

THE TEACHINGS OF EUROPEAN SCHOLARS ON LABOR MOTIVATION

Aslanov Aziz Mexmonovich

Researcher at Tashkent State University of Economics

**Abstract:** This article examines the teachings of European scientists on labor motivation. The historical precedence in studying the problem of labor motivation and factors determining the motivation process belongs to foreign scholars, who first encountered a highly relevant issue in societies with developed market economies and began to lay the foundation for its study. Therefore, this article explores the teachings of European scientists on labor motivation. Proposals and recommendations have been developed for further study of European scientists' teachings on labor motivation.

**Key words:** work, motivation, theory, development, human relations, school, enthusiasm, duty, conscience, highest human values, theory of needs, motivation models.

**Introduction.** Among the numerous studies devoted to labor activity, a special place is occupied by the study of the problem of labor motivation. Labor motivation is the subject of research by many scientists both in our country and abroad. World experience shows that the growth of income of the population can affect the productivity of its labor in different ways. In order to maintain a high level of labor productivity of employees, it is necessary to constantly encourage and strengthen external motivation. In this regard, one of the most pressing issues today is the development of scientific and practical proposals and recommendations for the use of effective methods of motivating employees in the activities of various enterprises and organizations in a market economy. Because in order to achieve high competitiveness at enterprises, each work process must lead to effective results.

Therefore, in the modern era, the study of modern methods of labor motivation is relevant.

**Analysis of literature on the topic**

In modern conditions, in the process of studying labor incentives, the main subject of management is the individual. A person's capabilities are determined by their physical and cognitive abilities. Along with these opportunities, working conditions and preparation for work ensure efficiency. The desire to work is determined by a person's interest in work and satisfaction with it, motivation based on needs and work results. When analyzing interest in work, special attention should be paid to factors of interest - needs, motives, and incentives.

It can be noted that the historical priority in studying the problem of labor motivation and the factors determining the motivation process belongs to foreign scholars, who first encountered a problem of high relevance in societies with a developed market economy and began to create a foundation for its study.

The study of the problems of the concept of motivation appeared long ago, and the necessary conditions for learning labor management can be indirectly considered in 4000 BC, it is possible that the first managers who encountered the concept of motivation were Egyptians. In addition, the problem of labor management can be seen in Chinese history as early as 1100 BC. The scientific study of the causes of human activity began with the great thinkers of antiquity, Heraclitus, Socrates, Aristotle, and other philosophers. Throughout the entire period of studying this problem, the process of changing the concept of "motivation" has undergone significant

changes. This can be clearly seen in Table - 1 below, which describes the time frame, authors, key ideas, and works related to the concept of motivation.

According to B.B. Kovalenko, "A manager plans and organizes the work of executives to achieve the goals set during their work." Different numbers of people may be involved in this process, and their work needs to be coordinated to achieve the planned result. However, this is not enough to fully transform ideas and plans into actions to achieve the result. People need to be motivated to achieve their goals." [1]

According to N.N. Barabash, "Motivation is the process by which a manager motivates other people to work in order to achieve the goals of the organization, while simultaneously satisfying their personal desires and needs. Needs, on the other hand, are feelings that arise and are contained within a person, common to different people, but at the same time manifested in a unique way for each person." [2]

According to L.M. Bazavlutskaya and other scientists, "The theory and practice of motivation contribute to improving labor and production organization at local enterprises."<sup>1</sup> [3]

According to R.A. Isaev, "Motivation is understood as a set of psychological factors that trigger a person's inner feeling, shaping the direction of their thoughts, actions, and actions." Labor motivation is typically linked to a person's internal desire to satisfy their needs through work as a biological being and a subject of social relations." [4]

According to F.E.Udalov, O.F.Alyokhin, O.S.Gaponov, "Managers have always been motivating their employees. In ancient times, motivation was mainly carried out by alternating "carrot" and "stick". From the end of the eighteenth to the beginning of the twentieth century, there was a widespread belief that people would always work harder if they had the opportunity to earn more. It was thus considered that motivation is a simple question, reduced to offering appropriate monetary rewards in return for the efforts being made. The approach to the motivation of the scientific management school was based on this." [5]

