



THE METHODS OF PERSONAL MOTIVATION

Nazarova Nodira Gulomjonovna

Researcher, Fergana Polytechnic Institute, Fergana, Uzbekistan

E-mail: n.nazarova@ferpi.uz

Abstract

In management psychology, there is also the phrase self-motivation, which refers to the many links between managers and employees who are working to enhance their performance. The topic of employee motivation management was the subject of this article's analysis.

Keywords: self-motivation, management, employees, managers, motivation, psychology.

Introduction

The subject of motivating others was the focus of the analysis on employee motivation management. However, in management psychology, the word "self-motivation" refers to the many links between managers and employees who are working to enhance their performance. There are moments in a leader's career when he or she loses interest in the job after taking it on, even looking at it coldly and not fighting to keep it. This disorder might have a variety of causes [1-7]. Here are a few of these causes, as well as some suggestions for improving the issue.

Staying in one position for a long time is one of the reasons a leader loses interest in his profession. Another element that undermines a leader's drive to work is his health, specifically his exposure to certain diseases. Family crises also divert the leader's attention away from his main job and dampen his enthusiasm for it. Team members' resistance to the leader causes frustration with leading the group. The leader's ability to self-manage and apply specific psychological measures to further inspire a person to work harder depends in many ways on his or her ability to not be influenced by the reasons described (of course, this line might have been continued). The structure of work in the team is one of the most important factors in ensuring the motivation of employees and managers in the business [8-13].



A well-established personnel policy in the organization should consider a variety of factors; action in this area is not only an external motivator, but also a factor in the leader's self-motivation [14-19].

These include:

- 1) Check that employees are working in the same position on a regular basis, and replace the person in the position every 5-7 years (which of course means not only a step up, but also a horizontal change in the same position, i.e. similar departments or occupations).
- 2) To broaden the scope and content of the project.
- 3) Active planning of the organizational system, including a more detailed definition of goals and ensuring that organizational activities are diverse.
- 4) Education at the organizational level, skill development, and activation of creative approach values. Developing and implementing new forms of organizational interaction (e.g., manager-employee conversations, increased informal communication between management and employees, frequent visits to employees' workplaces and communication with them during these meetings, reliance on democratic principles in organizational matters, and etc.).

A leader who wants to bring such variety into an organization's life is constantly self-motivated. As a result, these suggestions serve not only the interests of employees, but also those of the leader. Another important approach of self-motivation is to investigate as much as possible the source of one's own mental problems. Scientists have discovered that a person's professional development necessitates specific age-related traits. It is natural for a person's role in the company to evolve and expand as he grows. As a result, a person's active professional life can be divided into stages based on the age indications listed below:

- 1) Professional formation (entrance into the organization, finding a place within it) begins between the ages of 20 and 24.
- 2) Around 30 years of self-expression, accomplishment, and organizational recognition;
- 3) Achieving excellent professional abilities, applying them to a broader range of situations, and increasing their position within the organization - 35-40 years;
- 4) In the range of 40-50 years, re-evaluate the significance of their achievements, the job they have done, and analyze the doubts they have about whether they have chosen the proper path in life.



5) The skill level. Simultaneously, a highly skilled specialist concentrates on assisting colleagues, cares about the growth of their business, and exhibits managerial skills - after the age of 50 and until retirement.

The fundamental point of describing such an order is that when a person progresses through these stages, he encounters challenges as a result of the changes that occur in his life. On the one hand, the transition to a new age is the outcome of natural development, and on the other, it is the product of activity in a new and unknown scenario. Knowing that the transition from one stage to the next would be essential will enable us to take a fresh look at such situations, to see that these challenges are only transitory, and to navigate the crisis period with greater confidence.

