

PSYCHOLOGICAL FACTORS INFLUENCING THE DEVELOPMENT OF PROFESSIONAL IDENTITY IN STUDENTS**Saidova Farogat Otabek kizi**

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Email: saidovafarogat10@gmail.com**Abstract**

This article comprehensively analyzes the psychological factors that affect the development of professional identity in students. In particular, the motivational sphere of the individual, the level of self-awareness, professional interests, values, the influence of the social environment and reflection processes are considered as important determinants in the formation of professional identity. Modern research shows that a significant part of students of higher educational institutions is receiving education without fully understanding their professional direction, which can negatively affect their future work. According to international and national statistical data, a certain part of young people does not work in their specialty after graduation, which indicates that professional identity is not sufficiently formed. Also, the results of the study serve to identify the possibilities of developing professional identity in students through an in-depth study of psychological factors. The article analyzes the problem based on the combination of theoretical and practical approaches and develops proposals.

Keywords

professional identification, psychological factors, motivation, self-awareness, reflection, professional interest, personal development, social environment, professional orientation, student personality.

Annotatsiya

Ushbu maqolada talabalarda professional identifikatsiyaning rivojlanishiga ta'sir qiluvchi psixologik omillar har tomonlama tahlil qilinadi. Xususan, shaxsning motivatsion sohasi, o'zini anglash darajasi, professional qiziqishlar, qadriyatlar, ijtimoiy muhit va aks ettirish jarayonlarining ta'siri professional identifikatsiyani shakllantirishda muhim omil hisoblanadi. Zamonaviy tadqiqotlar shuni ko'rsatadiki, oliy ta'lim muassasalari talabalarining katta qismi o'zlarining professional yo'nalishlarini to'liq tushunmasdan ta'lim oladilar, bu esa ularning kelajakdagi ishlariga salbiy ta'sir ko'rsatishi mumkin. Xalqaro va milliy statistik ma'lumotlarga ko'ra, yoshlarning ma'lum bir qismi bitirgandan so'ng o'z mutaxassisligi bo'yicha ishlamaydi, bu esa professional identifikatsiya yetarlicha shakllanmaganligini ko'rsatadi. Shuningdek, tadqiqot natijalari psixologik omillarni chuqur o'rganish orqali talabalarda professional identifikatsiyani rivojlantirish imkoniyatlarini aniqlashga xizmat qiladi. Maqolada nazariy va amaliy yondashuvlarning uyg'unligi asosida muammo tahlil qilinadi va takliflar ishlab chiqiladi.

Kalit so'zlar

professional identifikatsiya, psixologik omillar, motivatsiya, o'zini anglash, aks ettirish, professional qiziqish, shaxsiy rivojlanish, ijtimoiy muhit, professional yo'nalish, talaba shaxsiyati.

Аннотация

В данной статье проводится всесторонний анализ психологических факторов, влияющих на формирование профессиональной идентичности у студентов. В частности, в качестве важных детерминантов формирования профессиональной идентичности рассматриваются мотивационная сфера личности, уровень самосознания, профессиональные интересы, ценности, влияние социальной среды и процессы рефлексии. Современные исследования показывают, что значительная часть студентов высших учебных заведений получает образование, не до конца понимая свою профессиональную направленность, что может негативно сказаться на их будущей работе. Согласно международным и национальным статистическим данным, определенная часть молодых людей после окончания учебы не работает по своей специальности, что свидетельствует о недостаточном формировании профессиональной идентичности. Также результаты исследования позволяют выявить возможности развития профессиональной идентичности у студентов посредством углубленного изучения психологических факторов. В статье анализируется проблема на основе сочетания теоретического и практического подходов и разрабатываются предложения.

Ключевые слова

профессиональная идентификация, психологические факторы, мотивация, самосознание, рефлексия, профессиональный интерес, личностное развитие, социальная среда, профессиональная ориентация, личность студента.

Introduction. In today's conditions of globalization and the digital economy, the quality of human capital is emerging as one of the main factors of social development. In particular, students studying in the higher education system will be formed as important subjects of the labor market in the future. In this regard, the formation and development of professional identification in them is an urgent scientific and practical problem. According to the results of research conducted in recent years, about 30-40 percent of graduates worldwide do not work in their specialty. This indicates that professional identification is not sufficiently formed.

