

PREDICTION THE LEVEL OF PROFESSIONAL ORIENTATION OF A STUDENT'S PERSONALITY

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Abstract:

The content of this article is aimed at forecasting the level of professional training of students. In this, it was determined that communicativeness, organization, subject orientation, intelligence, and support are important in predicting the degree to which students of several higher education institutions are able to improve the qualities that should be formed in a teacher-coach during the process of pedagogical professional training. The research results were analyzed psychologically.

Successful development of skills necessary for professional activity, professional maturity is perceived as a result of abilities as a positive relationship of personal qualities. In the process of professional maturity, the formation of professional abilities is ensured by a set of individual characteristics of a person. The transition to professional activity is a step-by-step process, and the transition from education to independent professional activity is an important aspect of every person.

The professional direction of the teacher's personality is often strongly connected with his personal development, and is manifested in a harmonious state. In order to assess his professional maturity, it is necessary to highlight a number of aspects of the activity. The growth of social requirements determines the place of the profession and specialists in the life of society. For this reason, today it is necessary to use the term "significant" and "obsolete profession". The same point of view and worldview continue to lead young people in their career choices. For our research, taking into account these requirements, it serves to identify the causes of imbalances in the choice of profession and to develop recommendations for its prevention.

Keywords: pedagogical direction, student, professional training, communication, organization, subject orientation, intelligence, support, installation, forecasting.

Introduction

It is known that every person wants to live in prosperity and well-supplied conditions. For this reason, people strive to engage in labor activities that serve to ensure a comfortable life and try to acquire professions and specialties that make it possible to acquire material wealth. In some cases, people do not have opportunities to choose a certain profession and occupy it. Choosing a profession that does not correspond to a person's interests and psychological capabilities



naturally has a negative impact on his development as a person. From this point of view, the relationship between a person's chosen profession and his personality is a very important issue. Below we will analyze the views of psychologists and their research on this issue.

It is known that the professional formation of a person consists of four main stages, and the following can be included in them: a) formation of professional aspirations; b) professional education; c) professional adaptation; d) partial and full dedication of a person in professional activity. In accordance with these stages, the process of professional self-determination will also take place. The process of professional self-determination has been sufficiently covered in psychological literature, especially psychologists have paid special attention to the stages of professional aspiration formation and career choice.

There are various approaches, scientific conclusions and special methodology in researching professional activity as a subject of psychological-pedagogical research, which incorporate views on career choice, professional education, professional enlightenment, professional counseling, career guidance, and professional development. , E.A. Klimov, I.M. Kondakov, V.V. Suvorova, T.V. Kudryavtsev, A.K. Markova[2,3]. Most of the scientific studies in this field note that professional development is a long-term and multi-stage process. Also, in these studies, there is an opinion that each stage has a mental renewal that serves to effectively manage labor activities.

Successful development of skills necessary for professional activity, professional maturity is perceived because of abilities as a positive relationship of personal qualities. In the process of professional maturity, the formation of professional abilities is ensured by a set of individual characteristics of a person. The transition to professional activity is a step-by-step process, and the transition from education to independent professional activity is an important aspect of every person.

The professional direction of the teacher's personality is often strongly connected with his personal development, and is manifested in a harmonious state. In order to assess his professional maturity, it is necessary to distinguish a number of aspects of activity [1].

The growth of social demands determines the place of the profession and specialists in the life of society. For this reason, today it is necessary to use the term "significant" and "obsolete profession". The same point of view and worldview continue to lead young people in their career choices. We believe that taking into account these requirements, our research will serve to identify the reasons for the disparity in the choice of profession and to develop recommendations for its prevention.

F.S. Ismagilova the importance of professional experience in becoming a specialist, Ismagilova makes a number of positive comments. In her opinion, "the professional experience of a specialist is characterized by the fact that he feels a desire for the new technological changes of today and replaces them with the old ones. This is a recurring problem that requires practice. Professional experience is a criterion used to select a specialist for a particular profession. But the important thing is the person himself. Because the loss of one's job or its guarantor is the person himself.



