



International Journal for Innovative Engineering and Management Research

A Peer Reviewed Open Access International Journal

www.ijiemr.org

COPY RIGHT



ELSEVIER
SSRN

2021 IJIEMR. Personal use of this material is permitted. Permission from IJIEMR must be obtained for all other uses, in any current or future media, including reprinting/republishing this material for advertising or promotional purposes, creating new collective works, for resale or redistribution to servers or lists, or reuse of any copyrighted component of this work in other works. No Reprint should be done to this paper, all copy right is authenticated to Paper Authors

IJIEMR Transactions, online available on 12th March 2021. Link

<https://ijiemr.org/downloads/Volume-10/ISSUE-3>

DOI: 10.48047/IJIEMR/V10/I03/40

Title **SYSTEM OF IMPROVING PSYCHOLOGICAL PREPARATION OF STUDENTS FOR PROFESSIONAL ACTIVITY**

Volume 10, Issue 03, Pages: 237-243.

Paper Authors

Nazarova Ozoda Tashnazarovna



USE THIS BARCODE TO ACCESS YOUR ONLINE PAPER

To Secure Your Paper As Per **UGC Guidelines** We Are Providing A Electronic Bar Code

SYSTEM OF IMPROVING PSYCHOLOGICAL PREPARATION OF STUDENTS FOR PROFESSIONAL ACTIVITY

Nazarova Ozoda Tashnazarovna

Gulistan State University, Teacher of the Department "pedagogy and psychology"

e-mail: nazarova@gmail.com,

Abstract: The article is aimed at studying the system of improving the psychological readiness of students for professional activities. It also analyzes a number of scientific sources on general methodological and theoretical issues related to career choice, career guidance, understanding and definition of professional identity. The research focuses on the specific characteristics of individuals with motives for action in three areas. Self direction. This is manifested in the predominance of motives for high authority, in the desire to be able to fully manage and analyze the qualities of one's own personality. People-centeredness is a feature of the pill that seeks to be close and warm to people in any situation.

Keywords. students, professional activity, profession, professional formation of students "self-orientation", "people-oriented", "activity-oriented", personal viability, professional viability.

Introduction

The attitude of university students to the profession, professional development and professional development is of great social and economic importance, which directly determines its scientific, spiritual, material potential, domestic and foreign policy. Also, this problem is one of the problems that need to be studied in a comprehensive and consistent manner, and based on this, appropriate measures and long-term plans should be developed. Because career choice, career guidance, professional diagnosis, the formation of young people as professionals, and professional development are always in the focus of government, but it is extremely important for an individual to think about his or her own future.

Today, at a time when the social demand for certain professions and specialties due to economic changes has significantly decreased, the lack of opportunities for proper management of human resources in production and the problems of career choice and training are becoming more serious.

Daily life itself shows that professional *Gulistan State* development covers a long period of a person's activity, which is characterized by the continuation of social status,

lifestyle and intergenerational traditions. Therefore, it is possible to list a number of factors that hinder the personal and professional development of students studying in higher education:

1. The growing professional and personal demands on professionals.
2. The periodic nature of the factors that lead to the choice of profession and the absence of a single norm of social ideals about professions.
4. Adolescents' professional perceptions are changing in line with socio-economic changes and market

relations, and the gap between the profession and the relevant specialization is sharply increasing.

5. Lack of clear vision, purpose, direction of activity and ability to determine future plans in the choice of

specialties of young people, etc.

6. Psychological study of the requirements for the development of our society and the impact of the above aspects on the professional formation of the student shows that it is one of the most pressing issues of today.

II. Methodology.

In our study, we found it necessary to pay special attention to the coverage to the coverage of the psychological features of the

proportionality of professional activity in students, as well as the organization of its scientific and methodological

aspects. Accordingly, research methods were selected and a number of factors were taken into account in

conducting them, including:

- 1) The ability of methods to study the problem;
- 2) Adaptation of methods to the national and local environment;
- 3) Ease of use of methods and convenience for processing results;
- 4) The objective nature of the methods, etc.

In selecting the research methods, we paid special attention to their suitability for our national environment and the use of methods experienced by our local scientists and followed it. The following is a brief overview of the general structure and some aspects of the research methodology. Our research methodology was presented by V. Smekal and M. Kuchera, and this method is the method of "Determining the orientation of the person", which allows you to study the three motives of activity, focused on himself, people, activity. The test consists of 27 questions and has three answer options (A, B, C). We will focus below on the specific characteristics of individuals that have motives for action in three areas.

