



SOCIO-PSYCHOLOGICAL CRITERIA FOR DETERMINING PROFESSIONAL INTEREST

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Annotation: this article deals with the early identification of professional motivation in the development of educational reforms and, at the same time, the study of specific age, territorial and social psychological characteristics in the formation of professional motivation.

Keywords: motivation, psychological, reform, profession, education.

INTRODUCTION. One of the important tasks in the process of reforms carried out in the field of education after the state independence of the Republic of Uzbekistan is the preparation of young people who are considered the main link to life and orientation to the choice of profession.

The solution to the problem of orientation to the profession is an important strategic task not only of this or that person, the family, but also of the whole state. Therefore, it is possible to contribute to a certain extent to the development of the development of the individual and society by carefully studying this process in all respects, analyzing and developing appropriate recommendations and applying them to practice. It remains to be noted that failures in the choice of a profession can adversely affect the functioning and activity of a person, and at the same time, a decrease in labor productivity in those or those areas can also lead to such a deplorable social psychological complications as the occurrence of personality and activity imbalance. Important tasks have been set by the state to address these problems.

This task is carried out through socio-political education in schools, which allows young people to be directed to different professions, as well as through the provision of professional education and professional promotion through the Press, Film, radio, Television, consultations on the profession that allows young people to determine their abilities and give recommendations to them. It is also introduced by the ability to choose the profession according to its abilities and to be able to adapt to the profession (to get used to biological, physical, environmental conditions, to enter the profession through

socio-professional education and to join the production communities). In general, one can see the tendency to approach the problem of professional orientation of a person on the basis of specific social psychological principles. In particular, scientists recommend "professional orientation triangle". The first aspect of this triangle is a good knowledge of the requirements of different professions for a person. The second side - probably to know the expected labor market, the need of society (in a narrow sense-the city, the district) for one or another specialist. This in essence is an economic and social problem, but without it or this is impossible to transfer to the choice of a profession. The third side of the orientation to the profession and the basis of all this work includes knowing the characteristics of the person, first of all, the ability and desire of the person who is being directed to the profession.

And the most important thing in this regard is that it is necessary not only to give knowledge to students of small school age, but also to be able to conduct active personal activities and constantly formulate the skills of self-awareness. The " national program of Personnel Training " is aimed at us, this approach should be a clear vocational orientation program of each secondary institution.

The main theoretical and at the same time effective result of vocational guidance is to create a sense of the profession in the growing generation, that is, from school, to reveal the inclinations and interests in it, to what extent its capabilities and the work it does or chooses. In this regard, the Republican Center for Vocational Orientation and Psychological Pedagogy of Students under the Ministry of Public Education of the Republic of Uzbekistan. organizes the process of vocational guidance, as mentioned above, on the basis of all the administrative, pedagogical and psychological means to which it belongs. Career guidance refers to a person's interest in choosing a profession, as well as the need for the profession in society, as well as the level of opportunities in the person based on these needs, based on the provision of professional counseling, vocational adaptation and psychological education. it is understood to provide guidance and support to the profession.

Among the various theoretical explanations for career guidance, there are currently two most important concepts:

- Maternal (diagnostic);
- * Modern (developing);

The main task of the theory of traditional (diagnostic) vocational orientation is to determine the professional predisposition in a person by comparing the psychological characteristics and personal extiologies contained in it. In this, the main responsibility is assigned to the professional consultant. He determines whether a person is inclined to this or that profession by conducting tests and on the basis of the result obtained from them. In this case, the person plays the passive role, that is, the educator.

The modern (developing) vocational orientation concept implies the active participation of a person in determining his future. In this, the main emphasis will be on determining the development of the individual in the process of mastering various spheres. Vocational orientation is seen as part of educational work. Preparation for professional selection is based on an educational system that affects the individual by society.

The main purpose of vocational orientation is to prepare students and graduates of secondary schools for conscious and independent vocational selection, an expression from determining the direction of the future education and methods of professional acquisition. Orientation of students to the profession is a complex process, which is formed and developed on the basis of several factors. Orientation of students to the profession is a complex process, which is formed and developed on the basis of several factors.

From the psychological and pedagogical point of view, 4 groups of factors that affect the professional self-determination are distinguished. First, socio-economic factors. The society, which comes to life at different stages of its development, offers young people a variety of industries to invest their strength in. This is primarily due to the spectrum of professions, the prospects for their change and development, the need of society for those or those specialists.

The second group includes socio-psychological factors. This is an expression from the social environment in which a person grows and is brought up, first of all, before and after school education. Under the influence of the social environment, an individual's perception of values is formed by certain attitudes of professions to different groups, specific goals, stereotypes and attitudes.

The third group consists of the original psychological factors. These include personal interests and tendencies, general and specific abilities, level of mental and personal development, memory, attention, motor skills, and similar characteristics.

The fourth group also consists of individual-psycho physiological characteristics of the student. They define dynamic - descriptions of the course of psychic processes and are manifested in the form of various temperaments that are either adaptive to perform certain manifestations of activity, or make it difficult.

