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RESEARCH ARTICLE

METHODS FOR DETERMINING THE FORMATION OF PROFESSIONAL CULTURE OF STUDENTS IN HIGHER EDUCATION

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Abstract

This article fully clarifies the content and order of application in practice of socio-metric methods aimed at diagnosing the mental and spiritual development of the individual, the direction of competence in various areas of activity. Our time forces a person to think, reason, reflect and draw conclusions for himself every second as an independent-minded person. That is, in this infinite world, we have to know and study pedagogy-psychology because we cannot imagine ourselves without others, without our own interests.

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Introduction:-

The professional interests and aptitudes of the developing person towards the subjects of study are the content aspects of the process of professional formation, it is impossible to think about a person's professional orientation without studying the field of activity, desires and interests. Therefore, in determining the formation of professional culture of students in the educational process, a questionnaire of interest maps known to most experts and a methodology for determining the propensity of students in higher education, specially developed on the basis of J. Kelly's theory of repertoire tables.

Finally, there were psychological methodologies aimed at determining the level of readiness of the individual to choose a future profession and professional self-awareness, as well as the formation of such qualities in a group of students. Given that the readiness of young people to choose a profession depends in many respects on their attitude to the process of choosing a profession, the methodology for determining professional institutions is referred to the judgment of students.

Today, the method of "Determining the orientation of the person" developed by Czech experts and the questionnaire "Determining the direction of values" developed by IG Senin have been tested in students of higher educational institutions of our country. These methods are being used in the implementation process.

Undoubtedly, the use of professional diagnostic methods is one of the first stages in the career guidance of students. If this method of "Determining the orientation of the person" is used effectively and without deviating from the level of demand, it will undoubtedly become clear to the student in what direction and to what extent to choose a profession, to create conditions for them to understand their interests. It is important to remember that parents and the community have a big role to play in this.

All of the above guidelines fill the gaps in diagnostic methods for the work of psychologists and career guidance specialists working in higher and secondary special education institutions, general secondary schools of the country.

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Method and Material:-

In directing students to the profession, along with their professional interests, of course, it is necessary to take into account their intellectual abilities. Along with the increase in the general mental development of the adolescent child, it was observed that the formation of his deep and independent attitudes towards professional areas also became more intense. At the same time, the fact that mental activity is more focused on this or that area is reflected in the mental processes aimed at mastering this area, creating creative relationships, interests and motives for them.

It is known to expert psychologists today that many methodologies have been developed to identify different areas of mental abilities in individuals of different ages. However, the selection of people is a reality that requires a great deal of responsibility, and a light-hearted approach to this matter can have a negative impact on the fate and mood of young people. Therefore, the selection process, as is known from the history of developed countries, requires a great deal of science and is carried out by specially trained medical staff, educators and psychologists. It should be noted that screening methods and tests are required to be perfectly developed and meet a number of scientific requirements. It has long been known that the more accurate and precise a measuring instrument is, the more accurate the measurement result will be, the closer it will be to life. Methods of measuring mental quality are becoming more and more complex, from approximation to accuracy. At the same time, we believe that the determination of mental intelligence is not instantaneous, but a long-term, unique selection process consisting of several life and research stages, which can be done only with the help of well-thought-out methods and tests.

Below we refer to the primary selection process that can be done in a school setting. Called "Class Intelligence Selection," this method, which has been tested in Uzbekistan since 1991 to select many of our students, is a simple method that can be used by a school psychologist, teacher, and methodologist and does not require professional skills or special knowledge.

Result and Discussion:-

The main idea of the method is taken from the method of "sociometry" by J. Moreno, taking into account the Uzbek national environment and to study the most intelligent students in the group, their passion and inclination to certain subjects. Since this methodology is aimed and adapted to this goal, the originality of the questions that form its basis, the form, and the processing of the data obtained and the appropriate conclusions, undoubtedly differed from the original "sociometrist". In addition, the methodology has played an important role in selecting students who are distinguished from their peers by their intelligence and mental activity in the classroom, and has been used successfully for many years in the primary selection of students recommended for more complex and challenging cognitive tests. Therefore, this methodology has been perfected over the years, both internally and externally, in terms of form and content, ie:

- First, the method was originally used to identify group intelligence, but today it can be used successfully to determine the professional interests of students who have matured in the classroom, the professional potential of intelligent students in the eyes of classmates, and these changes in many years of life experience. fully justified himself in the circumstances;
- Secondly, on the basis of this methodology it will be possible to create new options for students of higher and secondary special education institutions, which will allow them to objectively choose the mentally active, intelligent people who want to master the subject.

Improvement of the methodology in this direction is in line with the policy and goals of our state to increase the attention to gifted students in educational institutions. This is because the influx of applied psychologists into higher education has multiplied the need for various research methodologies.

