



COPPING STRATEGY FOR STUDENT PROFESSIONAL FORMATION

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Annotation

This article focuses on the importance of coping strategy in the professional formation of students. It presents psycho-correctional work aimed at forming a coping strategy in improving the professional development of students.

Keywords: Professional formation, spiritual growth, coping strategy, psychocorrection program.

Introduction

Educating young people in the spirit of the times to prepare them for a new social environment is an urgent and priority task of today, and the main attention should be paid to the professional formation and personal development of young people. The implementation of these tasks requires the full inculcation of democratic principles in human relations[13].

In his speech at the 72nd session of the United Nations General Assembly (New York, September 19, 2017), President of the Republic of Uzbekistan Shavkat Mirziyoyev paid special attention to the spiritual and psychological formation of youth: is the most important task. ” they pointed out. These speeches of the President from the rostrum place a great responsibility on the staff of education.

Coping strategy (coping, copingstrategy) is a human endeavor to cope with a variety of stresses, to get out of difficult life situations. The concept of coping strategy is one of the most widely used concepts in psychology, combining cognitive, emotional, and behavioral strategies[4].

Psychologists have begun to use a resource approach in researching coping strategies. It is based on the principle that a person has a certain resource in solving a difficult life problem, which has an external (for example, the emotional and spiritual support of others) and internal (individual personal abilities, skills) character. Some of the available resources are primary and the rest can be formed around it. A deficiency in one resource can be filled by an advantage in others. During our research, we focused on creating a psychocorrection program designed to enhance the qualities needed in the professional formation of students through the development of a coping strategy[14].





Analysis and Results

Human activity is very diverse, it includes labor, pedagogical, artistic, research activities. Analysis of the structure of a person's activity shows that the activity is manifested in a conscious mental reflection of the outside world, in any activity a person understands the purpose of his actions, imagines the expected result, perceives and evaluates conditions, takes into account the content of action, willpower. and monitors the progress of activities and predicts success and failure[15].

Activity depends on the conditions of development and manifestation of the qualities of the person, and the level of development of the person who is the subject of this activity. The structure of all activities includes three parts: purpose-motive-action. The purpose of the activity is that human activity manifests itself as an image of the end result and consists in the realization of their needs. Motive - motivates a person to action and forms its content. The action is a relatively complete activity, focused on one simple task[5]. The goal of the activity can be far or close to each other. Therefore, the attainment of this goal consists in the consistent creation by a person of a series of small goals that arise in front of him as he moves towards that goal[22]. An action aimed at changing the state and properties of things in the external world is called action effort. Any work to be done with things consists of certain actions related to space and time. In particular, the actions of writing the letters "S", "V" are different. An analysis of a person's actions with things shows that these actions are very, very colorful on the outside. However, they are usually composed of three simple elements; "To take", "to move", "to pour" these actions are performed with the help of auxiliary movements performed by the human body, legs and head[19].

The demand of the present time is the formation of spiritually mature, well-educated, independent-minded, highly professional, competitive personnel, and this problem is realized in the educational process. The spiritual maturity, knowledge, intelligence, professional knowledge, skills and abilities of the student are also reflected in this educational process[20]. Therefore, in the educational process, it is important to influence the behavior of students through the formation and development of etiquette, behavioral culture, deep thinking, responsiveness, sensitivity, corrective work with the help of psychocorrectional means[16].

The main task of our study was to develop a correctional program to increase the level of professional development of students in the educational process, as well as to work with students in need of psycho-correctional assistance, who have negative behavioral qualities[6].

Preliminary psychodiagnostic research conducted in order to control the professional formation of students in the educational process, to realize their spirituality and





thinking, showed that there are specific differences in the professional formation and thinking of students. Based on the scientific hypothesis that the professional formation and thinking characteristics of students and their spiritual formation may be related, the psychocorrection program was developed, taking into account the need to involve students in psychological training, creating psychocorrection programs that serve to form positive qualities and spiritual and psychological maturity. we went out[17].

It is well known that the term psychocorrection is derived from Latin and means mental correction, alteration, or partial correction. Psychological correction is the activity of a psychologist-educator to prevent and correct various negative psychological effects.

The main goal of our psychocorrectional work is to influence the professional formation and personal development of students[21].

Student Professional Development Program

Content of the program: This program includes psychological exercises that serve the professional formation of students through the perfect formation of their thinking and spiritual-psychological characteristics.

The purpose of the program: To improve the professional formation of students[18].
Psychocorrection program and selection criteria for its participants: A number of criteria were taken into account in the development and implementation of the psychocorrection program. First of all, it is planned to develop a psycho-correction program to prevent backwardness in the mental abilities of students and to select participants in psycho-correctional classes[7].