1. 1. Self-direction. This is manifested in the predominance of motives for high authority, in the desire to be able to fully manage and analyze the qualities of one's own personality. A self-centered person is more preoccupied with his own emotional experiences, thoughts, and less interested in those around him; feels the need for their behavior to be recognized, valued, supported by others; remembers criticism for a long time, likes to walk away from criticism, from people's point of view. All his behavior is very sensitive to public evaluation of his actions, International Journal of Psychosocial Rehabilitation,

the wrong behavior - he is afraid of being ruined. As for his professional activity, he strives to choose a profession that is highly valued in society and to gain a reputation for his hard work and dedication to his profession.

If a self-centered person is a broad-minded, intelligent person, it is difficult to expect selfish behavior from him. Such people are often deeply thoughtful, sharp-minded people. Figuratively speaking, they are thoughtful people who adhere to the adage,

University, teacher of "Pedagogy and Psychology", babajanovafotima@gmail.com, +998911365818

International Journal of Psychosocial Rehabilitation, Vol. 24, Issue 08, 2020 ISSN: 1475-7192

Received: 12 Mar 2020 | Revised: 22 Apr 2020 | Accepted: 09 May 2020 14401

Vol. 24, Issue 08, 2020

ISSN: 1475-7192

Received: 12 Mar 2020 | Revised: 22 Apr 2020 | Accepted: 09 May 2020 14402

"Strike yourself first, if it doesn't hurt, someone else," and even if they look a little

poor, they are constantly "talking" to themselves in their inner world. In this sense, such behavior can make them look invisible, closed (or "cold") to others, especially those who are human.

2. People-oriented - this pill is a feature of striving to be close and warm to people in any situation. Such people attach great importance to all aspects of interpersonal relationships. Often, the most valuable thing in life for them is the opportunity to be in a relationship, to collaborate with others. Strong human orientation is always cheerful, in the eyes of people, communicative, in a separate, close, close relationship in infinite areas. For such people, the world without people is meaningless, and in daily life they feel a strong need to connect with their work or study communities, to maintain warm emotional relationships. This orientation is reflected in the desire to have a close relationship with their colleagues in professional activities.

3. Orientation to work - an interest in solving problems related to work, the desire to perform the task as carefully as possible, such a person quickly gets bored of the usual way of organizing work and, therefore, constantly wants to change and improve the work process. The tendency to perform the task completely and perfectly, the sense of responsibility, as well as the enjoyment of work, labor activity, appreciation of work,

involvement in it, belief in work and therefore the tendency to study their field in depth and thoroughly are characteristic of people in this field. Such people seek reasonable and in-depth collaboration on the job. They are able to advance their ideas in the pursuit of a common goal that is beneficial to people, and are distinguished by their independent and creative thinking within a firm and specific profession.

III. review of the literature on the research topic.

As we explore the question of interdependence in the professional formation of the individual, we must recognize that

research has entered its critical phase today. This is because there are many studies that examine career choice, career guidance, career development, career management, and other issues of career development, and so on.

The analysis of scientific sources shows that a number of researches have been carried out on general methodological and theoretical problems related to career choice, career guidance, understanding and definition of professional identity, including: L.A. Aza, G.M. Belokrilova, A.E. Golomshtok, V.I. Zhukovskaya, E.A. Klimov, M.X. Titma, P.A. Shavir, M.G. Davletshin, N.Sh. Shodiev, B.R. Qodirov, E. G'. Gaziev et al [4-13].

A number of studies are devoted to the study of career choice, professional suitability and professional selfawareness, the psychological requirements of professional activity and the psychophysiological basis of individual activity, the formation of professional interests. In these directions M.H.Titma, E.A.Klimov, V.G.Maksimov, A.P.Chernyavchikaya, E.A.Golomshtok, K.M. An example is the research work of Gurievich, N.D. Levitov and others [14-18]. The problems of professional psychology have also been seriously studied by Uzbek scientists. In our country, teachers and

International Journal of Psychosocial Rehabilitation, Vol. 24, Issue 08, 2020

ISSN: 1475-7192

Received: 12 Mar 2020 | Revised: 22 Apr 2020 | Accepted: 09 May 2020 14403

psychologists have conducted a number of studies in this area, which include: vocational guidance of students (MG Davletshin, diagnostics of professional activity), (BR Kadyrov, KB Kadyrov, occupational psychology and its ethnopsychological aspects), EG Goziev, Development of professional interests in young people trained in technical professions [3]; formation of professional characteristics in students (A. Jabbarov) [4];

on the conditions of vocational guidance of students (P.T. Magzumov, vocational training of students (E.T. Choriev, the organization of vocational guidance of students (N. Shodiev) and others [1-19].

