



DEVELOPMENT OF STUDENTS' PROFESSIONAL ORIENTATION AS A FACTOR OF ACTIVE SOCIALIZATION

Koryogdiev Sherzod Shukhrat ogli

University of Public Safety of the Republic of Uzbekistan

Psychology (by types of activity) First Year Student of Master's Degree

Annotation:

Modern changes in the socio-economic situation and the labor market determine the need to strengthen the system of vocational education, training of competitive specialists. Qualitative improvement of the educational process in vocational and technical educational institutions and specialized secondary educational institutions is designed to provide conditions for the full professional self-realization of the individual in the process of mastering a working profession and throughout working life, as well as to promote the effectiveness of the process of professional formation and socialization of the individual. For successful adaptation and effective training it is necessary, first of all, to form and develop the professional orientation of the personality.

Keywords: person, students, professional orientation, education, values, educational institutions, higher education, motive, effective adaptation, socialization.

Introduction

The socio-economic situation in the world and modern changes in the labor market determine the need to strengthen the professional, higher education system and train competitive specialists. Improving the quality of the educational process in professional vocational education institutions and higher education institutions is a process aimed at providing conditions for full professional self-realization of a person in the process of mastering the profession and throughout the entire working life. helps to increase. In order for a person to successfully adapt to his professional activity and learn effective professional secrets, it is first of all important to form and develop a person's professional direction.

The continuous growth of scientific and technical information, the computerization and automation of production, the introduction of new technologies contribute to the emergence of sharp competition in the labor market, and increase the level of requirements for professional training, retraining and upgrading of qualifications of specialists. A modern young university graduate should not only occupy the labor





market and take his place in it, but also be mobile, competitive, ready for professional activity and responsible for its results. He also needs a clear vision of his professional path. In this regard, education has the task of preparing not only a competent performer, but also a person who strives for professional growth and development. Therefore, studying the formation and development of students' professional orientation is becoming relevant.

Materials and Methods

Since young people have a low level of formed professional orientation, it is necessary to search for new forms of work with students, specially organized training, when there is an active involvement of the individual in the process of personal self-determination, which contributes to the formation of professional orientation.

In psychological and pedagogical studies, students' professional orientation is considered as the most important condition for professional self-determination, as a criterion for mastering the profession and fixing in it, as a leading factor in improving the effectiveness of the educational process, as a basis for professional adaptation. The concept of orientation as a core property of personality is interpreted differently in a number of concepts developed in Russian psychology (B.G.Ananyev, L.I.Bozhovich, V.N.Myasishchev, S.L.Rubinstein, K.K.Platonov, A.G.Kovalev, A.V.Petrovsky, V.D.Shadrikov, etc.) [1]. A number of authors reveal the directionality of personality through relationships that are formed in the process of activity and behavior (B.G.Ananyev, V.S.Merlin, S.L.Rubinstein) [2]. In Russian psychology, the opinion that directionality is one of the structural formations of personality has been established (L.I.Bozhovich, A.N.Leontiev). In particular, K.K.Platonov, A.G.Kovalev believe that orientation is a fundamental personal component and consider it in the functional structure of personality. A.N.Leontiev, L.I.Bozhovich, A.V.Petrovsky reveal the concept of orientation through a certain system of motives [3].

A special study of the problem of motivation was carried out by L. I. Petrajitsky, who raised the issue of studying motivation for the correct assessment of individual behavior. During this period, A.F.Lazursky investigated «strength and weakness of desires and aspirations», «tendency to fight against motives», «clarity, reality of needs» and others as part of the study of voluntary processes. In the personality study program developed by the scientist, great attention is paid to the relationship system. In «Essays on Character» (1906), Lazursky examines the stability of needs and the ability to internalize motivational impulses. Thus, scientists have looked at the personal aspects of motivation, which is closer to the orientation of the individual. The established rules have not lost their importance even today [4].





In the studies of S.L. Rubinstein, motives were considered in connection with certain types of activity, and were related to socio-historical development and the social nature of human activity. The scientist analyzes the concepts of «motive» and «personal orientation» and understands the motive as «adequate conscious motivation». Rubinstein focused on the main idea that objects or subjects themselves are not motives, but they only give rise to related motives [5].