According to N.E. Ryabykova, "The more a person believes that all their expectations will be justified, the stronger the incentive for activity will be. Expectations theory shows what managers need to do to have a strong incentive to work. 1) To train subordinates to achieve the desired results and to create all the necessary conditions for this. 2) To establish a direct relationship between the results of labor and the remuneration of subordinates. 3) To study the needs of subordinates in order to know what rewards are valuable to them." [6]

In our view, managing labor resources can determine the most optimal cost options for employee compensation, solving social goals and objectives, organizing labor activity, improving its conditions, employee development, etc., which can ensure a high level of labor incentives and motivation for employees to work with high quality.

### **Research methodology**

The methodological foundation of the research is a comprehensive approach to achieving this through the study of the teachings of European scientists on labor motivation and the implementation of a research and development environment. The research employed methods of economic analysis, comparative analysis, and others.

### **Analysis and results**

Based on the analysis of foreign and domestic experience, we have compiled a list of the main incentives in the organization. Depending on the nature of the impact of these factors on employees, they are divided into three main groups:

<sup>1</sup> Базавлуцкая Л.М. Управление персоналом: учебное пособие // Л.М. Базавлуцкая - Челябинск: Изд-во ЗАО «Библиотека А. Миллера», 2023. – 58 с.

1. Material incentives for labor;
2. Indirect material incentives for labor;
3. Motivation.

Such an analysis reveals the multifaceted nature of motivation methods in the process of labor activity.

An analysis of the presented theories shows that the process of changing the concept of motivation is undergoing major changes. For example, in the 19th century, motivation was viewed as a spiritual, individual process. Since the 20th century, the concept of "motivation" has been closely related to the concept of "needs" and has begun to be used specifically. Today, there are many modern motivation theories that solve various problems in enterprises, but they are narrowly focused and individual. Despite the variety of motivation theories and concepts presented, we can say that employee motivation does not stand still, it continues to develop and improve. Because, first of all, the external environment changes, economic relations and people's attitude to work change. By understanding what motivates a person to perform any activity, what motives lie behind his actions, it is possible to develop an effective system of personnel management methods that is relevant in our time.

**Table 1**

**Dynamics of changes in approaches to motivation [11]**

Time	Authors	Main differences
535 BC	Heraclitus Effesky	- analyzed the driving forces, needs, and actions of man. - it became important that needs are determined by the living conditions of man.
470-399 BC	Socrates	- stated that a person should act in such a way that the pleasure obtained as a result of his actions is greater than the pain.
384-322 BC	Aristotle Stagirsky	- a person's aspirations for something are considered to be closely related to the goal set. - a person's aspirations are related to needs and feelings of satisfaction and dissatisfaction. - describes four types of reasons that motivate action, namely: motivating, purposeful, formal and material.
1401-1464	Nikolai Kuzansky	- the idea of moving from religious foundations of motivation to motivation based on rational human goals. - describes the Yorkine and noble human ideal, embodying the essence of the natural harmony of the world.
1596-1650	Rene Descartes	- he spoke of the spontaneous emergence of a voluntary impulse and put forward the attraction, which, when realized, turns into desire, as the most important motive, and also considered it to be related to both the body and the soul.
1583-1645	Hugo Grotius	- explained in detail the necessity of punishment. In his opinion, without punishment, "injustice grows stronger".
1588-1679	Thomas Hobbes	-self-preservation and self-interest were considered the main moral motives and were perceived as inclinations and desires for "prosperity".
1632-1677	Benedict Spinoza	- believed that affectivity, enthusiasm, motivational orientation, and intensity should be considered from an objective point of view.