It is known that a person's ability to engage in any type of activity, the profession he likes, in many respects depends on his character traits, priority values. Because the types of professional activities are diverse, some of them require a person to be in constant interaction with those around them, while others may require serious responsibility, strong analytical skills, or long-term attentive work, and so on. Another important problem in the process of professional formation of a person is the issue of attitude to professional life in general. That is, the accumulated experience of career guidance shows that professional activity does not always constitute the main content of people's lives, especially for some people, other areas of life (e.g., family, society, and their chosen profession) may be much more

important. Therefore, it should be noted that not only professional activity, but also family life, community life, personal interests and other similar values play a role in everyone's life, and therefore, practical psychologists and career guidance professionals are involved in this. It will be useful if they have the relevant information.

Thus, in the suitability of a person for a particular profession, the orientation of the person, which is part of his character traits, and the direction of values play an important role. Therefore, the following "Methodology for determining the orientation of the person" presented by V. Smekal and M. Kuchera and the questionnaire of values developed by I.G. Senin on the basis of M. Rokich's theory were used in the process of directing students to professional activities and studying their psychology.

According to the approach put forward by V. Smekal and M. Kuchera, all motives of activity can be divided into three main directions: to oneself, to people and to activity:

1. Self-centeredness, that is, the predominance of motives for high authority, the desire to be able to fully manage and analyze one's own personal qualities. A self-centered person is more preoccupied with his own emotional experiences and thoughts, communicates less with others, needs his actions to be recognized, appreciated and supported by others, remembers the critical period for a long time, likes to walk away from criticism and people's attention. She is very sensitive to being evaluated by the public for all her behavior, and is sometimes afraid to make a mistake. As for his professional activity, he strives to choose a profession that is highly valued in society and to gain a reputation in this field for his hard work and dedication to the profession.

If a self-centered person is a person with a broad spirituality and a high level of intelligence, it is difficult to expect selfish behavior from him. Such people are often deeply thoughtful, sharp-minded people. Although they may seem a little poor, they are thoughtful people who constantly "talk" to themselves in their inner worlds and "pick up" themselves. In this sense, such behavior can make them look unattractive, closed, or "cold" to others, especially those who are focused on people.

2. Orientation to people - a feature of striving to be close and warm with people in any situation. Such people attach great importance to all aspects of interpersonal relationships. Often, the most valuable thing in life for them is the opportunity to interact with others, to collaborate. Strong people-centeredness is always being cheerful, being in people's eyes, being in all-round communication, being in touch in endless areas, being in close contact. For such people, a world without people is meaningless, and in daily life they feel a strong need to maintain strong relationships with their work teams or educational institutions, to maintain warm emotional relationships. This orientation is reflected in the close relationship with their colleagues in professional activities, in their desire to be united. Emphasis is placed on a sense of mutual support and trust in work teams. People with higher scores in this area choose areas where they work with more people and easily master professions in that area.

3. Activity-oriented - a feature of interest in solving problems related to work, the desire to perform the assigned task as thoroughly as possible. Such a person quickly becomes bored with the usual way of organizing labor, and therefore walks with the desire to constantly change and perfect the work process. The tendency to complete the task, the sense of responsibility, as well as the pleasure of studying, working, appreciating their work, engaging in it with all his body, the belief in work and therefore the tendency to study their field in depth are characteristic of people in this field. Such people seek reasonable and in-depth collaboration on the job. They are able to advance their ideas in the pursuit of a common goal that is beneficial to people, and are distinguished by their independent and creative thinking within a firm and specific profession.

It was noted that the emergence and formation of professional interests is important in choosing a future profession. However, it is necessary to take a broader approach to this issue, saying that the right choice of profession is based on the individual's professional orientation. A person's professional orientation is a much broader concept than professional interests, which includes not only passions and interests in different professions, but also skills and abilities, knowledge and experience, as well as all psychophysiological features. So, to define a professional orientation, to diagnose, one should not understand to say or point to a specific profession. That is, under the influence of education, family and social environment, it is possible to observe new changes in the structure of the individual, the accumulation of new experiences, and, ultimately, the adaptation to more than one profession.

It is especially noteworthy to determine the professional orientation of students who do not have sufficient knowledge and experience in a field of professional activity. The reason is that for them, learning activities are much closer and more understandable than professional activities. So, depending on the tendencies of young people to the subjects, it is possible to predict their professional orientation, their suitability for the 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 the subjects.

Many views and theories about professional orientation can be cited as examples in psychology. According to one of the most widely and scientifically studied approaches in the field of professional orientation, the system of personality traits is divided into the following components:

- Internal needs, motives, interests and aspirations (desires).
- Ability, ability, inclination and scope of knowledge (opportunity).
- The system of cultural and spiritual values (social environment) formed on the basis of various social norms, the influence of others, loved ones.

