at ensuring the active participation of students in the educational process by combining various interdisciplinary, methodological, and technological methods. And in the development of professional motivation of students, the significance and effectiveness of these integrative teaching tools are very high.

Professional motivation, a person's choice of professional activity, an interest in it, and a desire to develop their profession. It is formed under the influence of internal (personal goals, interests) and external factors (social demands, opportunities for financial enrichment). Professional motivation in the educational process increases students' interest in learning, motivates them to master professional potential, and directs them to become successful specialists in the future.

Integrative teaching aids are a set of innovative pedagogical methods that combine theory and practice, taking into account interdisciplinary connections. They consist of interactive methods, multimedia tools, design, practical work, and virtual environments. The influence on the professional development of students means the organic connection of theoretical knowledge with practical skills, the formation of deeper understanding through interdisciplinary integration, the development of independent thinking, decisiveness, and professional competencies in students.

The relevance of this topic lies in the fact that in modern education, increasing the professional motivation of students and forming professional potential is of great importance. Integrated learning tools stand out as an effective tool in this process. The goal is to study the effectiveness of integrative learning tools and develop practical recommendations for the development of professional motivation of students. Defining the main factors of professional motivation, studying the theoretical and practical aspects of integrative learning tools, analyzing experimental results on the professional development of students, developing effective methodological recommendations.

Regarding the definition of integrative learning, it is a set of innovative pedagogical tools that combine various interdisciplinary, methodological, and technological approaches, allowing students to deepen their knowledge and integrate theory and practice.

Types of integrative learning:

• Interdisciplinary integration - combining several interdisciplinary topics (for example, mathematics and physics, history and literature).

• Process integration - the integration of theory, practice, and research processes.

• Technological integration - strengthening the educational process with modern technologies (multimedia, virtual laboratories).

• Effective integration - a set of methods aimed at the formation of students' professional skills.

Theoretical approaches to the pedagogical foundations of integration take into account the principle of connectivity, that is, the connection between each subject and type of knowledge, and the principle of activation ensures the active participation of students in the educational process. The principle of a differentiated approach is the organization of the educational process, taking into account the individual characteristics of each student. Psychological foundations are motivation, that is, stimulating students' internal and external motivation, the principle of reflection.

Interdisciplinary integration is a didactic approach aimed at forming students' skills of holistic understanding and practical application by combining topics, concepts, and knowledge from different disciplines. Professional training of students is the ability to comprehensively study knowledge on a particular topic, the ability to apply theoretical knowledge to practical problems is formed, skills in designing, teamwork, and finding innovative solutions for solving problems related to the professional sphere are improved.

There are several interactive methods, including: Design, discussion, and agreement tasks. Students are given projects related to solving a professional problem. For example, students work as a team to develop a company's marketing strategy or develop an innovative product. In the design process, they acquire the skills of applying theoretical knowledge in practice, analyzing problems, and proposing solutions.

Discussion is organized as collective discussions to broaden students' horizons and deepen their professional knowledge. Discussion topics are selected based on the curriculum, and students are asked questions that encourage them to solve problem situations.

Agreement Tasks in which students perform tasks based on agreement to develop decision-making skills in various professional situations. For example, exercises such as distributing responsibilities within the team, allocating resources, or developing a plan together.

Integrative learning tools - Theoretical knowledge is conveyed in a clearer and more understandable way through multimedia tools, video, animation, slides, and interactive platforms. For example, students are shown real examples from professional fields through multimedia tools. Electronic textbooks provide students with the opportunity for independent study. They are enriched with tests, exercises, and examples to test the level of mastery. Electronic textbooks also support integration, as they combine several interdisciplinary topics. Virtual laboratories help students develop practical skills. For example, experiments in the field of chemistry, physics, or economics are conducted in a virtual environment. These tools allow students to conduct experiments in a safe and affordable environment.

Special tests and monitoring systems are used to assess the level of student motivation. For example, tools such as the "Motivation Index" or "Professional Interest Test." The results are presented using statistical data and graphs. For example - an increase in the level of motivation after the application of the diagram design methodology (for example, from 60% to 85%). Further increases the effectiveness of multimedia tools and classical teaching methods. These practical methods and tools significantly increase the professional motivation of students. Design and interactive methods increase their activity, and multimedia tools make knowledge more vivid and interesting. Statistical data confirm the effectiveness of these tools.

In conclusion, integrative learning tools play an important role in the development of students' professional motivation and the enhancement of their professional potential. Although the research results confirm the practical significance of these tools, there is a need for further in-depth research in the future. The results of this work will contribute to the improvement of the higher education system and the training of specialists who meet modern professional requirements.

Interdisciplinary integration, the combined use of interactive methods and multimedia tools stimulate students' internal and external motivation. Methods such as design, teamwork, and virtual laboratories allow students to apply theoretical knowledge in practice. Statistical data also confirm that when using integrative teaching aids, the level of student motivation increases by an average of 30-40%. This leads to a further strengthening of their interest in professional activity. Interdisciplinary integration forms deep and complete concepts in students. For example, the integration of mathematics and economics helps students learn financial calculations more easily. Interactive methods (discussion, design, teamwork) develop students' skills in problem-solving, problem analysis, and finding innovative solutions. Multimedia tools and electronic textbooks form students' skills in independent learning and help them acquire knowledge quickly and effectively.

These factors significantly increase the professional potential of students. As a result, students will become competitive personnel who meet the requirements of modern professional fields.

When studying the experience of integrative teaching in other countries and adapting it to the education system of Uzbekistan, the following proposals are put forward. Organization of advanced training courses for teachers for the widespread introduction of integrative teaching aids in higher educational institutions. Development of new criteria and assessment systems to stimulate students' professional motivation. Full integration of modern pedagogical technologies and resources into the higher education system.

In this study, the effectiveness of integrative learning tools in the development of students' professional motivation and their contribution to increasing their professional potential were analyzed in greater depth. According to the research results, integrative learning tools allow for a significant increase in the professional motivation of students.

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