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THE METHOD OF DETERMINING THE FORMATION OF PROFESSIONAL CULTURE OF STUDENTS IN THE PROCESS OF EDUCATION

Abstract: In this article, the content and essence of sociometric methods aimed at diagnosing mental and spiritual development of a person, the directions of competence in various spheres of activity, as well as the procedure for using them in practice, are fully clarified.

Key words: Education, innovation, tradition, intellectual abilities, methodology.

Introduction. Our era forces a person as an independent thinking person to think, think, reflect and draw conclusions for himself every second. That is, in this infinite universe, we are obliged to know and study pedagogy-psychology because we cannot imagine ourselves without others, our interests without the interests of others.

A developing person's professional interests and inclinations towards educational subjects are meaningful aspects of the process of professional formation, without studying the field of activity, desires and interests of a person, it is impossible to think about his professional direction. Therefore, in determining the formation of the professional culture of students in the educational process, the questionnaire of the map of interests known to most experts and the method of determining the inclinations of students of higher education institutions, specially developed on the basis of the theory of repertoire tables of Dj. Kellin, are presented.

Finally, psychological methods aimed at determining the level of awareness of a person's readiness to choose a future profession and professional identity, as well as the formation of such qualities in a group of students, took place. Taking into account that the readiness of young people to choose a profession depends to a large extent on their attitude to the process of choosing a profession, their assumptions, the methodology of determining professional assumptions is referred to the judgment of students.

Literature review. Today, in the higher educational institutions of our country, the methodology "Determining personality orientation" developed by Czech specialists and the questionnaire "Determining the orientation of values" developed by I.G. Senin are tested on students and young people, have passed the stages of adaptation to our national conditions and are used in the training of personnel, scientific research works. these methods are being used in the implementation process.

Undoubtedly, the use of professional diagnostic methods is one of the first steps in the work of directing students to the profession. If this method of "Determining the direction of the person" is used efficiently and without deviations in the level of demand, it will undoubtedly be clarified with the student in which direction and to what extent the work of choosing a profession should be carried out, and opportunities will be opened to create conditions for them to understand what profession they are interested in. It should not be forgotten that parents and the public have a big role in this.

All the above-mentioned instructions and guidelines fill the ranks of the missing diagnostic methods for the work of psychologists and career guidance specialists working in the higher and secondary special educational institutions, general secondary schools of our country.

In guiding students to the profession, it is necessary to take into account their intellectual abilities and abilities along with their professional interests. In the development of the adolescent child, along with the increase in general intellectual development, it was observed that the formation of deep and independent relations with professional spheres also takes a more intense form. At the same time, the greater focus of mental activity on one or another field is reflected in the mental processes aimed at mastering this field by creating creative attitudes, interests and motives.

Today, it is known to specialist psychologists that many methods have been developed aimed at identifying different areas of mental abilities in people of different ages. However, the selection of people is a reality that requires great responsibility, and looking lightly at this work can have a negative impact on the fate and mental state of young people. For this reason, selection and selection work - as is known from the history of developed countries - requires great scientific knowledge and is carried out by specially trained medical personnel, pedagogues and psychologists. It is worth noting that the selection methods and tests must be perfect and meet a number of scientific requirements. It is known from time immemorial that the finer and more precise the measuring instrument is, the more accurate and close to life the measurement result is. Methods of measuring intelligence are becoming more and more complex, moving from approximation to precision. At the same time, we believe that the determination of intellectual intelligence is not instantaneous, but a long-term, specific selection process consisting of several life and research stages, which can be carried out only with the help of well-thought-out methods and tests that can meet the perfect requirements.

Below we outline the primary selection process that can be followed in a school setting. This method called "Choosing class smarts", which has been tested in Uzbekistan since 1991 in the selection of many of our students, is a simple method that can be used by school psychologists, teachers and methodologists, and does not require professional skills or special knowledge.

The main idea of the methodology was taken from Dj. Moreno's "sociometry" methodology, and it was fully processed, taking into account the Uzbek national environment and in order to ask the most intelligent students of the group, their passions and inclinations for certain subjects. Due to the fact that this methodology is directed and adapted to this goal, the originality of the questions, the form, and the reprocessing of the received data and drawing the relevant conclusions, undoubtedly took a different shape from the original "sociometry". In addition, the method has gained great importance in the selection of students who stand out from their peers with their intelligence and mental activity in classes, and has been successfully and effectively used for many years in the primary selection of students recommended for more complex and difficult mental tests. Therefore, this methodology has been perfected over the years, both internally and externally improved in form and enriched in content, i.e.:

First of all, the methodology was initially used to identify the geniuses of the group, but today it can be successfully used in the classroom to determine the professional interests of students who have reached maturity in all aspects, the professional opportunities of intelligent students in the eyes of their classmates, and the interests and passions of specialists, and these changes are based on many years of life experience, in the conditions of an educational institution. fully acquitted himself;

- secondly, on the basis of this methodology, it will be possible to create new options that will provide an opportunity to objectively select intelligent people who are mentally active and strive to master subjects perfectly among the students of higher and secondary special educational institutions.