Rapid changes in today's technology radically change the content of professional work and call for a new look at the root of the relationship between the past, present and future of professional consciousness.

Russian psychology was one of the first to study labor. L.S. Vygotsky, S.L. Rubinstein, A.N. Leontev, B.M. Teplov, B.G. Ananov, A.V. Zaporozhets, B.F. The works of Lomov and others devoted to the consideration of general psychological problems of activity laid the foundation and developed ideas about the psychological structure of activity, its morphology, structure, control mechanisms and principles of learning. Later, the practical aspects of labor activity, namely pro-orientation, professional selection, professional training, activity planning and other similar issues began to be developed intensively (V.D. Shadrikov, D.A. Oshanin, A.A. Krylov, S. A. Konopkin, N.D. Klimov, G.S.

One of the directions that unites the general psychological issues of the theory of activity, as well as its practical aspects, in the study of the specific psychological characteristics of the professional activity, was the development of the professional fitness of the labor subject. This direction, first of all, considers the individual-psychological differences that are reflected in the development of personality characteristics and qualities, the nature and degree of manifestation of professional characteristics, the structure and dynamics of professional motivation at the stages of life and career paths. It is the state of these psychological characteristics and qualities that determine the success of professional training, adaptation to activity, formation and manifestation of oneself as a professional, and solving issues related to concrete activity. This ultimately determines the compliance (validity) of the entity with the requirements of the activity. Secondly, an important aspect of the problem of professional suitability is the essence of a specific activity to which the subject belongs, its content, means and conditions in the system of requirements for the subject, the nature of changes in the components of this activity with the development of professions, the level of objective and subjective importance of work tasks, etc. Thirdly, professional suitability is manifested in the intermediate or final results of training and real activity (success, productivity, reliability, etc.), and these results acquire the meaning of assessment for the subject when they collide with their standard, normative indicators. Their importance is, on the one hand, with the role of evaluations (objective and subject) in managing activities based on the addition of a feedback mechanism, and on the other hand, - these evaluations are related to various social, economic, professional and other issues related to the life and activities of a concrete subject, his preparation, determined by the impact it has on judgments of perspective and professionalism.

B.F. Lomov focuses on the necessity of researching its subject, means, and conditions as much as is necessary to understand the subject's processes, state, and characteristics in the process of studying activity in psychology. He stated that "psychic phenomena that arise and develop during the performance of an activity by an individual are often considered as its product...the real product of any activity, including individual activity, is the material material that is changed during its performance (albeit indirectly - through the activities of other people) or ideal subject. [4, p. 203]. The assessment of this object (its quality, size, etc.), its social and



individual value, usefulness, importance for professionalization, etc., serve as a criterion for professional suitability, the level of professionalism of the subject.

Psychology studies the role and place of the system of subjective reflection of reality in the activity of an individual (or a group of people). "On the one hand, he views activity as a determinant of the system of mental processes, states and characteristics of the subject. On the other hand, he studies the influence of this system on the efficiency and quality of activity, that is, he considers mental phenomena as a factor of activity" [4, p. 205].

The formation of professional competence is closely related to the self-determination of a person, that is, a person's self-affirmation, self-expression and self-improvement in society, work and the work team. Professional self-determination means finding the meaning of one's work and life activities independently and consciously in a concrete cultural-historical (socio-economic) situation. This process is conditioned by the manifestation of the internal resources, forces, and institutions of a person in the way of formation and development as a professional. Professional self-determination of a person in the world of professions and on the path of professionalism is a personal and personal aspect of professional formation. The problem of self-determination of a person should be considered not only in the context of adolescence or career choice, but also in a broader sense, due to the issues of professional development of a person.

Professional self-determination is a multi-dimensional and multi-level process that can be considered from different perspectives: as a series of tasks that society sets before the individual and must solve it;

- As a step-by-step decision-making process, through which a person forms a balance between his preferences, interests, goals and work requirements, society's needs, etc.;
- As a process of formation of a professional personality, his individual style and activity assessment.