A.N. Leontev made a special contribution to the development of the theory of motivation, he developed it in connection with the analysis of the genesis of the human mind. At the same time, the psychological mechanisms of the transformation of life factors into behavioral motives, the process of complexity of activity and the development of motives are considered in detail [6]. «We use the term «motive», - writes A.N. Leontev, - not to define the experience of need, but to indicate the purpose that this need is determined under certain conditions and to which activity it is directed, the goal that motivates it». A.N. Leontev introduces the concept of the personal meaning of activity and concludes that «the formation of the human personality finds its psychological expression in the development of his motivational sphere» [7]. In turn, professional orientation is defined through attitudes (T.P. Maralova), interests (S.P. Kryagzhde, M.I. Dyachenko), interests and inclinations (M.I. Kuzmina), motives (E.M. Nikireev, N.Y. Tkacheva), attitude (A.S. Tkachenko, S.E. Zaleskaya), needs, attitudes, interests, goals, inclinations, beliefs (A.P. Seiteshev). Based on the analysis and generalization of various approaches to the study of orientation, and in particular, professional orientation, we identify three components of professional orientation, which in their content aspect include:

- 1) the system of personal attitudes to professional activity;
- 2) the system of motivation of preference for a particular activity;
- 3) the system of regulation of personality behavior, determined by its professional needs, interests and values [8].

Results

Professional orientation acts as a relatively stable formation of personality, which is part of the structure of general orientation and expresses a system of needs and prevailing motives, value orientations and is embodied in professional goals, attitudes and activity of students to achieve them.

In Russian psychology, there is an opinion that professional orientation should be considered in dynamics, development, which is a long, multistage process. At the same time, there are stages, stages, periods of its development. In general, the





formation of professional orientation is carried out in the process of: 1) primary professional self-determination; 2) professionalization; 3) professional activity. The stage of mastering the profession is of particular importance. Despite the fact that by the age of 17-18 every young person has made a choice, it is too early to speak about the formed professional orientation. In our opinion, training in vocational education institutions and especially their new types has great opportunities for the study and formation of professional orientation [9].

Formation of professional orientation is carried out in stages, in accordance with the stages of professional formation of personality: at the stage of initial professional self-determination, in the process of professional training, in the professional activity of a specialist. Since professional orientation is an indicator of personality maturity, the need to study and form it at the stage of initial professionalization and preparation for a profession is of particular importance. Our study of personality orientation of students of vocational schools of a new type has shown that in the structure of general orientation of students' personality the orientation «on communication» dominates (52% of respondents), followed by the orientation «on oneself» and «on business» (21% and 37%, respectively). Weakly expressed orientation «on business» indicates, in our opinion, external motivation, unformed professional interests, weakly expressed professional intentions, unpreparedness of the personality for labor activity.

The study of needs and dominant motives showed the prevalence of the need for cognition, opposite field, autonomy, achievements in young men and girls. Since these needs dominate in more than half of the students and are supported by expressed value orientations to labor, cognition, development of will and business qualities, it creates sufficient prerequisites for the successful formation of the image of the «I»-specialist, professional, the formation of self-esteem in professional activity and professional orientation.

Discussion

Some difficulties in the formation of professional orientation may arise due to the fact that such important needs as the need for prestige and labor activity occupy a low rank position. Their development became the subject of specially organized psychological training of future workers and specialists. The study of value orientations revealed the dominance of values-objectives for labor, cognition, communication and values-means for the development of volitional and business qualities (48% and 55% of respondents, respectively). However, in this case it is too early to speak about the formation of the block of values of professional self-





realization, since there is a discrepancy between high assessment of value orientations to work and low need for labor activity.

