

SELF-MOTIVATION AND GOAL-ORIENTATION IN A PROFESSIONAL ENVIRONMENT

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The formation of a person as a qualified, highly skilled specialist in the chosen field is a complex process that can be achieved only after many years of fruitful work and creative research. However, the ground for the formation of these qualities is created in the process of studying in secondary special vocational colleges. In the process of professional training of the future educator, along with the acquisition of knowledge, skills, and abilities related to the specialty, the formation of theoretical and practical knowledge in the field of psychology is also important. It is expedient to pay attention to the solution of socio-economic problems in various sectors of the economy, the formation of professional competence in each specialist for the successful implementation of urgent tasks.

Professional competence is the ability of a person to perform tasks related to his / her professional activity and to use it effectively, which requires a person to have many psychological characteristics. The structure of professional competence by A.A. Derkach can include competence in professional activity, competence in professional communication, competence in the ability of a specialist to express his personality.

The professional competence of a teacher is to have knowledge of pedagogy and psychology, to work on themselves, to plan, evaluate and provide feedback on the educational process, to motivate students to learn, to be well versed in information and communication technologies, to innovate in the educational environment. requires a good knowledge of one of the languages. A.V. Khutorsky describes the following competencies of the teacher, which are important for the educational process:

1. Worldview, values , and self-awareness are manifested about the teacher's worldview, imagination, and value. He can identify and understand the nature of events and phenomena in the environment, direct himself to it, as a teacher can justify his opinion and find a solution to the problem. This competence provides a mechanism for teacher self-awareness in learning and other activities.
2. Universal - to have national and universal values; participation in the social life of the country; respect for family, traditions; to have social skills. To be able to understand the impact of science on human life and world development and to explain it to young readers.
3. Learning and cognitive process - the ability of the teacher to independently analyze cognitive activity, logical thinking, assessment of teaching and learning activities, knowledge, and skills.
4. Acquisition of knowledge - pedagogical activity, the ability to acquire information about their subject.
5. Communicative - knowledge of the language, communication with different people, a special place in the team.
6. Socially useful work Family relations and responsibility, participation in the development of society, socially useful work.

Have economic and legal skills. Work on oneself - physical, spiritual, intellectual self-development, emotional management. The effectiveness of the educational process largely depends on the professional skills and experience of the teacher, who is the subject of pedagogical activity.

Qualification for the pedagogical profession is a set of skills required for the profession, which is also reflected in communicative skills.

Interpersonal communication requires the formation of communicative or communicative competence in each educator, which is the most important feature for the field to perform tasks related to psychological interaction.

The effective organization of pedagogical communication with students is determined by the professional competence of the teacher, the personality of the teacher, and his attitude and motivation to this activity. The personality of the educator reflects the content of pedagogical activity - reflecting his values, life plans, and aspirations. As PF Kapterev noted in the early twentieth century, "in the educational process, the teacher's personality comes first, other qualities of the teacher increase or decrease the educational impact on learning outcomes." Communicative competence requires a system of knowledge about the forms, methods, and types of factors influencing the effectiveness of a relationship based on mutual trust, related to work, communication with colleagues or friends, leaders, the ability to psychologically influence the partner in the communication process.

With the help of communicative competence, the educator can correctly perceive, comprehend, analyze the available information of the pupil and students in any negative emotional state or even in extreme situations.

Pedagogical communication with students, communicative competence is important component of pedagogical skills. A teacher's communicative abilities are also reflected in his or her personal qualities. The communicative competence of the educator and the communicative capabilities of the students ensure that the interaction between them is complete and effective. Communication serves as both a source and an information network as an integral part of education. Therefore, it plays a leading role in the educational process.

"One of the main secrets of effective communication in pedagogical activity is the ability to listen to the interlocutor. The secret to influencing people is not in your speaking skills, but in being a good listener. Listening is not just sitting quietly, but an active process, establishing invisible bonds between people, creating a sense of mutual intimacy, warmth, mutual understanding. A necessary point of any communication is feedback, through which the interlocutors understand each other and achieve emotional intimacy. In the dialogue, the interaction between the teacher and the student is carried out, emotional and volitional sensitivity is increased, the harmony of thoughts and ideas is formed," Carnegie writes.

According to the results of the research, the communicative ability and communication competence of the teacher is more appreciated by the junior students, the personal qualities of the teacher are highly valued. In a good teacher model, they perceive teachers who can understand the student. For senior students, professional competence is considered an important feature, and there is a growing focus on the formation of these qualities.

To achieve a high level of development of these qualities and characteristics, the future educator must acquire sufficient knowledge, skills, and abilities in such disciplines as youth psychology, psychodiagnostic, pedagogical psychology, archeology, perform their activities by modern requirements and increase professional competence.

Professional motivation and motivation. Motives for work. The problem of professional motivation and motivation has been extensively studied by foreign psychologists. In particular, on professional motives, we can include EA Klimov, VA Krutesky, AN Vasilkova, E. Disi, V. Vrum, MV Dmitriy, and others.

Motivations related to an individual's work activities can be divided into 3 groups: First, labor activity motives; the second is the motives for choosing a profession; the third is the motives for choosing a workplace.

Specific activity is interpreted as a whole, that is, the formation of motives for work, the choice of profession, as well as the choice of the workplace through the other two motives.

Motives for employment vary, and they are determined by specific factors.