1723-1789	Paul Henri Holbach	- needs are the driving factor of human will and mental activity.
1723-1790	Adam Smith	- gave an understanding of the application of the principle of specialization to industrial workers. - developed the control concept. - considered the salary calculation important.
1773-1836	James Mill	- showed the motivation and analysis of human relations.
1809-1882	Charles Darwin	- the first step in the behavioral and motivational approach of living beings, showing that humans and animals share many common behavioral patterns, especially emotional expressiveness, needs, and instincts.
1841-1925	Henri Fayol	— developed a system of remuneration for employees. "Payment should be fair and satisfactory for both the employee and the employer." - "Order" - ensures that the employee fits into his position. In addition to the correct selection of employees, it also implies a clear quantitative balance between managers and those managed. If a person sees a large number of people in the administration at his plant and feels completely powerless to influence their reduction, motivation decreases.
1856-1939	Sigmund Freud	- gave the main role in the study of behavior to the unconscious core of mental life, formed by strong needs.
1878-1958	John Watson	— explained the causes of the body's reactions to external influences by explaining behavioral motives, and created the "stimulus-response" formula.
1900-1910	Arthur Schopenhauer	- "The Four Principles of Sufficient Reason" - proves the illusory nature of free will. Reason allows a person to rise to the highest level of cause and effect, which determines his actions not by mechanical impulses, organic nervousness or visual images, but by concepts capable of preserving the past and anticipating the future. The development of reason expands the range of concepts and, therefore, motives, but does not affect their choice. Behavior is predetermined by the "empirical character" of a person.
1871-1938	William McDougal	- "The Four Principles of Sufficient Reason" - proves the illusory nature of free will. Reason allows a person to rise to the highest level of cause and effect, which determines his actions not by mechanical impulses, organic nervousness or visual images, but by concepts capable of preserving the past and anticipating the future. The development of reason expands the range of concepts and, therefore, motives, but does not affect their choice. Behavior is predetermined by the "empirical character" of a person.
1842-1910	William James	- proves the illusory nature of free will. Reason allows a person to rise to the highest level of cause and effect, which determines his actions not by mechanical impulses, organic nervousness or visual images, but by concepts capable of preserving the past and anticipating the future. The development of reason expands the range of concepts and, therefore, motives, but does not affect their choice. Behavior is predetermined by the "empirical character" of a person.
1856-1915	Frederick Taylor	- to maximize the employer's profits while increasing the well-being of employees. The need to create working conditions in which employees are interested in working faster and more efficiently.

		- introduced the concept of "lesson" as a form of remuneration. "Lesson" - a strictly defined daily task, production rate.
1861-1919	Henry Gant	- participated in developments in the field of methods of payment of bonuses, created charts for planning production (which became known as Gantt charts), and also contributed to the development of leadership theory. - emphasized the social responsibility of business and management, which has broad obligations to society.
1868-1924	Frank and Lillian Gilbreth	— the elements of scientific organization of labor have been developed at the level of individual actions and operations. — proposed carefully designed progressive wage models to motivate workers.
1868-1933	Mary P. Follett	— the built management philosophy was based on individual motivation.
1880-1949	Elton Mayo	- the main task is the "theory of human relations", from which three main conclusions can be distinguished: people's need to belong to their work group; there are various formal and informal groups in production, and any informal group can influence the entire group through one employee, pursuing the interests of the enterprise, and thereby increase labor productivity.
1890-1947	Kurt Levine	- a theory called "dynamic theory of personality". According to the author, the basis of human activity in all its manifestations is needs. Moreover, the understanding of needs is broader than previous ideas in psychology, which were mainly associated with biological, innate needs.
1897-1967	Gordon Allport	- developed a general concept of personality in opposition to psychoanalysis, behaviorism and "hormic" psychology. According to the author, a person is a dynamic organization with an individual composition of separate motivational systems, habits, attitudes and personal characteristics, which determine the specificity of his interaction with the environment, primarily social. - a person's motivation for self-development through the achievement of important long-term goals. Such motivation implies not a decrease in the level of severity, but growth.
1804-1990	Berres Fredrick Skinner	- motivation was considered as a cyclical learning process in which the consequences of past actions affect the subsequent actions of a person. - behavior can be controlled, improved and changed due to certain changes in the system of rewards and punishments.
1906-1964	Douglas McGregor	- identified eleven factors that depend entirely on the leader. Based on these factors, he formulated two different approaches to management, theory "X" and "Y".
1908-1970	Abraham Maslow	— Formed a hierarchy of needs, in which he identified five levels:

