

**SYSTEM OF IMPROVING PSYCHOLOGICAL PREPARATION OF
STUDENTS FOR PROFESSIONAL ACTIVITY****Babajanova Fotima Farmanovna**

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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.

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.

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].

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 [1]. The problems of professional psychology have also been seriously studied by Uzbek scientists. In our country, teachers and

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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].

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 [2].

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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 [1].

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 [4].

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].

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.

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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