The growing age, the vocational orientation of the future generation, the organization of the educational system taking into account the unique opportunities in each individual is one of the main urgent tasks of each state. After all, today it is possible to emphasize the scientific literature, research and hands-on, which can indicate the necessity of the problem of vocational education and vocational orientation and substantiate its specific methodological "roots". In these literature, various directions of the problem of choosing a profession are to some extent revealed. This proves that the process of choosing a profession is incredibly multifaceted and large-scale.

RESEARCH METHODOLOGY. In general, the analysis of various literature suggests that the interpretation of the process of choosing a profession is of particular importance due to the prospects of each science, its actual tasks.

It can be noted that the prospects of certain directions of a number of disciplines, mainly pedagogy, psychology, philosophy, literary studies, are directed to substantiate the scientific and methodological aspects of the professional selection process. In particular, the literature published in the field of professional orientation of students, the scientists who conducted research in this direction R.Zhurayev, H.Rashidov, V.Say, Y.As a result of the analysis of the work of Asadov, et al., the main stages of effective vocational orientation of Secondary Schools students were as follows:

1. To provide vocational information and professional information to secondary school students throughout the entire school period. Bunda to explain the areas of labor activity in the existing professions and employment due to the age characteristics of the student, to give information about the professions and their application, the importance of the application of each profession in human activities.

2. To examine students their abilities, opportunities and interests with the help of psychological and pedagogical diagnostics starting from the first grade.

3. On the basis of the analysis of the results of psychological and pedagogical diagnosis, it is necessary to give the students the necessary advice, to correct their psychological problems, and ultimately to achieve the right choice of profession within the framework of their capabilities and inclinations.

ANALYSIS AND RESULTS. The main thing in the work at the above stages belongs to the system of psychological and pedagogical diagnosis. With the help of various psychological and pedagogical methods, during the diagnosis, each student's specific innate characteristics, psychophysiological abilities, abilities, opportunities, interests are determined. Psychological and pedagogical diagnosis is constantly carried out in stages, and its results are analyzed in accordance with each age period of the student.

E.Gaziyev and R.Asomova noted in her research, the system of motivation and motivation is the chief factor of fulfilling the function of the internal regression of an individual's activity, behavior, behavior, fulfilling his need, desire, noble intention, desire, inclination, feeling, ustanovka, ideal, faith-e'tiqod, conscience, goal sheep-breeding and others in practice. Motivation and motivation serve to explain not only the acquisition of knowledge, the acquisition of educational skills, the use of the rhythm of treatment, but also the behavior of the individual, the manifestation of new qualities.

Motivation is a determinant that is generated by the psyche, motivation means a subjective reflection of the cognitive process of a person's behavior, directly connected with the external world.

Professor E. Goziev to the according structure of motivation includes the direction of a person, character traits, feelings, internal experiences, the need expressed in the directions of activity, interest, inclinations, ustanovka.

After all, it is important to psychologically understand the structure of the motivations of this or that individual, their main functional elements, as well as the development of a strategic plan of orientation in the process of formation.

R. Asomova Studies, professional (professional) motivations are studied as primary motivation into the following groups: a) social motivations, B) group-specific motivations, C) procedural motivations, d) motivating motivations. Each aspect of these motivational groups is scientifically substantiated by the researcher.

In general, the formation of personality motivation professor E.Goziev to the modification of according, these directions are based on the following directions, which, in our opinion, serve to determine the theoretical bases of motivation of professional activity for choosing a profession.

The first way to form motivation is often referred to as " from top to bottom " and the examples of educational motivation in students find their expression in finding

content at the ideal level. Familiar motivations for the student are mastered by comparing their behavior with them, while personal motivations are embodied in what is offered by society.

The second way of formation of motivation is called "from the bottom up", the student takes a direct part in the types of activities in social life, acquires moral behavior, skills of activity from a practical point of view, in which real, real, adequate motivations begin to occur.

Well-known psychologist A.N. Leontev (1979) introduced into science the theory of a new approach to the interpretation of motivation through his monograph called "Activity, consciousness, personality" (this approach serves to theoretically substantiate the manifestation of the harmony of motivation and attitude in the activity of a person. The presence of psychological proportionality between personality, activity, consciousness and social activity in the interpretation of A.N. Leontev (1979) plays an important methodological role in the creation of psychosocial phenomena of the system of personality relations. V.D. Shadrikov the process of professional activity motivation by linking to the functional psychological model of the system of activity, the fact that the motivation of an active approach reveals specific social psychological perspectives of professional training to a certain extent plays an important role in determining the directions of the general development of personality and profession.

A well-known psychologist In the research carried out by L.I.Bojovich (1995) and his apprentices, it is attempted to reveal some psychological principles of the process of attitudes that lie in the context of motivation of the reader's personality. This scientific idea of them is valuable mainly because it is able to justify the inevitability of the direction of the individual, his connection with motivations, and relations with the environment in connection with the structure of motivation. After all, it is natural that individual relationships change or improve socially in each age period of development depending on a particular environment and motivation. In this era of naturalness, of course, lies the orientation of the individual, the broad manifestation of social activity and social opportunities.