The improvement of the methodology in this respect is consistent with the policy and goals of our state to increase attention to gifted students in educational institutions. Because the introduction of practical psychologists into higher education has increased the need for various research methods several times.

It is known that a person's ability to any type of activity, his favorite profession is largely related to his character traits, priority value directions. Because there are different types of professional activities, some of them require a person to be in continuous interaction with others, while others may require serious responsibility, strong analytical skills or long-term attention work, etc. Another important problem in the process of professional formation of a person is the attitude towards professional life in general. That is, the accumulated experience of career orientation shows that professional activity is not always the main content of people's lives, in particular, for some people, other areas of life (for example, family, society, and their chosen profession) may occupy a more important place. Based on this, it should be said that not only professional activity, but also family life, community life, personal interests and other similar values take place in one degree or another in the life of each person, and therefore, practical psychologists and career guidance experts in this regard it will not be without benefit if they have the relevant information.

Thus, in the suitability of a person for this or that profession, his personality orientation and value orientations, which are part of his character traits, are of great importance. Therefore, the "Methodology for determining personality orientation"¹ presented by V. Smekal and M. Kuchera and the questionnaire of value orientations² developed by I. G. Senin based on the theory of M. Rokich were used in the process of guiding students to professional activities and studying their psychology. According to the approach put forward by V. Smekal and M. Kuchera, all activity motives can be divided into three main directions: to oneself, to people and to activity:

1. Self-orientation, i.e., the predominance of motives for gaining high prestige, striving to be able to fully control and analyze one's personal qualities. A self-oriented person is more busy with his own emotional experiences, thoughts and imaginations, communicates less with others, feels the need for his actions to be recognized, appreciated, and supported by others, remembers the criticized period for a long time, likes to walk away from criticism and people's eyes. He is very sensitive to public evaluation of all his actions, sometimes he is afraid of making a mistake. As for his professional activity, he strives to choose a profession that is highly valued in society and to gain prestige in this field with his work and loyalty to the profession.

If a self-oriented person is a person with a broad spirituality and high understanding, it is difficult to expect selfish behavior from him. Such people are often deeply reflective and sharp minded people. They are thoughtful people who constantly "talk" to themselves and "investigate" themselves in their inner world, even if they seem a little shy. In this respect, such behavior can make them seem invisible, withdrawn, or "cold" to others, especially those who are people-oriented.

2. Orientation to people - the characteristic of striving to be in close and warm relations with people under any circumstances. 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 with others. Strong people orientation means always being cheerful, in the eyes of people, communicating in all ways, being connected in unlimited areas, having close relationships. For such people, the world without people is meaningless, and they feel a strong need to maintain strong emotional relationships with their work teams or educational institutions in everyday life. This direction is reflected in their desire to be in harmony with their colleagues in their professional activities. In work teams, they pay great attention to mutual support and

feelings of trust. People with high indicators of this direction choose fields where they work with more people and easily acquire professions in this field.

3. Orientation to activity - interest in solving issues related to labor activity, the characteristic of striving to perform the assigned task as thoroughly as possible. Such a person quickly gets bored with the usual way of organizing work and, therefore, dreams of constantly changing and improving the work process. Tendency to complete the task, sense of responsibility, at the same time, enjoyment of study and work, valuing one's work, engaging in it with one's whole body, faith in work and, therefore, the tendency to study one's field in depth are among the characteristics of people of this direction. Such people strive for reasonable and deep cooperation in business. They are able to advance their ideas in the way of achieving a common goal that is useful for people, and are distinguished by their independent and creative thoughts within the framework of a specific profession.

As noted, the emergence and formation of professional interests is important in choosing a future profession. However, taking a broader approach to this issue, it is necessary to say that the correct choice of profession is made on the basis of a person's professional direction. Professional orientation of a person is a much broader concept compared to professional interests, it includes not only passions and interests in various professional fields, but also skills and abilities, knowledge and experiences, as well as all psychophysiological characteristics are part of professional orientation and give it determination and intensity. Therefore, when it is said to determine the professional orientation, diagnosis, it should not be understood to say or refer to a specific profession. That is, under the influence of education, family and social environment, it is possible to observe new changes in the structural structure of a person, accumulation of new experiences, and ultimately adaptation to not one, but several professions.

Discussion. It is especially important to determine the professional direction of students who do not have sufficient understanding and experience in a field of professional activity. The reason is that educational activities are much closer and more understandable for them than professional activities. So, depending on the inclination of young people to study subjects, it is possible to estimate their professional direction, suitability to the field of profession. That is, according to our approach, the most convenient and objective way to diagnose the professional orientation of students is to study their aspirations and opportunities for educational subjects.

