

CHARACTERISTICS OF PROFESSIONAL TRAINING OF STUDENTS AND YOUTH IN IMPROVING THE QUALITY OF EDUCATION

Shomirzayev Shavkat Tursunovich

Armed Forces of the Republic of Uzbekistan Training Center for Junior Specialists head of the tactical cycle, lieutenant colonel

Abstract: The article gives characteristics, form and content, didactic principles of professional training of students and youth for the pedagogical process in the conditions of modern development of education. Social adaptation of a person is an element of his socialization at a certain age and in certain social conditions, and this is explained by the fact that social norms and cultural values are provided by the implementation of his activities, self-development and self-awareness.

Key Words: education, quality of education, professional training, self-discovery, self-evaluation, psychological theory of personality, social adaptation.

Аннотация: В статье даны характеристика, форма и содержание, дидактические принципы профессиональной подготовки студентов и молодежи к педагогическому процессу в условиях современного развития образования. Социальная адаптация человека - это элемент его социализации в определенном возрасте и в определенных социальных условиях, и объясняется это тем, что социальные нормы и культурные ценности обеспечиваются реализацией его деятельности, саморазвитием и самосознанием.

Ключевые слова: образование, качество образования, профессиональная подготовка, самопознание, самооценка, психологическая теория личности, социальная адаптация.

We define adolescence as a certain stage of personality maturation and development between childhood and adulthood. The transition from childhood to adulthood is usually divided into two stages: adulthood (adolescence) and adolescence (early and late). However, the chronological boundaries of this age are often defined in a completely different way: people between the ages of 14 and 18 are called teenagers, and those aged 16-18 are considered young men.

This period coincides with graduation and admission to professional (college or lyceums, vocational schools) and higher education.

Adulthood, compared to adolescence, is characterized by a greater differentiation of emotional reactions and ways of expressing emotional states, as well as an increase in self-control and self-regulation. However, the general tasks of this age are determined by the combination of a number of rapidly changing qualities, which are not characterized by mood swings, from laughter to sadness, and changeable behavior. These include, in particular, the sensitivity of adolescents to evaluation of their appearance, skills and abilities, and at the same time, excessive self-confidence and excessive criticism of others. These combinations of qualities in adolescence become much weaker and some of them have already softened by the time of adolescence.

For young men, the external, physical world is one of the possibilities of subjective experience, and the self becomes the focus of this world. In young men, the ability to indulge in their own feelings based on their personal "I", to discover a new world, to perceive new emotions, the beauty of nature, and the sounds of music.

Discovering the inner world is a joyful and exciting experience. But it also causes anxiety and dramatic feelings. The inner "I" is inconsistent with the "outer" behavior, actualizing the problem of self-control.

Adolescence is built around an identity crisis consisting of a series of social and individual choices, recognitions, and self-determination. If a young man cannot solve such problems, he will develop an adequate personality that can develop in four main directions:

1. Withdrawing from psychological intimacy, avoiding close interpersonal relationships;
2. Blurring of the sense of time, inability to make life plans, fear of growth and change;
3. Blurring of effective, creative abilities, inability to mobilize their internal resources and focus on some basic activities;
4. Formation of "negative identity", rejection of self-determination and selection of negative images for imitation.

A very important component of self-concept is self-esteem. This concept is vague and refers to self-satisfaction, self-acceptance, self-respect, positive attitude towards oneself, self-reliance, and a person's ability to , considers successful and worthy. So, self-esteem is a personal value judgment expressed in the relationship of a person to "himself". High self-esteem is associated with positive emotions, low self-esteem is associated with negative emotions, self-esteem motivation means increasing positive feelings about oneself while decreasing negative feelings.

High self-esteem is not synonymous with conceit, arrogance, or lack of self-criticism. A person with high self-esteem does not consider himself worse than others, believes in himself and can overcome his shortcomings. On the contrary, in young men with low self-esteem, the person is psychologically unbalanced, lacks assertiveness, and has a very negative effect on social behavior. After examining more than 5,000 young men and women aged 15-18, American psychologist Maurice Rosenberg came to the conclusion that general instability of self-image is common in young men with low self-esteem. They are very vulnerable and very sensitive to every influence that society has on them. They react to criticism, laughter, criticism more painfully than others. They are more concerned about what others think of them. If something does not work at work or if they find some deficiency in themselves, they react painfully. As a result, most of them are characterized by shyness, a tendency to mental isolation, withdrawal from reality into the world of dreams.