On the study of the philosophical and psychological nature of the profession, K.B. Kadyrov conducted scientific research. In his research, he has not limited himself to analyzing the issues of professional diagnostics, but has been able to briefly interpret the psychological nature of the professional works of our generation and ancestors. He conducted a phase of professional counseling, i.e. experiments in occupational diagnostics, and in his research he covered the process of professional activity in general psychological, differential psychological and psychodiagnostic [22].

On the study of the philosophical and psychological nature of the profession, K.B. Kadyrov conducted scientific research. In his research, he has not limited himself to analyzing the issues of professional diagnostics, but has been able to briefly interpret the psychological nature of the professional works of our generation and ancestors. He conducted a phase of professional counseling, i.e. experiments in occupational diagnostics, and in his research he covered the process of professional activity in general psychological, differential psychological and psychodiagnostic [2].

Having studied different stages of professional activity, AM Jabborov studied the formation of professionally important personal qualities of future cotton growers in student production brigades [4], RZ Gaynutdinov studied the professional development of Uzbek school teachers, the development of professional interests in young people

trained in technical professions (E.N. Sattorov); B.N. Sirliev and Sh.B. Saparov studied the professional formation of teachers and masters of vocational schools [14].

B.N. Sirliev's research is aimed at studying the psychological aspects of professional development of masters of secondary special vocational schools, in which a psychological analysis of the relationship between the personal and professional characteristics of masters and their stages of professional development [4].

While focusing on the professional development of the individual, the author describes it as a dynamic and multi-level process. According to him, the process of maturation consists of four stages, the transition from one to the other takes place on the basis of the previous ones. The first stage is associated with the emergence of a professional intention, which arises and is formed under the influence of the initial professional orientation and general development in various spheres of labor. The psychological dimension of this stage is the choice of profession and specialty. The second is vocational education and training, that is, purposeful preparation for the chosen professional activity. It includes professional self-determination as a psychological criterion. This reflects the institution of professional development. The third stage is the introduction of a profession characterized by active acquisition of the profession and finding its place in the system of the production team.

The fourth stage is the full or partial manifestation of the individual in independent labor. The psychological indicator of this stage is the opportunity to master professional skills.

In research in Uzbek psychology, a problem closer to the one we are studying can be observed in the research of DN Arzikulov. The researcher touched upon the problem of professional development of future agronomists studying at the university. His research focuses on the psychological analysis of the development of personal and professional qualities in professional development, but the study does not reveal whether students really fit into their chosen profession, what are the main barriers to their professional formation and

factors influencing the formation of a specialist. Given the above, we will also focus on these issues in our research [1].

From the analysis of professional identification research, it can be concluded that each stage of professional activity should be viewed as a system. T.M.Buyakas, N.D.Levitov, O.N.Rodina in their research pay special attention to professional counseling, which is one of the stages of professional development, evaluate it as a guide

in the process of adaptation to a particular professional activity and explain the effectiveness of activities in relation to individual abilities [4- 19].

In our research, we focused on identifying students' perceptions of career formation today, the factors that lead to career choice and what influences career choice, the levels of career motivations, personal and professional goals, interests, and professional decisions. However, so far scientific research has revealed that there are various reasons for choosing a profession. When analyzing adolescents' perceptions of professional identity, it was found that there was a shallowness in their perceptions of occupations. In addition, we need to keep in mind the factors of influence of the educational environment and others between the process of choosing a particular profession and the understanding of professional identity. The dialectical connection in these interaction processes alone is an indication of the complexity of this issue. For example, there are a number of stages in the organization of a single professional counseling:

a) At the stage of vocational education, a person receives information about the organization of labor, recruitment requirements, occupation of various professions, stages of their training and duration of training, wages and prospects of the profession.

b) at the diagnostic stage, the suitability of the person's interests, abilities, abilities and goals in relation to his chosen profession is studied;

c) the student or person who chooses a profession at the formative stage is guided, deviations in career choice are prevented and corrections are made;

(g) To determine the appropriateness of medical health to the profession and, at the psychological level, the appropriateness of personal qualities to the profession of their choice. P.A. According to Shavir, the definition of a person's professional identity requires the ability to meet future professional requirements, self-assessment of professional suitability, increase the level of willpower, love of work and life experience.

