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**ISSUES OF PROFESSIONAL SELF-REALIZATION OF STUDENTS IN
THE CONDITIONS OF HIGHER EDUCATION**

Usmonova Sh.R.

Usmonova Shoira Roziyevna. - *Teacher of department of foreign languages,
faculty of agro engineering and hydro melioration,
Andijan Institute of Agriculture and Agro technologies,
Andijan, Uzbekistan*

Abstract: The article outlines topical issues of student development in vocational education, related to the disclosure of its resources and needs for self-realization. The author gives an understanding of the connection between the professional development of a personality and its self-realization through the assimilation of the content of education according to the profile of training.

Key words: professional competence, higher education, self-actualizing personality, professional self-realization.

In the current conditions of increasing competition in the labor market, higher requirements are imposed on a university graduate and his individual professional training, which determines close attention to this issue.

An analysis of the situation in higher education indicates the low professional competence of students, which is reflected in the preparation of future specialists for practical activities.

Professional competence is not only students' possession of knowledge, but also their readiness to solve practical problems. The resulting contradiction leads to a significant decrease in the competitiveness of university graduates. Obviously, this level of training cannot meet the needs of practice, which determines the

search for possible ways out of the current situation in order to level the professional training of students at the university.¹

Professional reflection is an indicator of maturity (professional maturity), when a student is able to assess his professional plans, aspirations, abilities, capabilities and resources of the individual, set goals and achieve them based on the dynamically developing sphere of professional employment. In this regard, questions arise: is the student able to independently prepare for the modern requirements of society for a specialist; what role do the teacher and student play in this process; what conditions and opportunities of the university can be used to form professional competence?²

In our opinion, in the professional training of students, little attention is paid to such an important component of the individual development of a future specialist as self-development [4]. Without self-development, introspection, it is difficult for a student to come to professional self-realization. Behind the huge volume of educational content, the individual life strategy, personal priorities and personal values, which made the chosen profession attractive for the student, remain unrealized. During the survey, students note exactly this aspect - a loss of interest in learning activities, when the material being studied for them is a formal reporting stage of learning ”[4, 5].

As for another issue that manifests itself in the process of effective interaction between a teacher and students, the initiative to master the essence of professional development and self-realization is very problematic.³

¹ Egamberdiyeva D.U. Methods of using computer technology in the process of teaching English. . International scientific journal. Economy and society. № 6(73) -s.: 2020.

² Verbitsky A. A. The quality of specialist training in the context of the competence-based approach // Municipal education: innovations and experiment. 2009. - No. 4. - P. 3-5.

³ Aldashev I. Modern information technologies in education is a new opportunity//Economy And Society. № 6(73) -S.: 2020.

The student is alienated from educational activities, gradually leading to a decrease in the level of his involvement in the educational process, and the reason, in a greater probability, is the difficulty: to select from the general context of the subject content important, semantic definitions associated with the profile of training and needs individual development. Professional self-realization is the highest stage of personality development in professional activity, which begins with individual and professional self-determination. This process is carried out at the university through teaching and educational activities and the introduction of innovative forms (business laboratories, incubators), technologies and means of educational work, classroom and extracurricular work of students. However, it remains formal or attracts some of the attention of students. Hence, the need arises - the creation of a flexible responsive space for the individual and professional development of students, in which his self-realization will be carried out, based on the urgent needs of the individual and society, in which samples of professional activity are shown in a variable form and the personality traits, knowledge and skills necessary for this.

A conceptual and technological approach to solving issues of professional self-realization will allow initiating individual resources to improve the existing capabilities of the university with the involvement of employers and initiative groups. Every university has all the conditions available for this - production sites have been created, employers of different levels are involved, etc.⁴

Summarizing the experience of the university of culture in solving the indicated tasks, it should be said that the situation in the higher education system is changing dramatically, its practice makes professional self-realization the center of its renewal and focus on such a strategic resource as a person. The foundations of professional self-realization are laid at the university under the condition of a

⁴ Nuritdinova Y.A. The use of multimedia presentations when learning English. International scientific journal. Economy and society. № 6(73) -s.: 2020.

flexible, organized educational process that is sensitive to the needs of students in the professional field, expands their ideas and experience of self-realization.

A creative university is no exception, the results of professional self-realization are the result of the complex efforts of the teaching staff and the student. In this tandem, issues are addressed aimed at achieving the heights of performing skills by students along with additional qualifications of a teacher-choreographer, music teacher, etc.

Art appears to the student as an environment for his development, while the level of his immersion depends on how much his individual abilities, perhaps, coincide with the chosen profile of training and the achievement of individual success in creative development [4]. Under the same conditions, the degree of understanding of the need to prepare for professional self-realization among students will be different. The erroneous delusions of some teachers and students are - striving for a high standard of professional activity and underestimating their own. Psychological service in education can help students understand individual opportunities for professional self-realization through various forms and methods of work.

At a university, students who already have an idea of the variety of examples of creative activity are trained, but they are completely disoriented in individual and professional development, therefore, educational activities in a higher educational institution in a sense repeats studies in a college, school, etc. Thus, the solution of the emerging issues related to bringing this situation in line with the necessary level of development of professional self-realization of students should be based on a complex of organizational, managerial and methodological measures that reflect the requirements of society for individual and professional development and include in its content material that allows to form: ideas about professional self-realization, ideas about individual achievements in professional development; about the strengths and weaknesses of individual and professional qualities, about

the development of competence in the professional field, etc. The personality of the future specialist is individual and unique in its professional development and professional self-realization.

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