Boys' and girls' self-concept and self-esteem are strongly dependent on stereotypical ideas of what men and women should be, and these stereotypes, in turn, arise from the differentiation of gender roles historically developed in a given society. This implies the need to individualize education and training, breaking the usual stereotypes and standards that are average, focused on individuals.

The main psychological achievement of adolescence is the discovery of the inner world. Forming a new time perspective is associated with certain psychological difficulties. A sharp sense of the irreversibility of time is often accompanied by a reluctance to notice its direction in the young mind, a feeling that time has stopped. This "stopping" of time means, psychologically, a return to a childhood state where time is not yet present in experience and not consciously perceived.

Education has different meaning, value and attractiveness for young people at different stages of their development, it is only necessary to be at an age when the choice of education is a life choice.

In connection with the changes taking place in various fields in our country in recent years, this question is very relevant.

Today, the life positions, ideals and aspirations of our entire society and young people are changing. Especially, these changes have a lot of impact on young people: their directions change within a year or even six months. This is confirmed by very large surveys that guarantee the reliability of the data.

The trends of different categories of youth can be analyzed based on information about the life goals set by young people. The sample includes students of vocational schools and technical institutes, university students. These data are summarized in Table-1.

	Life goals	Higher education students	Students of professional education
		%	%
1	Having a lot of knowledge	73	67
2	Build a family	87	75
3	Being politically active	10	25
4	Be busy with interesting work	96	85
5	Helping the needy	35	25
6	Nature protection	59	71
7	Get high income	79	68

As can be seen from Table 1, different groups of students are reacting to life with a percentage of significant differences. Although the age difference of the respondents is small, their social status has a significant influence on the choice of life goals. Vocational education students have made their career choices, while vocational students are still deciding.

The most important thing, in our opinion, was that young people identified the desire to do something interesting as a core value. Of course, not everyone has the opportunity to realize this goal, but showing it unanimously in the first place shows that the importance of future work is very high.

In this regard, many young people choose the professions of lawyers, economists, and managers in the future, and it is very interesting to analyze these choices. We studied these choices of young people in three groups.

Students in the first group expressed their desire to become educational professionals. Students in this group have an important task of realizing themselves in their future profession. Only in this group was noted the tendency to continue their studies at the doctoral level. All other factors are less important for them. The number of students in this group is one third.

The second group of students connected their future professions with business. This is about 26% of the total number of respondents. Their attitude to education is completely different: for them, education serves as a tool (or a possible starting point) for creating their own business, trading, etc. in the future. They understand that this field requires education over time, but they are less interested in their profession than the first group.

The third group of students, who can be called "unstable" on the one hand, and on the other - young people who are oppressed by various problems of their personal, everyday life. All parameters of their outlook are "unclear" compared to the first two groups. Household, personal, housing and family problems come first for them. It can be said that this group "goes with the flow" - they cannot choose their own path, for whom education and profession are not of the same interest as the first groups. Perhaps the self-determination of this group of students occurs later, but it can be assumed that this group includes people who are not characterized by the process of self-determination, path selection, purposefulness. Such a psychological position has the right to exist. Students of this group make up about 24%.

In general, the professions that focus on the most education are economists and lawyers.

This fact seems to be very symptomatic, because currently the above-mentioned specialties are among the most popular professions.

Young people pay the least attention to specific sciences (mathematics, chemistry, etc.) and teaching professions. One of the factors affecting the directions of these professions is the low demand for these professions in the labor market. As for teachers, a purely social factor should be noted here - the prestige of the teaching profession continues to decline in recent years, although it is not so difficult to find a job in this field. In addition, as before, students who are oriented to the teaching profession make up a little more than a third of all students.

From the above information, it became clear that the process of choosing a profession and studying at a university has become pragmatic, purposeful and suitable for many students today. The importance of education as an independent social phenomenon with socio-cultural, personal and status attraction has shifted to a longer plan. Perhaps, the difference in the values of education between the previous and current years is mainly due to this.

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