

SYSTEM OF IMPROVING PSYCHOLOGICAL PREPARATION OF STUDENTS FOR PROFESSIONAL ACTIVITY

¹Nazarova Ozoda Tashnazarovna

ABSTRACT-- *The article is aimed at studying the system of improving the psychological readiness of students for professional activities. It also analyzes a number of scientific sources on general methodological and theoretical issues related to career choice, career guidance, understanding and definition of professional identity. The research focuses on the specific characteristics of individuals with motives for action in three areas. Self-direction. This is manifested in the predominance of motives for high authority, in the desire to be able to fully manage and analyze the qualities of one's own personality. People-centeredness is a feature of the pill that seeks to be close and warm to people in any situation. Activity-oriented - an interest in solving problems related to work, the desire to perform the task as carefully as possible, such a person quickly gets bored of the usual way of organizing work and, therefore, requires constant change and improvement of the work process. In the process of professional formation and development of students, the desire for self-recognition by others in terms of "self-direction", sensitivity, spiritual richness, intelligence and intelligence; Ability to interact with people in a "people-oriented" way, the tendency to establish warm relationships, easy mastering of professions; In the field of "activity-oriented" scientifically studied the formation of thorough performance, quick adaptability to situations, confidence in work and other qualities*

Keywords-- *students, professional activity, profession, professional formation of students, "self-orientation", "people-oriented", "activity-oriented", personal viability, professional viability.*

I. INTRODUCTION

The attitude of university students to the profession, professional development and professional development is of great social and economic importance, which directly determines its scientific, spiritual, material potential, domestic and foreign policy. Also, this problem is one of the problems that need to be studied in a comprehensive and consistent manner, and based on this, appropriate measures and long-term plans should be developed.

Because career choice, career guidance, professional diagnosis, the formation of young people as professionals, and professional development are always in the focus of government, but it is extremely important for an individual to think about his or her own future.

Today, at a time when the social demand for certain professions and specialties due to economic changes has significantly decreased, the lack of opportunities for proper management of human resources in production and the problems of career choice and training are becoming more serious. Daily life itself shows that professional

¹ Gulistan State University, teacher of "Pedagogy and Psychology", babajanovafotima@gmail.com, +998911365818

development covers a long period of a person's activity, which is characterized by the continuation of social status, lifestyle and intergenerational traditions. Therefore, it is possible to list a number of factors that hinder the personal and professional development of students studying in higher education:

1. The growing professional and personal demands on professionals.
2. The periodic nature of the factors that lead to the choice of profession and the absence of a single norm of social ideals about professions.
4. Adolescents' professional perceptions are changing in line with socio-economic changes and market relations, and the gap between the profession and the relevant specialization is sharply increasing.
5. Lack of clear vision, purpose, direction of activity and ability to determine future plans in the choice of specialties of young people, etc.
6. Psychological study of the requirements for the development of our society and the impact of the above aspects on the professional formation of the student shows that it is one of the most pressing issues of today.

The above circumstances show how relevant the problem of professional formation of the individual is today, especially during the student period. The need to improve the psychological preparation of students for professional activity was also the reason for our choice as the subject of a scientific article.

II. METHODOLOGY.

In our study, we found it necessary to pay special attention to the coverage of the psychological features of the proportionality of professional activity in students, as well as the organization of its scientific and methodological aspects. Accordingly, research methods were selected and a number of factors were taken into account in conducting them, including:

- 1) The ability of methods to study the problem;
- 2) Adaptation of methods to the national and local environment;
- 3) Ease of use of methods and convenience for processing results;
- 4) The objective nature of the methods, etc.

In selecting the research methods, we paid special attention to their suitability for our national environment and the use of methods experienced by our local scientists and followed it.

The following is a brief overview of the general structure and some aspects of the research methodology.

Our research methodology was presented by V. Smekal and M. Kuchera, and this method is the method of "Determining the orientation of the person", which allows you to study the three motives of activity, focused on himself, people, activity.

