

Formation of Professional Qualities in Students

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Abstract: Since gaining independence, our country has begun to carry out radical reforms in various sectors of the economy in order to become one of the most developed countries in the world. In particular, in the field of education, as a result of the adoption of the law "On Education" and the legislation, a scientific system of training qualified personnel in the system of continuing education has been developed.

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The objective set as to train qualified personnel as a result of the quality of education, with the stability of direct and indirect communication from the family to preschool education, from general secondary and secondary special education to vocational education, from higher education to postgraduate education, from retraining to advanced training. The correct implementation of this goal depends on the logical prediction and the creation of tasks for its implementation on a scientific basis. We know that the national program stipulates the transition from authoritarian pedagogy to person-centered education. Therefore, the role of technology (labor) education and vocational guidance in the training of qualified specialists in the system of continuing education, while recognizing the services of other disciplines, is of particular importance.

“Don’t get lost in two things in life – in choosing a career, if you get lost, your office is hell; don’t go astray in choosing a husband, if you go astray your home is hell”. The purpose of this wise saying is that every young person should be able to consciously and reasonably choose a profession that suits their interests, personal characteristics, abilities and talents while studying in general secondary school. The role of career guidance in this selection is special.

At the XV General Conference of UNESCO in Bratislava (Czechoslovakia) in 1970, a modern definition of career guidance was given.

“Due to the intensive changes in technical processes, the rapid increase in the amount of information, as well as the effective use of resources, it is necessary to correctly define the direction of the profession. Career guidance means helping a person to use their personal characteristics. Whether these features are in the case of choosing a type of work for itself, it is understood that this choice will be beneficial to society on the one hand, and on the other hand will be able to put into practice their personal capabilities” [6,219 p].

In addition to this definition, we also conducted research on what a student graduating from grade IX should pay attention to in order to make a conscious and reasonable choice of professional education.

As mentioned above, 9 out of 10 students who graduate from IX grade will continue their education in vocational education. If the chosen field of education does not correspond to the individual characteristics, abilities and capabilities, then they become "experts" who are not ready for life, as in previous military schools. To prevent this, the type of technology (labor) education in general secondary schools should be selected and organized considering the needs of the region in personnel, areas of professional education and, most importantly, the interests, aspirations and capabilities of the student.

Areas of vocational education (technical school, vocational college, vocational school) are determined by the staffing needs of a particular economic region. In other words, teachers of general secondary schools form the initial professional aspiration, orientation, which corresponds to the directions of professional education. To do this, it is advisable to start this formation in 5th grade.

At the beginning of the 5th grade, a tentative choice of professions is made based on the students’ initial professional interests;

- Learning methods of students;
- Individual professional consultation [5];

- Medical consultation;
- The absence of individual characteristics that contradict the chosen professional activity confirmed by a doctor, psychologist-consultant, teacher of technology (labor) education, class teacher, subject teachers and parents.

In the use of student learning methods, the validity of student learning is achieved through the analysis of complementary and controllable methods. (Table 1).

Table 1
Learning methods of students

Learning methods	General orientation				Professional orientation		
	III class	IV class	V class	VI class	VII class	VIII class	IX class
1	2	3	4	5	6	7	8
Observation		+	+	+	+	+	+
Conversation	+	+	+	+	+	+	+
Interests questionnaire				+	+	+	+
DDS-1 (Flow of funds)				+	+	+	+
Tests				+	+	+	+
Self-assessment					+	+	+
Analysis of products made in technology (labor) education	+	+	+	+	+	+	+
Extra and introversion (Eysenck test)						+	+
Writing an essay on career choice					+	+	+
Objective description methods		+	+	+	+	+	+
Relevant tips (conversation)		+	+	+	+	+	+

The results of the study will be completed on the "Student Career Card" [5]. The quality, content and control of the completion of the card will be handled by the school administration and the district vocational guidance and diagnostic center.

The initial professional aspiration, orientation is reflected in the knowledge acquired about the profession, considering the positive and negative perceptions about it, the personal characteristics required by this profession and his own individual psychological and physical characteristics, capabilities.

