

PROFESSIONAL DEVELOPMENT AS AN INTEGRAL QUALITY OF A STUDENT'S PERSONALITY

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Abstract: One of the great achievements of the education system in Uzbekistan is the timely adoption of the Law "On Education"[1]. The previous stages of implementing the requirements of the laws have been successfully completed: the organization of the entire structure from preschool to post-secondary education, two-stage higher education has been introduced, with the provision of regulatory and educational materials.

Key words: State programs for updating and creating new material and technical bases for academic lyceums, vocational colleges, and modern equipment for the material base of higher education have been successfully completed.

Introduction.

In modern conditions, the system of student professional development is determined by the goals and objectives of higher education. The source of its development is overcoming contradictions, among which we can highlight the contradictions between:

- increasing demands of scientific and technological progress on the future specialist and insufficient technical equipment, intellectual saturation of vocational education and industrial training of students, weak educational and material base and availability of qualified teaching staff;
- the reproductive, monotonous nature of many labor operations and the need to form in students a creative attitude towards professional activity;
- mainly technical and technological and insufficient moral and psychological preparation of students, underestimation of the need -motivational sphere of the individual;
- the objective needs of society for personnel and the subjective professional intentions of the students themselves.

As practice shows, developing in students the need for professional activity, awareness of its value, necessity and social significance, instilling civic responsibility, self-discipline, organization, hard work, creative activity, initiative and independence is a rather difficult task. The main factors and their weight influencing the formation of personality are given in Table 1.

Table 1

The main factors and their weight influencing the formation of personality

Factors	%	Explanation
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Family tradition and upbringing. This factor is the most significant, since it creates the basis of personality.	35-40	Formation of the foundations of worldview and views on society
Direct social circle	5-10	He chooses himself, and his family and loved ones participate
Atmosphere at the stages of education (secondary, secondary specialized, higher)	15-20	Orientation towards knowledge
Chosen direction by profession and status. This stimulates interest and commitment to the goal.	15-20	The image of the “ideal”, formed for the purposes of the individual. Much depends on early knowledge of the future profession.
Self-criticism in the process of personality formation and its degree of objectivity	20-25	Analysis of the process of personality development. Mentors and teachers have a special role in this .

Difficulties also arise due to the fact that the professional development of students’ personality is characterized by increased processes of personal socialization, which are influenced by the development of market relations in Uzbekistan. Adaptation to them entails the earlier inclusion of young people in entrepreneurial activity. In the minds of students, the role of material and everyday needs and interests is increasing, which means that the economic independence of the individual, legal and moral responsibility should increase.

One of the means of socialization of an individual is professional activity, i.e. in a broad sense, it is an activity to acquire knowledge, skills and abilities in various fields.

So, professional development is one of the aspects of the process of general personal development; it characterizes the sphere of only those needs, interests, abilities and inclinations of the individual that are associated with a person’s professional activity.

Professional development is a process of socialization of an individual that contributes to the conscious choice of profession, the preparation of a thinking specialist, the formation of a polytechnically educated person capable of mobile professional activity, responsible for the environmental and economic consequences of his technical and labor actions. It is these qualities that should be taken as the basis for the professional training of a future specialist.

In this regard, professional development can be considered as the integration of individual components of the process, the development in students of the need for professional activity, a responsible and creative attitude towards it, and socially valuable motivation. Professional development contributes to the choice of a life path and is based on the trial and error experience of students looking for different areas of realization, application of their strengths and abilities. (Fig. 1)

