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## The Method Of Formation Of The Students' Professional Etiquette In The Process Of Education

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### ABSTRACT

This article provides the data concerning the essence and significance of sociometric methodologies aimed at identifying the mental and spiritual development of a person, the degree of their ability to be different in their areas of activity, and the way they use it in practice.

### KEYWORDS

Sociometric methodologies, mankind, pedagogy and psychology, psychological methods

### INTRODUCTION

The present day is requiring a mankind to think carefully and make conclusions for as an independent individual in each second. That is, in this endless world, as we cannot imagine our own interests without those of others there is a great need for learning and knowing pedagogy and psychology.

The professional interests of the developing individual and their tendency to the subject matter constitute the essence of the process of professional formation, and one cannot consider about the professional orientation of a person's aspirations. Therefore, in the process of learning the development of the

students' professional culture, the majority of specialists will receive a survey of interest maps and methodology for identifying the tendency of the students' choice according to the trends of education in higher education institutions, specially developed by Dj.Cellin on the theory of repertoire tables.

### THE MAIN RESULTS AND FINDINGS

Finally, psychological methods of identifying the individual's future profession and the level of self-esteem, as well as the formation of these qualities in the student group are included. Taking into consideration the readiness of young people to choose profession, in many respects, they depend on the relationships between their professional choice process, and the method of identifying professional competences.

At the moment, in higher education institutions of our country the method of "Identifying Personality traits" developed by the Czech specialists and "Questionnaire of terminal values" developed by I.G. Senin have been tested in students, passed stages of adaptation to the national conditions and training of personnel, These methods are being used in the process of implementation.

Certainly, the application of professional diagnostic methods is one of the first steps in the career guidance of students. If this method of "identifying personality orientation" is used successfully and at the required level, it will be clear that the student should be able to choose in what direction and in what way the profession should be chosen, which opens up opportunities for the profession to understand their occupation. It is important to remember that the role of parents and the public in this area is great.

All of the abovementioned instructions, guidelines can supply the missing diagnostic methods for the work of psychologists and professionals in practice who work practically in the higher and secondary specialized

educational institutions, public education schools of the country.

In addition to the professional interests of the students-young professionals, it is necessary to consider their mental abilities and skills. With the improvement of the overall mental development of an adolescent child, it has been noticed that their profound and independent relationships with the professional sector have become more severe. At the same time, the relative tendency of mental activity to one or another area is reflected in the mental processes aimed at developing the artistic relationships, interests and motivations of those people.

Many psychologists know that most of the methods are currently being developed to identify different aspects of mental abilities in different age groups. However, the selection of people is a reality that requires a great deal of responsibility, which can have a negative impact on the fate of young people and their mental state. Therefore, selection and screening are well-known in the history of developed countries, they require extensive scientific knowledge and are specially prepared by medical personnel, pedagogues and psychologists. It is important to note that the selection methods and tests are perfectly designed and meet a number of scientific requirements. As you know, the precision of the measuring tool is that the result of the measurement is so close to life. The method of measuring the quality of intelligence is becoming more and more complicated as well as more accurate. At the same time, we can conclude that mental intelligence can be realized instantaneously, with a long, durable, vibrant selection process, with only a few techniques and tactics that can meet the perfect and well-thought-out requirements.

Below we will present the primary selection process that can be completed under the school conditions. This methodology named "selection of the intelligent class members ", which has been tested in our selection of our

students in Uzbekistan since 1991, is a simple method that can be used by a school psychologist, teacher and methodologist, without the need for professional skills and special knowledge.

The main idea of the methodology, which is derived from the method of «sociometrics» by Dj.Moreno, has been worked out taking into account of the Uzbek national environment and identifying the most intelligent member of the group by means of asking for their special interests. Since the methodology has been adapted to this goal, the peculiarity, form and the questions that form the basis of it, and the processing of the obtained data, and the corresponding conclusions, have undoubtedly been distinguished from the original "sociometrics". In addition, the methodology has played a major role in selecting pupils with their brilliant mental abilities and classroom performance among their classmates, and has been used successfully for many years in the initial selection of pupils who are recommended for more complex and difficult tests of intelligence. Therefore, this method has been improved over the years, and the form has been developed and enriched, both internally and externally, ie:

- Firstly, if the methodology was originally used to identify group competencies, nowadays, it fully justified itself as it has been successfully implemented to select the students who reached their perfection in terms of all spheres are able to succeed in utilizing their professional interests in the classroom and the professional abilities in identifying the interests and aspirations of the learners in the classroom;
- Secondly, on the basis of this method, it is possible to create new options for the group of students from higher and secondary specialized educational institutions to give an objective choice of

the group's intelligent, skillful intellectuals who are eager to master the subject.