		<ol style="list-style-type: none"> <li>1) physiological needs;</li> <li>2) the need for security (both physical and economic);</li> <li>3) love, belonging (social needs);</li> <li>4) the need for respect, recognition;</li> <li>5) the need for self-actualization. If the lower-level needs are satisfied, then the next, higher-level needs should be activated to motivate the employee to work.</li> </ol>
1923-2000	Frederick Herzberg	- His main work is "The Psychological Theory of Motivation." It is based on the fact that, along with certain factors that create job satisfaction in the workplace, there is a separate set of factors that cause job dissatisfaction.
1932 to the present time	Victor Vroom	<p>- developed the theory of expectation and believed that man is a rational being who seeks to get the maximum benefit by limited use of his energy.</p> <p>The main rules of expectancy theory are as follows: the motivation of a person to spend a certain amount of effort to perform tasks depends on expectancy, that is, the probability of a connection between the results of work and its payment.</p> <p>- the motivation of the employee's behavior is determined by three factors</p> <ol style="list-style-type: none"> <li>1) the strength of belief that certain actions will lead to a certain result;</li> <li>2) strength of belief that a certain result will lead to a certain reward;</li> <li>3) the attractiveness or acceptability of the reward.</li> </ol>
1943 to the present	William Ouchi	<p>- the employee is introduced to the company that hired him. In Japan, this is facilitated by the system of lifelong employment, teamwork, and a spirit of trust between employees and management. As a result, a Japanese employee develops the belief that the fate of the firm or company depends on him personally and his work.</p> <p>— caring for each employee of the organization, the quality of working life, and involving employees in group decision-making.</p>

It is known from the above information that at the beginning of the last century, the American engineer F. U. Taylor formulated the principles of effective organization of work. These principles, which arose from the social and technological conditions that existed at that time, were aimed at achieving one goal - a high increase in productivity. Taylor carried out a series of more extensive studies. In the field of work, his idea was based on the fact that the same work can be done in different ways and with different actions. The task here was to find the most reasonable way.

The main characteristic of Taylorism lies in the simple labor principle. According to this principle, complex labor is less productive than simple labor (consisting of one operation or a small number of operations). The application of the principle of simplification of labor gave rise to such a type of labor organization as the assembly line. It took its most complete form, although it was also used in other industries, in automobile factories. This type of labor

organization was associated with a significant increase in its efficiency, but nevertheless, it had severe consequences for people. Work carried out within such an organization is often characterized by monotony. Creativity is practically lost in doing such things. There are also cases where employees do not have information about what the final product will be and how they will participate in its creation.

Taylor wrote: "The difficulty of finding a person who combines the various cognitive and various mental and spiritual qualities necessary for the performance of all the tasks assigned to people arises from the list of nine qualities necessary for the ideal person: education, special or technical knowledge, physical strength or dexterity, courtesy, energy, determination or common sense, good health." [7]

All of this leads to the realization that: "... because of the significant differences in the specifics of management and executive work, in most cases the same type of person is needed to develop plans, but the work itself is completely different." [8] This requires the organization of employee functions. Today, Taylor is called the founder of the substantive theory of motivation. According to him, a person is driven by the desire to satisfy growing needs, and for this it is necessary to work more and more. Recent studies have shown that the principle of simple work is not the only way to achieve high economic efficiency in the absence of complete automation. This was necessary for the developing capitalist industry of the first half of the 20th century. It is not without reason that this principle was widely formulated and applied in the USA. The theoretical basis for the emergence of the "human relations" and "human resources" schools in management is numerous studies in the field of motivation. People have high desires and aspirations, and they are not sufficiently studied in the command style of management. This was clearly demonstrated in the experiment conducted by Harvard University professor Elton Mayo in the 1930s at Hawthorne.