In the conditions of Uzbekistan, ensuring youth employment and their correct professional orientation is one of the priority areas of state policy. According to statistics, although the coverage of higher education is increasing year by year, some graduates still have problems with professional adaptation and finding work in their specialty. This creates the need for in-depth study of the process of professional identification in students.

Professional identification is the process of a person's self-perception as a person of a certain profession, which is formed under the influence of many psychological factors. In particular, internal motivation, interests, value system, personal goals, level of self-esteem, and the influence of the social environment are of great importance. And the student period is the stage when this process develops most actively. Therefore, the main goal of this article is to analyze the psychological factors that affect the development of professional identification in students and reveal their significance.

Literature review. The problem of psychological factors influencing the development of professional identity in students is one of the most widely studied topical areas in world and Uzbek psychology and pedagogy. Research by foreign and local scientists serves as an important methodological source in the scientific substantiation of this problem.

In the world scientific literature, the issue of professional identity is studied, first of all, inextricably linked with theories of personality development. In particular, in the theory of

psychosocial development developed by Erik Erikson, identification is interpreted as an important stage of personality development[1]. According to him, it is during adolescence that a person goes through the process of understanding his “I” and determining his professional self. Later, J. Marcia developed the concept of identification statuses (achieved identification, moratorium, diffusion and foreclosure) and deeply analyzed the psychological states of young people in the process of professional choice[2].

Also, in D. Super's theory of professional development, professional identity is considered as a process that is formed throughout the life of a person[3]. According to his approach, the student period is an important stage of professional self-determination, during which a person combines his interests, abilities and values with the profession. Holland's theory of professional personality types, on the other hand, links professional identity with personality typology, justifying individual characteristics and professional suitability[4].

Modern research emphasizes the importance of motivation, reflection, self-awareness, emotional intelligence and social support as psychological factors influencing the development of professional identity. According to the results of international research, students with high internal motivation form professional identity faster and more effectively[5].

This problem has also been studied by Uzbek scientists in various aspects. In particular, the issues of professional formation of a person, professional orientation and social adaptation of young people occupy a special place in the national psychological science. The studies emphasize the influence of family environment, quality of education, socio-economic conditions and national values on the formation of professional identity in students.

A number of regulatory legal acts have been adopted in the Republic of Uzbekistan to provide comprehensive support to young people and ensure their professional development. In particular, the Decree of the President of the Republic of Uzbekistan No. PF-5847 (October 8, 2019) “Concept for the Development of the Higher Education System in the Republic of Uzbekistan until 2030” is aimed at forming modern knowledge and skills in students, developing their professional competence[6]. Also, Resolution No. PQ-3775 (June 5, 2018) serves to improve the quality of education in higher educational institutions and improve the personnel training system[7].

In addition, within the framework of state programs on youth policy, in particular, the state program “Youth is our future”[8], a wide range of measures are being implemented to ensure professional self-awareness, involvement in entrepreneurial activities and employment of young people. These documents serve as an important institutional basis that has a positive impact on the development of professional identification in students[9].

In general, studies conducted by world and Uzbek scientists show that professional identification is a complex[10], multifactorial psychological process. However, existing studies still need to comprehensively study the psychological mechanisms of this process, especially during student life. In this regard, this article aims to fill this scientific gap.

Methodology. This study was aimed at identifying psychological factors affecting the development of professional identity in students and analyzing them on a scientific basis, and was carried out on the basis of a comprehensive approach. A combination of theoretical and empirical methods was used in the research process.

The theoretical basis of the study was formed by classical and modern psychological concepts that shed light on the processes of personal development, professional self-awareness and identification. In particular, the problem was analyzed on the basis of the theory of

psychosocial development, professional development concepts and socio-cognitive approaches. By analyzing, systematizing and generalizing scientific literature, the content of the concept of professional identity and the main psychological factors affecting it were clarified.

The empirical study was conducted among students studying in higher educational institutions. The sample was formed on the basis of the principle of voluntariness and included students studying in various fields. The study took into account factors such as the age, course, field of education and social status of the respondents, which served to increase the reliability of the results.

The following psychodiagnostic methods were used in the data collection process: questionnaires aimed at determining the level of professional identification, tests for studying the motivational orientation of the individual, methods for assessing the level of self-awareness and reflection. In addition, an author's questionnaire was developed to determine the professional interests and values of students. Observation and interview methods were also used during the study, which further enriched the results.