From this point of view, professional self-determination is interpreted as a "^- concept" that reflects the individual's understanding of it, experiences and intentions, objective behavior in professional activity. The above-mentioned objective functions of professional self-determination are, in their essence, criteria for assessing professional fitness.

Professional self-determination implies the formation of a subject with high mobility and broad orientation in the world of professional work without limiting the possibilities of personal development, that is, it reflects the integrity of vital (professional) and personal self-determination.

Thus, professional self-determination is not only an act of choosing a profession, but also a dynamic practice of forming a professional throughout life.

N.S. According to Pryajnikov, at present, mixing interests with personal aspects of this problem is widespread. The analysis of purely professional self-determination is unlikely to be effective enough to study it in isolation outside of a holistic approach to the phenomenon of individual self-determination. Such a view of self-determination allows to consider this phenomenon in



connection with the development of a person, the formation of a professional and the achievement of the required level of professional competence at all stages of the career path.

Methodological basis for the analysis of the problems of self-determination of the individual was determined by S.L. Rubinstein, and while solving the problem of behavior determination, he considered the ratio of external and internal conditioning of human activity. This internal conditioning is the key to understanding self-determination through which external influences are broken. According to S.L. Rubinstein, self-determination is self-determination. It is the active self-determination expressed in real events that leads to the development of the personality, the formation of initial conditions for increasing the level of professional fitness, the formation and development of internal conditions that provide an opportunity for further strengthening of self-determination. The subject approach in the analysis of professional activity allows distinguishing such a form of determination as self-management in the process of self-determination (L.G. Dikaya, O.A. Konopkin, G.S. Nikiforov). Self-management processes control the level of professional fitness - mobilization of personal and organismal resources, adaptation to working conditions and processes, analysis of personal capabilities and linking them to activity requirements, creation and correction of personal plans, behavioral strategies and development perspectives, etc. defines.

In many studies, the problem of self-determination is viewed as a search for meaning (a holistic aspect of the problem), and in this regard, self-determination is a new derivative of the individual, which is related to the formation of an internal position, the structure of life plans, the choice of a profession, and the understanding of the meaning of one's existence. Self-determination of a person reflects the need for the formation of a meaning system, in which the ideas about oneself and the world are combined, it is oriented towards the future and is related to the meaningful construction of a person's own life space.

From the point of view of the problem of the formation of a professional personality, the self-determination of a person acquires the characteristics of professional self-determination, which includes the creation of a personal professional plan, the formation of internal readiness for conscious and independent imagination, the correction and realization of the perspectives of one's development (professional, life, personal), self It is based on being ready to consider the development of the individual in a concrete professional activity independently.

The formation of professional suitability, the ways, methods, and criteria to achieve the highest accomplishments in this process, requires an understanding of self-awareness, self-knowledge, and self-determination in the context of the "self-concept." In this context, self-determination is based on knowing and understanding oneself and the surrounding conditions, which emerges as the cognitive essence of meaning in activities and life. In other words, self-determination in the context of self-awareness means, first and foremost, understanding one's characteristics and capabilities when creating and implementing life (professional) content and plans. As V.F. Safin and G.P. Nikov emphasized, a self-determined person is one who knows what they want (their goals, life plans, ideals), who they are (their personal and physical characteristics), what



they can do (their abilities and inclinations), and what society and the community expect from them.

One of the directions in studying self-awareness is related to the theory of the "self-concept" as a social attitude, with the object being the individual themselves. The main functions of the "self-concept" are achieving internal consistency, interpreting experiences, and meeting expectations. Many contemporary concepts of personal professional development are based on this principle.

A characteristic of professional suitability is the group similarity and its relationship with the individual. Within the "self-concept" as a cognitive system for managing behavior in various conditions, two subsystems are considered: personal identification—self-determination in terms of various personal characteristics, and social identification—formed according to the individual's belonging to various social categories. Personal identification includes the "I-professional" image and the standard model of the professional (the "image" of the professional), which emerge both as a management mechanism in the formation process of the individual and as a criterion for achieving professional suitability and development.