Many views and theories about professional direction in psychology can be cited as an example. According to one of the scientific approaches within the widespread and thoroughly studied professional direction, the system of personality traits is divided into the following components:

- Internal needs, motives, interest and aspirations (desire).
- Capacity, ability, inclination and extent of knowledge (ability).
- The influence of those around, close people, the system of cultural and spiritual values formed on the basis of various social norms (social environment).

These components form a whole in a person and require each other, one of them appears as a cause, sometimes as a consequence, and sometimes as a condition in relation to the other, and has a decisive importance in a person's creative activity and inner experiences. These components give direction, intensity and quality to behavior in the process of choosing a specific profession, setting clear and conscious goals and striving for them.

It follows from this that it is appropriate to understand the compatibility and harmony of the components of a person with the professional requirements of a certain direction.

Based on the above, one can imagine how important it is to create a single and acceptable methodology that measures the characteristics and other components that describe a person's professional orientation. The use of "repertoire tables" of J. Kellin in the sense of enriching the stock of professional diagnostic methods is distinguished by its high efficiency, viability and objectivity. After the discovery of the method of repertory tables, wide opportunities for multifaceted study and diagnosis of the human psyche and personality system were opened, conditions were created for the prospective development of world psychology and the practice of multidimensional psychological diagnosis.

Taking into account the interrelationship between the professional direction and the personality system, in order to determine the professional direction, we applied J. Kelly's methodology based on the following principles:

1. Today, many of our students do not have enough information about professions: in our conditions, special education is given in general secondary education schools and vocational education institutions. Therefore, studying the degree of closeness and general connection of students to the subjects taught at school helps to get more reliable results when determining the professional direction. For this purpose, educational subjects can act as objects in the repertoire table.

2. An important role is played by the interest and liking of the students of educational institutions in the field of educational subjects in the conscious choice of a profession. In the structural structure of the person, such motives are included in the "Desire" group. And it is expressed in certain adjectives such as "I am interested, I like it", "I would like to participate in the Olympics" or "It is related to my future".

3. At the same time, the professional direction depends on the student's personal capabilities, that is, the ability to master certain educational subjects, his abilities, and the real grades he receives within these subjects. These are the characteristics of the category "Opportunity" in the personality system, which can be reflected in expressions such as "It's easy for me to master", "I easily remember educational materials" or "My highest grades" and can be included in methodological constructs.

4. Finally, the social environment, which is one of the strong factors in choosing a profession, also plays an important role in the professional orientation of a person. Factors of the social environment can include upbringing in the family, personal qualities of some teachers-coaches, values formed in the society, and others.

Based on these principles, it will be possible to propose a repertoire table for determining career direction. As you can see, the rows of this table reflect 16 subjects of study. The columns are aimed at evaluating these subjects from several aspects, more precisely, from 9 aspects:

a) I am interested, I like it. In this column, the examinee is required to rank all the subjects to be passed according to the level of interest in them. That is, they are asked to find the subjects of interest "in the 1st queue", "in the 2nd queue", "in the 3rd queue", "in the 16th queue" and write down the numbers of this order in the corresponding cells of the column.

b) Related to my future. In this column, the test-taker reflects to what extent his future is related to each subject, subject.

c) I would like to participate in science olympiads, if I had to participate in science olympiads, the student would sort out the subjects he would have chosen by numbers.

g) It is easy for me to master, the student notes that he can easily master the subject he is interested in.

d) My highest grades. In this column, the test-taker compares and ranks the grades he received in his subjects during the week.

e) I remember the study material easily. Based on the qualifications and skills acquired in each subject during the educational process, this column records how easily he can remember the materials of the subject taught at the educational institution.

j) My family members (my parents) want. Here, the student notes what subjects his family members, especially his parents, give more or less importance to, in other words, what subjects he expects him to get high grades in.

z) This profession is highly valued in society. In this column, the student expresses how much these subjects are respected in the society in vocational colleges and general secondary education schools, and their place in the development of the economy.

i) Areas of respected people in society. In this column of the table, the student thinks of the people he knows, knows, or has heard of and respects very much, one by one, and determines which direction he is most close to by sorting the items on the answer sheet.

The basis of this assessment is divided into three parts, which form psychological complex features such as "desire", "opportunity", and "social environment". The first three of them, as mentioned above, provide information about motives, and the second three are focused on inclinations and knowledge. The third group provides information about the students' views through the formed values and spiritual image.

Conclusion. This methodology can be conducted individually or in group studies. In group studies, students are distributed answer sheets with a picture of the repertoire table for determining career direction. Then you are encouraged to read the explanatory note on the back of the answer sheet. After students read one by one, ask 2-3 people to share their understanding. After all students understand the task to be performed, the task is explained again step by step.

It is important that the letter of explanation is fully discussed with the students and that all students have a clear idea of what they will be doing. Pupils are engaged in answering the questions of the method for 15-20 minutes, and after filling all the columns, they can hand in the answer sheet and continue their work.

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