

INNOVATIVE PEDAGOGICAL FACTORS FOR IMPROVING STAFF MOTIVATION IN THE MANAGEMENT SYSTEM OF EDUCATIONAL INSTITUTIONS

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Abstract: *This article discusses the features of personnel selection and recruitment, recruitment from the perspective of economists, the duration of recruitment, the number of employees involved in the recruitment process, recruitment sources, fields of application, and wage payment methods.*

Keywords: *profession, age, work experience, education, qualification, gender, additional specializations, job announcements, direct application, enterprise, organization, job application.*

One of the main goals of contemporary management is to increase the labor activity of workers in educational institutions and make efficient use of their intellectual potential. The practical procedures and scientific-theoretical underpinnings of technology for enhancing employee motivation in the educational system are discussed below. Motivation Management in Educational Institutions: Conceptual Underpinnings A collection of internal and external elements that motivate staff members to work effectively toward the institution's objectives is known as staff motivation in educational institutions. Motivation in a teaching team encompasses more than just monetary rewards; it also involves intricate factors including social acknowledgment, professional development, and psychological climate.

Main Models of Motivation

In academic approaches, motivation of educational staff is divided into two groups:

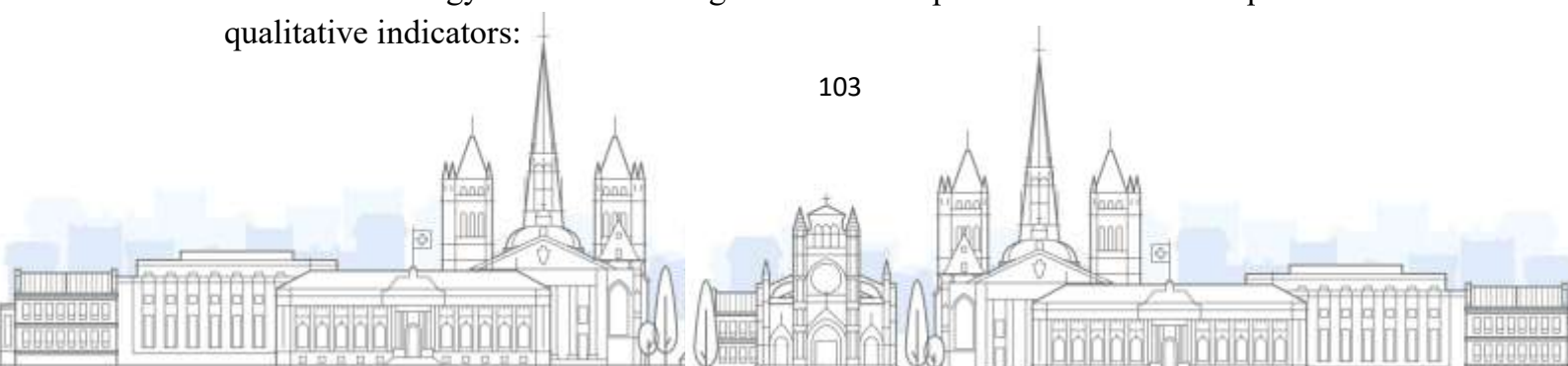
1. **Content theories** (Maslow's hierarchy of needs, Herzberg's two-factor theory) — focused on satisfying employees' internal needs.
2. **Process theories** (Vroom's expectancy theory, Adams' equity theory) — based on how employees perceive the relationship between work performance and rewards.

Modern Technologies for Improving Motivation

Educational institution managers are advised to use the following technological approaches in staff management:

KPI – Key Performance Indicators

This technology allows evaluating each teacher's performance based on quantitative and qualitative indicators:



- Students' academic achievement;
- Publication of scientific and methodological works;
- Activity in extracurricular events.

Gamification and Rating Systems

Introducing game elements into the work process helps to form healthy competition among employees. Teachers with high ratings are provided with incentive packages (e.g., creative leave or professional development trips).

Professional Coaching and Mentoring

Systematic support for employees' professional development. This technology accelerates the adaptation of young specialists and helps protect experienced teachers from professional burnout.

Stages of Improving the Motivational Environment

Modernization of the motivation system is carried out according to the following algorithm:

Stage	Tasks
Diagnosis	Identifying employees' needs through surveys
Design	Developing material and non-material incentive packages
Implementation	Introducing the new system and ensuring transparency
Monitoring	Analyzing the impact of motivational measures on labor productivity

Improving staff motivation in educational institutions is not merely about increasing salaries but about shaping corporate culture. Effective technologies contribute to teachers' job satisfaction and the strategic development of the institution.