The fact that the study of the problem of the profession has a wide range of its own research subject can be seen in the research work carried out to date. It is noteworthy that these studies have been conducted for several years and the scale of the results obtained from them. Comparing them with the results of today's research will enrich our achievements in this area. However, the issue of the impact of students' professional

perceptions on professional formation and adaptation to professional activity is one of the most pressing issues today. There are also a number of studies that focus on the psychological aspects of a person's professional development [20]. There are various approaches, scientific conclusions and special methodologies in the study of professional

activity as a subject of psychological and pedagogical research.

Other researchers explain the experiment as an operating system consisting of temporal, characteristic and spatial structure (B.G. Anan'ev, V.Yu.Artemeva, A.A.Smirnov, G.L.Ilin, E.L.Ilin, E.A.Klimov, V.A.Tolochyok et al.). In contrast, A.A. Achronic experience is defined as a collection of events or a "technical" life of a person. It should be borne in mind that the above approaches emphasize that an experienced, self-employed specialist is distinguished from an employee who does not have the necessary

knowledge and skills [4-21]. Based on Farren's views, it is important for students to be aware of survival rates during their formative years as professionals. In his view, viability comes in two forms: the viability of an individual and the viability of a profession. The scientist includes the following indicators of the quality of life of a person:

1. Choosing a profession that suits your personality.
2. High level of readiness for the requirements of the work performed.
3. Readiness for lifelong learning and study.
4. Ability to accept the culture, the dignity of others, the differences.
5. Know the use of computer and information technology.
6. Be able to demonstrate professional skills in several areas.
7. Have the initiative to present new projects.
8. Ability to work collaboratively with colleagues at work.

K. Farren includes the following in the indicators of professional survival:

1. The profession is closely related to the goals of the organization.
2. Ability to integrate with other institutions and industries [23].
3. Opportunity to use their competencies and abilities in other professions.
4. Personal and financial security.
5. Existence of an association of persons by profession.
6. Possession of knowledge that leads to mastery.
7. Be independent in professional success regardless of age.

In addition to the above two indicators of viability, it is possible to cite the following indicators: "viability" of

the selected industry, "viability of the organization", "viability of the workplace". In addition, our analysis of theories of professional development has led us to recognize concepts that serve as a methodological basis in foreign psychology.

Recommendations

To prevent shortcomings and deficiencies in the process of personal and professional formation of students in higher education institutions, to organize courses on professional training in psychological service centers and to ensure that leading specialists work in them. Introduction of a perfect "Professional Perspective Map of Personality" of professional formation, which takes into account any changes in professional activity, the purpose of which is of general importance, serves to the correspond.

Literature

1. Arzikulov D.N. Psychological peculiarities of professional maturity: Avtoref.psix.fan.nomz.dis.T.2002.- 137.
2. Asamova RZ Motivation to choose a profession and its dynamics // Diss. psychol. fanl.nomzod.-Toshkent, 2002.-138 p.
3. Gaziev EG Psychological foundations of the development of self-learning by schoolchildren and students. Abstract. Dis .. Doct. ps. sciences. M .: 1992.- 38 p.
4. Zhabbarov A.M. Psychological foundations of the formation of professionally significant personality traits of the future cotton grower in student production teams: Abstract. dis ... cand. psychol. sciences. -Kiev, 1999.-27 p.
5. Abramova G.S. Practical psychology. Textbook for university students. - Ed., 6th., Revised. and additional ..- M .: Academic Project, 2001.- 480 p.
6. Adler A. The Science of Fat. Kiev, 1997. - 176 p.



7. Aza L.A. Features of professional self-determination of youth. Philosophical and sociological thought.- 1989.-No. 6.-p 3-10.

8. Ananyev B.G. On the problems of modern human science. -M., 1977. -287 p.