

## EMPIRICAL STUDY OF PROFESSIONAL ORIENTATIONS AMONG STUDENTS

Makhliyo Bakhtiyorovna Yuldasheva

Lecturer of the Department of Psychology

Zulaykho Saminjonova

Student of the Applied Psychology, Ferghana State University

### ABSTRACT

It is impossible to imagine a person's professional development without deviations from his life path. As noted in the psychological literature, the professional formation of a personality is a process that takes place throughout her life in accordance with age and personality development. This article discusses the issue of professional orientations of the personality of students of Ferghana State University. Consequently, professional orientation is a generalized concept of one of the components of universal culture, manifested in the form of public concern for the professional development of the younger generation, support and development of natural talents, as well as a set of special measures to assist a person in professional self-determination and choosing the optimal type of employment, taking into account his needs and opportunities, socio-economic situation in the labor market. The article also analyzes the results of an empirical study conducted according to the methodology of A.A.Rean and V.A.Yakunin "Diagnostics of students' educational motivation" in the modification of N.C.Badmaeva.

**Keywords:** profession, professional formation, professionalism, priority, professional orientation

### INTRODUCTION

Success in the field of professional activity and the pace of achieving the level of qualification of a specialist are interrelated with the motives of his professional choice. The implementation of the national training program of the Republic of Uzbekistan provides for the education of comprehensively developed, adapted to life citizens capable of making a conscious choice of professional directions, feeling their responsibility to the state and family [3].

Choosing a profession is one of the most important problems for a person. The wider the range of choice, the more difficult it becomes psychologically. The subjective inclinations of a person and her ability to perform a particular activity form a single whole. Interests and inclinations are formed and changed in the course of activity [2]. However, pronounced, stable and active inclinations in the personality of students are not always observed. The extent to which students studying in their chosen profession are predisposed to this field is determined only in the process of observation, theoretical and experimental activities.

Professional orientation is a system of scientifically based measures aimed at preparing young people to choose a profession, taking into account the characteristics of the individual and the socio-economic situation on the labor market, to assist young people in professional self-determination and employment. It includes:

1. Professional education, that is, familiarization of students and graduates of educational institutions with modern types of work, socio-economic and psychophysiological features of

various professions, needs for qualified personnel, requirements imposed by professions to a person, opportunities for professional and qualification growth and self-improvement in the course of work. Vocational education forms motivated professional intentions among young people, which are based on their awareness of socio-economic needs and their psychophysiological capabilities.

2. Professional counseling is the provision of assistance to students in professional self-determination and the provision of recommendations to students about possible areas of professional activity that best correspond to their psychological, psychophysiological, physiological characteristics, based on the results of psychological, psychophysiological and medical diagnostics.

3. Psychological support – methods that contribute to the reduction of psychological tension, the formation of a positive attitude and confidence in the future [7].

Every year tens of thousands of young people graduate from high schools. At the same time, a relatively small number of graduates become highly qualified specialists and achieve success in career growth. And in most cases, due to the wrong choice of profession, young people become unemployed or have no desire to work in the profession. In particular, one of the determining factors in this case is very often the profession of parents or their opinion. Also, often a university for admission can be chosen on the principle of geographical proximity. The choice of a future profession based on such factors indicates that the graduate has not decided on the direction of his life path and does not have his own preferences [6]. As a result, during the subsequent professional activity, a person is forced to engage in an unloved business, to which he has no natural inclination.

The right choice of a future profession very often means much more good grades and a significant amount of knowledge. The adequacy of the choice and the level of mastering the profession affect all sides and the overall quality of life [8].

In recent years, psychological research has been increasingly used to optimize various aspects of the educational activities of universities in Uzbekistan [7]. They allow us to comprehensively consider the problems of choosing a profession, quality management of training specialists, their future plans related to work in the specialty. The importance of these studies increases in the light of the transformations of higher schools in Uzbekistan.

Despite the fact that the conducted research covers a wide range of scientific problems of pedagogical, social and age psychology, many tasks facing the educational process of the university remain unexplored. Work on the formation of professional orientation of first-year students during the educational process is not carried out in all Uzbek universities. Also, research on the professional orientation of a university student should be focused on new social conditions. This makes it necessary to study in depth the socio-psychological aspects of the process of professional orientation of a university student in the modern conditions of our society.

