

### The Need to Take into Account Individual Characteristics in Professional Direction of Primary School Students

*Berdikulova Gulrukhsor Nurbekovna*

*named after Nizami TSPU, teacher of the Department of General Psychology*

#### Article Information

**Received:** February 18,2023

**Accepted:** March 19,2023

**Published:** April 18,2023

**Keywords** Profession, student, interest, ability, ability, individual characteristic, educational activity.

#### ABSTRACT

*The article reflects the need to direct students to professional activities starting from elementary school age. It is from this age that if the child's natural abilities, interests and abilities are correctly identified and developed by the pedagogue and parents, then he should achieve success in his work in the future.*

The development, social, political and economic stability of any society depends on the highly developed intellectual and moral potential of its citizens. After all, the national issue of personnel training plays an important role in the spiritual renewal of our society, in the formation of a socially oriented market economy, and in the formation of a socially oriented market economy. Because, on the basis of the rich intellectual heritage of the people and universal values, the formation of a new system of training of highly trained personnel based on the new achievements of modern culture, economy, science and technology, has become one of the important conditions for the development of the Republic of Uzbekistan.

The formation of a perfect person is closely related to his acquisition of a suitable profession. The pursuit of perfection is a complex process that takes place together with the professional formation of a person and lasts almost a lifetime. In a broad sense, professional formation is the process of getting an education in a certain profession according to a person's mental abilities, physical abilities, interests and aspirations for one or another field, as well as values and worldviews, and then entering and adapting to this field. and finally, it is understood that a mature and qualified specialist will develop over the years. For this reason, today it has become an urgent issue to direct young people to the right profession and to choose the right professions that match their skills and abilities in the future. The level of readiness of young people to choose a profession does not depend only on age characteristics, it is not formed by itself by a certain age. It is necessary to prepare and educate young people to choose a profession

through pedagogical and psychological knowledge, skills, qualifications, as well as the influence of society. In this process, a person is required to have professional knowledge.

That is why it is necessary to provide students with knowledge about the world of professions and to develop practical skills and qualifications from elementary school age. For this, it is necessary to provide manuals and handouts on professions. Only then will it be possible to consciously direct students to the profession, avoiding various difficulties, conflicts, and obstacles that arise in the process of choosing a profession. Therefore, it is an urgent problem to independently prepare young people for choosing a profession in all respects, taking into account their spiritual, moral, physical, and spiritual needs.

In preparing young people to choose a profession, the set of individual characteristics of each boy and girl is taken into account, the innate abilities of their psyche are related to a certain profession that has been formed and strengthened during life, and has become a character. orientation to career choice based on aptitude, aptitude, talent, talent, ability, interest and intelligence are characteristic features of our time. At this point, every parent should pay serious attention to the profession of their children in the family. Because children should be interested in a profession and try to master it. Every profession requires willpower, mental seriousness, endurance and patience. Only those young men and women who can withstand all the difficulties and trials are considered suitable for this chosen profession. Therefore, the need for parents to take a responsible approach to the issues of providing education to young people and training them in professions is a requirement of today.

Before directing a student to one or another profession, it is necessary to study his personality. To do this, it is possible to observe (directly, indirectly), analyze the practical actions of the student at school, in public places, in the family and at work, conduct a survey, interview, test, interview. It is important to inform students about various professions, their requirements, and where they can get this profession. This prepares students to have a conscious attitude to choosing a profession. Pupils learn information and knowledge about professions not only at school, but also from mass media, acquaintances and relatives. Young people should make a lot of effort in order to open a real, wide life path in front of them, and most importantly, they should choose a job that they like, that is necessary and useful for society. That is why young men and women who are graduating from high school think a lot about what kind of profession they will have. Our country has created all the conditions for acquiring various professions.

It is not only boys and girls who are graduating from school, but from the first day of school, young people should be properly informed about the ways to identify and develop their abilities and interests. Everyone is interested in professions that can be promoted to higher positions, because everyone wants to be a master of their field, a professional. In order to become a master of the chosen profession, it is necessary to receive a quality education that meets the requirements of the time, to approach the choice of profession responsibly: the chosen profession should not only bring joy to a person, but also be in demand in the labor market. During the educational activity, it is appropriate to evaluate the students about the secrets of professional activity. Educational activity creates an opportunity for a student of junior school age not only to develop cognitive processes at a high level, but also to develop personality traits.

