

THE SPECIFICITY OF THE SEMANTIC ORIENTATIONS OF STUDENTS

CHOOSING THE PROFESSION OF A TEACHER

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Resume

The purpose of this article was to identify the specifics of the meaning of life orientations of people choosing the profession of a teacher, and to describe its change with age. It is shown that teacher students significantly differ from medical students and economists in all parameters of the test of meaningful life orientations, demonstrating the highest values. There are no such differences among specialists. With an increase in work experience, the importance of the life process parameter increases for economists, and for teachers, the values on the scales of life control and control - I decrease.

Keywords: teacher, life-meaning orientations, rigidity, locus of control.

Introduction

There is a pronounced trend towards greater extraversion among students compared to professionals, with the lowest values of extraversion found among economists. These data could be expected, since in youth people are more open to communication, and only people with extraversion can stay in the professions of a teacher and a doctor for a long time. Similarly, there are no significant differences between groups in terms of defense mechanisms. At the same time, covariance analysis of rigidity with categorical factors of skill levels and types of professions with a covariant in the form of the neuroticism factor indicated insignificant differences in these groups in terms of the level of rigidity and a significant negative effect of the neuroticism factor on rigidity, especially among economists. Thus, our data indicate it is highly likely that an overly extroverted teacher will exhibit rigidity, especially with age. However, the most striking results were obtained using discriminant analysis. A comparison of specialists with different work experience found that 20-21 years can be chosen as a threshold value. This means that the division of specialists into two groups - less than 20 years of experience and more than 20 years of experience - is associated with

significant differences in the psychological characteristics of specialists of different ages. For representatives of different types of professions, the structure of discriminant functions turned out to be unequal.

Economists with 20 years of experience are distinguished by great sincerity, low extroversion, extremely low values of the locus of control - life, and higher values of the life process indicator. Of the protective mechanisms, it attracts an increase in regression, suppression, intellectualization and a decrease in projection, substitution and compensation. The percentage of correct classification is 97%. Doctors with experience have higher sincerity, higher rates of psychotism, and a higher overall score on the LSS test. Of the defense mechanisms, regression, projection and denial are higher, intellectualization is lower. The percentage of correct classification is 100%. In relation to their colleagues with less experience, teachers with experience have the highest indicators of life purpose, but lower values in terms of life outcome, higher neuroticism, lower indicators of the locus of control - I and the locus of control - life, as well as in the previous groups, higher sincerity. Of the psychological defense mechanisms, regression, substitution are lower, suppression and reactive formations are higher. The percentage of correct classification is 98%.

The data obtained indicate that student teachers differ from other students who have chosen more prestigious and better paid professions by the presence of high values on all scales of the test of meaningful life orientations. They are more idealized, they have high life goals, and they believe that they are in control of their lives. All surveyed specialists (teachers, doctors, economists) do not have significant differences in the values of the scales of this questionnaire. This is due to the fact that the indicators of doctors and economists are slightly increasing compared to the data obtained for students, while for teachers the opposite process is noted: their values on each scale of the questionnaire are falling.

D. A. Leontiev notes that high scores on the goal scale in life can characterize not only a purposeful person, but also a person whose plans have no real support in the present and are not supported by personal responsibility for their implementation. The high scores of professionals in terms of life performance, combined with high scores in the locus of control - I indicate an active life in the present and their orientation to personal achievements "here and now" in the absence of orientation to distant future. Students in the sample show lower scores on all scales of the test. This indicates an underestimated sense of life orientations, weakened involvement in the process of socialization and orientation towards achieving real results, low satisfaction with life and the process of self-realization. Comparing the results obtained on students and professionals, it can be stated that professionals are more satisfied with their lives and the results achieved, they are aware of themselves as strong personalities and masters of their own destiny, they have a more joyful feeling of life than students. At the

same time, student teachers have more idealized ideas about society and about themselves, which, presumably, directs them to this profession.

It seems important to take into account these features of the life position of modern students in the construction and implementation of the educational process at the university, to focus them on the realism of achieving success, on the specific requirements that professional activity puts forward. The most favorable for the correction of LSS are practice-oriented forms of subject training, industrial practice, since it is in these forms that specific techniques and types of response are practiced that ensure success in professional activities. It is during the practice that the student gets the opportunity to study and adopt the features of the professional position and the specific experience of master teachers, adjust their disposition and their goals in the educational process under the guidance of a teacher, tying them to the real circumstances of schooling.

All specialists in our study were traditionally divided into age groups according to the duration of work: up to 20 years and after, and the data of mathematical analysis confirm that these differences are significant. However, the structure of these differences among teachers is different compared to other specialists participating in the study. Only teachers in twenty years there is a significant change in ideas about the meanings. Those who have been working for more than 20 years have lower values in terms of the locus of control - I and the locus of control - life. Economists with 20 years of experience, of all the meanings offered in the test, begin to appreciate the process of life more. Previously, they did not give high marks on the scales of the locus of control - I and the locus of control - life, and after 20 years they did not change their attitude to this. They began to appreciate the quality of life more. The life process parameter for teachers is in last place in the structure of discriminant functions. Meaningful ideas for teachers always remain extremely significant. The highest grades after 20 years of work at school are obtained on the scale of purpose in life. As students, and for most of their lives, teachers believe that they control both the process of life and the circumstances associated with the individual. But after 20 years, the main percentage of teachers lose faith in the ability to be the master of their lives. The fact that economists have this phenomenon has no consequences for society, but when children in a school where an adult teaches not so much by word as by his own deed are taught by a teacher who believes that he does not control his life, or even himself, this can have significant implications for society over time. These data confirm the statement about the teacher's emotional burnout with age. But then either teachers after 20 years of work at school, like the military, should retire and no longer teach children in general education schools, or the circumstances of life and professional activity should be such that the teacher can remain positive and self-confident even after 20 years. years of schooling.

Therefore, in order to preserve the duration of the professional life of teachers, it is necessary, after 15 years of experience, through the system of advanced training, through the school management system, to implement a special system of work to prevent deviations in professional and personal self-awareness. Conclusions. 1. Teacher students significantly differ from medical students and students of economics on all scales of the test of meaningful life orientations, demonstrating the highest values for each of them. 2. Specialists of different professions (teachers, doctors, economists) do not differ in the average values of the scales of the test of meaningful life orientations. 3. The structure of the discriminant functions that make it possible to significantly distinguish between specialists into groups (up to 20 years of work or more in the chosen profession) is different. For economists, after 20 years of work, the importance of the parameter of the life process increases, and teachers after 20 years of work give lower values on the scales of the locus of control - life and locus of control - I. It is necessary to carry out special differentiated work on the formation of a professionally coherent (corresponding) consciousness at the stage of preparation professional and preventive work to prevent the occurrence of professional deformations in the period after 15 years of professional activity.

In modern practice, it is no secret that the majority of students graduating from pedagogical universities either do not go to school or stay there for a short time. That is why, despite the continuous work of a large number of pedagogical universities, the school is constantly in need of teachers. In this regard, the question arises sharply - what psychological characteristics allow people who have chosen the profession of a teacher to remain in school, despite the low salary and the lack of prestige of the profession in society? All modern theories of professional motivation distinguish between intrinsic and extrinsic motivation, and the intrinsic one is largely based on the semantic sphere.

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