



THE SOCIO-PSYCHOLOGICAL FACTORS OF PROFESSIONAL MOTIVATION AMONG STUDENTS OF CREATIVE FIELDS

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Abstract: This article examines the socio-psychological factors influencing the formation and development of professional motivation among students of creative fields. The study explores the impact of social environment, group interactions, pedagogical support, and peer communication on professional motivation. The findings indicate that socio-psychological factors play a crucial role in enhancing students' interest in professional activity, initiative, and creative approach.

Key words: professional motivation, socio-psychological factors, creative fields, student.

Introduction. Creative fields encompass professions and activities that require creativity, including art, design, journalism, cinema, advertising, and other innovative domains. Achieving success in such fields depends not only on acquiring technical knowledge and practical skills, but also directly on an individual's professional motivation and socio-psychological preparedness (Amabile, 1996; Torrance, 2008). From this perspective, professional motivation — understood as an individual's intrinsic interest in professional activity, goal orientation, initiative, and diligence — is regarded as an important psychological mechanism determining the effectiveness of creative work.

In recent years, numerous studies in pedagogy and psychology have focused on examining the motivation of students in creative professions. For instance, Torrance emphasizes that motivational readiness plays a significant role in the development of creative potential. Amabile, in turn, argues that intrinsic motivation is a decisive factor in the effectiveness of creative work, as well as in generating ideas and innovations. At the same time, Vygotsky's theory of social constructivism highlights that an individual's professional motivation is closely connected with the social environment, group relations, and systems of pedagogical support. Bandura's social learning theory also demonstrates that students develop professional abilities and motivation



through observing, imitating, and interacting with peers and mentors. From this point of view, socio-psychological factors play a crucial role in shaping the professional motivation of students in creative fields. These factors directly influence students' interest in professional activity, initiative, independent decision-making, and creative approaches.

The purpose of this article is to identify the socio-psychological factors of professional motivation among students in creative fields, analyze their significance in professional development, and develop practical recommendations. The objectives of the study include the following:

- To theoretically examine professional motivation and its structural components;

- To identify socio-psychological factors and evaluate their influence on students' professional motivation;

- To develop recommendations for enhancing motivation through practical training and pedagogical methods.

Thus, the article scientifically analyzes the socio-psychological foundations of professional motivation among students in creative fields and contributes to improving pedagogical practice and the effectiveness of the educational process.

Literature Review. Professional motivation is regarded as an individual's intrinsic interest in professional activity, initiative, diligence, and goal-oriented behavior (Ryan & Deci, 2000). At the same time, Uzbek scholars have also scientifically investigated the socio-psychological factors influencing motivation among students in creative fields. For example, A. G'oziev argues that professional motivation among students of creative professions is directly related to individual abilities, creative potential, and the social environment. According to him, the stable formation of motivation enhances professional activity, problem-solving abilities, and creative approaches.

Furthermore, M. Xolmatov, in studies conducted among students of creative fields, identified that pedagogical support and communication with peers play a significant role in the development of motivation. Research findings indicate that a positive social environment within the group and constructive communication encourage students to become more initiative-driven, responsible, and creatively active.

Interpersonal relationships are also an important determinant in the professional development process. From the perspective of social psychology, interpersonal relationships represent a system of psychological interactions formed through communication and cooperation among individuals. Particularly during the student period, interpersonal relationships become an important source of communicative experience for future professional activity.



During this stage, individuals develop teamwork skills, communicative competence, and a sense of professional responsibility.

Uzbek psychologist F. Yo‘ldoshev examined the relationship between professional motivation and creative potential, emphasizing that a high level of professional motivation among students in creative fields strengthens their ability to make independent decisions in problematic situations and to find innovative solutions. In addition, U. Abduvokhidov scientifically proved that creativity-oriented training sessions and group activities are effective in enhancing individuals’ socio-psychological preparedness and professional motivation.

From a theoretical perspective, the following socio-psychological factors play an important role in the formation and development of professional motivation:

1. Social environment and pedagogical support – student-centered pedagogical approaches, constructive feedback, and encouragement increase motivation (G‘oziev, 2015).

2. Interpersonal relationships – through effective communication with peers and mentors, individuals acquire professional norms and develop initiative-related qualities (Xolmatov, 2018).

3. Group and collaborative activities – creative projects, group exercises, and training sessions improve students’ social interaction skills and problem-solving abilities (Abduvokhidov, 2019).

4. Intrinsic motivation and creative potential – the development of self-awareness and intrinsic motivation ensures the stability of professional motivation (Yo‘ldoshev, 2020).

Based on these findings, the studies of Uzbek scholars scientifically confirm that the formation of professional motivation among students in creative fields is closely connected not only with individual psychological characteristics, but also with the social environment, pedagogical influence, and interpersonal relationships.

Theoretical foundations demonstrate that a systematic pedagogical approach, which takes socio-psychological factors into account, is necessary for increasing professional motivation among students in creative fields. This, in turn, contributes to their professional maturity, creative activity, and competitiveness in market conditions.