The theory of social identification posits that every individual strives to achieve and maintain a positive group identification. I.F. Kuznetsov raises a legitimate question about how contradictory regulatory systems—personal and group or various group identifications—can operate simultaneously within a person. An analysis of the literature suggests three possible answers. First, the situational nature of human behavior, meaning that one system (identification) operates or manifests in different situations. Second, the development of specific forms of intergroup perception that allow for the suppression of information contradicting existing information. Third, the acceptance of superordinate goals, understanding the place of one's group in the social distribution of functions.

Life events, that is, situations of self-determination, present individuals with the challenge of choosing between various individual-psychological statuses and other opportunities and claims, making them "variable" in life. According to T.B. Kartseva, this is manifested in revisiting and re-evaluating the past, changing life goals and meanings, losing or altering leading motives, and reconstructing the "self" image. She believes that the main issue in self-determination situations is the conflict between feeling "lost" and the sense of not yet fully formed "self-discovery," i.e., the disruption of the coherence and stability of one's self-concept. This conflict can lead to both constructive and destructive resolution options.

I.Y. Kuznetsov identifies two approaches in the study of self-determination: first, self-determination as a value-meaningful and personally significant natural restructuring, a developmental process through stages of ontogenesis; second, self-determination as the artificially organized choice of a profession among adolescents and young people. In the latter case, self-determination is considered within the context of socialization, where professions are presented as unchanging normative data that should shape the individual. However, within the "subject of self-determination – professional activity" scheme, one can also consider stable situations in which an individual understands their professional activity and sets a direction for



its change. The professional's self-determination arises necessarily in problematic situations where existing images and norms, implemented in social practice, conflict with new conditions. Several researchers emphasize that self-determination also emerges as a mechanism for professional development. For example, L.M. Mitina, in developing a holistic concept of a teacher's professional development, distinguishes between two types of professional development: professional activity (adaptation) and personal development (creativity, personal growth). Adaptation is conditioned by the requirements of the activity and the subject's capabilities, abilities, and style of activity—it is self-adaptation and the adaptation of the environment to the individual. Development is characterized by the ability to see one's work as a whole and transform it—this path is marked by various conflicts, but primarily by the conflicts between the "I-acting" and the "I-reflected." Accordingly, the dynamics of professional life in the first model is adaptation and formation, while in the second model it is self-determination, self-expression, and self-realization.

In numerous works on professional development, one of the defining conditions of this process is the transformation of one's personal life activities into an object of change and the emergence of a personal professional position regarding professional activities. Considering the understanding of professional self-determination as the integration of work activity into a unified system of its various forms, this type of self-determination can be regarded as one of the main mechanisms of professional development.

Self-determination can be viewed both as a result and as a process of acquiring, consolidating, and manifesting holistic and meaningful personal outcomes. In the first case, stable forms of self-awareness and identity within various psychological structures play a significant role. When analyzing self-determination as a process, many authors speak of a specific need for self-determination. Often, an individual is described as a subject of self-determination, meaning that self-determination emerges as a form of activity.

Self-determination is not merely an act of decision-making or self-awareness. "Professional self-determination," emphasizes E.Ya. Klimov, "is an individual's activity that involves adopting certain content, primarily the peculiarities of understanding desired future images, and one's place within the system of interpersonal labor relations."

If activity is considered a unity of human behavior and life activity from a psychological analysis perspective, then, according to I.F. Kuznetsov, self-determination from this position is an activity aimed at changing, maintaining, and developing the internal psychological structure. Consequently, self-determination, understood as a purely psychological activity, includes goals such as personal integration, psychological protection, solving "meaning tasks," and similar objectives. The self-determination and self-modification of an individual's psychological structure are only possible when action occurs, meaning that this change is recorded in the external environment.

