

MOTIVATION IN THE FORMATION AND DEVELOPMENT OF PEDAGOGICAL COMPETENCE

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Abstract: This article examines the pedagogical foundations and methodological approaches to developing and sustaining students' learning motivation in higher education institutions. It highlights the role of motivation in enhancing students' intellectual potential, academic engagement, professional interests, and readiness for future professional activities. Particular attention is paid to the relationship between students' intrinsic and extrinsic motivation, their conscious attitudes towards learning, and their ability to apply acquired knowledge and competencies in professional practice. The article also explores the pedagogical potential of learner-centred, competency-based, activity-based, and reflective approaches, as well as problem-based learning, project work, case studies, collaborative learning, interactive methods, and digital educational technologies in stimulating students' cognitive activity. Furthermore, it emphasises the importance of creating a psychologically supportive educational environment, establishing effective teacher–student communication, implementing fair assessment practices, and recognising students' academic achievements. The study substantiates the importance of developing a systematic and scientifically grounded methodological framework for enhancing learning motivation in higher education and evaluating its effectiveness through pedagogical experimental research.

Keywords: learning motivation, student motivation, higher education, pedagogical competence, intrinsic motivation, extrinsic motivation, educational process, cognitive activity, professional development, professional interests, learner-centred approach, competency-based approach, reflective approach, interactive teaching methods, independent learning, pedagogical technologies, student engagement, professional competence.

In contemporary global educational practice, particular attention is being devoted to fostering and continuously strengthening learners' motivation to study as a means of developing their intellectual potential and social and moral qualities. This is because the sustainability of educational outcomes depends not only on the content of curricula or the pedagogical technologies employed, but also directly on learners' active engagement in the process of acquiring knowledge and the goals they set for themselves. Therefore, alongside updating educational content, contemporary education faces the important task of aligning it with the development needs of society and the economy and preparing specialists equipped with the competencies required for professional practice.

These requirements necessitate the development of methodological approaches in higher education that strengthen students' conscious attitudes towards learning, foster sustained professional interests, and help them develop a clear understanding of their future career prospects. In particular, students' personal need for knowledge, interest in acquiring new infor

mation, understanding of the nature of their chosen profession, and ability to envision their future professional careers are among the key factors determining their engagement in education [1]. Accordingly, pedagogical interventions aimed at developing motivation should serve not only to encourage students to complete academic assignments but also to help them consciously develop their professional potential. This is because the effectiveness of learning activities is determined not merely by the academic quality of educational content or the diversity of teaching methods employed by instructors, but also by students' subjective engagement in the process and their motivation to learn.

Consequently, the development of motivation is regarded in contemporary higher education as an important pedagogical condition for improving educational outcomes. Students' learning motivation is directly associated with their engagement in the educational process, independent inquiry, ability to find solutions to problematic situations, and capacity to apply acquired knowledge in practical activities. In particular, a future specialist's understanding of the nature of professional activity and recognition of the relevance of acquired knowledge and competencies to their future career contribute to the development of sustainable motivation.

Thus, developing motivation is not simply a matter of encouraging students to study; rather, it is a process of fostering a conscious attitude towards education based on an understanding of its personal and professional significance. In this regard, it is advisable to make comprehensive use of the potential of learner-centred, competency-based, activity-based, and reflective approaches when improving pedagogical mechanisms for developing learning motivation in higher education institutions.

Organising educational content in accordance with students' individual learning needs, interests, existing levels of knowledge, and professional aspirations strengthens their position as active subjects of the learning process. Furthermore, the purposeful use of problem-based learning, project work, case studies, collaborative learning, interactive methods, research assignments, and digital learning tools creates extensive pedagogical opportunities for stimulating students' cognitive interest. Through these methods, students can move from being passive recipients of ready-made information to active participants who independently organise their learning, conduct inquiries, analyse information, and evaluate the outcomes of their own activities.

The sustainability of learning motivation is also closely associated with a psychologically supportive educational environment, effective communicative relationships between teachers and students, fair assessment, and the consistent recognition of achieved results. Timely acknowledgement of students' positive academic achievements, encouragement of their independent decisions and opinions, and an approach to mistakes as opportunities for gaining experience and improving performance rather than as negative occurrences strengthen their confidence in their own abilities.

Within such a pedagogical environment, motivation initially arising from external influences gradually transforms into motivation rooted in students' intrinsic needs. The development of students' learning motivation should therefore be organised not as an additional element of the educational process, but as a systematic pedagogical process closely integrated with its substantive, methodological, and organisational components.

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Such an approach not only increases students' academic engagement but also creates favourable conditions for developing independent thinking, responsibility, professional orientation, creativity, and continuous self-development. From this perspective, developing scientifically grounded methodological systems aimed at enhancing students' learning motivation in higher education and determining their effectiveness through pedagogical experimental studies represents one of the significant directions of contemporary educational research.

