

FACTORS INFLUENCING THE FORMATION OF PROFESSIONAL THINKING IN PUPILS

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ABSTRACT

The article describes the factors that influence the formation of pupils' professional thinking. The level of professional thinking in the choice of profession depends on how a person chooses a profession and how he or she considers the needs of society, personal characteristics and interests. Consequently, a conscious choice of profession involves a certain "maturity" of a person, such as having a certain general education level, willingness to work, willingness to work, aspirations, socially valuable reasons, self-appraisal of their abilities, and so on. will hold.

Keywords: Professional knowledge, professional thinking, formulation, educational process, personal ability.

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

Society and its social environment, events and events are all influenced by the development of the individual as a person and his thinking. This is also true for the process of professional thinking formation in the pupil.

Factors influencing the process of vocational guidance of secondary school pupils in the national education system have been studied by a number of local researchers such as R.Sh.Ahliddinov, Umarov.

Professor R.Sh.Ahliddinov noted that the following factors influence the choice of profession:

1. The views of older people and family members that are typical of our country;
2. Peer Reviews;
3. The views of the school teaching team (teachers, class leaders, etc.);
4. Professional and life plans of the person;
5. Personal skills and manifestation;
6. Pursuit of community positions;
7. Have information about a particular professional activity;
8. Humility.

In addition to the aforementioned factors, the following can be affected:

1. Demand for a junior specialist, ie availability of jobs;
2. Professional motivation;
3. Professional suitability;
4. The proximity of an educational institution or industrial enterprise or organization;
5. Profession as a profession

An analysis of these factors shows that they mainly represent external factors. In our research, we have tried to adequately address the internal factors in the learning process.

Most young people who are planning their future or thinking about their future profession have little or no knowledge of what kind of professions they have and what their owners do.

When analyzing whether a particular pupil is eligible for a particular job, it is advisable to first look for specific information about how this business is organized and how much time it will

spend. The nature of the profession is not in its name, but in what activity or activity it is to perform.

The reader should also consider the following questions: What requirements and limitations do a particular occupation occupy; what kind of training does this profession require, where to get it; can it promote personal prestige, is there a demand for this profession or profession in the labor market?

Secondary school pupils choose their profession through a variety of factors. We will explain them below.

Choosing a profession based on prestige or income. It is common to think of a prestigious profession as a source of income, and that having a job ensures that the money will come. It is important to understand:

First, pay for a position, not a profession, that is, for performing specific tasks in an organization or organization. Of course, there are different rates of pay in various activities. However, this is not about the profession, but where it is implemented, its status, the level of skill and skill of the occupation, and the supply and demand in the labor market.

Secondly, professions that are perceived as prestigious may not always be profitable, since the number of people willing to occupy them is far greater than the demand for it. In recent years, the average income of a skilled worker is higher than that of an economist or lawyer. However, competition for admission to this profession is also high.

The word "influential" is relative, depending on the circle of communication, and is rapidly changing over time.

Equal subject matter and profession. Another common misconception among pupils is that it is the equivalent of professional work in a particular field with the subject matter, relying on the principle of "I like literature, which means I become a writer." Editor, Corrector, Teacher of Language and Literature, Translator, Research Fellow in the field of Philology, etc. can also be divided. All of these are fundamentally different from the activities of the individual professions and their representatives in the literature lesson.

The same holds true for other academic disciplines. This is not a profession but a specific field of science, and its foundations should be as thorough as the profession.

Feeling the attitude of a certain professional towards the profession. If you like or dislike someone, it's not a rating as an expert in their field. This should not be an obstacle to our qualifications. "Good man" is not a profession. Of course, we want to be like him, but personal qualities are not what he is.

On the contrary, we have met an unpleasant person. We cannot accept him, but it is not his profession. The conclusion that "I do not want to be like him" does not mean "I do not want his profession." It is important to remember that because of his personal qualities, we do not want to be like him. We must not forget that anyone who is unpleasant as a human being can be a mature, capable professional, professional.

It can be said that it is up to you to decide how you should behave and be responsible for your career choices.