Professional perceptions play a significant role in the development of professional orientation. Among the most important things in choosing a profession, pupils consider that the acquired knowledge, skills and abilities will be useful in life (40% of boys and girls), and the acquired material independence plays a significant role (34% of pupils). The obtained data are confirmed by the dominant needs in cognition, achievements and autonomy, as well as by the leading value orientations to material values and cognition. The acquired profession contributes to physical (to a lesser extent spiritual) development, according to 30% of the interviewed young men. The perceived absence of problems in getting a job was noted by 34% of students. Acquisition of good friends is significant for 26% of girls. The further study revealed that more than half of the surveyed students had insufficiently complete professional perceptions before entering the school. In connection with the obtained data, the formation of adequate professional perceptions should take an appropriate place in the vocational guidance activities of a pedagogical psychologist.

Thus, students' professional perceptions are not fully formed. This is essential, since the formation of initial professional ideas, professional intentions, and the choice of educational institution, in our opinion, create certain expectations of young people in relation to the upcoming educational process. Professional perceptions serve as a necessary prerequisite for successful adaptation of the student's personality to the educational process within the walls of the school. Therefore, it is necessary to expand and deepen them through the improvement of career guidance and vocational counseling work at school and other educational institutions. The results of our experimental work allowed us to identify the conditions that ensure the effectiveness of the development of professional orientation of vocational school students: the inclusion of students in professional activities, the use of diagnostic and developmental capabilities of psychological training, the implementation of an individual approach, the activation of the process of self-knowledge of students.

The process of professional orientation development is more successful if it provides inclusion of students in active activity through self-analysis, analysis of professional activity and performance of special tasks and exercises. When developing the content of psychological training, we took into account that the development of professional orientation is impossible without the development of professional self-awareness and self-esteem, personal qualities necessary for mastering the profession, the ability to analyze the chosen field of professional activity, optimally corresponding to personal characteristics and labor market demands for competitive personnel.





Experimental work was carried out both in the framework of the educational process (classes of general vocational and special cycle) and in extracurricular time (class hours, elective courses). Familiarization of students with the requirements and content of the chosen profession, expansion of knowledge about their professional interests, aptitudes and abilities, formation of adequate professional ideas, value orientations and professional values, development of motives of educational-professional and industrial activities, needs focused on professional activities, industrial practice allowed to actualize the needs of students in labor activity, prestige, leadership, which affected the development of professional orientations.

In the process of work, on the basis of the leading components of professional orientation, we identified the following criteria of this personality property:

- the nature of motives of educational-professional and industrial activity of students;
- dominant needs and needs oriented to professional activity;
- content of value orientations and professional values;
- formation of professional perceptions;
- activity of students in the process of personal and professional development.

On the basis of the selected criteria, three levels were determined and, accordingly, three groups of students were identified depending on the levels of professional orientation development. The first level is low, the second is average and the third is high level of professional orientation development. In the experimental group the number of students with a high level of professional orientation development increased (from 5% to 20%, $p \leq 0.01$), the number of subjects with an average level of development changed significantly (from 22% to 47%, $p \leq 0.05$), respectively, the number of subjects with a low level decreased (42% to 33%, $p \leq 0.05$). The majority of students in the control groups remained at the low level of professional orientation development - 41% of examinees, although initially 65% of students had this level (this decrease is not significant). Interestingly, the number of test takers making up the high level remained unchanged (8%). The decrease in the number of low-level students is due to their transition to the middle level, where the indicators increased from 20% to 31%. These differences between the experimental and control groups are connected, in our opinion, with the complex of psychological conditions introduced in the experiment. The results of the conducted slices, observations, consultations, conversations confirmed the effectiveness of the conducted experimental work, because by its end the students of the experimental groups rose to a higher level of development.



Conclusion

The results obtained during the experiment indicate that in the conditions of psychological training the process of professional orientation development is most productive when students are offered the opportunity to test the made professional choice in practice. It is also confirmed that conscious stable professional orientation is dependent on its structural components and is characterized by the level of their development. Thus, the introduction of psychological training had a significant impact on the development and formation of students' professional orientation, which allows us to recommend the introduction of a psychological component in the process of training students of vocational schools. A high level of development of professional orientation at the stage of vocational training will prevent various kinds of costs (economic, socio-psychological, personal) in the process of professional activity of a specialist.

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