There are several types of self-determination. For instance, A.K. Markova identifies the following types: existential, personal, social, professional, individual, and familial. All these types of self-determination relate to how an individual defines themselves concerning the



criteria established by society and accepted by the individual. These criteria vary for each type: for existential self-determination, they are the universal criteria of life meaning; for personal self-determination, the criteria are those of personality formation; for social self-determination, they pertain to belonging to certain spheres of relationships, and so on. Therefore, professional self-determination is an individual's self-definition concerning the criteria of professionalism established by society. This fundamentally ties into the question of "Who am I as a human, a person, and a professional?"

Thus, analyzing professional and personal self-determination and its role in the formation and manifestation of the professional suitability of the activity subject allows us to draw several conclusions. First, self-determination is both a process and a result of the individual's meaningful and value orientations, life positions, attitudes, and personal relationships to life events and phenomena, as well as their strategies for action in typical and crisis situations. Second, self-determination emerges as a mechanism for the determination of actions, serving as a regulator of an individual's work activity, their level of achievement in work, and their degree of professional suitability. Third, from the perspective of fulfilling the function of meaning-searching, self-determination involves the need for professional activity, the satisfaction (or dissatisfaction) with the process and result of professional activity, and the formation of critical feelings (and their degree) regarding one's attitude towards specific work processes, which in turn reflects the individual's degree of professionalization. Fourth, self-determination appears as a mechanism for the imaginative management of the professional's formation process, based on the development and comparison of one's ideas about themselves as a professional and a professional-ideal. The more adequate these images are in life and the more active the efforts to reach the ideal, the more favorable the forecasts for high suitability. Finally, the function of self-determination in terms of integrating various forms of work activity is a factor of an individual's professional suitability, conditioning the formation process of the professional suitability of the activity subject.

****Research Results****

During the research, it was determined what the leading activity directions in the process of professional training of students in pedagogical fields are focused on, and the peculiarities of how these directions change according to the students' course levels were identified. Let's try to prove the initial prognostic hypothesis that the professional training of pedagogical students is also linked to how the educational process is organized in higher education institutions. Essentially, the overall goal of the specialist training process is related to the requirements set for mastering the professional rules and knowledge outlined in the State Educational Standards. However, this is based on guiding and specific objectives, i.e., the cognitive and affective (behavioral) goals that are established during the educational process. These aspects complicate the psychological analysis of the professional training state of specialists. According to the analysis of the results of the methodologies we used in the research, it is necessary to study



which aspects of the local conditions in the professional training of pedagogical students are most influential. Therefore, let us refer to the results of this study (Table 1).

University	Installments									
	Communication dependency		Organizational skills		Subject orientation		Intelligence		Support motive	
	x	δ	x	δ	x	δ	x	δ	x	δ
CHDPU	4,52	0,85	3,42	0,34	5,25	0,58	3,30	0,78	5,08	0,73
TerDU	5,27	0,86	5,06	0,53	6,28	0,43	3,60	0,62	5,08	0,61
GulDU	5,12	0,37	4,38	0,51	5,46	0,84	3,34	0,50	6,16	0,60

Based on the research results, it can be observed that there are relative differences in the organization of higher education among the local contexts in the process of professional training of students in the leading areas of pedagogical activity. Although the uniformity of the requirements set in the State Education Standards, the organization of the educational process, and the learning criteria do not show sharp differences in the process of training specialists, it confirms that the assimilation of knowledge, professional perceptions, and the formation of educational and educational skills specific to the specialty are more dependent on the personal development of the student.

