

PROFESSION CHOICE AS A PSYCHOLOGICAL PROBLEM

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Abstract: This article discusses the issue of career choice and its socio-psychological significance, the selection of criteria for the career selection system, factors influencing career choice, and the issues of guiding students to a career and teaching them to freely choose a career. . Also, the article examines the scientific-theoretical and practical-methodological aspects of the selection of the criteria of the attitude factor to the choice of profession, as well as the aspects of their research.

Key words: Profession, motivation, career orientation, education, training, reform, teacher, student, innovation.

The issue of professional maturity is a direction of activity that occupies an important place in human life. The correct choice and definition of this course of action leads to the solution of a wide range of personal problems. Accordingly, it is very important to pay attention to the following consideration. "Choosing a profession" means choosing the most suitable one among several options based on the priority of personal characteristics and qualities, based on graduates of the profession. Choosing a profession is a somewhat more complicated process than choosing a career path. Because it is necessary to determine the presence of professional characteristics in a person - the level of preparation (knowledge, experience, breadth of worldview) to acquire a certain profession.

There are all grounds for assessing the research of professional formation and professional activity problems as an urgent and comprehensive psychological-pedagogical issue. This problem makes greater demands on the individual in the conditions of social and economic changes. The beginning of the 21st century is characterized by the increase in the volume of information about the profession, the growth of human needs, the emergence of new fields, the changing of professional directions, and the changing attitude of a person to life. It is known that every person wants to live in prosperity and well-supplied conditions. For this reason, people strive to engage in labor activities that serve to ensure a comfortable life, and try to acquire professions and specialties that make it possible to acquire material wealth. In some cases, a person does not have enough opportunities to choose a certain profession and occupy it. Choosing a profession that does not correspond to a person's interests and psychological capabilities naturally has a negative impact on his personal development. From this point of view, the relationship between the

chosen profession and the individual's internal aspirations and capabilities is a very relevant issue. Below we will analyze the views of psychologists and their research on this issue.

The development of any society, its social, political, economic stability and development depends on the highly developed intellectual and moral potential of its citizens. After all, the national issue of personnel training is considered as a priority criterion for the spiritual renewal of our society, the rise of its economy, its proper place in the world community, and in general, the establishment of a strong democratic legal state.

It can be said that the formation of a perfect person, his acquisition of a suitable profession, his ability to contribute to the development of society, and thereby manifest his identity in society, depend on the individual's all-round development. Of course, this process takes place together with the professional formation of a person. In world science, there are a number of scientific researches devoted to the study of the issue of choosing a profession and professional motives.

According to the Austrian scientist Z. Freud, the source of motives is the conservation instinct of the species and the individual¹ is considered. If the social nature of a person requires an approach from the point of view of his socialization, then the relation of unconsciousness and consciousness mutually require each other.

The psychoanalytical concept recognizes that the basis of motivation lies in human inclinations. The source of this is understood as a somatic process in a part of the body that attracts the inclination. In Freud's theory, inclination and instinct are not distinguished, which is a unique approach.

According to the theory of behaviorism, motives arise as a response of body parts to external influences. They mean the mechanical transfer of instinctive behavioral motive to human character. According to their interpretation, human behavior consists of unconsciousness and occurs as a response reaction of body parts due to an external "stimulus". D. Watson, the founder of behaviorism, tries to explain that the main task of psychology is to study the motives of behavior. He abandoned the examination of mental states and divided behavior into internal and external forms, which are directly related to stimuli and responses. For D. Watson, "behavioral motivation" becomes the main concept, as a result of which its relationship with psyche is considered normal.

V. Mag-Dougall tries to justify the innate nature of motives and compare it with innate instinct [2]. For this purpose, the author first distinguishes 14 and then 18 human instincts and explains them. Despite the fact that his views have changed,

¹ Фрейд З. "Я" и "Оно". Книги 1-2. Тбилиси, 1991

interpretations related to this field remain. H. Heckhausen created an expanded model of motives, which took into account most of the motivation criteria discussed. In the Heckhausen model, four mutually different concepts are introduced to explain the action, the result (product), the consequence. These concepts interact with each other through their coordination with expectation types. In the same way, situational-outcome expectations give rise to a person's level of belief, although in some situations a particular outcome can be expected even if it is not involved. The author distinguishes this type of expectation from the probability of success, but considers their unity in models of motives. H. Heckhausen defines the last state, that is, the appearance of "action-result" as expectation.

Among psychologists, the set of views that "human motives are based on biological needs" is widely used. According to the artist, American scientist B. Damell, the needs created in the tissue are the main source of the stimulus. Commenting on this idea, Dunlen firmly believes that "excitement does not go beyond biological tissues."

D. Atkinson, based on the theory of achieving motivation, simplified and expanded the theory that increases the validity result in one period. The relationship between success (and failure) and task complexity has become simpler. In this model, motivation depends on the subjective probability of success (as it is known, in the Festinger model, valence depends on the subjective complexity of the task). In Atkinson's model, the likelihood of a linear interaction between the expectation of success and motivation is embodied. The concept of reciprocity lies at the basis of the simplified model of motivation and probability of success. Measuring the expectation of success is supposed to be sufficient, and motivation is imagined as an additional dimension.

Based on the views of K. Farren, it can be said that it is important for a person to be aware of indicators of viability during the formation of a person as a specialist [4.144]. According to him, viability has two forms: the viability of the individual and the viability of the profession. A scientist includes the following indicators in the qualities of a person's vitality:

1. Choosing a profession suitable for personal characteristics.
2. A high level of readiness for the requirements of the work being performed.
3. Willingness to study and learn throughout life.
4. Culture, the ability to accept the dignity and differences of other people.
5. Knowing how to use computers and information technologies.
6. Ability to demonstrate professional skills in several areas.
7. Having the initiative to present new projects.
8. Ability to cooperate with colleagues at work.

At the beginning of the 20th century, it arose in the process of increasing labor productivity and ensuring production efficiency in American and European countries, as a result of which psychology's humanistic ideas were assimilated, and as a result, modern theories about the individual were born. Such a connection led to the establishment of a connection between the theory of personality and the psychology of professional development. As a result, five main directions were formed, which have different approaches to the study of professional development problems. These are: 1) differential diagnostics; 2) psychoanalyst; 3) decision-making theory; 4) development theory and 5) typological directions.

In the differential-diagnostic research, the main attention is paid to the factors of ensuring the professional activity efficiency of the person, the individual-psychological characteristics affecting the profession and the demands placed on the profession. Also, it reflects the views on the organization of rational and conscious activity as the basis of choosing a profession (F. Parkinson). In this direction, it is noteworthy that the psychotechnical approach to professional development has been applied. Because, according to G. Munsternberg, individual qualities are a sum of simple executive operations.

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