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## Psychological Features of the Development of Professional Orientation of Students

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**Annotation:** This article presents to you about the professional orientation of students, personal development and psychological characteristics of students.

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The social and technological transformations taking place in modern society lead to significant transformations in the world of professional work, as a result of which the study of psychological aspects of employment and the realization of the professional potential of young people acquires particular relevance and practical significance. Graduates of higher and secondary educational institutions, completing their studies and entering the labor market, inevitably face various difficulties. One of the main obstacles is the contradiction between the social demand of society in certain qualities of the personality of university graduates and the insufficient degree of development of these qualities in the process of their professional training. Such a situation leads to asymmetry, mismatch of the desired and real professional future, which generates mental tension, self-doubt and self-doubt in their professional future. Students' labor activity, which is not related to the specialty being mastered, acquires a massive character, often this problem is solved in favor of a cardinal change of professional activity, after which a young specialist needs to study and master a new profession from scratch.

The importance of developing personal qualities and universal "soft" skills in the process of performing professional activities is emphasized in the works of both foreign and domestic scientists. According to various authors, the psychological foundation of a person's readiness to perform professional activity can be: emotional intelligence, leadership, meaningfulness of life and differentiated self-awareness, communicative and organizational skills, independence and critical thinking, skills of personal development management, time management and goal setting,6 formed value and life sense orientations. These and other personality characteristics act as fundamental predictors that ensure the success of students' preadaptation to a professional future. We emphasize that the preadaptation of the individual to professional uncertainty acts as one of the main trends in the modernization of vocational education and the strategy of navigation of the future professional in the information, digital world of professional work.

Since the emphasis on the highly professional training of bachelors, combined with insufficient attention to their subjectivity, can lead to the psychological unpreparedness of future specialists to perform professional activities and make it difficult to adapt to the conditions of its implementation, the primary task of the university is the development of the student's personality, qualities that ensure the professional multidimensionality of the personality.

For the purpose of personal development and improvement of students' self-attitude indicators, it is possible to use acmeological technologies that are characterized by a humanistic orientation and focused on the disclosure of the inner potential of the individual, the development of properties and



qualities that contribute to achieving a high level of personal and professional development and professionalism. Acmeological influence on the personality can be carried out using a variety of methods: trainings, business and role-playing games, organization of individual work on students' self-development.

The technology of problem-oriented learning is an effective tool for achieving the tasks set. Due to the fact that the starting point of this technology are practice-oriented cases characterized by the presence of a problematic situation, a high degree of uncertainty of activity, the need for a creative approach to solving the tasks, the technology initiates the improvement of students' personal characteristics and contributes to their pre-adaptation to the professional future.

Another effective means of personal development of students are foresight technologies, the essence of which is to develop foresight projects aimed at analyzing changes in an object or phenomenon in the future. Consequently, the very process of implementing foresight technology is focused on the formation of students' readiness for change, that is, preadaptation to uncertainty. The tools of foresight technology include: high humanitarian technologies, project methods, methods of digital didactics, minors, demo exam, game technologies, discussions and moderation, webinars, etc.

A promising direction for the development of metaprofessional qualities and skills of students is the integration of project-based learning technology in combination with modern digital tools. For example: web-quests, which involve solving a problem of a problematic nature using Internet resources, or hackathons, involving the organization of intensive interaction of different age participants of the educational process on one educational platform to solve specific practical tasks in a limited time, aimed at developing flexibility of behavior, social competence, confidence, divergent thinking.

The proposed tools that increase students' readiness for preadaptation to a professional future are not final, but on the contrary, reveal the need for further research related to the search for means and methods of modernizing the educational practice of higher education that meets the challenges of modern digital reality.

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