

PROFESSIONAL MOTIVATION IN MEDICAL EDUCATION: ANALYSIS AND PERSPECTIVES FOR TRAINING FUTURE FAMILY PHYSICIANS IN UZBEKISTAN**Xalmuxamedov Bobir Taxirovich**

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Introduction

Professional motivation plays a central role in the formation of competent medical specialists. In modern medical education, the development of intrinsic interest, responsibility, and commitment to the chosen profession is considered as important as the acquisition of theoretical knowledge and practical skills. This article examines the concept, structure, and determinants of professional motivation in medicine, with particular emphasis on the preparation of future family physicians in Uzbekistan.

Literature Review

Professional motivation is defined as a complex system of internal drivers that guide, stimulate, and regulate a person's professional activity. Scholars such as L.I. Bozhovich and A.K. Markova emphasize its psychological, moral, and developmental dimensions. Numerous modern theories—including Herzberg's two-factor theory, Alderfer's ERG model, Maslow's hierarchy, Vroom's expectancy theory, and Self-Determination Theory (Deci & Ryan)—highlight the multifaceted nature of motivation.

In medical contexts, professional motivation directly affects clinical performance, quality of patient care, and long-term job satisfaction. Research shows that motivation is shaped by both internal factors (professional interest, desire for mastery, ethical responsibility) and external factors (salary, work environment, organizational recognition). In Uzbekistan, legislative reforms and health system modernization have increasingly focused on strengthening the professional motivation of healthcare workers, including future family physicians.

Research Methods

This article is based on document analysis, theoretical comparison, and synthesis of psychological, pedagogical, and sociological literature on medical motivation. Normative acts, strategic development programs, and current reforms in Uzbekistan's healthcare system were analyzed to identify key motivation determinants affecting future family physicians. Theoretical models were compared to determine their relevance to medical education and practical training in the national context.

Results

The analysis shows that the motivation of future family physicians in Uzbekistan is influenced by a combination of psychological, educational, and socio-economic factors. Key findings include:

1. Professional motivation begins forming during medical education, shaped by learning content, clinical exposure, and teacher–student interaction.
2. Intrinsic motivation is strengthened through clinical practice, patient communication, and hands-on diagnostic and treatment tasks.
3. External motivation—financial incentives, career opportunities, housing support—plays an important role in rural deployment.
4. Existing challenges include insufficient practical training, uneven distribution of medical personnel, limited role of digital technologies, and inadequate social prestige of family physicians compared to specialized doctors.
5. Government reforms (2022–2026 Development Strategy, Health System Development Concept 2019–2025, and others) have created significant motivational mechanisms, such as housing support, improved salaries, and modernization of primary care.

The findings indicate that professional motivation among medical students is multilevel, dynamic, and strongly dependent on educational quality and health system conditions.

Discussion

The results highlight several contradictions: rapid socio-cultural changes in higher education versus slow adaptation of medical curricula; need for advanced digital technologies versus insufficient integration into training; and high demand for skilled family physicians versus low student interest in this specialization.

Self-Determination Theory provides a useful framework for understanding these issues. When autonomy, competence, and relatedness needs are met, students develop stronger intrinsic motivation, leading to better clinical reasoning, commitment, and resilience against burnout.

In Uzbekistan's context, motivation is significantly shaped by external factors such as government benefits, social recognition, and work conditions. At the same time, internal motivation—ethical responsibility, desire to help patients, personal growth—remains a core driver of professional identity.

A system of motivational support is required, combining pedagogical innovations (competency-based training, simulation, mentorship) and institutional reforms (improved working conditions, digitalization, fair remuneration).

Conclusion

Professional motivation is a crucial determinant of successful medical practice, shaping students' career choices, clinical competence, and commitment to patient care.

For Uzbekistan, strengthening the motivation of future family physicians is of strategic importance, given national health reforms and the growing role of primary care.

Enhancing motivation requires an integrated approach that includes:

- high-quality competency-based training,
- modern digital tools and simulation technologies,
- mentorship and practical orientation,
- stable financial and social incentives,
- systematic monitoring of student motivation.

Developing highly motivated, skilled family physicians will support the sustainable development of Uzbekistan's healthcare system and ensure high-quality, accessible medical services for the population.

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