learning progress. Teachers observed that technology-based tasks helped accommodate different learning styles and created more dynamic classroom interaction.

Overall, the results confirm that integrating digital technologies into ESP teaching not only improves language competence but also strengthens professional communication skills and independent learning habits.

Conclusion and Recommendations. This study confirms that new technologies significantly enhance the effectiveness of foreign language teaching for ESP students. Technology-supported learning environments increase motivation, provide access to authentic professional materials, and promote the development of communicative competence required in modern workplaces.

Based on the findings, several recommendations can be proposed:

1. Digital technologies should be systematically integrated into ESP curriculum design.
2. Teachers should select authentic digital resources related to specific professional fields.
3. Online collaborative tools should be used to develop communication and teamwork skills.
4. Mobile learning applications should be encouraged to support continuous independent learning.

Future studies may explore the role of artificial intelligence and adaptive learning technologies in shaping the future of ESP education.

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THE INFLUENCE OF LEADERSHIP ON TEACHER MOTIVATION AND PROFESSIONAL DEVELOPMENT

Annotation. *Leadership in educational institutions plays a crucial role in shaping teacher motivation and fostering professional development. Effective leadership styles influence the working environment, teachers' psychological well-being, and their willingness to improve professional competencies. The purpose of this article is to analyze the impact of leadership approaches on teacher motivation and professional growth based on theoretical perspectives and empirical findings of prominent scholars in educational psychology and management. The study highlights that supportive, transformational, and participatory leadership styles significantly contribute to teachers' intrinsic motivation, professional satisfaction, and continuous learning. The research also emphasizes the role of leadership in creating a collaborative school culture that encourages professional development.*

Keywords: *leadership, teacher motivation, professional development, educational management, transformational leadership, teacher performance, organizational climate, school leadership.*

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RAHBARLIKNING O'QITUVCHILAR MOTIVATSIYASI VA KASBIY RIVOJLANISHIGA TA'SIRI

Annotatsiya. *Ta'lim muassasalarida rahbarlik o'qituvchilar motivatsiyasini shakllantirish hamda ularning kasbiy rivojlanishini rag'batlantirishda muhim o'rin tutadi. Samarali rahbarlik uslublari ish muhitiga, o'qituvchilarning psixologik farovonligiga va kasbiy kompetensiyalarini takomillashtirishga bo'lgan intilishiga sezilarli ta'sir ko'rsatadi. Ushbu maqolaning maqsadi ta'lim psixologiyasi va boshqaruv sohasidagi yetakchi olimlarning nazariy qarashlari hamda empirik tadqiqotlari asosida rahbarlik yondashuvlarining o'qituvchilar motivatsiyasi va kasbiy o'sishiga ta'sirini tahlil qilishdan iborat. Tadqiqot natijalari shuni ko'rsatadiki, qo'llab-quvvatlovchi, transformatsion va ishtirokchi rahbarlik uslublari o'qituvchilarning ichki motivatsiyasi, kasbiy qoniqishi va uzluksiz ta'lim olishiga sezilarli darajada ijobiy ta'sir ko'rsatadi. Shuningdek, tadqiqot rahbarlikning o'qituvchilarning kasbiy rivojlanishini rag'batlantiruvchi hamkorlikka asoslangan maktab madaniyatini shakllantirishdagi rolini ham ta'kidlaydi.*

Kalit so'zlar: *rahbarlik, o'qituvchi motivatsiyasi, kasbiy rivojlanish, ta'lim boshqaruvi, transformatsion rahbarlik, o'qituvchi faoliyati, tashkiliy muhit, maktab rahbarligi.*

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ВЛИЯНИЕ ЛИДЕРСТВА НА МОТИВАЦИЮ УЧИТЕЛЕЙ И ИХ ПРОФЕССИОНАЛЬНОЕ РАЗВИТИЕ

Аннотация. *Лидерство в образовательных учреждениях играет важную роль в формировании мотивации учителей и содействии их профессиональному развитию. Эффективные стили лидерства оказывают влияние на рабочую среду, психологическое благополучие учителей и их стремление совершенствовать профессиональные компетенции. Цель данной статьи — проанализировать влияние различных подходов к лидерству на мотивацию учителей и их профессиональный рост на основе теоретических взглядов и эмпирических исследований ведущих ученых в области образовательной психологии и менеджмента. Исследование показывает, что поддерживающий, трансформационный и партисипативный стили лидерства значительно способствуют внутренней мотивации учителей, их профессиональному удовлетворению и непрерывному обучению. Также подчеркивается роль лидерства в создании культуры сотрудничества в школе, которая способствует профессиональному развитию педагогов.*

