

WAYS TO IMPROVE THE EFFECTIVENESS OF MOTIVATIONAL MANAGEMENT OF TEACHERS' INNOVATIVE ACTIVITIES IN GENERAL SECONDARY SCHOOLS**Egamberdiyev Farxod Botirovich**

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Abstract: In the context of rapid educational reforms, enhancing teachers' innovative activities has become a key priority for improving the quality of general secondary education. This article explores effective ways to increase the efficiency of motivational management aimed at fostering teachers' innovative practices in general secondary schools. The study emphasizes the role of intrinsic and extrinsic motivational factors, including professional recognition, continuous professional development, supportive leadership, and incentive-based management systems. Special attention is paid to creating a favorable institutional environment that encourages creativity, initiative, and pedagogical experimentation among teachers. The research highlights that motivational management not only influences teachers' readiness to adopt innovative methods but also contributes to sustainable professional growth and institutional development. The findings suggest that a systematic and human-centered motivational management approach can significantly enhance teachers' engagement in innovative activities, ultimately leading to improved educational outcomes.

Keywords: motivational management, teachers' innovative activity, general secondary education, professional motivation, educational innovation, school management, teacher development

INTRODUCTION

In recent years, the transformation of general secondary education systems has been increasingly driven by the need to respond to global educational challenges, technological advancement, and changing societal expectations. Within this context, teachers' innovative activity has emerged as a crucial factor in ensuring the quality, relevance, and sustainability of educational processes. Innovation in teaching is no longer limited to the introduction of new technologies; it also encompasses pedagogical creativity, flexible instructional strategies, learner-centered approaches, and continuous professional development. Consequently, the effectiveness of school management largely depends on how successfully teachers' innovative initiatives are motivated, supported, and sustained. Motivational management plays a pivotal role in shaping teachers' attitudes toward innovation. Unlike traditional administrative control, motivational management focuses on creating psychological, professional, and organizational conditions that stimulate teachers' internal willingness to engage in innovative practices. Research in educational management indicates that teachers are more likely to adopt innovative methods when they feel professionally valued, supported by school leadership, and provided with opportunities for self-realization and career growth. Therefore, the issue of motivating teachers' innovative activity requires a comprehensive and systematic approach that integrates both material and non-material incentives. In general secondary schools, teachers often face numerous challenges that hinder their innovative engagement, including excessive workload, limited resources, resistance to

change, and insufficient recognition of creative efforts. These factors can negatively affect teachers' motivation and reduce their readiness to implement new pedagogical ideas. In this regard, effective motivational management becomes essential for overcoming barriers to innovation and fostering a positive professional climate. School leaders are expected to act not only as administrators but also as facilitators of innovation who encourage experimentation, collaboration, and reflective practice. Furthermore, motivational management of innovative activity is closely linked to teachers' professional identity and autonomy. When teachers are actively involved in decision-making processes and are granted a degree of pedagogical freedom, they are more inclined to take initiative and responsibility for educational innovation. Such an approach promotes sustainable professional development and contributes to the formation of a dynamic and adaptive school environment. Thus, motivational management should be viewed as a strategic component of school governance rather than a set of isolated incentive measures. Given the increasing importance of innovation in education, there is a growing need to identify effective ways to enhance the efficiency of motivational management in general secondary schools. This article aims to analyze key motivational mechanisms and management strategies that support teachers' innovative activities and to propose practical approaches for improving motivational management systems. By addressing this issue, the study seeks to contribute to the theoretical understanding and practical implementation of innovative and motivation-oriented management in contemporary general secondary education.

MAIN BODY

The effectiveness of motivational management of teachers' innovative activities in general secondary schools largely depends on the integration of organizational, psychological, and professional support mechanisms. One of the key factors is the alignment of teachers' personal goals with institutional innovation objectives. When school management clearly communicates the value of innovation and links it to teachers' professional growth, teachers demonstrate higher engagement in innovative practices. Both intrinsic and extrinsic motivational tools play a significant role in fostering innovation. Intrinsic motivation is strengthened through professional autonomy, recognition of creative initiatives, and opportunities for self-development, while extrinsic motivation is supported by incentive systems, performance-based rewards, and career advancement opportunities. A balanced application of these motivational approaches creates a supportive environment that encourages experimentation and the adoption of new teaching methods. Another important aspect of motivational management is collaborative school culture. The establishment of professional learning communities, peer mentoring, and experience-sharing platforms enhances teachers' confidence and reduces resistance to change. In such an environment, innovation is perceived not as an individual burden but as a collective professional responsibility. Overall, motivational management becomes effective when it is systematic, transparent, and human-centered. By prioritizing teachers' needs, acknowledging their innovative efforts, and ensuring continuous professional support, school leadership can significantly increase teachers' motivation to engage in sustainable innovative activities.

CONCLUSION

The study confirms that the effectiveness of motivational management plays a decisive role in enhancing teachers' innovative activities in general secondary schools. Innovation in education cannot be achieved solely through formal regulations or technological integration; rather, it requires a supportive motivational environment that encourages teachers' creativity, initiative, and professional

autonomy. The findings indicate that when teachers perceive innovation as an opportunity for personal and professional growth, their willingness to engage in innovative practices increases significantly. The research highlights that an effective motivational management system should integrate both intrinsic and extrinsic motivational mechanisms. Professional recognition, autonomy in pedagogical decision-making, and opportunities for continuous development strengthen intrinsic motivation, while incentive-based rewards and transparent evaluation systems support extrinsic motivation. The balanced implementation of these motivational strategies contributes to sustainable innovative behavior among teachers and helps overcome resistance to change. Furthermore, the study emphasizes the importance of leadership in fostering a positive innovation-oriented school culture. School leaders who adopt participatory and human-centered management approaches are more successful in motivating teachers to experiment with new teaching methods and share innovative experiences. Collaborative practices, such as professional learning communities and peer support networks, enhance teachers' confidence and create a collective responsibility for innovation within the institution. In conclusion, improving the effectiveness of motivational management in general secondary schools requires a systematic, flexible, and context-sensitive approach. By aligning institutional goals with teachers' professional needs, creating favorable organizational conditions, and recognizing innovative efforts, school management can ensure long-term engagement in innovative activities. The results of this study may serve as a practical guideline for school administrators and policymakers seeking to strengthen innovation through motivation-oriented management strategies in general secondary education.

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