

Development of students' professional interests based on an innovative approach

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Annotation. In modern innovative conditions, the result of a conscious choice of a profession by students of a general education school should not be narrowly focused professional specializations, but the ability of a student to strive for professional self-improvement throughout his life, independently set goals and organize steps to achieve them.

Keywords: pedagogy, education, innovations, profession, craft, interest, abilities, school, student.

Self-determination in the modern changing world is the most important moment of a person's personal formation and fulfilling life.

The classical methods of professional guidance used in a steadily developing society become ineffective in the complex process of forming market relations in the field of labor and education in the conditions of economic and social instability of the society.

In the modern innovative conditions, the result of the conscious choice of a profession by students of a general secondary school is not to have narrowly focused professional specializations, but to strive for professional self-improvement throughout the student's life, to independently set goals and must have the ability to organize the steps to achieve them. The main goal of socio-pedagogical assistance is to guide a person to the professional field and self-realization.

Among the main psychological directions, professional self-awareness is divided into:

1. Difficulties in choosing a profession are related to personal problems. In the process of deciding who to be in the future, the degree of personal maturity of the graduate is expressed in the ability to define future plans.

Therefore, first of all, a general secondary school should predict the life goals of a student in "finding his identity" as a person.

2. Conscious career choice of middle and high school students. It includes such processes as conscious choice of profession and ability to assess one's abilities, self-determination of one's own destiny. Self-awareness is knowing one's psychological capabilities, abilities and inclinations in relation to the chosen profession. Making an adequate self-assessment of their abilities, opportunities and inclinations in the process of conscious career choice and self-assessment of their students. The mental structure of professional self-awareness includes actions for self-development and self-education, mental and professional self-training in the chosen profession.

Student's successful conscious career choice is related to the formation of self-assessment and psychological actions of self-development. Implementation of these psychological actions is carried out by creating special psychological and pedagogical conditions to increase the personal and mental activity of students. Development of personal independence and initiative qualities, as well as self-observation, self-awareness and prediction.

It is very important that the student, despite the fact that he has made a choice, informs him about his future profession and about himself. Often, the younger generation knows very little about the range of professions they have to choose from, and the specifics of each profession, which creates an opportunity for random selection. Often, students choose careers based on the authoritative opinion of their elders and not on their own conclusions as a result of their early career choices.

A conscious career choice reflects the level of personal requirements, including an understanding of one's own capabilities (it will be difficult for a student who has not graduated from an art school or has not received individual training in this field to enter an art academy) and allows to assess his abilities. In addition, the subject himself is often influenced by the level of requirements that he does not understand in relation to the profession. Graduates often try to choose professions

with high standards for themselves. This is not a bad thing, because it helps them grow and overcome difficulties and obstacles. Such students do not try to achieve anything, they try to overcome simple and professional problems.

When a high school student chooses his life directions, he doesn't think that his choice is influenced by many factors - family, community, friends, interests, even the area in which he lives. must be sure of his choice. After graduating from school, it is necessary to strengthen his personal qualities.

It is important to give students a lot of information about the future and about the professions: professional and life achievements, they can achieve good results only if they have a sense of dedication to work and a desire to be independent in the realization of life goals. In providing socio-pedagogical support to any students, it is necessary to take into account not only the relevant factors related to setting life goals and plans, but also the emotional characteristics of a person.

For example, in the teaching profession, the student's desire to teach and communicate with students, the desire to become a teacher does not mean that the student should become a teacher. labor, that is, not knowing that the teacher takes into account the many routine tasks of preparing, writing and submitting lessons.

Of course, interests, abilities, and values are manifested at least in any period of self-determination. But important aspects, both public (understanding the need for society) and personal (understanding what he wants) are more generalized and usually mature, and are realized later than interests and abilities, their separation and integration are parallel and interrelated.

Due to the difficulties that may arise in the process of interest in the profession, self-awareness is carried out in several stages.

Stage I - actualization - growth is accompanied by emotional tension, the desire to do something, the desire for directionless activity;

Stage II - search - includes the search for an object that can satisfy one's needs, which can become a motive at this stage;

Stage III - instrumental - some specific actions aimed at the subject to achieve the goal include, as a result, the satisfaction of one's professional need;

Stage IV - the final stage - is associated with the moment of satisfying one's needs and is characterized by a decrease in emotional tension and relaxation. The intrinsic aspect of motivation is need.

Since a teenager should be able to correctly and quickly determine the nature of any specialty, he will need the help of a qualified specialist in choosing a future professional activity. In this case, professional self-awareness should be provided at the educational institution. Implementation of these changes in modern educational institutions (schools, lyceums) is considered an acceptable option for the organization of the educational system, as a result of which it is possible to solve the problem of expanding the competent choice of the future life path of each student in the vocational guidance center.

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