Ключевые слова: *лидерство, мотивация учителей, профессиональное развитие, образовательный менеджмент, трансформационное лидерство, эффективность работы учителя, организационный климат, школьное руководство.*

Introduction. In modern educational systems, the role of leadership has become increasingly significant in ensuring the quality of teaching and learning processes. Educational institutions require leaders who are capable of guiding teachers, inspiring professional growth, and fostering a supportive organizational culture. Researchers have emphasized that leadership directly influences teacher motivation, job satisfaction, and commitment to professional development.

Educational leadership is often defined as the process of influencing teachers and other members of an educational organization in order to achieve educational goals and improve teaching effectiveness. Scholars argue that effective leadership contributes not only to institutional development but also to the personal and professional growth of teachers.

Theoretical Foundations of Leadership in Education. The concept of leadership in education has been widely discussed by many scholars. For example, James MacGregor Burns (1978) introduced the theory of transformational leadership, emphasizing that leaders can motivate followers by inspiring shared values and goals. According to Burns, transformational leaders encourage teachers to move beyond personal interests and work toward collective educational objectives [Burns, 1978].

Later, Bernard Bass (1985) expanded the transformational leadership theory by explaining that leaders who demonstrate vision, support, and intellectual stimulation can significantly enhance employees' motivation and productivity. In educational settings, such leadership promotes teacher enthusiasm and professional engagement [Bass, 1985].

Another important perspective is presented by Kenneth Leithwood (1994), who studied leadership in schools and concluded that transformational leadership has a strong influence on teacher commitment and professional learning. Leithwood emphasized that school leaders who encourage collaboration and shared decision-making create conditions for teachers' continuous development [Leithwood, 1994].

Leadership and Teacher Motivation. Teacher motivation is one of the key factors affecting the quality of education. Researchers have long argued that leadership style significantly determines the level of teacher motivation within schools.

Frederick Herzberg (1959) developed the two-factor theory of motivation, which distinguishes between hygiene factors and motivational factors. According to Herzberg, recognition, responsibility, and professional growth opportunities increase intrinsic motivation among employees, including teachers [Herzberg, 1959].

Similarly, Abraham Maslow (1943) proposed the hierarchy of needs theory, explaining that individuals are motivated by a sequence of needs ranging from basic physiological needs to self-actualization. In educational institutions, leadership plays a critical role in fulfilling teachers' social, esteem, and self-actualization needs through recognition and professional support [Maslow, 1943].

Research conducted by Michael Fullan (2001) indicates that school leaders who promote collaboration, professional learning communities, and shared vision significantly enhance teacher motivation and commitment to educational reforms [Fullan, 2001].

Leadership and Professional Development of Teachers. Modern research in educational management emphasizes that leadership is not only about administrative control but also about creating conditions

that encourage teachers to learn continuously and improve their professional competencies. In this context, scholars have examined different leadership models that influence teachers' professional development.

For instance, **John Hattie (2009)** in his large-scale meta-analysis on educational effectiveness highlighted that leadership significantly affects teacher learning and instructional improvement. According to Hattie, school leaders who support evidence-based teaching practices and encourage professional reflection help teachers improve instructional quality and student outcomes [Hattie, 2009].

Another significant contribution was made by **Andy Hargreaves (2003),** who introduced the concept of sustainable leadership. Hargreaves argued that sustainable leadership focuses on long-term professional growth of teachers, collective responsibility, and shared professional knowledge. Such leadership creates a culture where teachers continuously exchange ideas and support each other's professional learning [Hargreaves, 2003].

Similarly, **Viviane Robinson (2011)** emphasized that leadership practices directly connected to teaching and learning processes have the strongest impact on teacher development. Robinson's research showed that leaders who actively participate in instructional discussions, curriculum planning, and professional dialogue significantly enhance teachers' professional skills [Robinson, 2011].

Professional development is essential for improving teachers' competencies and adapting to the changing demands of modern education. Leadership greatly influences the opportunities and conditions for teachers' professional growth.