D. McGregor noted that the work of A. Maslow had a significant impact on the planning process in the 1950s and early 60s. The teachings of A. Maslow and D. McGregor helped to change the view that low morale and bad behavior are caused by a lack of work ethics among workers. A. Maslow's theory is based on the fact that needs have a hierarchical structure and can be arranged in order of increasing importance for a person, that is, lower-level needs must be satisfied first before higher-level needs begin to influence human behavior. In 1960, Douglas McGregor proposed two approaches to managing employees in his book "The Human Side of Enterprise", which later became the symbolic X and Y theories of motivation. According to Theory X, the employee is genetically unwilling to work and will do everything in his power to avoid work.

McGregor considered Theory X to be ideal for mass production, where the production cycle is clearly structured and the worker must follow instructions at a certain level of labor productivity. He considered it necessary to encourage individual initiatives of workers in the conditions of intellectualization of society, a significant reduction in mass and serial production. Such people should be considered a valuable asset, a competitive resource of a modern organization. If we connect this context with the categories of "leadership" and "dominance", we can say that Theory X is based on an authoritarian management style, which leads to strict regulation and control of all behavioral components of the organization, while Theory Y focuses on a management style based on democracy. [9]

R. Johnson and William J. Ouchi (1943) tried to answer the questions about the reasons why Japanese managers surpassed Americans not only in Japan but also in the United States and why they should learn from the Japanese. By studying the differences between Japanese and American management cultures, scientists refuted the myth that the success of Japanese management is simply tied to Japanese culture and, therefore, the erroneous idea that it is

impossible to find it in the United States. David Clarence McClelland (1917-1998) proposed a theory of motivation for work, which focused on higher-level needs - power, achievement, and belonging to society. According to McClelland's theory, if a person has these needs, he will strive to satisfy them. These needs develop under the influence of favorable circumstances, experience, and education. People who have developed the need for belonging to society are interested in working with acquaintances and helping others; Employees with this need are interested in engaging in a wide range of social activities in the organization. The need for achievement is manifested not in the announcement of personal success, but in the successful completion of work. Such employees are characterized by the ability to take personal responsibility for solving problems with a medium level of risk. To motivate such employees, the leader should assign tasks with a medium level of risk, give them authority to develop initiative, and regularly reward them for results.

In the second half of the 1950s, F. Herzberg developed another model of motivation, this one based on needs. According to Herzberg's theory, positive hygiene factors do not motivate employees to increase their labor activity, but ensure their loyalty to this employer. These include: salaries and bonuses, administrative policy of management and the general activities of the organization, relations with colleagues, supervision, status, working conditions, job security and personal life.

At the same time, motivational factors - achievements, recognition, the work itself, responsibility and promotion - do not affect loyalty, but increase the labor activity of employees and encourage them to achieve better results. Herzberg proposed a "job enrichment system", this system is aimed at the possibility of realizing the employee's personal motives and goals in accordance with their values.

In addition to motivation theories, process motivation theories are also distinguished. These include Atkinson's theory of work motivation, Vroom's theory of expectations, Adams' theory of justice, and the Porter-Lawler theory.

According to the theory created by John Atkinson, a person's labor activity is the result of the interaction of his individual qualities and the state of his perception. Within the framework of this theory, motivation is the interrelation of the following elements: the desire to succeed, the avoidance of failure, the possibility of achieving success, the attractiveness of success and well-being. According to Atkinson, if a person unconsciously strives to perform simple tasks, he often focuses on a positive result. People who strive for success and self-realization strive to perform more complex functions. A certain employee can achieve a positive result under conditions where he is selected to perform a certain task within a strictly regulated time interval.

Victor Vroom (1932) proposed expectancy theory, according to which a person expects that his actions will lead to the achievement of his personal goals. [10] Within this theory, expectancy is an evaluative category that allows you to determine the probability of an event occurring. Analyzing work motivation, expectancy theory considers the interaction of three components.

These include:

labor costs - this is: labor costs - results;

results - rewards;

the relative level of satisfaction with wages.

Effective motivation can be achieved when employees are confident that their efforts will lead to specific rewards. If employees perceive the probability of success or the value of rewards as low, motivation weakens.

"Justice theory" implies that employees constantly subjectively evaluate the rewards they receive for their work, comparing them with others. If they believe that there is injustice, then their labor

productivity decreases. In practice, the factors that cause such injustice are usually the existence of inequality in the organization of financial incentives, the wage system, and distribution relations.