Improving the methodology in this direction is consistent with the policy and goals of our state regarding the strengthening of the attention of talented students in educational institutions. Because of the fact that practical psychologists enter higher education, they have several times raised the need for various methods of research.

It is well known that the ability of a person to engage in some kind of activity, his or her favorite profession, will highly depend on his characteristic features and priorities. It is due to the fact that the professional activities are diverse; some of them require that the individual be treated with the rest, while others may require serious responsibility, strong analytical skills, or considerate care, and so on. One of the major problems in the process of professional development of the person is the issue of attitude to professional life in general. That is, the experience gained from professional orientation shows that professional activity is not always the main content of the lives of people, in particular, for some people, it can play a more important role in other areas of life (such as family, society, or profession). In this regard, it should be said that every person has a certain place not only in his/her career, but also in family life, community life, personal interests and other similar values, and hence, practical psychologists and professionals refer If you get the information you need, it will be useful.

Thus, when a person is qualified for the profession, his personality traits and value orientations play a crucial role. Therefore, it was used in the process of orienting students to professional activity and studying their psychology from “the questionnaire of terminal values”<sup>1</sup> developed by I.G.Senin on the

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<sup>1</sup> Senin I.G. Oprosnik terminal'nyh cennostej (OTeC). - Jaroslavl', Sodejstvie. 1991.

basis of "Methodology of Personality Orientation"<sup>2</sup> worked out by V.Smecal and M. Kuchera and M.Rokich's theory.

According to Smeal and M. Kuchera, the motives of all activities can be divided into three main areas: self, people, and activity:

1. **Self-Orientation**, that is, the superiority of the motives of reaching superior status, the desire to fully manage and analyze their personal qualities. A self-centered person is very busy with his/her emotions, thoughts, feelings and communicates with others, he/she needs recognition, appreciation, support and remembers the period of the criticism, as well as it is preferable to be far from criticism and people for this kind of people. They are sensitive to the public's assessment of all actions, and sometimes they feel afraid to make mistakes. Regarding his professional activities, they try to choose a profession that is highly valued in society, and to be honored with his work and profession in that area.

If a person is a spiritually-minded individual who has a broader sense of self-esteem, it is hard to expect his self-sacrificing behavior. These people are often those who are deeply thought-provoking. Although they seem to be a little slower, in their inner worlds they tend to "talk" to themselves, and they always "testify" themselves. In that sense, such conduct can be viewed as an invisible, indoctrinating or 'cold' face to others, especially to those who are directed toward others.

2. **People-orientation** is the attribute of being close and warm to people in any situation. These people attach great importance to all aspects of interpersonal relationships. Often, the most valuable thing for them is the opportunity to communicate with

others. Strongly oriented people are always cheerful, in the eyes of the human being, in all respects, in close contact with unlimited domains. For such people, the indefatigable world is essential, and in day-to-day life they need strong relationships with their own workgroups or educational institutions, and to maintain a warm emotional relationship. This tendency is reflected in the aspirations of the profession to work closely with their colleagues. The work teams are paying great attention to mutual understanding and trust. Individuals with high markers in this area tend to be more selective in their fields of activity and master the occupations in this occupation.

3. **Activity-orientation** is an interest in solving issues related to labor activity, the desire to do the task as accurately as possible. Such a person is quick to get bored with the usual way of working, and therefore, constantly wishes to change the workflow and improve it. One of the attributes of this preference is the tendency toward full commitment, sense of responsibility, as well as the readiness to study, to enjoy work, to appreciate his work, to engage with him all the time, to believe in work and deeply study his field. These people are committed to working closely together on a case-by-case basis. They have the ability to propagate their ideas in order to achieve a common goal that is useful to people, and are distinguished by their independent and creative ideas within a certain profession.

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<sup>2</sup> Lučšie psihologičeskie testy dlja profotbora i proforientatora. Pod red. A.F.Kudrjaševa, Petrozavodsk. -Petrkom, 1992.



It was emphasized that the emergence and formation of professional interests in the choice of the future profession is very important. However, it is also essential to say that the right choice of profession is based on the professional orientation of the individual. The professional orientation of a person has a wider understanding of his/her professional skills and includes not only the interests and abilities of the various occupations, but also the skills and competences, knowledge and experience, as well as all psychophysiological qualities, are also included in the professional orientation. Therefore, it is important not to recognize or refer to any particular occupation as a means of identifying and diagnosing professional orientation. That is, it is possible to observe changes in the formation of the person under the influence of education, family and social environment, the accumulation of new experiences, and eventually adapting to several professions.

Specifically, it is important to determine the professional orientation of students who lack sufficient understanding and experience in a professional field. The reason for this is that their professional activities are relatively close and understandable. Thus, it is possible to assume the level of their professional orientation and professionalism according to the tendency of the youth to the subjects. That is, according to our approach, it is the most convenient and objective way to identify the students' aspirations for their academic orientation and to explore their opportunities.