The test consists of 27 questions and has three answer options (A, B, C). We will focus below on the specific characteristics of individuals that have motives for action in three areas.

1. Self-direction. This is manifested in the predominance of motives for high authority, in the desire to be able to fully manage and analyze the qualities of one's own personality. A self-centered person is more preoccupied with his own emotional experiences, thoughts, and less interested in those around him; feels the need for their behavior to be recognized, valued, supported by others; remembers criticism for a long time, likes to walk away from criticism, from people's point of view. All his behavior is very sensitive to public evaluation of his actions,

the wrong behavior - he is afraid of being ruined. As for his professional activity, he strives to choose a profession that is highly valued in society and to gain a reputation for his hard work and dedication to his profession.

If a self-centered person is a broad-minded, intelligent person, it is difficult to expect selfish behavior from him. Such people are often deeply thoughtful, sharp-minded people. Figuratively speaking, they are thoughtful people who adhere to the adage, "Strike yourself first, if it doesn't hurt, someone else," and even if they look a little poor, they are constantly "talking" to themselves in their inner world. In this sense, such behavior can make them look invisible, closed (or "cold") to others, especially those who are human.

2. People-oriented - this trait is a feature of striving to be close and warm to 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 be in a relationship, to collaborate with others. Strong human orientation is always cheerful, in the eyes of people, communicative, in a separate, close, close relationship in infinite areas. For such people, the world without people is meaningless, and in daily life they feel a strong need to connect with their work or study communities, to maintain warm emotional relationships. This orientation is reflected in the desire to have a close relationship with their colleagues in professional activities.

3. Orientation to work - an interest in solving problems related to work, the desire to perform the task as carefully as possible, such a person quickly gets bored of the usual way of organizing work and, therefore, constantly wants to change and improve the work process. The tendency to perform the task completely and perfectly, the sense of responsibility, as well as the enjoyment of work, labor activity, appreciation of work, involvement in it, belief in work and therefore the tendency to study their field in depth and thoroughly 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.

III. REVIEW OF THE LITERATURE ON THE RESEARCH TOPIC.

As we explore the question of interdependence in the professional formation of the individual, we must recognize that research has entered its critical phase today. This is because there are many studies that examine career choice, career guidance, career development, career management, and other issues of career development, and so on.

The analysis of scientific sources shows that a number of researches have been carried out on general methodological and theoretical problems related to career choice, career guidance, understanding and definition of professional identity, including: L.A. Aza, G.M. Belokrilova, A.E. Golomshtok, V.I. Zhukovskaya, E.A. Klimov, M.X. Titma, P.A. Shavir, M.G. Davletshin, N.Sh. Shodiev, B.R. Qodirov, E. G'. Gaziev et al [4-13].

A number of studies are devoted to the study of career choice, professional suitability and professional self-awareness, the psychological requirements of professional activity and the psychophysiological basis of individual activity, the formation of professional interests. In these directions M.H.Titma, E.A.Klimov, V.G.Maksimov, A.P.Chernyavchikaya, E.A.Golomshtok, K.M. An example is the research work of Gurievich, N.D. Levitov and others [14-18].

The problems of professional psychology have also been seriously studied by Uzbek scientists. In our country, teachers and psychologists have conducted a number of studies in this area, which include: vocational guidance of students (MG Davletshin, diagnostics of professional activity), (BR Kadyrov, KB Kadyrov, occupational psychology and its ethnopsychological aspects) , EG Goziev, Development of professional interests in young people trained in technical professions [3]; formation of professional characteristics in students (A. Jabbarov) [4]; on the conditions of vocational guidance of students (P.T. Magzumov, vocational training of students (E.T. Choriev, the organization of vocational guidance of students (N. Shodiev) and others [1-19].

On the study of the philosophical and psychological nature of the profession, K.B. Kadyrov conducted scientific research. In his research, he has not limited himself to analyzing the issues of professional diagnostics, but has been able to briefly interpret the psychological nature of the professional works of our generation and ancestors. He conducted a phase of professional counseling, i.e. experiments in occupational diagnostics, and in his research he covered the process of professional activity in general psychological, differential psychological and psychodiagnostic [22].