The synthetic theory of motivation developed by L. Porter and E. Lawler includes elements of the theory of justice and the theory of expectations. According to this theory, motivation is a function of the needs, expectations and perceptions of workers to receive fair rewards. One of the main conclusions of Porter and Lawler is that effective work always leads to the satisfaction of the needs of the worker. Thus, it can be concluded that in the study of labor motivation, scientists such as F. Taylor, E. Mayo, A. Fayol, R. Johnson, G. Ford, A. Maslow, D. McGregor, K. Alderfer, D. McClelland, F. Herzberg, L. Porter, E. Lawler, W. Vroom, R. Huzman, J. Hatfield, W.E. Deming, B.F. Skinner and others have a great role. These scientists have created various theories and models related to the study of motivation and job satisfaction, developed practical recommendations for the application of their theories.

**Conclusion.** The study of the teachings of European scientists on labor motivation, presented in the article, is of great importance in increasing the efficiency of enterprises. The role of the human relations school in the development of the theory of labor motivation is that it proposed to consider the labor productivity of workers in relation to social relations in the workplace and the recognition of the worker as a unique individual. Improving working conditions, including expanding the opportunities of employees and a positive attitude of management towards them, also increases labor productivity.

However, this issue cannot be said to be fully studied. Many models and theories contradict each other, defending opposing views on the phenomenon under study. Each theory and model has been criticized by other scientists, and it should be noted that these theories and models created by foreign scientists are the products of other societies, reflect other cultural norms, and therefore do not always correspond to the conditions of Uzbekistan.

#### References :

1. Коваленко Б. Б. Основы менеджмента: учебник. — СПб.: Издательство Университета при МПА ЕвразЭС, 2022. — 306 с.
2. Барабаш Н.Н. Менеджмент: учебное пособие для среднего профессионального образования /Чебоксарский кооперативный техникум Чувашпотребсоюза. - 3-е изд., испр. и доп. – Чебоксары: Единение, 2019. - 64 с.
- 3.Базавлуцкая Л.М. Управление персоналом: учебное пособие // Л.М. Базавлуцкая - Челябинск: Изд-во ЗАО «Библиотека А. Миллера», 2023. – 58 с.
4. Исаев Р. А. Основы менеджмента: Учебник / Р. А. Исаев. — М.: Издательско&торговая корпорация «Дашков и К°», 2010. — 264 с.
5. Удалов Ф.Е., Алёхина О.Ф., Гапонова О.С. ОСНОВЫ МЕНЕДЖМЕНТА: Учебное пособие. – Нижний Новгород: Нижегородский госуниверситет, 2013. – 363 с.
6. Рябикова, Н.Е. Основы менеджмента. Учебное пособие. I часть / Н.Е. Рябикова, Р.И.Рябиков, Е.Г.Кашенко, – 3-еизд., доп. и перераб; Оренбургский гос. ун-н - Оренбург: ОГУ, 2011. - 211 с.
7. Тейлор, Фредерик Уинслоу (1856-1915). Научная организация труда [Текст] / Тэйлор Фредерик Уинслоу; с предисл. П. М. Керженца; пер. с англ. А. И. Зак и Б. Я. — Москва: Транспечать, [1924]. — [2], VI, 284 с. : табл. : 22 см.  
[https://rusneb.ru/catalog/000199\\_000009\\_006537610/](https://rusneb.ru/catalog/000199_000009_006537610/)
8. Тейлор Ф. Принцип научного менеджмента / пер. с англ. М.: ИНФРА, 1991. 29 с.
9. McClelland D. The Achieving Society. Princeton, N.J.: Van Nostrand, 1961. P. 102.



<https://ijmri.de/index.php/ijpse> , German international journals company

10. Хагур Ф.Р. Значение теорий Д. Мак-Грегора в определении стилей и подходов к управлению // Наука, образование, общество: проблемы и перспективы развития: сборник научных трудов по материалам Международной научно-практической конференции: в 10 ч.
11. <https://moluch.ru/conf/econ/archive/76/3716/>