The formation of the child's personality continues during the period of junior school age. A student's success at school is a completely positive basis for his further mental development and personality formation. The result of this can be seen when the child begins to understand his

place in himself, his family, his class and other communities. A sense of duty begins to grow in him. He understands that studying is mandatory and that it is his duty, that the set rules and requirements must be fulfilled. Feeling like a real student, he needs to read well.

The moral consciousness of students of junior school age undergoes important changes during the study of I and IV grades, and moral qualities, knowledge and imagination are significantly enriched, and the student begins to understand himself. Although he does not know his own good and bad qualities, he feels that he is "I". He realizes his duty, purpose, the need to fulfill it, and the fact that it is his duty to do homework and repeat. Children of this age are interested in knowledge about many environmental phenomena that are not included in the school curriculum. These interests are also reflected in the child's interest in creative games, which are often ignored. Such games reflect his social interests, emotions, concern for the team. Curiosity is a form of manifestation of broad mental activity of children of small school age.

Openness, trustworthiness, willingness to fulfill all the tasks of the teacher are effective conditions for him to know the importance and importance of studying in order to become a person needed by the country. In the first years of school education, interests, in particular, interests in acquiring knowledge, intellectual interests develop significantly. Psychologists say that first interests are formed in relation to some facts, isolated events isolated from other things. In the III-IV classes, the interest to learn the reasons, laws, connections and interrelationships between events develops. From the third grade, interest in studying begins to differentiate. Such interests in students form characteristics such as self-awareness and evaluation of their own behavior. There are also a number of negative characteristics in the interests of children of primary school age that are destructive to effective learning.

Interests of students of junior school age: cannot give enough practical results; not strict, situational; is quickly satisfied and quickly fades away without the support of a teacher; learning material and assignments quickly touch the student's soul and cause fatigue; poorly understood, it is seen in the student's inability to tell what he likes in a certain subject and why he likes it; low generalization, generalization based only on external signs of one or more subjects; that the student's reading is directed not to the methods of the educational activity, but to the results. Until the end of the junior school period, there is no interest in overcoming difficulties in academic work (this situation is often carried out by the teachers themselves, that is, in most cases, the result is evaluated, not the effort of the student to overcome difficulties) .

All this is the insufficient development of interests at a young school age, which can sometimes cause a superficial attitude towards learning. If we look at the general dynamics of motives among students of junior school age, the following can be seen: at the beginning of the junior school period, the external aspects of being at school (sitting at a desk, wearing a uniform, carrying a briefcase, etc.), then the first there is a strong interest in the results of educational work (firstly, the ability to write letters and numbers, the teacher's assessment), later, in the process itself, in the content of the study, and only after that, in the ways of acquiring knowledge. It is necessary to strengthen the understanding of the social importance of reading (in 2-3 grades) with interest in the content of reading and ways of acquiring knowledge. In this case, by the end of the junior school period, the decrease in motivation to study is not noticeable.

The motives of learning change as follows: the interests of students of junior school age turn from interest in particular facts to interest in laws and principles. By the middle of the junior school age, interest in the ways of acquiring knowledge may arise. Motives for independent education also appear during the junior school period, but they appear in the simplest form - with

interest in additional sources of knowledge and occasional reading of additional books. Social motives change from a non-differentiated general understanding to a deep understanding of the reasons for the necessity of reading and learning when they come to the first grade, to understanding the meaning of reading "for themselves", and cause social motives to acquire a practical character.

Situational social motives at this age are the teacher's need for support. Even if the child's attitude towards the teacher is upset after receiving a bad grade, it remains positive and trusts him. In it, there is an effort to occupy a prominent place among his friends and classmates, and gradually he begins to rely on the opinions of his friends. Educational activities provide an opportunity to meet the need of children of junior school age to achieve certain achievements in learning, as well as to gain a place among their peers. A child tries to study well in order to reach this place or position. Children of this age constantly compare their achievements with the achievements of their peers.

It is extremely important for them to always be the first. The motivation of children to enter the competition during the junior school period is considered a natural psychological need, and this motive gives them strong emotional tension. In fact, these characteristics begin to emerge from the kindergarten period and are clearly visible during the junior school period, as well as during adolescence. Children of primary school age evaluate themselves based on the opinions and evaluations of adults. Also, the student's self-esteem depends on his success in various activities. Pupils of this age may have different self-assessments - high, adequate - suitable or low.

Their characteristics such as trustworthiness, openness, susceptibility to external influences, and obedience create a good opportunity to shape them as individuals. It is extremely important to transition from management to self-management during the junior school period. In addition to leading educational activities, other activities - play, communication and labor activities also have a direct impact on the development of the student's personality.