Let's look at determining the level of development of professional and personal qualities of students of vocational education institutions (for the type "Human-sign system" proposed by E.A.Klimov) [2]. To determine these levels of development, the following must be done:

- The results of methods of studying students (Table 1);
- Methods for determining the level of development of professional and personal qualities of the student (Table 2);
- Carrying out of questionnaires "Assessment of important professional qualities" and considering the results.

Table 2

Methods for determining the level of development of professional and personal qualities of the student (for the profession "Human-character system")

№	Psychophysiological functions and qualities	Methods
1	2	3
I.	<i>Mentality</i>	Plot pictures
1.1.	Understanding of material	Wechsler subtest
1.2.	Defining legitimacy	Methods of sentence construction. Raven test. Methods of determining the laws, the definition of numerical laws
1.3.	Observation	Methods of detecting differences in paintings
1.4.	Task solving A) algorithmic B) heuristic	Raven test. "Compasses" method
II.	<i>Memory</i>	
2.1.	Remembering numeric rows	Remembering words. Wechsler subtest
2.2.	Оператив хотира	Method "OX.1"
2.3.	Киска муддатли хотира	"КМКОХ-1" методикаси
III.	<i>Concentration</i>	
3.1.	Concentration and stagnation.	Method "Mendolt's Circle"
3.2.	Distribution and mobility	Shut-Gorbov red-black table
IV.	<i>Personal qualities</i>	Kettle Test
4.1.	Accentuation and personal factors	
4.2.	Values, career guidance	Interest cards. DDS-1, professions square
4.3.	Willpower qualities (aspiration, determination, independence, assertiveness, kindness)	N.Stambulova's questionnaire

The results of the levels of development of these professional-personal qualities of students are also recorded in the "Career Orientation Card" and are taken into account in the choice of vocational education at the end of general secondary education.

The professional aspirations and orientation of students are analyzed by comparing the assessments of the student to himself, peers, class leaders, career guidance consultant, master of industrial education in a special questionnaire "Assessment of important professional qualities."

The method of direct expert assessment was used to determine the level of general labor, basic professional knowledge, formation and development of skills, as well as important personal qualities, abilities, mastery of school subjects. The class teacher, career guidance psychologist,

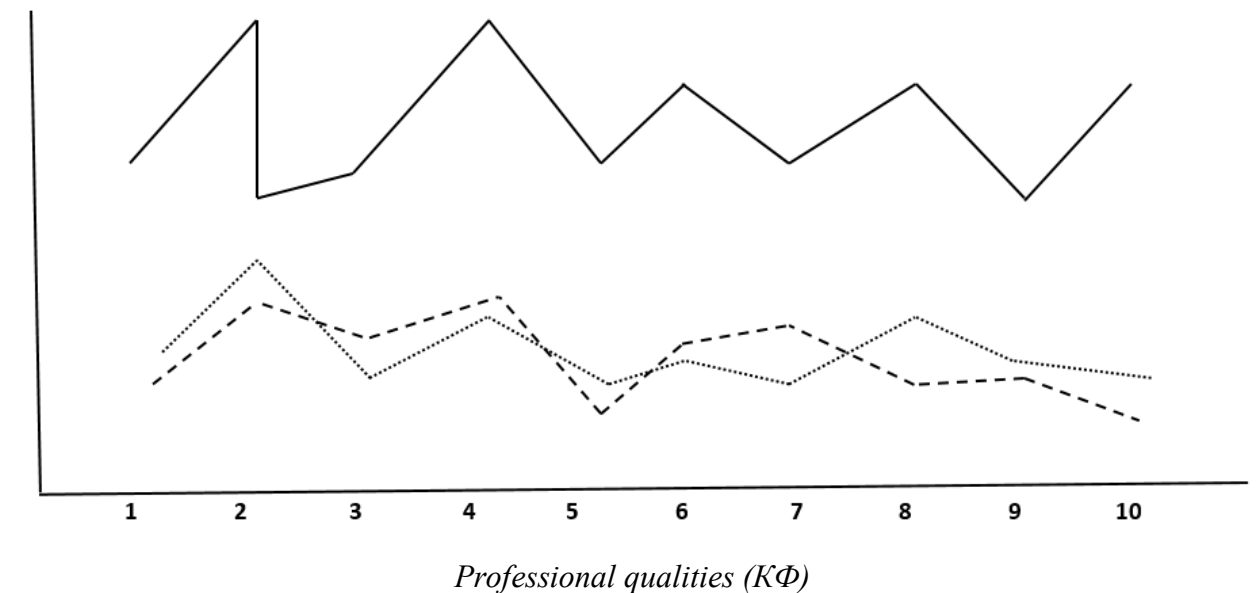
teachers can participate as experts. A comparison of the student's self-assessment with the expert's assessment based on our research shows that the more developed the student's professional aspirations and orientation, the more accurately he can assess both his personal characteristics and professional qualities, if the lower the level of professional orientation, underestimates personal and professional qualities, respectively, puts self-esteem too high.