In today's international educational environment, the formation of motives that stimulate learning activities and the maintenance of their sustainability have become important areas of pedagogical and psychological research. In particular, research is increasingly focusing on the influence of creative collaboration between teachers and learners on students' attitudes towards learning, the development of intellectual potential in higher education, and the enhancement of the content and effectiveness of educational motives [2].

In this context, particular methodological importance is attached to systematically involving learners in various stages of information reception and processing, taking into account the substantive foundations of mutual cooperation in pedagogical relationships, and developing the competencies required for the purposeful application of modern pedagogical technologies that support motivation.

The formation of pedagogical competence is not limited solely to the acquisition of professional knowledge and practical skills. The effectiveness of this process is also closely associated with teachers' attitudes towards their professional activities, their willingness to engage in continuous self-improvement, and their need for professional development. In this regard, motivation functions as an intrinsic driving force behind pedagogical competence, creating the conditions for teachers to continuously enhance their professional potential, analyse their own performance, and improve their pedagogical practice.

Intrinsic interest and clearly defined professional goals encourage teachers to adopt innovative approaches to the educational process, seek effective teaching methods, and critically evaluate the outcomes of their professional activities. Therefore, motivation can be regarded as an important motivational mechanism within the structure of pedagogical competence.

The significance of motivation in this process is primarily manifested through teachers' attitudes towards their professional activities, their aspirations to realise their potential, and their need to continuously enhance their existing professional capacities. Teachers with a high level of professional motivation do not limit themselves to solving problems arising in the educational process solely on the basis of their existing experience. Instead, they seek new methods and technologies, study advanced pedagogical practices, and endeavour to adapt them to the specific conditions of their professional activities. Thus, motivation can be considered an internal driving force that enables teachers to demonstrate their level of competence in practical professional activities.

Motivation is interpreted as a system of internal and external factors that activate an individual's activities and direct them towards achieving specific goals. In the context of pedagogical practice, motivation is closely associated with teachers' professional needs, interests, values, and attitudes towards their professional activities.

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When professional motivation is insufficiently developed, teachers may adopt a formal approach to their work, demonstrate limited interest in applying innovative methods, or lack a perceived need for professional growth. Therefore, developing motivational mechanisms is of particular importance in the process of forming pedagogical competence.

The effective organisation of motivational mechanisms primarily depends on teachers' understanding of the nature of their professional activities, their awareness of the social and pedagogical significance of their work, and their ability to establish clear professional goals. Teachers' awareness of the content of their professional activities and the expected outcomes creates favourable conditions for the conscious performance of pedagogical tasks, the active application of their knowledge and skills in practical situations, and the continuous enrichment of their professional experience.

In this regard, the sustainability of motivation is determined not only by teachers' responses to external incentives but also by their intrinsic professional needs and personal values. When intrinsic motivation predominates, teachers perceive the acquisition of new knowledge, improvement of their pedagogical experience, and introduction of innovative approaches into the educational process not as professional obligations, but as natural needs for personal and professional development. This creates a stable psychological foundation for the continuous formation and development of pedagogical competence.

Teachers' motivational states are also directly reflected in their methodological activities. When there is a strong commitment to professional development, teachers tend to conduct comparative analyses of various pedagogical technologies, evaluate their effectiveness, select methods appropriate to learners' needs, and, when necessary, modify existing methodological approaches. Consequently, motivation becomes an important factor supporting the development of methodological competence.

the same time, motivation is one of the psychological conditions determining teachers' readiness for innovative activities. A teacher's engagement in innovation, willingness to experiment with new practices, ability to find alternative solutions to existing pedagogical problems, and effective use of digital technologies are primarily determined by their intrinsic desire to improve their professional practice.

When such a need is established, teachers perceive innovation not merely as an addition to existing methods, but as a means of enhancing the effectiveness of pedagogical activities. They independently seek new ideas, analyse their practical value, evaluate their advantages and limitations, and test the possibilities of applying them in the educational process.

Another important aspect of the relationship between motivation and pedagogical competence is manifested in teachers' reflective practice. Through the systematic analysis of their professional performance, teachers compare achieved outcomes with existing challenges, identify the causes of shortcomings in their activities, and determine future directions for professional development.

This process of self-reflection encourages teachers to acquire new knowledge and skills, enrich their existing competencies, and reconsider their pedagogical practices. As a result, professional activity evolves from a routine repetitive process into a continuously developing and renewing system. Within this system, practical activities generate outcomes, these outcomes

provide a basis for reflective analysis, and reflection leads to the establishment of new professional goals and the emergence of further development needs.

On this basis, creating organisational and pedagogical conditions that support motivational factors is essential for the development of pedagogical competence. In particular, providing teachers with sufficient opportunities to initiate new projects, supporting their independence in making methodological choices and decisions, creating favourable conditions for implementing innovative pedagogical practices, appropriately recognising their professional achievements, and expanding opportunities for selecting individual professional development pathways can serve as effective mechanisms for fostering motivation.

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