The choice of profession is due to a large number of socio-psychological factors that influence the formation of motives that are mutually commensurate with each other. As interest in various professions appears as a result of a passion for an educational subject, interest in the subject associated with the development of the chosen profession becomes more and more increasing.

Currently, the most urgent change in higher schools in Uzbekistan is the transition of education to a credit-modular system. In 2020, the Cabinet of Ministers of Uzbekistan adopted a resolution “On measures to improve the system of organizing the educational process in higher educational institutions”. According to the document, from the 2020/2021 academic year, the process of studying at universities is gradually transferred to a credit-modular system [5]. As the President of the Republic of Uzbekistan, Sh.M.Mirziyoev noted that there are four priorities in this direction. These are increasing the roles of governing councils and expanding the powers of departments of higher educational institutions; changing the learning process in accordance with market requirements, mutual relations with production and creating an environment in which students can work on themselves; increasing the scientific potential of universities, the development of science and innovation; getting rid of bureaucracy and corruption through digitalization of the sphere [1].

We conducted an empirical study to study the academic motivation of first-year students, since our university has implemented a credit-modular system from the 2021-2022 academic year. The object of the study was chosen by students of the Faculty of Pedagogy and Psychology, a total of 134 respondents: 80 of them were girls and 54 boys. To identify the motives of professional choice, we used the methodology of A.A.Rean and V.A.Yakunin “Diagnostics of students’ educational motivation” modified by N.C.Badmaeva. In this methodology, statements characterizing the motives of teaching, highlighted by V.G.Leontiev, as well as statements characterizing the motives of teaching, obtained by N.C.Badmaeva as a result of a survey of students, are added to the 16 statements of the questionnaire. These are communicative, professional, educational and cognitive, broad social motives, as well as motives of creative self-realization, avoidance of failure and prestige.

In the interpretation of empirical data, the results were obtained, which indicate that there are special differences between girls and boys in the direction of motivation for professional activity. For girls, the motives of creative self-realization are more acceptable, this is shown by 54% of respondents. And the motive of prestige prevails among young men (68%), since they consider the chosen profession more prestigious in our modern society.

Analyzing the diagnostic results for the entire sample of subjects, it can be concluded that more than half (70%) of students are focused directly on the profession of “psychologist”, which they study. About 23% of the subjects showed instability of professional motivation (not sure of the correctness of their choice), and 7% of students found a low level of professional motivation in relation to the chosen profession.

As a result of the analysis of the data obtained, it can be concluded that first-year students are more focused on the chosen profession of a psychologist. This indicates adequate representations of students in the credit-modular education system.

### LITERATURE

1. Video conference dedicated to priority tasks in the higher education system under the chairmanship of the President of the Republic of Uzbekistan Shavkat Mirziyoev on June 16, 2021.
1. URL: <https://yuz.uz/ru/news/kreditno-modulnaya-sistema-osobennosti-i-vozmojnosti>.



2. Golovakha E. I. Life perspective and professional self-determination of youth. – Kiev, 1988. – 144 p.
3. The Law of the Republic of Uzbekistan On Education. 2020, September 23, No. 637. // National Database of Legislative data, 09/24/2020, 03/20/1637/1313. URL : <https://lex.uz/ru/docs/5013009>
4. Klimov E. A. Psychology of professional self-determination. – M. : Academy, 2004. - 304 p.
5. Resolution of the Cabinet of Ministers of Uzbekistan № 824 “On measures to improve the system of organization of the educational process in higher educational institutions” dated December 31, 2020. URL : <https://www.lex.uz/ru/docs/5200558>
6. 147 popular professions: psychological analysis and professionograms. 3rd ed., reprint. and additional M.: Aspect Press, 2011. 416 p
7. Yuldasheva, M. B., Toshboltaeva, N., Pulatova, G. M., Mamajonova, S. K., & Karimjanova, Y. U. (2021). Semantic Analysis of Feeling Loneliness among Students. Annals of the Romanian Society for Cell Biology, 14552-14558.
8. Yuldasheva, M. B. , Ergashova Z. Socio-psychological support adolescents with accentuations of character and aggressiveness. International Journal on Integrated Education (IJIE). Vol. 4 No. 2, 2021. P. 363-366.