Having studied different stages of professional activity, AM Jabborov studied the formation of professionally important personal qualities of future cotton growers in student production brigades [4], RZ Gaynutdinov studied the professional development of Uzbek school teachers, the development of professional interests in young people trained in technical professions (E.N. Sattorov); B.N. Sirliev and Sh.B. Saparov studied the professional formation of teachers and masters of vocational schools [11].

B.N. Sirliev's research is aimed at studying the psychological aspects of professional development of masters of secondary special vocational schools, in which a psychological analysis of the relationship between the personal and professional characteristics of masters and their stages of professional development [11].

While focusing on the professional development of the individual, the author describes it as a dynamic and multi-level process. According to him, the process of maturation consists of four stages, the transition from one to the other takes place on the basis of the previous ones. The first stage is associated with the emergence of a professional intention, which arises and is formed under the influence of the initial professional orientation and general development in various spheres of labor. The psychological dimension of this stage is the choice of profession and specialty. The second is vocational education and training, that is, purposeful preparation for the chosen professional activity. It includes professional self-determination as a psychological criterion. This reflects the institution of professional development. The third stage is the introduction of a profession characterized by active acquisition of the profession and finding its place in the system of the production team. The fourth stage is the full or partial manifestation of the individual in independent labor. The psychological indicator of this stage is the opportunity to master professional skills.

In research in Uzbek psychology, a problem closer to the one we are studying can be observed in the research of DN Arzikulov. The researcher touched upon the problem of professional development of future agronomists studying at the university. His research focuses on the psychological analysis of the development of personal and professional qualities in professional development, but the study does not reveal whether students really fit into their chosen profession, what are the main barriers to their professional formation and factors influencing the formation of a specialist. Given the above, we will also focus on these issues in our research [1].

From the analysis of professional identification research, it can be concluded that each stage of professional activity should be viewed as a system. T.M.Buyakas, N.D.Levitov, O.N.Rodina in their research pay special attention to professional counseling, which is one of the stages of professional development, evaluate it as a guide in the process of adaptation to a particular professional activity and explain the effectiveness of activities in relation to individual abilities [4- 19].

In our research, we focused on identifying students' perceptions of career formation today, the factors that lead to career choice and what influences career choice, the levels of career motivations, personal and professional goals, interests, and professional decisions. However, so far scientific research has revealed that there are various reasons for choosing a profession.

When analyzing adolescents' perceptions of professional identity, it was found that there was a shallowness in their perceptions of occupations. In addition, we need to keep in mind the factors of influence of the educational environment and others between the process of choosing a particular profession and the understanding of professional identity. The dialectical connection in these interaction processes alone is an indication of the complexity of this issue. For example, there are a number of stages in the organization of a single professional counseling:

a) At the stage of vocational education, a person receives information about the organization of labor, recruitment requirements, occupation of various professions, stages of their training and duration of training, wages and prospects of the profession.

b) at the diagnostic stage, the suitability of the person's interests, abilities, abilities and goals in relation to his chosen profession is studied;

c) the student or person who chooses a profession at the formative stage is guided, deviations in career choice are prevented and corrections are made;

(g) To determine the appropriateness of medical health to the profession and, at the psychological level, the appropriateness of personal qualities to the profession of their choice.

P.A. According to Shavir, the definition of a person's professional identity requires the ability to meet future professional requirements, self-assessment of professional suitability, increase the level of willpower, love of work and life experience. The fact that the study of the problem of the profession has a wide range of its own research subject can be seen in the research work carried out to date. It is noteworthy that these studies have been conducted for several years and the scale of the results obtained from them. Comparing them with the results of today's research will enrich our achievements in this area. However, the issue of the impact of students' professional perceptions on professional formation and adaptation to professional activity is one of the most pressing issues today. There are also a number of studies that focus on the psychological aspects of a person's professional development [20].

