

IDENTIFICATION AND IMITATION ARE THE QUALITY OF MOTIVATION FOR CAREER CHOICE OF TEENAGERS

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Abstract:

The article is devoted to the problem of the phenomenon of identification affecting the process of choosing a profession of students of adolescent age, it describes the phenomenon of identification, its appearance and types in adolescents, and the concept of professional-pedagogical identification.

Keywords: Identification, teenagers, choice of profession, imitation motive, professional-pedagogical identification.

INTRODUCTION

archery has a special place among various specialties. Because with the help of the teacher, a "type of person" is formed, which corresponds to the "order" of the society, and the growing generation adapts the wealth developed by humanity, learns self-knowledge, and prepares itself for the creative individual creativity method of future social life and activity.

Therefore, when we say that the school plays a decisive role in the social formation of an individual, we mean first of all the pedagogical activities aimed at the education and upbringing of the young generation. It is not for nothing that different people, when they remember the years they studied at school, do not emphasize the various professional qualities of the teachers that influenced the formation of the personality. The main feature of these reminiscences is that when former students remember their school days, they often emphasize the character traits of teachers, the richness of their spiritual world, personal and professional qualities, rather than the teaching methods of teachers. These qualities are imprinted in a person for the rest of his life and determine the future destiny of his student, encourage him to serve society and people.

A modern teacher should be first of all an educator, and then a "subject teacher" - a concrete subject teacher, but if he has deep fundamental knowledge and professional qualities and cannot exert a positive, spiritual and moral influence on children who are developing as individuals, it is difficult to call him a real educator.

In this sense, the role of spiritual ideals formed in his mind during the school years is very important in the development of a person. Spiritual ideals as standards of character play a major role in the formation of personal qualities in teenagers. We studied the phenomenon of identification as one of the methods of acquiring, making one's own, ideal qualities for an adolescent child. Because spiritual-ethical and professional ideals help to form personal

virtues of teenagers, such acquisition of the qualities of teachers by teenagers takes place in the process of identification.

By identification we understand the ability of a person to imagine himself in the place of another person. At the basis of this ability lies the characteristic of making another person's spiritual and moral norms, values, and qualities similar to his own. Identification facilitates the process of interpersonal mutual understanding and helps to manifest behavior such as humanitarianism, altruism, empathy, collectivism. When identifying with the advanced representatives of the pedagogical professional, the adolescent will have a strong pedagogical stability. We see that the process of self-identification of the teacher with the teacher who is ideal for him is both complete (i.e., merging and adapting to the model ideal at an absolute level) and incomplete (i.e., not all, but a certain part, even some of the professional-pedagogical and moral qualities of an advanced teacher in his person). we assumed that it is possible to find and, on the basis of them, to equate oneself with the personality of the pedagogue, to unite, and we called these corresponding qualities or parameters "identification qualities".

In order to define the essence of the studied phenomenon, we introduced the term "professional-pedagogical identity". Under this term, we mean equating the personality or personal professional-pedagogical qualities with the personality or professional qualities of representatives of the pedagogical profession.

In the structure of professional-pedagogical identification, we have distinguished the following objects with which teenagers can identify themselves: teachers, parents; the teachers in their school can be characters from fiction or movies.

We also identified the factors that support or enable the identification process in teachers. As it turns out, regardless of who is the subject of identification, the following factors can be considered as contributing factors to the emergence of identification: the presence of similarity in the development or underdevelopment of professional and spiritual qualities, the compatibility of interests, views, the presence of sympathy, empathy, and empathy towards the object. The following factors hinder the manifestation of the identification process: incompatibility of interests, life plans, existence of differences, antipathy, indifference.

Identification as an internal psychological mechanism affects a person's lifestyle, behavior, life plans and attitudes, career choice.

is closely related to the phenomenon of imitation . In it, like imitation, observation is carried out and some form of behavior is copied, but identification, as distinguished from imitation, is always the conscious following of the model to be imitated. It is usually a person putting himself in the place of the person he is identifying with and performing his duties wearing his mask.

Imitation is a conscious or unconscious repetition of other people's experience, behavior, character, qualities, and profession. At an older age, conscious elements are more expressed in imitation. It is desirable to accept imitation as a normal phenomenon in the growing generation. Because it has its own place in the formation of human personality. If the child's

ability to imitate is weak, he will have difficulties in learning social experience, and the condition will lead to defects in his mental development in general. In this sense, it is better to encourage imitation. Imitation can be focused on some quality or activity of the object. A person has a common quality, characteristic, action, need, etc. between himself and the object of imitation. when the phenomenon of identification begins to occur. When the subject finds exactly the same quality, experience, state with the model, he begins to identify himself with it.

A developed person relies on his worldview, foresees his own development, creates an ideal image of his life position and, identifying himself with it, strives to be unique and suitable for it in every aspect.

Identity is a determining mechanism of living, development and formation of an individual in social conditions and performs the following functions.

- directs to establishing mutual relations with others:
- determines the character of sympathy (sympathy, concern, sadness)
- appears as a mechanism that brings others into communication.
- is an effective way of knowing other people, objects and natural phenomena, as well as oneself.
- is also used as an artistic style;
- it acquires a guiding function, that is, by identifying itself with the advanced members of the pedagogical profession.

Used Literature

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