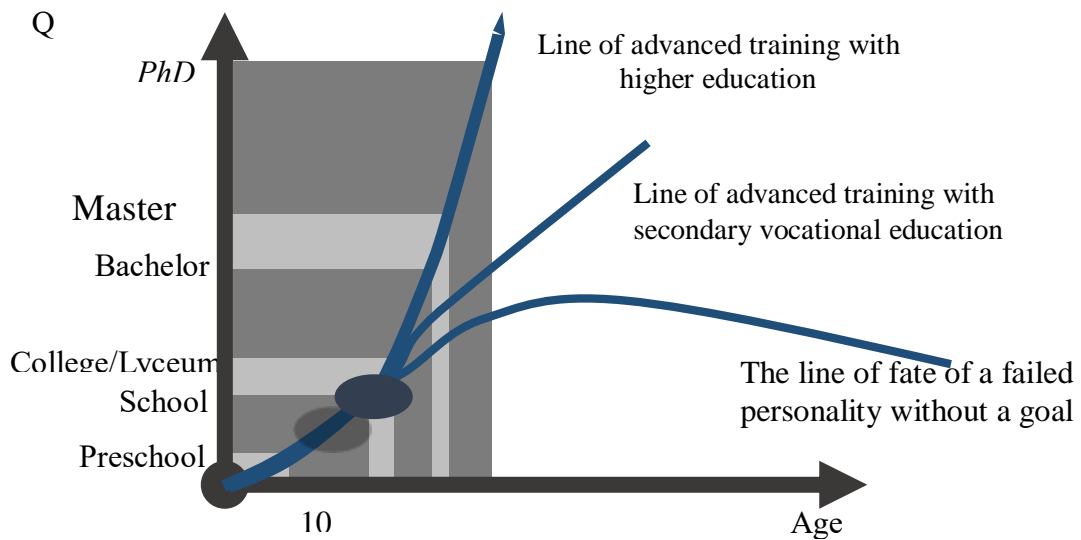


Figure 1 Schematic diagram for monitoring personal training

Having studied the psychological and pedagogical literature and analyzed the experimental work of practicing teachers, we consider it possible to identify the following components of the professional development of a student's personality:

1. Wide range of knowledge (eruditeness)
2. Motivation for mastering a profession
3. Abilities (such as engineering or technical ability)
4. Aptitudes (for a certain type of activity that contribute to the development of skills and abilities).

In turn, the motivation for professional activity consists of many parties changing and entering into new relationships with each other (social ideals, the meaning of professional activity for the student, his motives, goals, emotions, interests, etc.). Therefore, the formation of motivation is not a simple increase in a positive or negative attitude towards a profession, but a process of gradual complication of the structure of the motivational sphere, the incentives included in it, and the establishment of sometimes contradictory relationships between them. These are separate aspects of the motivational sphere and, in our opinion, are the object of the teacher's management.

The task is to find out why the student does not want to study, what aspects of his motivation are not formed, and in what case he does not plan to work in his chosen specialty.

The motive of professional activity is the student's orientation in various aspects of this activity. For example, if a student's activity is aimed at working with the object itself, then most often, in this case we can talk about different types of cognitive motives. If a student's activity is aimed at relationships with other people during the activity, then, as a rule, we are talking about various social motives. In other words, some students are more motivated by the work process itself, while others are motivated by developing relationships with other people in the course of professional and educational activities.

Inclination is understood as a personality quality that develops in the process of upbringing and development, and combines a stable interest in a certain area of knowledge, a stable, emotionally charged desire for activity in an area corresponding to this interest, with more or less developed abilities, skills and abilities that ensure successful creative implementation of this activity.

The inclination towards production professions underlies the formation of people's professional abilities. Professional inclination acts simultaneously as the goal of educating students and as a means of transforming professional activity into a significant goal in life.

Thus, managing the professional development of students, as an integral quality of the individual, covering all spheres of the human psyche, is a complex process and for its effectiveness it is necessary to take into account the variety of conditions under the influence of which the formation of an integral personality occurs.

We believe that a special pedagogical technology should be developed to answer the questions:

1. How and under the influence of what general and specific conditions the main components of professional development are formed;
2. How can one identify the level of professional development of an individual and its structure;
3. How changes in the external environment affect changes in the structure of a person's professional development.

Work is needed to determine all the mechanisms of a complex educational complex that ensures the continuity of professional development of an individual in the conditions of scientific and technological progress of our society and the development of market relations.

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