There are various approaches, scientific conclusions and special methodologies in the study of professional activity as a subject of psychological and pedagogical research. , E.A.Klimov, I.M.Kondakov, V.V.Suvorova, T.V.Kudryavtsev, A.K.Markovalardir [15-22]. Most of the scientific research in this area notes that professional development is a long-term and multi-stage process. These studies also conclude that each stage has a mental renewal that serves to effectively manage labor activities.

Particular emphasis is placed on the individual psychological characteristics of the individual as the main psychological factors that determine professional maturity. Researcher LA Yasyukova believes that "the full mobilization of professional skills gives results when integrated with other features of the individual."

It is natural that the future specialist who is taking up the profession may not have a clear idea of what aspects are required for professional activity. This makes it necessary to study the features of the formation of professional perceptions in future professionals.

KK Platonov describes experience as the sum of knowledge, skills, abilities and habits. Other researchers explain the experiment as an operating system consisting of temporal, characteristic and spatial structure (B.G. Anan'ev, V. Yu.Artemeva, A.A.Smironov, G.L.Ilin, E.L.Ilin, E.A.Klimov , V.A.Tolochyok et al.). In contrast, A.A. A chronic experience is defined as a collection of events or a "technical" life of a person. It should be borne in mind that the above approaches emphasize that an experienced, self-employed specialist is distinguished from an employee who does not have the necessary knowledge and skills [4-21].

Based on Farren's views, it is important for students to be aware of survival rates during their formative years as professionals. In his view, viability comes in two forms: the viability of an individual and the viability of a profession. The scientist includes the following indicators of the quality of life of a person:

1. Choosing a profession that suits your personality.
2. High level of readiness for the requirements of the work performed.
3. Readiness for lifelong learning and study.
4. Ability to accept the culture, the dignity of others, the differences.
5. Know the use of computer and information technology.
6. Be able to demonstrate professional skills in several areas.
7. Have the initiative to present new projects.
8. Ability to work collaboratively with colleagues at work.

K. Farren includes the following in the indicators of professional survival:

1. The profession is closely related to the goals of the organization.
2. Ability to integrate with other institutions and industries [23].
3. Opportunity to use their competencies and abilities in other professions.
4. Personal and financial security.
5. Existence of an association of persons by profession.
6. Possession of knowledge that leads to mastery.
7. Be independent in professional success regardless of age.

In addition to the above two indicators of viability, it is possible to cite the following indicators: "viability" of the selected industry, "viability of the organization", "viability of the workplace". In addition, our analysis of theories of professional development has led us to recognize concepts that serve as a methodological basis in foreign psychology.

Part of the experiment.

There are certain connections between the professional formation of students and the orientation of their personality, and by studying this connection we will be able to give students the professional advice they need to choose a career that suits them.

At this point, we try to briefly shed light on the issue of personality orientation. Orientation of a person is a mental feature that includes a person's needs, motives, worldview, attitudes, goals in life and activities. We will briefly dwell on each component separately, which reflects the direction below. Thus, the first of these is the needs of the individual. A person's needs are the need for something to be felt by him. A person's motives are such inner forces associated with needs that these forces motivate him to a particular activity.

An individual's worldview is a system of scientific views, beliefs formed in relation to nature, society and human relations, which are the inner state of the individual and are reflected in his mind in the form of certain vital interests and goals, attitudes, positions. A person's attitudes are his or her inner mood towards performing certain activities or braking personal activity. Installations have important functional significance, they are in the form of a state of readiness that allows an individual to perform a particular activity effectively. Their main functions are of two types: 1) provide a stable state in the implementation of activities; 2) frees a person from voluntary control over the course of activities and the need to make decisions in standard situations.

Goals are objects, events, tasks and objects that are relatively important for a person, and achieving them is the essence of a person's life and activity. Goals fulfill an individual's needs and participate as an image of the end result of the activity.

It is clear from the above analysis that the orientation of an individual is a process with a complex structure, and it is necessary to analyze the results obtained in its study in terms of this complexity. In our study, we used the Questionnaire "Personality Orientation" (developed by W. Smekal and M. Kuchera).