These components form a whole in the person and demand each other, one is manifested in relation to the other, sometimes as a cause, sometimes as a consequence, and sometimes as a condition, and plays a decisive role in a person's creative activity, inner experiences. These components provide behavioral focus, intensity, and quality in the process of choosing a particular profession, setting clear and conscious goals for oneself, and striving for them.

It follows that professional orientation means understanding the compatibility of the components of a person with the professional requirements of a particular direction.

Based on the above, one can imagine how important it is to create a unique and acceptable methodology that measures the characteristics and other components that characterize a person's professional orientation. The use of J. Kellin's "repertoire tables" in the sense of enriching the stock of professional diagnostic methods is characterized by its high efficiency, vitality and objectivity. With the invention of the method of repertoire tables, a wide range of opportunities for the multifaceted study and diagnosis of the human psyche, personality system, opened the way for the future development of world psychology and multidimensional psychological diagnostic practice.

In order to determine the professional orientation, taking into account the integral relationship between professional orientation and the personality system, we have directed J. Kelly's methodology based on the following principles:

1. Many of our students today do not have enough knowledge about professions: in our conditions, general secondary schools and vocational education institutions provide specialized knowledge in this regard. Therefore, in determining the professional orientation, the study of students' proximity to the subjects taught in school, the level of general relevance helps to get more reliable results. For this purpose, subjects in the repertoire table can act as objects.
2. The interests of students in educational institutions, their preferences play an important role in the conscious choice of profession. In the structure of the person, such motives are included in the category "Desire". And it finds expression in certain adjective phrases like "I'm curious, I love you," "I'd like to go to the Olympics," or "It's about my future".
3. At the same time, professional orientation depends on the individual capabilities of the student, ie the ability to master certain subjects, their abilities, the real assessments received in these subjects. These are the qualities of the "Opportunity" category in the personality system, which can be reflected in phrases such as "Easy for me to master", "I remember learning materials easily" or "My highest marks" and can be included in methodical constructions.
4. Finally, the social environment, which is one of the strongest factors in choosing a profession, also plays an important role in a person's professional orientation. Factors of the social environment can include family upbringing, personal qualities of some teachers, values formed in society, and so on.

Conclusion:-

Based on these principles, it will be possible to propose a repertoire table to determine professional orientation. As can be seen, the rows in this table reflect 16 titles of subjects. The columns are aimed at evaluating these subjects in more detail, in 9 aspects:

- a) I am curious, I love. In this column, the examinee is required to sort out all the subjects to be covered according to their level of interest. That is, you will be asked to find the items of interest in the "1st queue", "2nd queue", "3rd queue", "16th queue" and write the numbers in the appropriate cells of the column.
- b) It has to do with my future. In this column, the subject reflects his or her future to what extent each subject is related to science.
- c) I would like to take part in Science Olympiads, if I have to take part in Science Olympiads, the student will sort by numbers which subjects he has chosen.
- d) It is easy for me to master, the student notes that he can easily master the subject he is interested in.
- e) My highest marks. In this column, the test taker compares and ranks the grades he or she has received during the week.
- f) I remember the study materials lightly. Based on the skills and abilities acquired in each subject in the educational process, this column notes how easily the materials of the subject taught in the institution can be memorized.
- g) My family members (parents) want. Here, the reader notes which family members, especially the parents, expect them to pay more or less attention, in other words, which subjects they expect to receive high marks from.
- h) This profession is highly valued in society. In this column, the student expresses how much these subjects are respected in society, their role in the development of the economy in vocational colleges and general secondary schools.
- i) Areas of people with prestige in society. In this column of the chart, the reader imagines the people he or she knows, knows, or hears in life, and has a lot of respect for, one by one, and determines which direction they are closest to by sorting the items on the answer sheet.

The foundations of this assessment are divided into three content, which includes psychological complex features such as "desire", "opportunity", and "social environment". The first three of them provide information about motives, as noted above, while the second three focus on tendencies and knowledge. The third trinity provides information about the students' formed values, their vision through their spiritual image.

This methodology can be conducted individually or in group studies. In group research, students are given answer sheets with a description of the repertoire chart to determine their professional orientation. You are then encouraged to read the explanatory letter on the back of the answer sheet. After students have read one at a time, 2-3 people are asked to tell what they understand. Once all students have understood the task to be completed, this task is once again explained piecemeal.

The explanatory letter should be fully discussed with the students and all students should have a clear idea of what to do. Students will be engaged in answering the questions given in the methodology for 15-20 minutes, and after completing all the columns, they will be able to continue their work by handing in the answer sheet.

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