As noted in A.B.Darinsky's research, along with the fact that there are good sides to the desire of young people to receive higher education, there are also negative consequences for this. In particular, the students of the upper classes intend to study in-depth 3-4 subjects that pass the exams for admission to the higher educational institution of their choice. It is not considered a rational and effective work to spend time studying other sciences. "Satisfactory" is the case when the price is subtracted. Secondly, behind the study of selected subjects, the attitude to this or that profession is formed. As a result, in most cases, this unilateral psychological shift has a negative impact on graduates who have not been able to realize their intentions.

Today, in the practice of directing the school to the profession, The methodology of Y.A.Klimov (2009) DDQ (differential diagnosis questionnaire) is widely used, without a doubt, its value is the possibility of obtaining information about the formation of interests and inclinations of students of the upper classes within the framework of the classification of professions.

This method is based on dividing the entire variety of professions into five main areas related to the subject of interaction of man. These are: "man-technique", "Man-Man", "Man-nature", "Man-character system", "Man-artistic image".

Based on the classification of the directions of professions and specialties in institutions of secondary special, vocational education, the whole variety of professions is divided into 12 areas:

- 1) industry (mechanical engineering, light industry, food industry, etc.);
- 2) transport;
- 3) communication;
- 4) construction;
- 5) housing and communal services;
- 6) agriculture and forestry;
- 7) health care;
- 8) education;
- 9) culture and art;
- 10) socio-economic sphere;
- 11) trade, services and catering industry;
- 12) character system.

The merit of this method is that the most difficult, uninteresting types of activities in the relevant professions are recommended. For example, in the field of Medicine: the work of the laboratory assistant associated with obtaining medical analysis, assistance in case of burns, etc. It is assumed that if the "everyday" part of the profession is interesting to the reader, then his diltionary, external side will certainly be interesting. Another of its merits is to direct not only to educational activity in more interesting subjects, but also to the elements of labor of professional activity.

Another problem is that many students do not have a clear idea about the professions, so they can not choose them correctly. The Chosen One or this profession does not even know how to demand the qualities of a person. Secondly, students can not all the time determine that they deserve a profession. By the way, psychologically, the characteristics of the speed and accuracy of the reaction, the Coordination of movements, the features of perception, the mobility of the nervous system, etc., are usually unfamiliar to them, since most often these require special research.

Naturally, at the time of the conscious choice of this or that profession of students, first of all, take into account the need of the national economy for this or that type of Labor, and secondly, its predisposition and abilities, its individual qualities, how much it corresponds to the requirements laid down by this or that profession, in this respect, the characteristics of, they must understand that it is necessary to take into account whether there are any (emotional-will spheres, etc.). To do this, of course, it is necessary to give pedagogical and psychological insight into the important features of choosing a profession to students at a small school age.

Therefore, social relations should be regarded as an object of attention in all stages and spheres of youth education. In particular, early detection of professional motivation and special attention to this process are required. In vocational training in secondary schools, one of the moral factors that contribute to the growth of professional skills in

them is the individual aspiration of the student, his interest, the ability to put certain requirements on his knowledge and skills from the point of view of the profession. In other words, it is difficult for us to educate a person who fully meets the “standard” of education as a specialist in one mould, but it is necessary to practice the most effective forms of treatment on the basis of targeted education to give impetus to the development of each student, the use of methods of influencing the growth of his or her The relationship, based on democratic, equal rights, allows only the student to have an idea of what he will be able to give to society in the future, to introduce “internal discipline” in his psyche and, on this basis, to carry out a system of self-spiritual and spiritual upbringing. After all, the narration of the spirituality of a person also dictates the stages of first self-realization, then self-awareness and finally acquaintance of society.

Secondly, it is precisely the new democratic relations that direct young people to the profession, to choose a profession within its sphere, to be in the right attitude to it, in other words, to choose a profession that is specific to the needs and requirements of market relations and is suitable for the dignity and profession of each person. This process provides an important basis for both the professionalism and professionalism that is then necessary for the specialist. (V.Karimova, 1999).

CONCLUSION. In general, from the above points of view, it can be seen that the problem of choosing a profession is its extensive and multifaceted process. It should be noted separately that a lot of research has been carried out to study this process. Consequently, the existence of pedagogical and psychological as well as Social Psychological Research in this regard can serve as the theoretical and scientific basis of our research. Consequently, the successful organization of the system of orientation of students to choose a profession in this or that aspect, not forgetting that it is organized differently in the educational system of different states, We investigated certain social psychological perspectives related to the system of attitude to the choice of a profession in Uzbekistan, which is on the path of perspective At present, relying on the theoretical methodological foundations of the science of Social Psychology, all scientific considerations and recommendations of a certain level, which reveal the process of early detection of professional motivation, were described.

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