The results are presented in Table 1 below. When we briefly described the methodology above, it was noted that its main indicators are analyzed in three areas of activity. Here we provide additional information about the orientation of the individual.

ND Levitov has a unique approach to the issue of orientation of the person, he interprets the human character as the direction of the person, that is, a mental structure that combines interests, motives, aspirations and willpower. This means that a number of features are formed in his character and they are directed to the attitude of the person towards himself, the environment, animate and inanimate objects. We also try to analyze personality orientation based on this theoretical data.

Hence, the driving forces of an individual's activities are needs, motives, and interests. It would be expedient to determine their importance in career choice, career orientation, personal and professional formation. It is natural that the professional formation of a student goes hand in hand with his personal growth. Therefore, in the process of studying the problem, we will highlight both aspects in the analysis of the issue in relation to each other.

The methodology developed by V. Smekal and M. Kuchera also serves to determine the personal orientation of students and clarifies the shortcomings in the professional formation and the question of the appropriateness of improving the orientation of which person.

We would like to cite a visual representation of the results obtained by students on the method of "Personal Orientation" on the stands.

The exhibition status of the results on the stands does not even need to explain in words how much the role of each of the personality orientations in the students. We proceed below to analyze the psychological nature of the results.

Table 1: Indicators of students' personal orientation

| Areas | Students of professional pedagogy | | Cadets of the Academy of Internal Affairs | | t | Students majoring in agriculture | | t | Students in the social sciences and humanities | | T |
|---------------|-----------------------------------|------|---|------|-------|----------------------------------|------|-------|--|------|-------|
| | X | δ | X | δ | | X | δ | | X | δ | |
| To himself | 25,11 | 5,53 | 26,30 | 4,44 | -1,17 | 25,11 | 5,31 | 0,56 | 24,56 | 5,58 | -0,69 |
| To the people | 27,80 | 5,34 | 26,27 | 3,85 | 1,61 | 26,21 | 4,52 | -1,52 | 29,08 | 4,79 | 1,93 |
| In action | 28,22 | 5,33 | 28,39 | 4,85 | 0,16 | 29,03 | 4,10 | 0,98 | 27,25 | 5,12 | -1,01 |

1. Self-orientation - the predominance of motives for high prestige in the person, the desire to fully manage and analyze their personal qualities.

According to the overall average value, students showed a higher than average value for “self-directed” motives (25.27) (Table 2). This shows that students have a desire to prepare for their activities, to define a high position through imagination, to adequately control their behavior and indifference to pay attention to others.

According to the general results, the motivation of students of professional pedagogy, cadets of the Academy of Internal Affairs, students of agriculture, students of social and humanitarian spheres reflects the growth of personal maturity in their professional formation. Their performance testifies to the low level of self-control as an individual, the inability to control their emotional experiences, but also the tendency to choose influential people in the life of society when choosing professions.

Table 2: An overview of students' personal orientation indicators

| In the wall system indicators | Itself | To people | To activity |
|-------------------------------|---------|-----------|-------------|
| | X=25,27 | Y=27,34 | Z=28,22 |
| 9 | 32+ | 35+ | 38+ |
| 8 | 30-31 | 33-34 | 36-37 |
| 7 | 28-29 | 31-32 | 34-35 |
| 6 | 25-27● | 29-30 | 32-33 |
| 5 | 23-24 | 28 ● | 30-31 |
| 4 | 21-22 | 26-27 | 29 |
| 3 | 19-20 | 24-25 | 27-28● |

| | | | |
|---|-------|-------|-------|
| 2 | 16-18 | 22-23 | 25-26 |
| 1 | 15- | 21- | 24- |

They approach their chosen professions from a more materialistic point of view and set themselves the goal of living a prosperous life in their own way of life. The fact that the students' scores are higher than average shows that they are not devoid of positive qualities as individuals, they are thoughtful, but not very active. The average results show that students in all areas have shortcomings in the development of the ability to perform the task fully and perfectly, a full sense of responsibility, a common goal and the need for cooperation (Table 2).

