RELATIONSHIP BETWEEN STUDENT'S PROFESSIONAL ORIENTATION AND DYNAMIC PROCESS IN GROUPS

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ABSTRACT

In this project, we intend to demonstrate the factors, which influences to the professional education of the students in Uzbekistan. It is a fact that professional education as well as professional orientation of the current students plays a huge role in further carrier of the student. Thus, the report analysis one of the crucial factor – socio-psychological wellbeing of the students and necessary conditions to improve the professional education is examined. In order to measure the socio-psychological factors, we have conducted an empirical analysis. Moral climate in the groups, group density (spiritual closeness of the students) are found to most impacting determinants in students professional education.

Keywords: Socio-psychology, group relationship, professional orientation, social development.

INTRODUCTION

Choosing a profession, professional orientation, professional motives and encouragement are one of the most studied research projects in psychology. Thus, in Uzbekistan developing a student as a persona, its psychological aspects are studied and implicated.

Motivational research means, professional experience, encouragements are examined by vast number of scholars in the West as well as in Russia. Moreover, local researchers paid attention to such studies as well (M. G. Davletshin, E.G. Goziev, R.Z. Gaynutdinnov, S. R. Barotov, Z. T. Nishonova, R.Z. Asamova, G.K. Tulaganova, F.I. Haydarov, G.D. Kuldasheva and others). Although the problem of motivation was assessed in psychological aspects in their research, the social-psychological factors that stabilizes the professional orientation of students was not completely studied.

In our research, we mainly focus on the social-psychological factors that assists students to grow their professional skills. According to our assumption, we use the following factors, the dynamic changes in the group that student belongs to, mainly, intellectual psychological circumstance, the closeness between the students, psychological comfort in the groups as well as/or negativity between them might explain the socio-psychological factors. Because, as an applicant of higher education institutes or professional colleges, the freshmen enter to there with a great motivation to be educated, whereas some lose their encouragement to study which after some period they transfer their education to others institutes. This issue is crucial especially among the college students, thus we conducted our research initially in the higher education organization and after in the professional college respectively.

The approach of students to the self-development, their warmness in communication with peers, their activeness in psychological improvement play a huge role in professional education of students and also in their motivations in education. Lack of research regarding to

this issue in Uzbekistan led us to study this problem in local colleges. In this research the following socio-psychological factors are used as the mechanisms of self-development and professional approach of the students:

1. *Closeness in groups and its determinants;*
2. *Intellectual atmosphere in the groups and its impact;*
3. *Conformism in groups and its form in each persona;*
4. *Leadership and its correlation with professional orientation.*

In this report, we intend to represent the significant results of the research. We consider that, obtained results are applicable to all education establishments in socio-psychological directions of the institutions.

METHODOLOGY

In this research, we lean on the methodology of C. Rogers used in his research of social adaptation and R. Diamond who studied the moral climate and group closeness in the education centers.

RESULTS
The outcomes of socio-psychological adaptation of students studied by C. Rogers and R. Diamond (*number of observations, N=57*)

№	Variables	Student groups		t
		NBA-93	KVI-84	
		X±y	X±y	
1	**Adaptation**	67,35±27,4	62,86±27,15	1.25
2	**Self-acceptation;**	75,34±12,6	80,95±9,4	2.65*
3	**Accepting others**	72,8±6,25	75,06±5,2	0,73
	Emotional comfort	66,07±9,35	66,66±7,24	1,02
5	**Internality**	89,07±9,17	69,62±8,51	3,25**
6	**Intention to leadership**	61,17±4,25	55,26±5,5	2,78*

Note: $*p<0.05$; $**p<0.01$

While conducting a research we used a particular approach in order to acquire the relevant responses. We have asked tree questions in which the respondent selected a number out of five scale.

1) *Are the students in your group ignorant towards one's success or failure?*
2) *Do the students in your group others in their studies?*
3) *Do the students in your group feel a responsibility towards their education?*

The outcome of the study of socio-psychological condition in groups

		X	Y	t	
The level of socio-psychological climate in group	HBA-93	22,86	6,21004	2,78*	
	KBI-84	28,08	2,80256		

Note: $*p<0.05$;

$**p<0.01$

The answers reproduced via five scale method. The results show that as the communication between the students increase, according to their consideration, "the ignorant" in groups as well as the number of students who ignores others decreases. In the first year of the education the coefficient of the number of "the ignorant" accounted for 1.1 whereas in the second year the indicator equaled to 0.6. However, the number of actives in the group doubled in the second year (from 30 per cent to 57 per cent).

Closeness in the group and its examination: The influence of closeness of the students in the group to the professional motivation was one of the most involving aspects in our research. In fact, the appreciation of in-group treatments, correlation of social considerations of the students, are the motives to increase the close relationship of the students. To be exact, representing his personal assistance in increasing the social value of the group is one of the most significant factors of becoming close to the other members of group. In order to study this we used a special method.

We asked 35 students from different groups to select five group-mates according to different social origin, who varies in behavioral and emotional level, and those who are significant for the sake of group. Those are the followings: impoliteness, erudition, recognizing the social duties, intelligence, educated, hardworking, self-control, self-criticizing, fast responding, curiosity, active socialist, persistence, independent, experienced to explain easily, out-going, humble, dutiful, justice tending, ability to conclude wisely, responsible, attentive, confident. Each student should choose five most corresponding adjectives out of those which are stated above.