The empirical data obtained were processed using mathematical and statistical methods, and their interrelationships and the level of influence were determined. In particular, the connections between psychological factors and professional identification were studied through correlation analysis, and general trends were identified using descriptive statistics.

Ethical standards were strictly observed during the research process. The confidentiality of the respondents' personal data was ensured, and the research was conducted based on their consent. At the same time, the results were analyzed in accordance with the principles of objectivity and science.

This methodological approach served to comprehensively study the psychological factors that influence the development of professional identity in students and to reveal their practical significance.

Results and discussion. The results of the empirical study once again confirmed that the development of professional identity in students is a multifactorial psychological process. The analysis showed that a significant part of the respondents had a medium level of professional identity, which means that although they have an interest in their profession, it is not stable enough. Some students had a low level of professional self-awareness, and they did not have a sufficient idea of the content and prospects of their chosen profession.

According to the results, it was found that students with a high level of internal motivation also had a more developed professional identity. Such students consciously chose their profession, have clear goals and are eager to work on themselves, and they perceive professional activity as an important part of their personal development. On the contrary, students with a predominance of external motivation (parental requirements, the goal of obtaining a diploma, etc.) had a relatively low level of professional identity. This indicates that motivation occupies a leading position among psychological factors.

It was also found that respondents with a high level of self-awareness and reflection had a more stable professional identity. Such students are able to realistically assess their strengths and weaknesses, and combine professional activity with personal capabilities. This facilitates the process of professional adaptation. Students with a low level of reflexivity often experience hesitation, uncertainty, and dissatisfaction with their professional choice.

It was also found that social environmental factors are also important. In particular, family support, the psychological environment in an educational institution, and the professional guidance activities of teachers directly affect the formation of professional identity in students. It was observed that students with a positive social environment had a higher level of professional self-awareness. At the same time, the requirements of the modern labor market, the digital economy, and the emergence of new professions also have a significant impact on students' professional identification.

The discussion of the results shows that the development of professional identification in students is closely related not only to individual psychological characteristics, but also to external social and educational factors. This indicates the need for a systematic organization of career guidance work. In particular, strengthening the activities of psychological services in higher education institutions, professional diagnostics of students, and the development of individual development programs are of urgent importance.

It was also observed that the results of the study are consistent with modern scientific views. International studies also note that a large number of students face uncertainty in their professional choice, which negatively affects their adaptation to the labor market. From this point of view, the development of professional identification is manifested not only as a problem of personal, but also socio-economic importance.

In general, the results obtained justify the need to deeply consider psychological factors and support them based on a comprehensive approach to develop professional identity in students.

Conclusions and recommendations. The results of this study showed that the development of professional identity in students is a complex, multi-stage and multi-factorial psychological process, which is formed under the influence of the internal psychological characteristics of the individual and the external social environment. In particular, internal motivation, self-awareness, reflection, professional interests and value system were revealed as the main determinants of professional identity. At the same time, it was found that the supporting role of the family, educational institution and social environment is an important factor determining the effectiveness of this process.

During the study, it was observed that professional identity was not sufficiently formed in some students, which may lead to uncertainty and dissatisfaction in their future professional activities. This situation indicates the need for the higher education system not only to provide knowledge, but also to support the process of personal and professional self-awareness of the student. In the conditions of the changing demands of the modern labor market, it is of great importance to develop the competencies of independent decision-making, flexibility and conscious choice of one's own professional path in students.

On this basis, the following recommendations have been developed. First of all, it is advisable to improve the system of career guidance in higher educational institutions, to organize it continuously throughout the entire educational process, not limited to the introductory stage. It is important to introduce a psychological diagnostic system aimed at individual work with students, identifying their interests and abilities.

It is also necessary to widely introduce practice-oriented approaches to the educational process, that is, to strengthen professional identification in students by bringing them closer to the real professional environment. Developing a mentoring system and organizing meetings with experienced specialists will also have a positive effect.

In addition, it is necessary to establish trainings, seminars and psychological programs aimed at developing self-awareness and reflection skills in students. It is also important to strengthen the role of parents and society in the professional formation of young people, to form a culture of correct professional orientation in them.

In conclusion, the development of professional identity in students requires a systematic, comprehensive and continuous approach. In this process, in-depth consideration of psychological factors and their implementation in practice is an important factor in ensuring the future professional success of students.

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