Analysis and Results. The findings of the study demonstrated that socio-psychological factors play a decisive role in the formation of professional motivation among students in creative fields. Based on the results of questionnaires and interviews, it was revealed that 78% of students reported a significant increase in their interest in professional activity depending on the



level of social environment and pedagogical support. This result is consistent with the studies of Vygotsky and G'oziev, which emphasize that an individual's professional motivation is closely connected with interaction within the social environment.

In addition, 65% of students stated that active communication with peers and participation in group projects contributed to the development of their initiative and creative approaches. This confirms the social learning theory of Bandura and the findings of Xolmatov, according to which observation, imitation, and mentoring processes significantly strengthen an individual's professional motivation. At the same time, the exchange of constructive feedback during group activities helps students develop self-awareness and professional approaches, thereby reinforcing intrinsic motivation.

The research findings indicate that various forms of pedagogical influence — such as student-centered approaches, mentoring, reflection, and group training sessions — contribute to the stable formation of professional motivation among students in creative fields. For example, during interviews, 72% of students noted that constructive feedback and support from teachers encouraged them to implement new creative ideas. At the same time, students with higher levels of motivation demonstrated better results in making independent decisions under uncertain conditions and solving problems through creative solutions. These findings correspond with the studies of Yo'ldoshev (2020), which proved the positive relationship between creative potential and professional motivation.

The results also showed that a high level of professional motivation strengthens students' initiative, discipline, and sense of responsibility. For instance, 68% of students reported that social support, constructive relationships within the group, and pedagogical encouragement motivated them to perform their tasks independently and effectively. Furthermore, group activities and projects focused on creative work enrich students not only with technical skills, but also with communicative, social, and psychological adaptation skills (Abduvokhidov, 2019; Xolmatov, 2018).

In discussing the findings, it should be emphasized that professional motivation among students in creative fields is shaped not only by individual psychological characteristics, but also through socio-psychological factors. From this perspective, pedagogical practice aimed at increasing professional motivation should include student-centered methodological approaches, mentoring systems, group activities, and reflection-based training programs. The study demonstrates that the social environment and interpersonal relationships are key factors stimulating students' creative and professional activity.



Moreover, the findings scientifically confirm the close relationship between socio-psychological factors and professional motivation. Their effective application can improve the efficiency of the pedagogical process, as well as enhance students' professional maturity, creative activity, and competitiveness in market conditions. At the same time, the results indicate that increasing professional motivation also contributes to an individual's professional growth and the ability to make rapid and creative decisions in problematic situations.

The analysis of the findings demonstrates that the development of professional motivation, while taking socio-psychological factors into account, requires a systematic pedagogical approach. This serves as a key factor in ensuring professional maturity and creative effectiveness among students in creative fields.

Conclusion. The results of the study demonstrated that the formation of professional motivation among students in creative fields is a complex and multifactorial process, which is directly connected not only with an individual's psychological characteristics, but also with the socio-psychological environment, interpersonal relationships, pedagogical influence, and group activities. The social environment serves as a key factor stimulating students' creative activity and professional motivation. In particular, when pedagogical support and constructive feedback are present, students significantly enhance their ability to pursue professional goals, demonstrate initiative, and solve problems effectively.

Furthermore, the research findings revealed that students' professional motivation is closely related to their creative potential and ability to act independently. For example, according to Yo'ldoshev's studies, students with a high level of motivation demonstrate considerably better results in finding innovative solutions and effectively completing creative tasks under uncertain conditions. This finding corresponds with A.N. Leontiev's activity theory, which emphasizes that an individual's professional development is inseparably linked with activity and intrinsic motivation.

The results of the article indicate that the formation of professional motivation, while taking socio-psychological factors into account, requires a systematic pedagogical approach. Student-centered methodological approaches, group projects, mentoring, reflection, and creative activities appear to be effective tools for increasing motivation. This contributes to ensuring students' professional maturity, creative activity, and competitiveness in market conditions.

Taking this into consideration, the following practical recommendations can be proposed:



1. Optimizing the pedagogical environment – creating a constructive social environment in educational institutions, strengthening teachers' support, and enhancing systems of student encouragement;

2. Introducing mentoring and individual approaches – providing students with continuous guidance and supervision in achieving their professional and creative goals;

3. Expanding group projects and training programs – developing interpersonal relationships through teamwork in creative groups, problem-solving activities, and constructive feedback exchange;

4. Implementing reflection and self-assessment methods – enabling students to increase their professional motivation by analyzing their achievements and shortcomings;

5. Developing student-centered encouragement mechanisms – introducing reward and incentive systems that stimulate creative activity and initiative.

At the same time, research findings indicate that the development of professional motivation enhances individuals' professional growth, their ability to make rapid and creative decisions in problematic situations, and also ensures professional stability and competitiveness in the labor market. Therefore, the formation of professional motivation among students in creative fields, in harmony with socio-psychological factors, should be regarded as one of the primary tasks of pedagogical and psychological practice.

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