In the study, 19 percent of students with highly developed professional orientation also rated their personal characteristics more rigorously, and this assessment was consistent with the assessments given by the community class leader.

Some of the less professionally oriented students gave very high self-esteem. This can also be seen from the graph (Figure 1).

At the same time, they overestimated their peers.

Figure 1
Levels of professional orientation (LPO)



_____ Self-assessment.
 - - - - - Group assessment
 assessment of technology (labor) education teacher and career guidance psychologist

Here:

1. Intellectual qualities
2. Business qualities
3. Emotional-volitional qualities
4. Ethical qualities
5. Psychophysiological qualities
6. Ability in specific sciences

7. Ability in social sciences
8. Ability in natural sciences
9. Technical ability
10. Creativity

To address these shortcomings, it will be necessary to conduct regular career guidance activities [5].

The next stage in the analysis of the levels of formation of students' professional qualities during the study is to study the interrelationships between professional qualities. That's why we ask, "Do you know your professional qualities?" We conducted a survey. The processing of the obtained numerical values was calculated using Pearson's correlation coefficient r_{xy} [1].

During the initial processing of the values, two independent choices of the classification of numbers (x_1, \dots, x_n) and (y_1, \dots, y_n) were obtained. Their mathematical processing was performed using Pearson's correlation coefficient (r_{xy}) [4].

As an example, let us calculate the relationship between intellectual x_1 and business y_1 qualities:

$$r_{x_1y_1} = \frac{n \cdot \sum x_1y_1 - (\sum x_1) \cdot (\sum y_1)}{\sqrt{[n \cdot \sum x_1^2 - (\sum x_1)^2][n \cdot \sum y_1^2 - (\sum y_1)^2]}} = \frac{58,59}{111,64} = 0,53$$

Accordingly, $r_{x_1y_1} = 0,53 > f_{table} = 0,40$

the value obtained is greater than in the table and it allows us to conclude that there is a good correlation between these two qualities under consideration.

Considering the remaining qualities in a similar way, we constructed a matrix (table) of correlation pairs of professionally important qualities.

According to the table, there were good, average and partial correlations between professional qualities. Thus, in the types of technology (labor) education and vocational education, such variables as intellectual, business, emotional-volitional qualities, creative ability, as well as moral and psychophysiological characteristics are key.

The study revealed a correlation between the formation of professionally important qualities and professional aspiration, orientation. According to the study, responses such as "Interesting work", "Good material supply", "Creative approach", "Independent work", "Good colleagues" were often repeated as a criterion for professional orientation. We also examined whether there was a link between professionally important qualities and professional aspiration, orientation in the research process. We also used the Pearson coefficient (1;107 p) to determine this relationship (Table 3).

Table 3

Correlation coefficient	Correlation coefficient by classes		
	VII class	VIII class	IX class
XY	0.43	0.55	0.51
P	0.01	0.01	0.01

As can be seen from the table, there is a good correlation between professionally important

qualities and professional aspiration, orientation. According to the results of the study, it should be noted that the majority of students in grades VII-IX (90 percent), who have a high level of important professional qualities, have a reliable professional orientation ($P < 0,01$).

Based on the results of the study, it can be concluded that if the type of technology (labor) education in general secondary schools is chosen correctly and career guidance is well organized, the result will be a high level of formation of important professional qualities in students. In addition, these students will continue their education in areas of professional education in accordance with their professional orientation, and will become qualified professionals and make a worthy contribution to the development of the country.

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