Choosing a “Follow Friends” profession. Choosing a profession with the influence of friends. While a pupil does not think of fulfilling his or her wishes, his or her classmates are thinking about choosing a career. The reader does not want to be separated from their friends because their dreams are bright and attractive. So the reader says, "I'm with them because I don't care." Later, she begins to suffer, she suffers: she regrets choosing the wrong profession, she is upset about the job she is not interested in.

There is no mention of personal responsibility for career choices and responsibility for decision-making. However, in some cases, career choices can also be successful, because people who have similar interests and abilities often become friends. This is more of a success story and not a result of conscious choice in career choice.

The choice of profession depends on the level of education or where. It is best for the learner to choose a profession and then consider the options available to him / her. The choice of profession should not be based on the desire to study in a particular institution or to have only a secondary special education.

If a pupil wants to pursue a particular profession but cannot enter an educational institution where he or she needs to enter, it would make sense to look for other options that may be available, such as secondary special and vocational education institutions. For example, it is necessary to consider that this profession can be obtained not only in this institution, but also in other secondary special educational institutions. Higher education will also be available in the future. It would be better and more rewarding to study at a prestigious university than a profession that does not interest the pupil at all.

Not taking into account their abilities and interests. It is desirable to acquire a profession that is of interest and of which it is possible. In some cases, people think of "what can I do and pay well" and ignore the above. A person cannot achieve high results in a job that he does not care about, which is beyond his personal abilities. Moreover, such a person cannot realize that he has spent a lot of time and energy on his life, which is simply a waste of money.

Another reason for making such a mistake is ignorance of one's own abilities and interests. It is impossible to say whether or not a job is liked or not. Of course, not all specialties can be completed without a special education in the first place. In these cases, professional competence can be defined by external markers: interest in a particular field, having active information about the activities of professionals in this field, and not having difficulty understanding and remembering that information.

Listening to the opinions of people who are incapable of choosing a profession. There are many "advisers" on career choices. It is advisable to pursue a career only if certain conditions are met.

These are: knowledge of the specifics of the professions in question and the situation in the labor market; knowledge of the individual psychosocial features of a career person; to understand the nature of psychological problems that occur in the course of professional recovery.

A qualified professional (school psychologist, employment support officer), or a person who is very familiar with you and who is familiar with a particular group of professions in your personal experience, can advise you about your career choices.

Some pupils choose careers based on years of study by professional teachers and psychologists working in the school. The personality of the teacher plays a huge role in guiding pupils to the profession. Personality of a teacher is a set of qualities that determine a teacher's creative development, his high pedagogical skills, his constant innovation at work, his enthusiasm, and love for children. It also gives pupils a sense of self-esteem, a passion for work, a desire to be like him, to be friends with him, and to share their best wishes, dreams, and career. We can say that choosing a profession based on the recommendations of professional teachers and psychologists is very effective. The interests and abilities of the learner are taken into account. In this case, the pupil will have more opportunities to find a suitable profession.

Choosing a profession based on the traditional approach. Our nation has a long-standing tradition of professions. At the same time, the experience provided for the choice of profession and communication with the professional will be sufficient. Nevertheless, it is desirable for every generation to pay close attention to the rarity. Since every profession is, in a sense, a way of life, it requires the same or a similarity in thinking. The rapid change in knowledge and technology now limits the possibility of preserving homogeneity across generations.

Today's most productive, exciting, and prestigious professions are emerging that young people need to master. Generations can be justified in the field of folk crafts. However, we do not observe such trends in the sectors that make up the economy of the country - the chemical and metallurgical industries, construction and information and energy industries. The only reason is that the current state of the aforementioned industries requires every employee and staff with advanced, high level of knowledge, skills and abilities.

Choice of occupation under the influence of random causes. Occasionally, a teenage manufacturing company may choose this profession because it is close to home. Or they may decide to study in the same profession as the competition for admission is not so great.

The level of professional thinking in the choice of profession depends on how a person chooses a profession and how he or she considers the needs of society, personal characteristics and interests. Consequently, a conscious choice of profession involves a certain "maturity" of a person, such as having a certain general education level, willingness to work, willingness to work, aspirations, socially valuable reasons, self-appraisal of their abilities, and so on. will hold. For this reason, it is important for the learner to choose his or her own career choices. As a result, the pupil is expected to make his or her own choice of profession. Only then will the economic and social potential of each person be fully realized.

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