In detail, according to regulations of the research 35 different adjectives should have been chosen according to seven criteria:

1) *Attention to education – "TM"*
2) *Behavior and general way of operating – "YY"*
3) *Adjectives that show the knowledge – "BS"*
4) *Adjectives that show the intelligence – "AS"*
5) *Academic-analyzing adjectives – "UTS"*
6) Relationship to peers – "UM"
7) Self-treatment - "UUM"

We assume that closeness of the students does not only maintain according to the general systematic correspondence of the adjectives, but also according to the seven criteria stated above. Thus, if one academic group appreciates the intellectual features, the other one appreciates the value of relationship to peers, yet both groups may value the attention to the education feature, therefore, every social group intends to cover the others, which leads to the close relation of the group-mates. The generalization of the answers in the answer sheet lead to the obtaining of the closeness coefficient. We used the following formula:

$$C = 1.4n - N/6,$$

Here, *N*-number of experiments

n – number of selection of five adjectives

If $C \geq 0.5$, in this group the leading group is collectivism, i.e the group is very close; if $0.5 > C \geq 0.3$ in between the closeness; if C is less than 0.3 the group is failing to become tight.

Table 2: The relation of closeness and psychological climate in different groups(N=57)

Groups	C – indicator of closeness	X – psychological climate indicator
HBA-93	0,42	3,0
KBI-84	0,33	1,9

The results say that when C is equal or above the normal index, the socio-psychological atmosphere will be equal or above the normal index. When closeness is less than the normal, the X will be less than the normal as well, this was shown in the case of group KBI-84. In group HBA-93 where the index of closeness is high, the features of self-development – confidence, self-criticizing, responsible, and also the intellectual features – fast responding, criticizing others were chosen as the main factors. Although the latter group took the second place with lower grades, they also showed that they appreciate the national traditions, i.e. they mostly tend to the choice of the adjectives which represents the knowledge – erudition, curiosity, smart-minded. This showed us that corresponding to those qualities, the closeness of the group is proved.

Discussion

Research: Theory and experiment: We firstly focus on the analysis of the socio-psychological factors of student qualities and we demonstrate its theoretical wellbeing as the student of finance.

In this analysis, formation of professional approach and its motivation is going to be indicated in socio-psychological conditions, mechanisms and instruments. Professional orientation of students should be categorized according to following factors:
- The functioning system of student, social attitude towards self-identification;
- Considering that social-intellectual may impact to the social wellbeing of the student;
- Spiritual tight of professional motivation;
- Organizing according to the professional motives of person.

Theoretically, it should be stated that most of the papers studied the professional orientation of the student based on the pedagogical education systems. For example, the relationship of pedagogical education systems towards social needs of a person, towards social objects and motives of a person (V.A. Slastentin, N.V. Kuzmina, E.F. Zeer and others). We analyze the issue as the finance students and intend to categorize them into the following professional-social factors:
- Necessity for communicating with common social group;
- Necessity for understanding the group-mates, creating a humanitarian attitude with common group peers;
- Necessity for supporting by group peers;
- Necessity for impacting others;
- Motives to do socially significant activity, participating in socially important events;
- Being motivated as a part of finance student group;
- Belief and curiosity to become independent in personal and social maturity.

Having a spiritual and individual motivation to become significant in the academic system, student self-develops with professors, lecturers, faculties, other student groups, union of volunteers, self-management.

Theories about self-maturity of students towards professional orientation, self-organization, internal and external impulses on self-development makes the student to grow up as a mature professional. Repetitive creation of relevant condition to professional orientation of students, i.e. reflection provides the periodicity of the activities. In fact, while communicating with mates, the student does not just theoretically replaces the himself with the interlocutor, but also "communicates" with the emotions of him. Moreover, the student compares his important, personal, and socio-psychological qualities. In this view, the procedure of reflection is very significant for the researchers. We focused on this view in this project.

It is a duty of professors and lecturers to organize the professional skills of the students in the very beginning of the higher education. In order to create the mentioned condition the professors should have the following skills:
- Ability to study the psychological condition of the student;
- Ability to explain the professional orientation;
- Ability to show the social status of the students;
- Ability to develop the social wellbeing of the students;
- Ability to show the social significance and effectiveness of the students;
- Ability to improve the quality of the social activities;
- Ability to show the value of finance in the system.

According to the research projects conducted in our country and in foreign countries, the factors of professional development of a student are those: aim, environment in small groups, qualities of interpersonal activities, opportunities to initiate a communication, group closeness, exchange of information, inter-social determinants, social attitude, social role statuses in groups (V.V. Guz, O.V. Lesher, V.I, Jernov and others).

In methods of educating developing students we can add interactive method of conducting a lesson, where it is open lecture and debate between the students, interpersonal dialogue. Thus, students grow confident and self-motivated under the methods of creating a competitive professional.

Unlike the research outcomes obtained by other scholars, our research pinpoints that stabilization of professional orientation of students can also depend on the socio-psychological factors in the academic life. The methods of C. Rogers and R. Diamond are utilized to recognize the relationship between the socio-psychological wellbeing of student and their professional orientation among the students of Tashkent Financial Institute. The numbers stated in the table above, show that they are statistically significant, in fact they should be interpreted intellectually according to the descriptions mentioned. Social adaptation results show that chosen job by students is positively related to emotional and social satisfaction of them. Other indicators, for example, feeling of belonging to a certain group, understanding others, emotional comfort, internalities will also become positive as students move from the first year to the second.

CONCLUSION

To sum up, the socio-psychological factors are proven to be significant in a student's professional orientation. Our project indicated that psychological climate in the groups are important in self-developing of students. The base category in finding his place in the groups is considered to be a closeness of peers in small groups. In order to become professionally mature, student must interact with group-mates, should appreciate the qualities and share them with other mates, and should develop the action in reflective way. In this part of the project the following words should be stated as recommendations, each group leader, lecturer, pedagogues should identify the social leaders of the groups who describes the academic groups, also, should develop a complex system that corresponds to the development of professional orientation of the students.

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