On the basis of these activities, personal characteristics related to success motives begin to form. The elementary school period can be considered as a period of emergence and strengthening of the basic, personal characteristics that determine the child's success in various activities. In this period, motivations for success begin to form. Children of this age can spend hours on their own doing their favorite activities, and on the basis of this, the qualities of hard work and independence are formed in them. This allows to determine the inclination to professional activity in its place.

Attention is paid to the practical and psychological preparation of students for independent work from the elementary school age. During this period, children begin to develop the basics of a conscious and positive attitude towards work. Enthusiasm for work is awakened in them, respect for work and working people, and the desire to participate in socially useful work are included. Diligence in students of junior school age develops and strengthens mainly in study and work. Pupils of a young age cannot immediately master and master the necessary actions and actions, they make more redundant and confusing actions. In order to perform various work activities in the labor process, such as: sewing, knitting, dressing or planing, without difficulty and with some smoothness, to know exactly what actions should be taken in each job and in which direction these actions are carried out and it will be necessary to remember.

It is desirable for teachers to pay sufficient attention to the work of students in labor lessons, to prepare separately for labor lessons, to carefully and observantly control every

movement of students, to treat them individually. Work of primary school students: appropriate to children's age, individual and physical development; be interesting for students; that it is based on self-service in the daily work process; forming feelings of cooperation, friendship, camaraderie among children by working as a team; that teaches the student to be self-controlled, patient, and endure difficulties and forms them; the student should have work characteristics that will allow him to enjoy the results of his work.

If the child learns that the product of his work is beneficial to the class or school community, the public, and becomes aware of it, his enthusiasm for socially useful work will increase and an active, creative and conscious attitude towards work will be formed. For this, teachers should observe each student and have a unique and suitable approach to him. As a result, the student wants to be who he will be in the future and what profession he will choose. It is advisable to develop this passion from now on.

Diligence arises and develops in a child only if the work he does gives him pleasure. During this period, the foundation of independence is formed, and the ability to independently perform educational tasks is formed. The development of a tendency to independence is carried out on the basis of two directions.

1. The emergence of independence as a personality trait depends on the social environment. This dependence is expressed in the field of opportunities to satisfy the need for independence and in the nature of the content of independence expressed in values.

2. In the formation of independence as a personality trait, individual characteristics depend on the relationships that have arisen in the community where a person lives and works, as well as the abilities of the person and his activity.

The formation of independence in a child mainly depends on adults. If the child is overly trusting, obedient, and open, then gradually the character of submissiveness and subordination will be strengthened.

However, encouraging the child to be independent early may also lead to the formation of some negative feelings in him, because he may act by imitating others due to his lack of life experience. In order to build independence, it is extremely important to give the child more tasks that he can do independently and to give him confidence. It is also necessary to create such a social and psychological environment in which the child should be entrusted with the independent performance of any responsible task, and in the process of performing this work, the child should feel that he is the leader of his peers, adults and other people. It is this feeling that creates motivations for the child to be independent.

7-11-year-old children begin to understand their individual characteristics. The child's self-awareness also develops rapidly and begins to strengthen. During this period, children begin to attach more importance to their names and try to make their names positively accepted by their peers and those around them. The assessment of a child's appearance and body structure is also very important in self-concept. By the end of the junior school period, children, especially girls, begin to pay special attention to their facial features. In the course of educational activity, the student of junior school age develops the ability to coordinate his own behavior and activities, the ability to consciously come to an opinion, to organize his own activities and the process of learning, helps to find a solution to the student's interest, the motivation of the student's behavior also changes. In this case, the opinions of friends and the team will be the main motives.

Moral feelings and volitional characteristics of a person are also formed. Education of will in elementary school students consists in growing and strengthening will qualities such as

initiative, courage, self-control, perseverance, endurance, determination, humility and discipline.

In general, it is desirable for a student to correctly understand his future profession and to develop personality traits suitable for it from the time of school. Because he can give the owner of the chosen profession the pleasure of living. For this, it is necessary that pedagogues, parents and the general public take equal responsibility.

**Literature:**

1. Tillashaykhova X.A. et al. General psychology. Study guide. T. 2019.
2. Berdikulova G.N. Psychological characteristics of vocational orientation of students of junior school age. Pedagogical and psychological aspects of social environment and behavior formation in the educational process. International scientific and practical conference. 2023. pp. 139-143.