

THE ROLE OF PRACTICE IN THE PROFESSIONAL DEVELOPMENT PROCESS OF STUDENTS

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Abstract

Analyzing an individual's professional behavior and their career history, as well as the formation of initial professional goals, encompasses development leading up to professional life. The main objective of this creative approach is to select and guide young professionals, fostering skills to comprehend the essence of psychological cooperation and professional self-awareness concepts in this process. Practice is the criterion of truth. The validity of our knowledge is verified and confirmed through practice. The cognitive process is characterized by the transition from direct observation (sensory perception) to abstract thinking, and then to practical application.

Keywords: Professional development, practice, pedagogy, psychology, behavior, personality mentality, subject of labor, Information technologies, personnel selection, skills and qualifications.

Introduction

To study human personality as a subject of labor and professional activity, it is necessary to organize psychological research, conduct various career guidance activities in accordance with the practical requirements of the audience (school students, unemployed, job applicants, and others), choose the most suitable approach, and possess skills related to tools and methods of psychological problem-solving, psychological cooperation in various fields of practice, professional adaptation, and the connection between personnel selection and career guidance (in education, healthcare, commercial activities, new information technologies, and others)¹.

Main Part:

Professional formation is a significant part of personality development, which encompasses the period from the establishment of professional goals until the end of one's professional life. This heterochronous process can be divided into stages of optation, namely professional education and training, professional adaptation, professionalism, and mastery. During the process of

¹ FUNDAMENTALS OF PROFESSIONAL GUIDANCE AND CHOICE

SCIENCE PROGRAM (N.I.Khalilova - Department of Psychology, Nizami TSPU, Candidate of Psychological Sciences, Acting Associate Professor, Tashkent-2012)

professional formation, crises, conflicts, and destructive changes may occur. The speed of this process depends on biological and social factors, as well as random circumstances and vital professional events.

The name of a profession often reflects the nature of work as it was formed in past years. Official information publications, however, can negatively impact the development of labor resources. For example, instead of using the job title "cleaner," it is possible to introduce the title "interior technician." This would elevate the value of the profession and its qualification level, and most importantly, accelerate the development of production. It can be noted that professions and specialties often reflect outdated technologies and means of labor. On the other hand, it is impossible to implement personnel policy without an official nomenclature, so what approach can be taken in this case? Clearly, many professions and specialties do not need to be renamed: doctor, teacher, engineer, editor, jeweler, agronomist, and so on. The content of their work changes, but the name of the profession still reflects its essence and does not negatively impact labor productivity. We believe that these professions and specialties should form the basis of the official list of occupations. As social development progresses, the need to introduce names of new professions arises².

The list of new professions is included in official references with a delay. The profession of "manager" is widespread today but has not been included in the official list. Since 1979, specialists have been trained in Yekaterinburg for vocational education institutions - specifically, engineer-educators - but such a profession or specialty does not exist in official records. Many such issues can be cited. One of the conditions for the effectiveness of professional activity is the specialist's professional preparedness. Professional preparedness is understood as the level of psychological and physical health and condition, as well as the degree to which their existing qualities align with the requirements of the activity they perform. The renowned Russian psychologist K.K. Platonov considered a specialist's professional preparedness to be the subjective state of an individual who believes they are capable and prepared to perform a specific professional activity and strives to do so.³

In other words, at the current stage of developing vocational and pedagogical education in Uzbekistan, scientists' focus on the term "teacher's professional competence" is linked to the necessity of national education to enhance the personnel training system and achieve a completely different level of world standards.

During this period, the professional competence of a teacher is examined in the following aspects: developing the teacher's personality as a professional specialist (O.M. Atlasova, L.A. Basharina, Y.V. Vardanyan, G.I. Zakharova, and others), information preparedness of teachers (D.V. Golubin, T.V. Dobudko, A.V. Dobudko, N.V. Kisel, and others), and psychological-

2 O.E.Khaitov - Associate Professor of the Department of Pedagogy and Psychology of the Uzbek State Institute of Physical Culture, Candidate of Psychological Sciences, Associate Professor

N.Sh.Umarova - (Teacher of the Department of Pedagogy and Psychology of the Uzbek State Institute of Physical Education) - "Professional Psychology" teaching manual - Tashkent 2024

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pedagogical types of a teacher's professional competence (M.N. Karapetova, M.I. Lukyanova, E.V. Popova, T.A. Tsaregorodtseva, and others).

The fundamental changes taking place in our country since gaining independence necessitate updating the content of education from a contemporary perspective. This renewal is being implemented based on the Law of the Republic of Uzbekistan "On Education," the "National Program for Personnel Training," and the "Strategy of Actions." Specifically, these laws have defined the Uzbek model of the continuous education system.

Pedagogical practice aims to develop intellect and logical thinking in students, based on the specifics of their chosen specialty. Through the execution of this task, the professional training of students is ensured. In this context, the main criteria of professional training are defined as the future specialist's practical readiness for activity, the level of assimilation of knowledge, skills, and abilities within their specialty, and their adaptation to the requirements of professional activity.

Professional skills and abilities are an automated method of transforming acquired professional knowledge into conscious work actions, arising in the process of practical activity. When creating a specialized characteristic - professiogram of a secondary school teacher, N.V. Kuzmina, Z.F. Esarova, M.G. Davletshin, M. Abdullajonova, T. Hamrokulov, and others distinguish the following professional skills.

1. Gnostic skills.
2. Constructive skills.
3. Communicativeness.
4. Organizational skills.

Summary:

Professional psychology studies the professional formation of personality. In this case, personality development is considered as professional formation. Professional psychology is a branch of labor psychology that studies and scientifically analyzes the psychological components of professions or psychological requirements for those working in a particular profession.

Professional behavior plays an important role in various socio-cultural and socio-economic views of the specialty. The main attention is paid to professional achievements, with an emphasis on the psychomotor, motivational, and cognitive qualities of the individual. The relationship between a person and their profession, as well as between their professional function and the structure of the world of professions, is analyzed. Occupational psychology studies the significance of professional activity for a person, the professional formation of the individual, and also studies the development of professional ideas in youth, the determinants of professional maturity, especially the entry into a profession and its impact on life.

Important aspects of occupational psychology are the analysis of professional activity, the study of professional goals, situations, difficulties, and the identification of professional requirements. Based on the definition of the subject of occupational psychology, it is advisable to distinguish its following functions:

Justification of the basic concepts and research principles of professional personality formation, methods related to one's activity;

2. Development of research methods corresponding to the subject of occupational psychology and creation of specific methods;
3. Psychological analysis of the descriptive structure of professions, development of methods and principles for designing professions;
4. Study of the laws and psychological mechanisms of professional personality formation. Identification of factors determining the dynamics of this process, analysis of crises in professional formation;
5. Professional destructions of the specialty, i.e., personality deformation, decreased aptitude for professional activity, etc.;
6. Conducting monitoring of the professional development of the individual, developing psychodiagnostic tools in this regard, and certifying specialists;
7. Psychological assistance to the professional formation of the individual, as well as assistance and support throughout the professional life of the individual;

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