The first group of factors includes those related to the awakening of the collective character, such as the understanding of the benefits to the community, the desire to help other people, the need for a social institution in labor, and unwillingness to depend on others.

The second group of factors is the motives of earning money for himself and his family, earning money to meet material and spiritual needs.

The third group includes the needs of self-activation, development, self-expression, and so on.

It is well known that human beings cannot stand by nature without engaging in any activity.

Man is not only a consumer but also a creator, and in the process of creation, he is inspired by creation. The motive belonging to this group is related to the satisfaction of needs by society and gaining the respect of others. The labor education of schoolchildren is also shaped in connection with this motive. The general motives of labor activity, as mentioned above, take place within specific occupations.

Assessment of teacher professionalism. Extinction of professional activity.

1. Criteria for evaluating the professional activity of a teacher. Professionalism. It is known that if the profession is chosen correctly, work becomes a source of joy, creative inspiration for a person, which is beneficial for both the individual and society.

Conscious career choice is possible only if adolescents have adequate general and polytechnic training. Before directing a student to this or that profession, it is necessary to study his / her personality, observe him/her, analyze the student's practical actions in school, public places, family, and work, to conduct surveys, interviews, tests, interviews. In career guidance, it is important to inform students about the different professions, the requirements for them, and where they can pursue this profession.

Choosing a career is a serious and responsible job. Determining your way of life seriously is not an easy task. This requires a long period of special preparation.

To study the professional competence of students, it is necessary to know their mental and physical abilities, skills, and abilities. The training of working professionals has always been a serious issue, as the success of production depended on their level of skill. All developed countries have a steady decline in the share of physical labor in all sectors of production.

In many developed countries, low-skilled jobs associated with hazardous and noxious production, monotonous and monotonous work are being loaded on machines and robots.

Changes in labor functions have clearly defined the criteria for young people to engage in a variety of jobs. The process of execution is fun and requires creative effort.

This applies to various areas of labor activity - from industry and agriculture to the service sector.

According to research by world scientists, the trend of the rapid introduction of new technologies into production will soon cover all areas. Many production processes that have become a habit are becoming a thing of the past or radically changing. The modern junior specialist must adapt to the new technology and be ready to master it while retaining the best qualities of the old craftsman - the worker.

Thus, the task of training qualified specialists for the country's industry and national economy is to understand new approaches in teaching young people the secrets of the profession.

This does not mean abandoning the formation of several qualities that have always been necessary for students since ancient times and taking into account the prospective requirements of production. They were: fostering production and technological discipline; assimilation of equipment and tools storage; to be able to apply theoretical knowledge in practice; formation of in-depth and solid knowledge of production techniques and technology, the organization of labor, to the extent necessary for the acquisition of the profession and the further development of production skills.

At this stage, the future specialist is required to have the qualities of a person who can easily adapt to the changing conditions of production and is active and creative. In other words, a modern specialist must have the following qualities: consciously change and develop himself during his career, add his creative contribution to the profession, take a special place in it. This means that the main direction of training qualified specialists is not only to educate young people but also to implement the priorities set by life itself.

As a result of the revival of production life in recent years, there is a shortage of qualified junior staff. Therefore, the task of focusing on vocational education and updating its content is important. Because in modern production there is a shortage of skilled and highly qualified small specialists, not ordinary workers. Solving this task is the most urgent task of the near future.

Today, the global goal of education is the comprehensive development of man. The priority is the development of the student's personality, taking into account his inner potential. This applies not only to general education but also to vocational training. If earlier it was subject-oriented - the main purpose was to convey the content of the subject area, now it is the transition to student-centered teaching. In didactics, it is known by the term 'person-centered'. The new content of education should include, in addition to the above, the measurement of criteria: how well a person meets the requirements of the profession and how well the profession meets the requirements of the person, his motives and abilities; to what extent a person has mastered the norms and rules of the profession, and to what extent he strives to express himself, to develop himself through the means of the profession; whether a person has growth prospects and is looking for them, is ready to accept other people's professional experience;

whether a person can quantify and qualitatively evaluate their successes, whether he is willing to do so, whether he can evaluate them objectively in points, criteria.

The set of personal qualities necessary for a specialist to perform his production duties can be formed in a certain organized learning environment. The goal here is to properly prioritize the training of a new community specialist.

Experts in professional psychology believe that all the qualities needed for a professional to work successfully can be combined into three blocks. The same will need to be taken into account in the teaching process. Because a person's professionalism is not just about being able to work. In reviewing and evaluating the work of a modern junior specialist, what motivates him in this profession, why he is engaged in this work, what values he derives from, what creative resources he voluntarily and instinctively add to his work.

That is why the following personal qualities should be nurtured in the training and formation of the next junior specialist:

Emotional-valuable - study, attitude to work; assimilated norms of morality (attitude to people); dominant needs, incentives, etc. ;

Activity-will - the mastered methods for entering and exiting production situations; experience and willpower to overcome obstacles; methods of monitoring and editing results; mastered procedures of creation, etc. ;

Figurative-knowledge - the ability to generalize images, develop imagination and imagination; reflection experience; development of intellectual activities and intellectual communication.

Given today's scientific and technological progress, it is necessary to form the creative potential of young people from an early age as a mandatory quality inherent in the individual. All the masterpieces of civilization are created based on technology and technical means invented by creative people.

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