



Career Preference in Teenagers: Social and Psychological Factors

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Abstract: The pedagogy and psychology of emotional relations regarding human creativity, love, and friendship feelings, as well as the social activity of the individual as a factor in guiding young people to the profession, are examined in this article. The analysis is based on the scholars and thinkers of the East.

Keywords: career guidance, social activity, emotions, feelings, love, love, friendship, art, kindness, culture, spirituality, trust, respect, qualities, attitude.

The Uzbek people's historical traditions, techniques, and instruments have been employed for millennia in the fields of education and training, and example experiences include epics, fairy tales, stories, and seasonal ceremonies in preparing the younger generation for social and home life. Incorporating folk teaching, the ritual includes songs, stories, legends, proverbs, sayings, proverbs, aphorisms, riddles, fast sayings, children's games, allas, wedding songs, chants, guldurgup, pranks, and hide-and-seek.

The utmost aspiration of every person should be to live with a correct knowledge of one's role in human society and to pursue a socially active existence. These cultural interactions, which include friendship, affection, love, respect, loyalty, and trust, are the cornerstone of this objective. These emotions are fundamental to both spirituality and society. A person needs social interaction just as much as they need oxygen and water. Land, parents, kids, relatives, people, fidelity to our autonomous state, regard for others, friendship, trust, recollection, conscience, love, consequences, and freedom are all components of social action. Teenagers' displays of love and friendship are therefore part of social activity, and research into these emotions has significant theoretical and applied relevance for pointing young people in the direction of a career.

In addition, a society's young generation determines its destiny. How this generation develops and expresses spiritual emotions like love, affection, friendship, etc. will have a significant impact on their spirituality, faith, opinions, and future attitudes toward their family and others. It is strongly related to their upbringing in their families and the career they were consciously and sensibly inclined toward.

The young generation's crucial desire to live in society and be recognized as an individual will thus be met by teaching them in the spirit of love for the Motherland and loved ones, based on the development of career orientation in them.

Umar Khayyam, a philosopher and poet, said in his rubaiy that a connection between two people built on friendship, love, and care lays a solid basis for the growth of those people as individuals.

In his poem "Mahbub-ul-Qulub," Alisher Navoi argues that good manners and modest behavior are the most crucial elements in the creation of friendship: "Modesty attracts people's love to a person, makes people friends with him." Tavoze – it blossoms pure flowers in the gulshan of friendship and spreads different flowers in the gulshan for the feast of friendship and brotherhood.

The study of the writings of Eastern philosophers reveals that their vast and varied legacy is akin to an encyclopedia. We understand the importance of reading, studying, and using this legacy in daily life.

Additionally, it is particularly the responsibility of the psychological instructors at our school to establish the conditions essential for the growth of literature, art, and free creative activity in general so that young children in our society may completely express their talents, aptitude, and talent that was given to them by nature. is liq.

The intentional and reasonable guiding of students toward the correct profession with the aid of all resources and with the active involvement of parents is one of the important concerns facing general secondary schools, which are thought of as the primary links of the continuous education system. is to inspire. The necessity to establish the socioeconomic, educational, and psychological circumstances for students' independent, free, aware, and rational choice of careers explains why the concerns surrounding guiding kids toward professions have become actualized.

It is well recognized that choosing which occupations to lead pupils into depends on their age, gender, and psychological and physical aptitude. As a result, each occupation will have a few distinctive characteristics. They are often categorized as occupations based on physical and mental skills according to their major characteristics.

It is important to note that students' deliberate and ethical career decisions affect more than simply their choice of a particular profession. They also have an impact on the societal meaning of a person's life. In this scenario, choose a career also affects the course of his life. The occupation a person chooses affects his or her daily life, relationships with family and friends, future plans, and overall destiny. For the youngster, his parents, and our nation, a wise career choice is advantageous. Finding young individuals with professional competence, ability, talent, and talent among students is crucial, as is educating and maturing them.

