



Development of Professional Consciousness Students

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ABSTRACT

The formation of professional self-awareness is especially relevant for teachers, psychologists, since the subject of labor acts as an instrument for the implementation of professional functions.

Keywords:

Professional self-awareness, motive, cognitive component, reflection, ability, projection

The formation of students' professional self-awareness is one of the main tasks of higher professional education. An indicator of his high level of development is the presence of a holistic image - I am a future professional in the structure of the general self-awareness of the individual. Most students are characterized by a low level of development of professional self-awareness, which manifests itself in insufficiently complete and strongly conflicting ideas about their own professional qualities. While studying at the university, the student receives the necessary knowledge and skills, develops as a person, realizes his role in society. During this period, the professional self-awareness of the future specialist is formed. Self-awareness - awareness, assessment by a person of himself of practical and cognitive activity, as a person.

The peculiarity of self-awareness in a university is that it manifests itself as a desire for self-realization in future professional activities. A student's awareness of himself as a subject of educational activity in the system of vocational education, awareness of the goals of the learning process, is the core of the process of professional development. Activation of the student's self-awareness helps him assess his

abilities, personal qualities, potential and engage in self-improvement in the field of professional activity. The self-awareness of a student as a future specialist is formed on the basis of expanding knowledge about the qualities he needs, an adequate self-assessment of the level of their development.

The professional self-awareness of students is formed due to the development of thinking, independence, activity and other qualities and properties of the individual and manifests itself in the awareness of oneself as a subject of future professional activity. In modern psychological literature, self-consciousness is considered along with such concepts as I-concept, self-esteem, image of I. As a term, self-consciousness was introduced by W. James: "Self-consciousness is a person's awareness of himself as an individual. Human consciousness can be directed to the outside world, or to the subject - the body, behavior, needs, feelings, character. Thus, self-consciousness is introspection". Based on this definition, we can say that self-consciousness was perceived as a form or part of consciousness, where consciousness is a form of reflection of reality. Thus, self-consciousness is

a person's perception of himself, his Self, the isolation of himself from the surrounding world.

Professional self-awareness is a part of personal self-awareness, that is, personal meanings, values, self-reflection are reflected in the professional development of the personality of teachers, and the effectiveness of this activity. Individual-personal features act as predictors of the professional self of teachers. The formation of a professional self occurs at student age, based on a comparison of the image of the profession and the personal self of students. The processes of identifying oneself with the profession of a teacher are being updated, processes of formation of oneself as a subject of pedagogical activity are taking place. In the case of a negative self-image among students, the formation of the self-image in the profession also acquires negative features. In professional activities, the level of moral responsibility of teachers is much higher in comparison with other professions. In view of this, the question of the formation of professional self-awareness becomes relevant - a conscious attitude of a person to his professional functions, motives, goals, and direction of activity.

The personality of a trainee, a student, is considered as a subject of activity, which, being formed in activity and in communication with other subjects, simultaneously determines the nature of this activity and communication, and is an active activity component of the educational process. Consequently, the professional activity of a teacher as a subject of pedagogical educational activity implies a high degree of responsibility not only in the transfer of professional knowledge and experience. Professional and personal responsibility is also relevant and necessary in the development of such a factor as learning how to study, how to acquire knowledge, skills, how to reveal yourself, how to motivate learning and future professional activity, how to form a professional position - in a word, in the development of professional self-awareness of students.

The development of the components of professional self-awareness is carried out in stages: in the first year it is the development of the cognitive component, by the middle of training the motivational-target component

plays the leading role, the operational component occupies a central place in the senior courses. Thus, the development of a student's professional self-awareness is carried out in the cultural educational space of the university, through external communication and in the subjective space of the individual, where it is important that the individual develops self-awareness and the ability to reflect. If self-consciousness is formed in life and communication with other people and is the result of knowing oneself, one's actions, mental qualities, etc., then professional self-consciousness is a projection of all structural components of self-consciousness onto professional activity.

The experience of implementing the model of formation of professional self-awareness of future teachers makes it possible to reveal the dynamics of their personal neoplasms. In the junior years, these are: motivation for personal growth and achievement of a significant professional status in the future; a pronounced need to develop oneself as a professional; reflection of one's own educational and professional activity and the knowledge, skills and abilities formed on its basis; amplification of the idea of one's own professional "I-image". In secondary courses, these are: awareness of the level of formation of professional and pedagogical knowledge, skills and abilities; identification of problem areas in the formation of a professional "I-image" and ways to correct them; conscious and purposeful building of one's own educational route in accordance with the changing idea of oneself as a future teacher. In senior courses, these are: interiorization of new types and new content of future professional and pedagogical activity; optimization of personal and professional pattern of behavior; expansion of the semantic field of personality. If a student understands and feels that pedagogical activity is not his vocation, he will be able to realize his true destiny and get the opportunity for further self-development and self-realization.

The expansion of the information space of educational and professional activities of future teachers, a rich learning environment and positional interaction of university students

optimizes the possibilities of using latent reserves for the development of professional self-awareness of future teachers in the process of their education. In the course of vocational training at a university, ideas about the profession of a teacher and about oneself as a future teacher expand and amplify. The result of this is the establishment of the personal meaning of vocational training. A student's stable positive attitude towards himself as a subject of future professional activity acts as a criterion for the completion of the process of his professional self-determination, and is also an indicator that vocational training has personal meaning for him.

Currently, higher professional education is faced with the task of ensuring the formation of graduates with a high level of professionalism and competence, able to adapt to the changing conditions of professional activity. Thus, modern vocational education should be aimed at developing a value-semantic attitude to future professional activity, skills for building the prospects for one's professional growth, that is, at developing professional self-awareness among university graduates.

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