



## **THE ROLE OF INTEREST IN THE CONSCIOUS CHOICE OF PROFESSION**

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<b>Received:</b> January 18 <sup>th</sup> 2022	This article deals with the role of interest in the conscious choice of a profession. In the conscious choice of a profession, an important role is played by a deep and stable interest in the profession and specialty.
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In the conscious choice of a profession, an important role is played by a deep and stable interest in the profession and specialty. Psychological research and pedagogical observations show that interest, on the one hand, is a manifestation of the abilities of the individual, which are formed in the process of training and education, and on the other hand, one of the main motives for activity, an internal motive force for mastering knowledge and labor activity, to the development of abilities. Therefore, the career orientator should not only identify the professional inclinations and interests of the student, but also develop them in a certain direction. The fact is that quite often students do not have a more or less clear idea of many professions, do not see their attractive sides, are carried away by their external, pronounced sides that affect emotions. Therefore, a number of professions important for society do not arouse deep and stable interests in them. It is here that the school should make every effort to reveal to students the attractive aspects of such professions and specialties, to form a conscious attitude towards them and such an interest that could defeat interest in other, less necessary specialties, which, however, cause mass -owl interest.

Switching of interest and its reorientation are also necessary if the student has contraindications to the profession he is interested in, for example, a young man wants to be a pilot, and he is color blind).

In career guidance work, it is necessary to take into account the following basic requirements for the personality of the worker:

1. Quite satisfactory general education, without which it is difficult to become a good specialist and worker in modern production.

2. The level of mental and general culture characteristic of Soviet workers employed in various spheres of the national economy.

3. Interest and love for work, labor discipline, a sense of responsibility, conscientiousness in carrying out assignments.

4. Typological features - strength, balance and mobility of the nervous system, features of temperament, the possibilities that a person has to "remake" them in accordance with interests and aspirations.

5. Emotional-volitional qualities - activity, self-control, discipline, striving for self-improvement.

These personality traits must be kept in mind in order to form them in the process of career guidance at school, polytechnical study of the fundamentals of science, in the process of learning in all types of school and out-of-school educational work aimed at preparing students for a conscious choice of profession.

Career guidance requires an individual approach to each young man and each girl, taking into account the individual characteristics of development and the state of their physical and moral and psychological qualities. They must be taken into account both to ensure production success, and in order to protect labor and the well-being of the worker. There is a list of professions and specialties to which certain individual characteristics of a person are contraindicated. Not only doctors, but also teachers conducting career guidance work should be familiar with it.

Career guidance and vocational selection should be guided by professionograms of specialties. Moreover, not only persons involved in career guidance and professional selection, but also the applicant for the profession, i.e. student.

The school, summing up the results of labor education and vocational guidance of students graduating from school, should not remain indifferent in determining their life path. Advice to students, where to go, who to be, what to be is the most responsible act



for both the school and its graduates. This is what the school should define in its graduate profile.

Certain requirements are imposed on the characteristics of school graduates. First of all, it should orient future mentors, teachers in the positive qualities of the personality of a young man or girl, to desirable ways of their further education. When compiling a characteristic, it must be borne in mind that each person has personal qualities that should be the basis for the formation of socially valuable traits of a person.

The characterization should be optimistically directed, oriented, if possible, to a wider range of professions and specialties, to areas of activity where a young worker or student can more successfully realize and develop his positive interests and qualities; to stimulate as much as possible, and not to discriminate against the individual, to reveal, but the ways of further formation and application of its forces in socially useful productive work.

This collection discusses some theoretical and practical issues of career guidance for students, sets out the necessary requirements for the main types of professional activities (pedagogical, engineering, driving, medical, economic). These brief professionographical materials, of course, are indicative, they must be corrected and supplemented with new data depending on local working conditions and in connection with the achievements of science and technology. The given professionograms can also serve as an example when compiling professionograms of those professions and specialties that are not included in the groups of professions indicated in this collection.

The instructions contained in the collection on how to organize a vocational guidance room, how to carry out this work in general education schools, in the preparatory departments of teacher training institutes, are intended to give teachers general information regarding the organization and conduct of vocational guidance for students in various professions. The materials of the collection do not pretend to be exhaustive information on career guidance. To do this, the leaders of the school career guidance of students need to turn to a number of other sources, especially on professionography and diagnostics of professional interests and inclinations, on compiling high-quality career guidance characteristics of students.

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