Table 3: Results of personality orientation of students of professional pedagogy and cadets of the Academy of Internal Affairs

| Cтeп | Professional pedagogy | | | Cтeп | Academy of Internal Affairs | | |
|------|-----------------------|---------|----------|------|-----------------------------|---------|----------|
| | To himself / herself | People | Activity | | To himself/herself | People | activity |
| | X=25.11 | Y=27.80 | Z=28,22 | | X=26.30 | Y=26.27 | Z=28,39 |
| | 32+ | 35+ | 38+ | 9 | 32+ | 35+ | 38+ |
| | 30,31 | 33-34 | 36-37 | 8 | 30-31 | 33-34 | 36-37 |
| | 28-29 | 31-32 | 34-35 | 7 | 28-29 | 31-32 | 34-35 |
| | 25-27• | 29-30 | 32-33 | 6 | 25-27• | 29-30 | 32-33 |
| | 23-24 | 28 • | 30-31 | 5 | 23-24 | 28 | 30-31 |
| | 21-22 | 26-27 | 29 • | 4 | 21-22 | 26-27• | 29 • |
| | 19-20 | 24-25 | 27-28 | 3 | 19-20 | 24-25 | 27-28 |
| | 16-18 | 22-23 | 25-26 | 2 | 16-18 | 22-23 | 25-26 |
| | 15- | 21- | 24- | 1 | 15- | 21- | 24- |

According to the results of the students, the results were higher than the average: students of professional pedagogy - 25.11, cadets of the Academy of Internal Affairs - 26.30, students of agriculture - 25.11, students of social sciences and humanities - 24.56. It is obvious that students studying in each field of study should have a high reputation in the profession, be recognized by others, support and avoid misconduct, have deep thinking as a person, be smart. have a feeling. But before them lies the need to perfect the feeling in this project in the form of personal qualities.

2. "People-oriented" - the ability to strive to be close and warm to people in any situation is important. There is an average of results in this area (Table 3), which requires them to be socially engaged in their chosen profession, to communicate quickly with others and to be warm. While this amount of performance in students indicates a tendency to interact with others, it is indicative of shortcomings such as lack of courage, rhythm of behavior, and ignorance of tact. This is one of the main qualities that need to be developed in the process of professional formation of students.

On these motives, it can be observed that agricultural orientation students performed better than their peers or above average (29.08). In fact, students of professional pedagogy (27.80), cadets of the Academy of Internal Affairs (26.27) and students of the social sciences and humanities (26.21) had to score higher on the motives of "human orientation" (Table 4).

This indicator observed in agricultural students (29.08) is due to the fact that they come from rural areas, they are looking for ways to interact with people, they have the ability to communicate and show sympathy.

3. "Activity-oriented" - a feature of interest in solving problems related to work, the desire to perform the assigned task as thoroughly as possible (43,28).

The total score of the subjects on these motives was 28.22 (Table 4). At the same time, this figure seems to be different from other motives, but we see that the average score is lower than the "sketch" scores allocated to the walls. This is the interest of students in solving problems related to work activities, assignme

Table 4:Results of personality orientation of students of agricultural direction and students of social-humanitarian sphere

| Степ | The direction of agriculture | | | Степ | Socio-humanitarian sphere | | |
|------|------------------------------|---------|----------|------|---------------------------|---------|----------|
| | To himself /herself | People | Activity | | To himself /herself | People | activity |
| | X=24.36 | Y=29.08 | Z=26,21 | | X=25.11 | Y=26.21 | Z=29,03 |
| | 32+ | 35+ | 38+ | | 32+ | 35+ | 38+ |
| | 30-31 | 33-34 | 36-37 | | 30-31 | 33-34 | 36-37 |
| | 28-29 | 31-32 | 34-35 | | 28-29 | 31-32 | 34-35 |
| | 25-27● | 29-30● | 32-33 | | 25-27● | 29-30 | 32-33 |
| | 23-24 | 28 | 30-31 | | 23-24 | 28 | 30-31 |
| | 21-22 | 26-27 | 29 | | 21-22 | 26-27● | 29 ● |
| | 19-20 | 24-25 | 27-28● | | 19-20 | 24-25 | 27-28 |
| | 16-18 | 22-23 | 25-26 | | 16-18 | 22-23 | 25-26 |
| | 15- | 21- | 24- | | 15- | 21- | 24- |

