

## PRINCIPLES OF PROFESSIONAL GUIDANCE AND PROFESSIONAL SELECTION OF YOUTH

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**Abstract:** This article describes the process of vocational training of young people, their choice of profession, the process of professional formation of a person and the factors influencing it.

Also, considerations are given on the stages of students' acquisition of a profession, the requirements of professional selection and professional activity, as well as their professional adaptation.

**Key words:** pedagogical process, youth education, career choice, professional advice, professional selection, professional activity, professional development, external and internal motivational factors, independent thinking, professional maturity.

Today, one of the main requirements for a teacher in all educational systems and pedagogical activities is to prepare a person who is fully spiritually mature, socially adaptable to society, labor activity, and able to work on himself, who will serve the interests of society and the state. In the upbringing and development of such a young generation, the main task and attention of the teacher is directly related to the correct choice of profession and professional selection of students, as well as the ability to provide professional advice. Because professional maturity is one of the most important aspects of human life. It is precisely in the process of achieving success in professional activity that the personal characteristics of a specialist are of great importance. However, it is necessary to implement an individual approach to the personality of each career choice. For this, it is advisable to implement professional education, including professional advice, and the process of professional selection, taking into account the age and gender characteristics of the career choice. In this, first of all, it is necessary to take into account the professional needs, motives, abilities, interests and capabilities of the person. In particular, when teaching students a profession, we should pay great attention to the widespread use of our culture, values, examples of our national art, wonderful examples of art created by our ancestors and famous throughout the world. Especially important is the use of historical sources in teaching young people a profession. For example, Abu Nasr Al-Farabi says in his work "The City of Virtuous People": "Every person should master a profession that he likes, know his profession perfectly, receive good education, and have good character and personal qualities" [1].

A student's successful choice of a profession largely depends on the formation of a personal and professional direction, the correct assessment of their abilities, the level of aspirations, the consistency of their reality, stable professional intentions and sufficient information about the profession. Therefore, it is necessary to systematically study the factors related to the motives for choosing a profession at the stages of the student's education. The participation of the administration of the educational institution, the pedagogical team, the psychologist of the educational institution and the student is important.

Psychological studies have scientifically substantiated the existence of a number of factors that influence students' career choices. In particular, A.I. Zelinchenko and A.G. Shmelyov have presented a system of internal and external motivational factors that influence the choice of a profession. The first are external motivational factors, which include:

- factors of pressure, i.e. advice, instructions from other people, movie heroes, demanding an objective character (service in the army, the internal financial situation of the family), individual objective condition (health);
- attractive-repulsive factor - a direct example of someone, everyday "social mastery" standards (image, influence);
- factors associated with relatively meaningless actions - ease of mastering a profession, relying on the path taken by comrades, the location of an educational institution close to home, engaging in undemanding work;
- factors of socio-economic content, i.e. the need for people with such a profession everywhere, material well-being.

The second is internal motivational factors (personal, professional and life plans), which include:

- the attraction of the importance of the profession;
- possession of practical qualities and desire to benefit society;
- striving for social recognition;
- include interest, ability, and the presence of ability [2].

It is clear from these factors that young people, due to their lack of sufficient information about the world of professions and their own personal qualities, are inclined to choose a profession under the influence of external factors. As a result, students make a number of mistakes in their lives when choosing a profession. In such cases, they are not ready to evaluate themselves objectively and completely. It is difficult to trace a single tradition in the self-assessments of young people. One of them overestimates himself, while the other does the opposite. Timely assistance to a student in choosing a profession encourages and activates him to organize his educational activities correctly, to look at his future with calmness and confidence, to think about himself and his future [3].

It is clear from the above considerations that choosing the right profession is a complex and long-term process that covers an important stage of a person's life. Its effectiveness is determined by the correspondence of the psychological capabilities of the person to the students of professional activity and the ability to adapt to socio-economic changes during professional development. From this it can be understood that the choice of profession is the most important stage in choosing a person's life path. This long-term process, which can last for several years, and secondly, forms an integral chain of the history of a person's professional activity.

Modern professional activity has its own individual characteristics, because a person proceeds from himself in determining the stages of each direction. In other words, understanding one's own personal and professional qualities is inextricably linked with understanding values. This is the basis for making a conscious choice. In particular, during the initial stages of acquiring a profession, it should be the main attention of all teachers and mentors to know how closely students' aspirations are related to the goals and objectives of the chosen profession [4]. Students should be reminded again and again that since ancient times, each craft has been considered sacred, respected and honored, each craft had its own masters and their students. Our ancestors developed their own etiquette, special rules, customs, cultures, proverbs, and

national traditions of prayers for teachers and students, and they strictly adhered to these rules. Both the teacher and the student had their own tasks and duties.

Today, the formation of an independent thinker has become both a theoretical and practical problem of the higher pedagogical education system. In particular, the goal of educating future teachers to be independent thinkers who can freely express their opinions in all aspects and the creation of technology in this regard are important tasks facing educators in higher education. In conclusion, if more extensive research is conducted on the professional psychological preparation of future specialists, psychodiagnostics of professional preparation, then it is possible that some educational and methodological problems in the training of highly spiritual, highly qualified and talented personnel and their professional development will be solved in our country.

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