According to Peter Senge (1990), organizations that function as learning communities encourage continuous learning and innovation among their members. Educational leaders who establish such environments promote professional development and reflective practice among teachers [Senge, 1990].

Furthermore, Linda Darling-Hammond (2005) emphasized that effective school leadership creates structures that support teacher learning, such as mentoring systems, collaborative planning, and professional training programs. She argues that leadership plays a decisive role in shaping teachers' professional development trajectories [Darling-Hammond, 2005].

Research by Day, Sammons, Hopkins, and Harris (2010) also demonstrates that strong school leadership contributes to teacher development by promoting professional learning networks, encouraging reflective practice, and supporting innovation in teaching methods [Day et al., 2010].

Contemporary studies in educational leadership increasingly emphasize that leadership influences not only institutional management but also the psychological and professional conditions in which teachers perform their work. In this context, leadership becomes a key factor that shapes teachers' professional identity, commitment to teaching, and willingness to engage in continuous professional development. Researchers argue that teachers who work in supportive leadership environments demonstrate higher levels of motivation, professional responsibility, and instructional innovation.

One of the significant perspectives on teacher motivation in educational organizations was presented by **Richard Ryan and Edward Deci (2000)** through the Self-Determination Theory. According to this theory, individuals demonstrate higher motivation when three fundamental psychological needs are satisfied: autonomy, competence, and relatedness. In educational institutions, leadership plays an important role in supporting these needs by allowing teachers to make instructional decisions, providing opportunities to develop professional skills, and fostering positive collegial relationships within the school environment [Ryan & Deci, 2000].

Another important theoretical contribution was made by **Daniel Pink (2009),** who argued that modern professional motivation is largely influenced by autonomy, mastery, and purpose. Pink emphasized that employees, including teachers, are more motivated when leaders provide opportunities for independent decision-making and encourage continuous improvement of professional skills. In schools where leaders promote autonomy and professional creativity, teachers demonstrate stronger commitment to teaching and professional growth [Pink, 2009].

Leadership also influences teacher motivation through the development of trust and psychological safety within the organization. **Bryk and Schneider (2002)** studied the role of relational trust in schools and concluded that trust between teachers and school leaders significantly improves collaboration and professional learning. According to their research, teachers working in high-trust environments are more willing to participate in professional development initiatives and adopt innovative teaching strategies [Bryk & Schneider, 2002].

The concept of moral leadership has also been discussed in relation to teacher motivation. **Sergiovanni (1992)** argued that effective school leaders should focus not only on administrative efficiency but also on moral authority and shared values. Sergiovanni emphasized that when teachers perceive

leadership as fair, ethical, and supportive, they develop stronger professional commitment and intrinsic motivation toward their work [Sergiovanni, 1992].

Professional development of teachers is also closely connected with reflective practice and critical self-analysis. **Donald Schön (1983)** introduced the concept of the reflective practitioner, suggesting that professionals improve their competence through reflection on their experiences and teaching practices. Educational leaders can encourage such reflection by organizing professional discussions, peer observations, and collaborative analysis of teaching strategies [Schön, 1983].

Research conducted by **Timperley (2008)** highlights that leadership significantly influences the effectiveness of professional learning programs for teachers. According to Timperley, leaders who actively participate in professional learning processes and align them with instructional goals help teachers develop deeper pedagogical understanding and improve classroom practice [Timperley, 2008].

Discussion. The analysis of theoretical and empirical studies shows that leadership is one of the most influential factors in teacher motivation and professional development. Transformational and participatory leadership styles create a positive school climate that encourages teachers to improve their skills and actively participate in educational reforms.

When leaders provide recognition, autonomy, and opportunities for professional growth, teachers become more motivated and committed to their work. Moreover, supportive leadership fosters collaboration among teachers, leading to the exchange of knowledge and innovative teaching practices.

Conclusion. Leadership plays a vital role in enhancing teacher motivation and promoting professional development in educational institutions. Theoretical and empirical studies confirm that transformational and supportive leadership styles positively influence teachers' motivation, job satisfaction, and commitment to professional growth.

Educational leaders should focus on creating a supportive organizational climate, encouraging collaboration, and providing continuous professional learning opportunities for teachers. Such leadership practices contribute not only to teacher development but also to the overall improvement of educational quality.

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