Recommendations for Improving Motivation

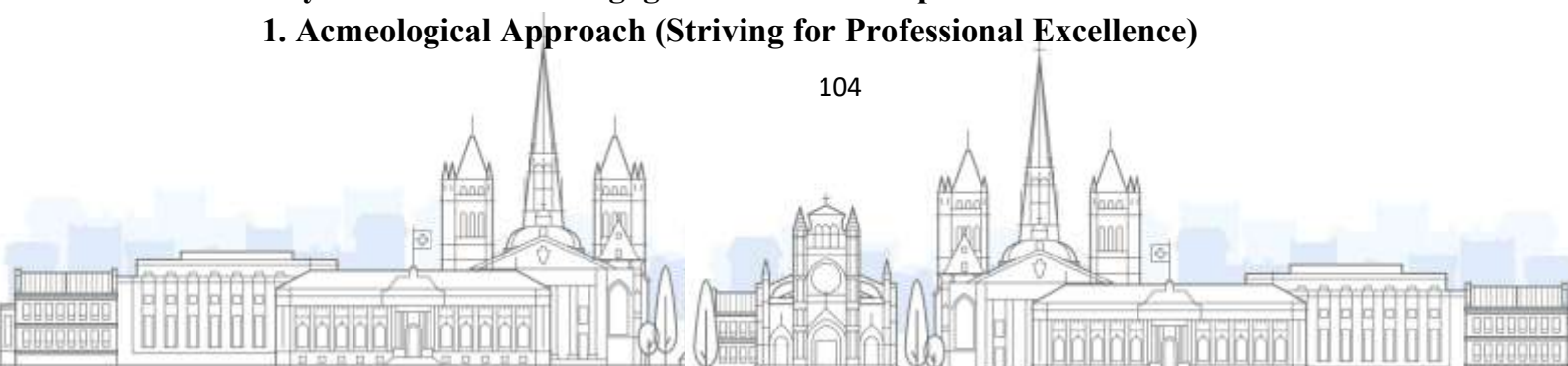
To enhance motivation in higher education institution management, the following technological chain is recommended:

1. **Differentiated payment system:** Teachers with high KPI scores receive bonuses ranging from 50% to 100% of their base salary.
2. **“Green corridor” system:** Employees with high scientific potential are relieved from excessive bureaucracy and paperwork.
3. **Corporate events:** Regular organization of academic cafés, strategic sessions, and team-building activities.

Improving staff motivation in educational institutions through innovative pedagogical factors is not only about economic incentives but also about meeting employees' professional needs through modern technologies and psychological approaches.

Key Scientific and Pedagogical Factors for Optimization

1. Acmeological Approach (Striving for Professional Excellence)



Creating conditions for teachers to reach the peak (“Acme”) of their professional mastery:

- **Individual development trajectory:** Designing personal growth plans based on teachers’ strengths.
- **Self-analysis and reflection:** Introducing digital portfolios for objective self-assessment.

2. Corporate Culture and Development of Soft Skills

The internal environment of the institution plays a key role in shaping teachers’ attitudes toward work:

- **Horizontal management:** Ensuring teachers’ participation in decision-making processes (democratic governance).
- **Team-building:** Organizing informal trainings and strategic sessions to strengthen trust and cooperation.

3. Digital Motivation and Gamification

Encouraging teachers’ performance through game elements in a digital learning environment:

- **Virtual ratings:** Awarding virtual badges and statuses such as “Digital Leader” for innovative teaching or creation of electronic resources.
- **Micro-learning:** Systematic professional development through short, accessible video courses.

4. Prevention of Professional Burnout

Given the high emotional demands of pedagogical work, innovative psychological factors are essential:

- **Psychological relief rooms:** Creating spaces for relaxation and stress reduction at the workplace.
- **Flexible working schedules:** Implementing outcome-based management systems where performance results (KPI), rather than time spent at work, are prioritized.

Innovative Motivation Model (Structure)

Factors	Innovative Solutions	Expected Outcomes
Social	Mentoring and coaching systems	Experience exchange and adaptation
Technological	Automated monitoring systems (ERP)	Transparency and fair evaluation
Psychological	Creative freedom and autonomy	Development of new pedagogical ideas

Conclusion

Innovative pedagogical factors redefine teachers not merely as “workers” but as strategic partners of the institution. This approach increases the value of human capital and ensures sustainable development of educational institutions.

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