It has been shown that imitation education has a specific function in a person's socialization in the field of pedagogy if we examine students' reasons for selecting a profession starting in infancy. This issue J.G. It is stated differently in Mead's and Z. Freud's ideas. Children initially grow as social creatures by copying the behaviors of others, claims Mead. A game is one of the imitation methods. In games, children frequently mimic grownups. In children's play, rudimentary imitation progressively gives way to sophisticated actions that a four- to five-year-old youngster can accomplish with ease. A kid typically begins to emulate his or her parents in the home, his or her kindergarten instructor in school, and his or her first teacher in school.

According to our research, 84–86% of students in primary and general secondary school, particularly those in the first grade, showed a desire to become teachers. It was discovered that this process steadily declined in the upper levels and fell to 8–10% for the graduating classes. This is not a sign that the kid has lost interest in careers; rather, as was already noted, it shows that the student has actively entered the world of careers, grasped their essence, and started to pick them on their own or in accordance with some purpose.

The desire to learn and the desire to work in a certain field coexist in students. How does the notion of "interest" come into being? It is necessary to find a solution to the question. Because need, motive, and interest are all strongly related to one another. It is a procedure that is dependent on the teacher's professional talents and competency to identify the student's professional aptitude, abilities, and inclinations in due time, to develop interest in him, and to identify his talent based on this interest.

The sooner the actual task of recognizing gifted children in school and training and guiding them to the profession begins, the sooner its influence will be visible, and the sooner it will have a favorable impact on a person's entire way of life. The educational standards are not always met by gifted children since they are unique. Children that are talented typically exhibit traits like independence, insatiable energy, curiosity, and the hunger for information. The best ways to educate individuals to respect their feelings are via hard effort, patriotism, doing good deeds for

others, compassion, benevolence, and generosity to nature and people, folk crafts, national and professional traditions, religious views, and personal ideas and sentiments. In this situation, choose a career is a social motivation that is of utmost significance.

The function of a teacher's professional competence also include the act of intentionally and sensibly guiding a student toward a vocation. The ideas of professional interest, adaptability, and socialization are examined in this case as one of the effective components intended to ensure autonomous thinking and goal-oriented students' career orientation. During the study process, it was discovered that there are various barriers to professional activity preparation. Which are:

- the sluggishness of the outcomes obtained from psychological tests used to assess professional aptitude, interests, and inclinations;
- With the development of new technology and the expansion of professions each year, while the majority of students are unaware of these developments;
- The family, its customs, lifestyle, the way in which children interact emotionally with adults, the parents' educational background and areas of expertise, as well as the general carelessness and apathy of most families, all have a direct bearing on how children choose their careers.
- the existence of scientific circles only in name; the lack of meticulous preparation for topic olympiads and conferences on science and practice;

In the process of directing students toward the profession with a scientific approach to the aforementioned analyses, in order to properly express the student's autonomous opinion:

- the interest;
- the aspiration;
- independent judgment;
- information;
- inventiveness;
- Response time;
- taking action;
- the act;
- pursuing a certain objective;
- calls for job assignment.

In this method of individualized education, a student must have an independent mind and a keen interest in the vocational college or university of his choosing in order to pursue a goal. The learner acts, strives, and establishes a goal for himself as a result of the idea of interest at the outset of our examination. Of course, one of the requirements in this situation is the student's expertise. The student's inventiveness and response won't be apparent if his knowledge is limited. A pupil is unable to act independently. Thus, the student is unable to gain fundamental professional competence through schooling. Such a pupil obviously cannot have a specific objective.

The process of assisting students in entering the workforce has a more educational aspect in terms of structure, but its core is psychological. Because the student must comprehend his professional identity in order to pick a conscious career, all educational activities (external influence) serve this purpose. Additionally, the student's internal influence—the process of realizing his professional identity—is founded on psychological laws.

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