



SOCIO-HISTORICAL FOUNDATIONS OF FORMATION OF INTEREST IN THE PROFESSION AND DEVELOPMENT OF PROFESSIONAL THINKING THROUGH PEDAGOGICAL COMMUNICATION

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Article history:	Abstract:
Received: 11 th November 2022 Accepted: 14 th December 2022 Published: 28 th January 2023	In the world's leading educational institutions and scientific research centers, special importance is attached to the implementation of creative mechanisms for the development of students' professional thinking through pedagogical communication. In the international education concept set by UNESCO until 2030, it is specially recognized that "quality education promotes creative thinking and knowledge, and enables high-level acquisition of basic literacy and numeracy skills, as well as analytical, problem-solving, reasoning and other interpersonal and social skills."

Keywords: Higher education, medical field, students, professional thinking, pedagogy, communication, training

At the modern stage, interest in the profession is of particular importance in the implementation of fundamental changes in the socio-economic sphere and in the reform of the continuous education system. The tasks set before the continuing education system require the improvement of the quality of professional interests, the formation of strong professional interests in young people. An important condition for improving the training of specialists is quality selection, which can be solved by systematically organizing career orientation work with schoolchildren. In this regard, it is necessary to ensure the stability of the choice of profession in accordance with the interests and inclinations of the person.

In general, until now, several scientific works have been carried out on this problem [E.K. Vasileva, L. Yovaysha, S.P. Kregjde, K.K. Platonov, M. Kh. Titma, V. V. Chebisheva, N .N. Chistyakov, V. N. Shubkin and others], they explain the rules of special aspects of career guidance. One of the most important scientific problems related to the professional orientation of the young generation is the formation of interest in the profession. This problem has recently attracted the attention of many scientists [T.A. Vorobeva, S.P. Kregjde, V.G. Maksimov, V.F. Sakharov, R.I. Khmelyuk, L.V. Golish, A. Antonov, M.G. Davletshin, R.Kh. Joraev, E.A. Seitkhalilov, N. Shodiev, O. Khaitov, A.R. Khojiboev, U. Tolipov, M. Yoldoshev, N. Usmanov, K. D. Kadyrov and others]. Scientists reveal the nature of interest in the profession and develop and develop methods aimed at its formation.

One of the most important proposals in the organization of professional orientation is the formation of professional interests that are compatible with professional abilities and the elimination of professional interests that do not correspond to the existing abilities of a person.

The main thing is to form an interest in the profession in the age aspect: during professional training and during the period of working as a specialist. The formation of professional interest in a specific professional activity can be solved only on the basis of analyzing professional activity, studying the essence of professional interest based on the type of activity, the mechanism of its emergence, its preservation and emergence in a person.

But today, pedagogues and scientists face a number of difficulties in solving such an important problem of national importance. One of them, and one of the most important, is the lack of a single understanding of the interest in the profession and its content. In the literature, there is no single concept of "career interest" that indicates complex personal formation. The lack of attention to the problem of vocational interest can be explained by the difficulty of studying it and the lack of objective methods of diagnosing vocational interest.

The problems of studying and forming interests in the profession have been developed by many researchers as one of the main tasks of guiding young people to the profession [V.M. Vydrin, M.G. Davletshin, N.N. Zakharov, L. Yovaysha, N.I. Kalugin, E. A. Klimov, S. P. Kregjde, V. S. Merlin, K. K. Platonov, V. F. Sakharov, A. Seyteshev, V. D. Simonenko, M. Kh. Titma, V. V. Chebisheva, S.N. Chistyakova and others].

Having studied the state of the problem of interest in foreign literature, he came to the conclusion that interest does not exist as a separate phenomenon of psychology. A.G. Kovalev also joined in this conclusion, showing that interest does not exist as a simple mental process. In the forties, psychologists turn to the problem of interest again [L.A. Gordon]. The division of interests presented by L.A. Gordon is very reasonable: 1) interests focused on the activity process; 2) interests focused on activity results; 3) interests focused on the process and results of activity.

The third category of interest is pedagogically the most valuable, because the interest directed to the process and result of the activity is the deepest and strongest. This orientation of interest is extremely important in the development of methods for its diagnosis. In this regard, the opinion of the author that the clarity of understanding the objects of interest is the main condition and characteristic of interest is not less important. The author understands interest as follows: "... an emotionally colored direction of our mind to certain objects connected with a desire for them and, usually, with the corresponding activity.

Interest is then understood as a conscious attitude of a person to reality. In other sources, interest is presented as a relationship to an object that has a certain value and attraction for him. [A.G. Kovalev and others]. Acquaintance with the definitions of interest given in the literature [G.E. Glazerman, L.A. Gordon, B.I. Dodonov, A.G. Kovalev, G.I.shchukina, Ch. Buchler, A. Niemeer, etc.] shows that, the interest is in what processes this relationship is manifested. Interest is defined as: attention, feeling, aspiration, need, inclination, orientation, passion, incentive, etc. Is interest a component in the mental phenomena that determine a person's activity, or is it an independent characteristic of its own? As an independent characteristic of the personality, interest affects the manifestation of other parts. There are sources about this in the national literature on psychology [N.N. Chistyakov, G.I.shchukina]. Other researchers of interest include B.I. Dodonov, N.P. Dobronravov understand it as a strong characteristic of a person expressed in passion for things and work.

Opening the concept of interest, the author defines it as a need for one or another object. But the works of leading psychologists and pedagogues [G.I.shchukina] show that the concept of interest cannot be combined with need.

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