Of course, this does not imply that we should sit back and wait for things to become better on their own. It is recommended that the employee work with the following orientations to reduce the likelihood of a crisis:

1. Live with a clear purpose, not with today's worries.
2. Take charge of your personal and professional goals. You are the only one who can decide your fate. A lifelong condition of "need for help from others" has been recognized in psychology, which manifests itself in a person's expectation of aid from others, as well as a lack of confidence in their own power and competence. Take charge of avoiding this circumstance as much as possible and staying active in all facets of your life.
3. Remember that people and organizations thrive in the face of adversity. Difficulties and crises are signs that the old way of life isn't functioning and that it's time to change or abandon it. Looking at current challenges and failures in this light necessitates revitalizing our opportunities, seeking new paths, and working for achievement.
4. Our motivation for work is simply a small component of our overall motivation. Such a definition opens up new avenues for us to reconsider our views on labor. Adding innovation to our life, to our leisure activities, likewise adds innovation to our work motivation, brightens it up, and ensures its vitality. The concepts and activities detailed here are scenarios that will reinvigorate the loss of motivation that every management and even employee may experience during a crisis, giving them a fresh urge to work.



References

1. Barykin, S. Y., Kapustina, I. V., Valebnikova, O. A., Valebnikova, N. V., Kalinina, O. V., Sergeev, S. M., ... & Volkova, L. (2021). Digital technologies for personnel management: Implications for open innovations. *Academy of Strategic Management Journal*, 20, 1-14.
2. Bazarov T.Yu. (2002). *Personnel management*. M.
3. Galkina T.P. (2003). *Sociology of management: From group to team*. M.,
4. Musaevna, U. Z. (2021). To Improve The Approaches Of The Personnel Management Mechanism In The Light Industry. *International Journal of Progressive Sciences and Technologies*, 24(1), 296-299.
5. M.A. Dmitrieva, M.V. Snetkov. (2001). *Workshop on the psychology of professional activity and management*. SPb.
6. Salimova, S. (2021). General structure of spinal animals features. *Центр Научных Публикаций (buxdu. uz)*, 3(3).
7. Farhodovna, S. S. (2021). Formation of professional skills of future biology teachers and development of its criteria. *Academicia: an international multidisciplinary research journal*, 11(2), 769-772.
8. Salimova, S. (2020). Method of improving self-study works of students in biology by means of informational resources. *Центр Научных Публикаций (buxdu. uz)*, 2(2).
9. Атаджанова, Б. Т. (2019). Формирование профессионально-коммуникативной компетенции будущего специалиста. *Вестник науки и образования*, (19-2 (73)), 47-49.
10. Tulkinovna, A. B. (2021). The main formation of professional competence of the students of technical universities in the Russian lessons. *Web of Scientist: International Scientific Research Journal*, 2(05), 637-648.
11. Gulomjonovna, N. N. Features Of Training Guide-translators. *JournalNX*, 152-155.
12. Атаджанова, Б. Т. (2020). Научный текст как источник обогащения профессиональной речи. *Вестник педагогики: наука и практика*, (51), 70-71.
13. Tulkinovna, A. B. (2021). Problems Of The Formation Of Professional Competence Of Students Of A Technical University In The Study Of Foreign Languages And Ways To Solve Them. *The American Journal of Social Science and Education Innovations*, 3(12), 43-50.



14. Nazarova, N. G. (2020). Problems and prospects in the training system of guide translators in uzbekistan. *Scientific Bulletin of Namangan State University*, 2(11), 253-256.
15. Атаджанова, Б. Т. (2021). Педагогические Условия И Принципы Формирования Профессионально-Коммуникативной Компетентности Будущего Инженера. *Central asian journal of literature, philosophy and culture*, 2(11), 93-97.
16. Шадиев, Р. Д., & Мухаммадиева, М. М. (2015). Изучение окружающего мира учащимися начальных классов на основе гуманистической концепции развития личности. *Актуальные проблемы гуманитарных и естественных наук*, (3-2).
17. Мухаммадиева, М. М. (2018). Естественный и эффективный метод образования. *Журнал научных публикаций аспирантов и докторантов*, (1), 36-37.
18. Tursunovna, Z. Z., Nurmatovna, K. S., & Kodirovna, O. S. (2019). Actual problems encountered in teaching foreign languages. *Вестник науки и образования*, (19-3 (73)), 37-39.
19. Гармонников, И. С. (2015). Особенности применения методов мотивации в рамках личной, групповой и корпоративной мотивации. *Новая наука: стратегии и векторы развития*, (6-1), 81-84.