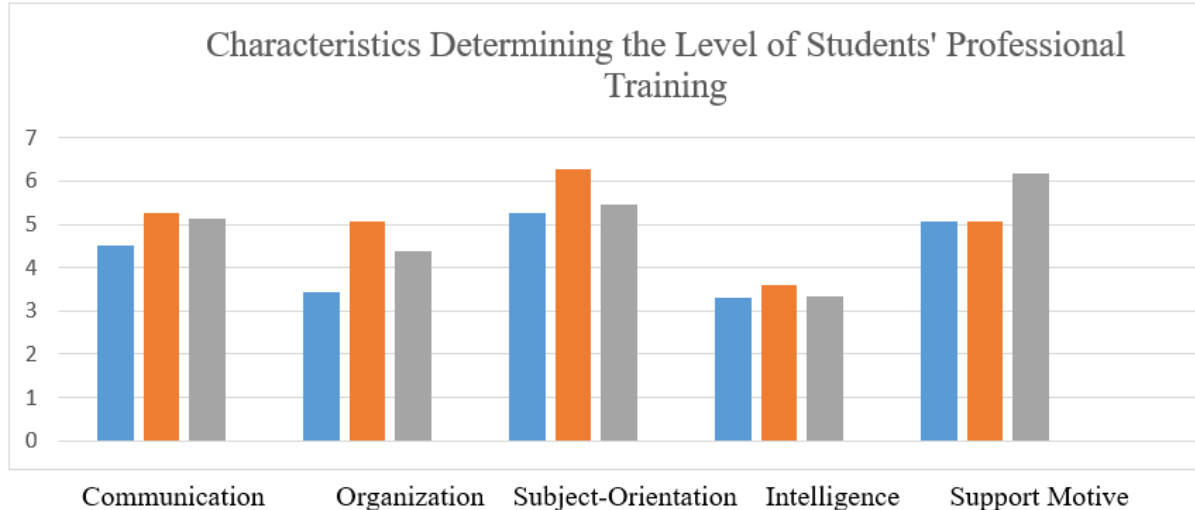
In almost all research results, the main evaluation criteria of the methodology, namely "communicativeness," "organization," "subject orientation," "intellectuality," and "support motivation," showed generality in the process of professional training of teachers in several higher education institutions in our republic. In other words, the results were neither very high nor very low, indicating a value slightly above average. However, their unique aspects are observed in the differences between these types of activities.

According to the perceptions of the students of Chirchik State Pedagogical University, the leading areas of activity for a teacher are "subject orientation" (5.25 ± 0.58) and "support motivation" (5.08 ± 0.73). Based on the reflections of these students, it is possible to conclude that pedagogical activity primarily involves acquiring leading skills and competencies in mastering subjects and encouraging students.

Similarly, the evaluations of the students of Termez State University also considered "subject orientation" (6.28 ± 0.43) as the leading area of activity. The differences in the ratings given by the students of the pedagogical direction are unique, with the perception that it is not differentiation but rather harmony in other areas of activity that is appropriate for students of the pedagogical direction: "communicativeness" (5.27 ± 0.86), "organization" (5.06 ± 0.53), "intellectuality" (5.60 ± 0.62), "support motivation" (5.08 ± 0.61). Such an understanding indicates the necessity of developing the professional qualities of students in harmony with their personal development in the educational process.



The results show that the process of professional training of specialists in the pedagogical direction in these higher education institutions is on the right track.



Blue-ChDPU

Orange-TerDU

Grey-GulDU

Figure 1. Diagram of Indicators Characterizing the Level of Professional Training of Pedagogical Education Students

Unlike the two higher education institutions mentioned above, students of the pedagogical direction at Gulistan State University stand out with the "support motivation" leadership (6.16 points). This indicates that the "support motivation" plays a defining role in effectively organizing pedagogical activities, which is crucial for a teacher, as it involves working collaboratively with students, correctly organizing the educational process, and emphasizing interpersonal relationships, empathy, and congruence.

Thus, professional suitability can be viewed both as a systemic quality that characterizes the productivity and success of activities demanded from and performed by the individual and as a systemic quality that reflects the subject's achievement and implementation of given activity norms. Therefore, the study of the laws of the psychological determination of the formation and manifestation of professional suitability should be based on research results and the investigation of the activity itself and its subject, their interrelation and mutual influence, the forms of manifestation of this interrelation, the nature of development, and the diagnosis and prognosis of their mutual adaptation.



It was determined that in predicting how well students develop the predictors necessary for forming a pedagogical-professional in the training process, predictors such as communication, organization, subject orientation, intellectuality, and support have dominant significance.

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