shows that the characteristics of striving for thorough execution are not sufficient. Even in special cases, students of professional pedagogy (28.22), cadets of the Academy of Internal Affairs (28.39), students of agriculture (26.21) and students of social sciences (29.03) showed their uniqueness. did not. But from the general detail of the results, we are far from saying that all students are characterized by the same type of motive index. This situation can be observed in students who are active in the process of professional training, interact with people, provide a psychological environment in the group, diligently perform tasks during the lessons and want to work as a specialist in their chosen profession in the future.

If the processes of career choice and professional development were compared, the connections between them would be free of inequalities, and the motives of students to focus on "themselves", "people" and "activities" would

not pose difficulties in professional development and personal development. Continuing our discussion, we focus on the correlation coefficients between these indicators.

Table 5: Correlation coefficient between areas of person orientation

| Motive | To himself/herself | People | activity |
|---------------|--------------------|----------|----------|
| To himself | 1 | -0,537** | -0,559** |
| To the people | -0,537** | 1 | -0,392** |
| In action | -0,559** | -0,392** | 1 |

** P<0,01;

It is noteworthy that a complex picture is observed in the correlation coefficients of students' personal orientation indicators. The reason is that on all three motives, personality indicators should enrich each other in content. Such a view of the results, on the one hand, provides guidance on what features educators should pay attention to in the process of vocational education. It is clear from the table that "self-orientation" in both cases has a negative but reliable indicator. They had coefficients with "human orientation" ($r = -0.537$ $p < 0.01$) and coefficients with "activity orientation" ($r = -0.559$, $p < 0.01$). It appears that the increase in self-centeredness among students is leading to a decrease in their motivation to focus on people and activities. Similarly, 'human orientation' had a negative but reliable coefficient with 'activity orientation' ($r = -0.392$, $p < 0.01$).

In this case, the increase in students' motivation to focus on people leads to a decrease in their activity orientation. This shows that students understand the importance of growing communication skills, respect for human dignity, happiness, the meaninglessness of the world without people, love of teamwork, respect for colleagues, the growth of professional qualities. In fact, the formation of human qualities is one aspect of the professional formation of the individual. In fact, providing people-centered and activity-oriented motivations would have ensured that the student's professional and personal development matched in the educational process.

IV. CONCLUSIONS.

Based on the above results, we came to the following conclusions. We can emphasize that in the process of professional formation and development of students, the desire for self-recognition by others in terms of "self-direction", sensitivity, spiritual richness, intelligence and intelligence; Ability to interact with people in a "people-oriented" way, the tendency to establish warm relationships, easy mastering of professions; In terms of "activity orientation", we consider it appropriate to pay special attention to the formation of thorough work, quick adaptability to situations, confidence in work and other qualities.

- Delays in the professional development of students are the result of their formation as individuals and mistakes in the process of choosing a profession. As a result, self-centeredness in motives expressing their personal orientation prevails over people-oriented and activity-oriented, and there is no enrichment and complementarity between them. As a result, the professional formation of the individual is slowed down, there is a lack of consistency in the formation of professionally and personally significant qualities.

• Leading factors such as "Socialization as a criterion of professional maturity", "Optimistic spirit and self-confidence" and "Self and activity orientation" identified in the professional formation of students play a guiding role in organizing the educational process and career choice of young people.

V. RECOMMENDATIONS

To prevent shortcomings and deficiencies in the process of personal and professional formation of students in higher education institutions, to organize courses on professional training in psychological service centers and to ensure that leading specialists work in them.

Introduction of a perfect "Professional Perspective Map of Personality" of professional formation, which takes into account any changes in professional activity, the purpose of which is of general importance, serves to the corre

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