Training participants: Students of higher educational institutions.

Time of the program: Classes are scheduled twice a week, 70-80 minutes a day for a month.

The program focuses on five aspects of developing students' thinking and spirituality:

- 1). Width of thinking.
- 2). The logic of thinking.
- 3). Teaching thinking to non-standard thinking.
- 4). Combining concepts based on the generality of thinking.
- 5). The emotionality of thinking.

In the course of our research, a set of exercises for the development of mental abilities was created. At the same time, taking into account the sequence of training exercises,





their daily exercises were divided into introductory and relaxation and mental gymnastics exercises. Below are the exercises in this set.

Training for 1 day

Nº	Training plan	Duration	Teaching aids	The purpose of the exercise
1	Introduction Dating. "My favorite fruit." The golden rules of training	10 minutes	Blackboard Marker	Participants get to know each other and the trainer
2	Main part Psychocorrectional exercise "Happy moments exercise"	10 minutes	Quiet music	Relaxation - calming the brain, nervous system, creating a sense of calm
3	Exercise "Thought Travel"	20 minutes	Starting the Imagination	During the exercise, participants activate their imagination.
	"Remembering the Alphabet"	25 minutes	Poster with Hafs	Development of mental athletics
4	Coach Lecture	10 minutes	Presentation	Develop a desire to develop thinking
5	Completion	5 minutes	Ball.	Feedback. Summarize and summarize the knowledge gained, the expected results of the training

Time: 80 minutes

Objective: To achieve the spiritual and psychological development of students.

Course of training:

1. Introduction

Training rules, expectations from exercises[8].

Rules:

- discipline
- activity
- voluntary participation
- Respect the opinion of others
- to express one's opinion concisely and succinctly

Expectations:

- Good mood
- A fun game
- new knowledge
- news.





All participants say the names of the fruits they like by saying their names.

The main part. Psychocorrection exercises.

Exercise "Happy moments"

Purpose: to calm the nervous system, provide psychological support to participants.

Transfer mode:

Silent music is played, and participants imagine what the trainer is saying, leaving them empty-handed and closing their eyes.

Coach's word:

Remember the moment when you felt happy, joyful, remember where you were then, who you were with, and imagine yourself in the same place now. You remember that, and you feel the same way now, how you would call your situation then:

- joy, gladness, ease, carefree, joy, happiness ...

Those happy moments may be in the past, but the joy and mood in it will always stay with you. Go back to where you are now, feeling the feelings of that time[9].

After the trainer finishes his speech, the participants open their eyes. Any participant can talk about the mood they are feeling.

Exercise "Thought Travel".

Imagine you are holding an orange in your hand. Imagine how you feel, how it looks, and how it smells.

Try to express his image more clearly as well as make it appear instantaneous. Now slowly cut the orange into pieces, try biting a small piece. Then try to study the pieces carefully. Now ask yourself how you can see the orange pieces enlarged several thousand times and a million times[10].

For the next few minutes, remember what you know about oranges. To do this, think about what an orange can give for an orange, what it tastes like, how many types of oranges there are on earth, what changes occur in an orange during ripening, how an orange can be used, and what to do to get a good orange jam.

Exercise "Memorize the alphabet". All participants will be asked to use the Uzbek alphabet. Participants recite the alphabet. Then they write the alphabet on a piece of paper. Participants are now given 10 minutes to memorize the alphabet in reverse. During the reverse memorization of the alphabet, human thinking falls into non-standard thinking, and this serves to improve the functioning of thinking. The exercise can be complicated by the task of reverse memorization of English and Russian alphabets[11].

Conclusion/Recommendations





Coach report. Information about the types of features of thinking is given, noting that psychological maturity is expressed in the adaptation of a person's behavior to different living conditions. Psychological maturity incorporates the structural aspects of a person's spiritual qualities that can be manifested in the form of positive attitudes toward other people: empathy, empathy, empathy, mutual support, and so on.

One of the important criteria of psychological maturity is that a person has his own independent opinion, point of view, position, which serves a fair solution to family problems, and can defend his views in the interests of the family, if necessary[12].

Final: each participant is thrown a ball, asked about the knowledge gained through today's training exercises, and feedback is generated. The answers are summarized and the final opinion is given. The next day's classes will be conducted in the same way on the basis of a pre-arranged program. The main goal of the program is to teach students to develop professionally, to form a broad outlook, to understand themselves, people and the world, to understand the value of their professional direction for man.

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