Many views and theories about professional orientation in psychology can be accepted to be exemplified. According to one of the scientific approaches in the field of professional orientation, which is wide spread and fully studied, the system of personality attributes is divided into the following components:

- Internal needs, motives, interests and aspirations (desire).

- Capability, ability, inclination and knowledge (opportunity).
- The system of cultural and spiritual values that are formed on the basis of various social norms, the influence of others around the world (the social environment).

These components require one another to form a single entity, one after the other, one at a time, and have a crucial role in the creativity and inner feelings of a person. These components provide direction, effort, and quality in the process of choosing a particular profession, setting clear and conscious goals, and pursuing them.

Therefore, it is desirable for professional orientation to be understood that the components of a person comply with their professional requirements in a particular area.

From this point of view, it is important to imagine how important it is to create a unique and optimal method that measures the characteristics and other components of the person's professional orientation. Using J.Kelli's "repertoire tables" in terms of enrichment of the professional diagnostic methodology is characterized by its high efficiency, vitality and objectivity. After the discovery of the method of repertoire tables, a wide range of opportunities for the comprehensive study of human psychology, personality system, and for the development of world psychology and multidimensional psychological diagnostics have been created.

With a view of determining the relationship between the personality system and professional orientation, we have directed the methodology of J.Kelli on the following principles:

1. Today, many students have insufficient knowledge of their profession: in our conditions, special education is provided in general secondary public schools

and vocational educational institutions. Therefore, identifying vocational orientation helps students to get closer to school-related subjects and learn how to deal with them. To this end, the repertoire can play the role of objects in the table.

2. When choosing a profession, the interests of the students in educational institutions and their liking play an important role. In the structure of the person, such motives are included in the category "Wish". And in certain definitive expressions, such as, "I am interested in, I love it", "I would like to participate in the Olympics", or "In my future relationships."
3. Moreover, professional orientation is dependent on the student's personal abilities, skills, competences, and real grades he / she is taking for his participation in classes on the subject. These are features of the "opportunity" set of a person's system, and can be incorporated into the methodological structures such as "It's easy for me to master", "I remember my learning materials" or "My best grades".
4. Finally, the social environment, one of the strongest factors in choosing a profession, has a considerable role in the individual's professional orientation. Social factors include family behavior background, the personal qualities of some instructors and trainers, the values that are shaped in society, and so on.

Based on these principles, it is possible to propose a repertoire of professional orientation. As you can see, the titles of this

table reflect the subjects of 16 titles. The stages are intended to evaluate these subjects in a more detailed way than several others:

- a) I am interested in it, I love it. This column requires the examiner to arrange all the subjects to be of interest to them. That is, they will be asked to find the subjects in the "1<sup>st</sup> queue," "2<sup>nd</sup> queue", "3<sup>rd</sup> queue", "16<sup>th</sup> queue", and write them in the corresponding boxes of the column.
- b) It is related to my future. This column testifies to the extent which its probability depends on each subject and science to.
- c) I would like to take part in the Science Olympiads, if there is a need for taking part in a Science Olympiad, the student will sort out which subjects he would choose in accordance with numbers.
- d) It is easy for me to gain knowledge, the learner notes the subject of his interest which he/she can easily master.
- e) My highest scores. This column compares and evaluates the assessments he received the previous academic year.
- f) I am fond of learning materials. Based on the skills and abilities acquired in each subject in the learning process, this column records how easy it is to memorize the materials supplied about the subject.
- g) My family members (my parents) want. Here, the reader notes that family members pay more or less attention to what subjects, especially parents, to expect them to get higher results from which subjects they are studying.
- h) It is highly valued profession in the society. In this column, the pupil expresses the degree of respect for these subjects in the society in the professional colleges and general secondary schools, the role they play in the development of the economy.
- i) The areas of prestigious people in society. In this column of the table, the reader determines one's life by knowing, recognizing, listening, and respecting those who are highly respected and by

listing them to the subjects in the answer sheet.

## CONCLUSION

The basis of these assessments is divided into three parts: psychological complex features such as "wish", "opportunity" and "social environment". The first three will inform the motives, as mentioned above, and the other three will be oriented towards tendencies and knowledge. The third one teaches students how to look at their values through their spiritual appearance.

This technique can be used individually or collectively. In group studies, the researcher lists the repertoire tables for students to identify professional orientation. Then the attendees are encouraged to read the explanatory letter that follows the answer sheet. Once the students have been reading one after the other, they are asked to tell them about 2-3 people. Once they have understood all the tasks that the students need to accomplish, this task will be explained in detail once more.

It is important that the explanatory note be read in complete detail with the students and make sure that all students have a clear idea of what they are doing. Students will be asked during the period of 15-20 minutes for methodological questions, and after completing all the columns they will be able to submit a response sheet and continue their work.

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