



## THE EFFECT OF ANTIFRUSTRATION SKILLS ON PROFESSIONAL ACTIVITY IN STUDENTS

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Article history:	Abstract:
<b>Received:</b> May 1 <sup>st</sup> 2021 <b>Accepted:</b> May 20 <sup>th</sup> 2021 <b>Published:</b> June 17 <sup>th</sup> 2021	The article also antifrustration the new scientific basis for the implementation of the application of antifrustration skills of students in the practice of the formation system as an impact on professional activity.
<b>Keywords:</b> Antifrustration, spiritual-ethical, democratic, humane, individualization, worldview, professional knowledge.	

### INTRODUCTION

Today, large-scale reforms are being carried out in all spheres of the education system in our country. In this regard, various measures and decisions are being taken to further develop the creative activity of students and build skills in their professional activities. The tasks to be performed in this area are reflected in all sectors of the education system. Independent development, self-education, satisfaction of the social demand for the free realization of personal potential, is based on the achievement of stratification and individualization of the educational process, taking into account its interests, needs and life goals. Therefore, it is expedient that the content, form, methods and means of the educational process correspond to the ideas of educational values. It is necessary to determine the methodological, theoretical and practical basis for solving the pedagogical, creative problems of training future professionals, first of all, at the required level.

### MATERIALS AND METHODS

The works of Eastern scholars Abu Rayhan Beruni, Muhammad al-Khwarizmi, Imam al-Bukhari, Abu Nasr al-Farabi, Abu Ali ibn Sino, Khoja Bahauddin Naqshband, Ahmad Yugnaki, Yusuf Khas Hajib and others also cover the formation and upbringing of human character. Psychologists from far abroad and the Commonwealth of Independent States have been widely involved in covering various aspects of the peculiarities of the formation of human character, its scientific, theoretical and practical foundations. Psychologists A.Robek, R.Menton, K.Horney, E.Fromm, A.Kardiner, Adler, Krechmer, Sheldon, Kettell, Gilford, G.Ollport, Vallon, Guillem, Peron, Lesen, Mune, O.Rozi, Kam Jemelli, Dredjer, G.Birje, G.Destyut de Trassi, Dessuar, Feofrast, I.Kant, Mid, L. Taylor, Don, Bayrn, etc., have elucidated character traits in every way. B.G., a psychologist from the Commonwealth. Ananov, A.A.Bodalev, V.V. Davidov, A.G. Kovalev, VN Myasishchev, VA Krutetsky, Lesgaft, I.S.Strakhov, NDLevitov and others.

### RESULTS AND DISCUSSION

New scientific foundations are also needed for the implementation of the system of formation of antifrustration skills in students as an impact on professional activity. The idea of developing students' antifrustration skills is not just a reflection of society's development trend, directing it to appropriate cultural (spiritual) values, but also encouraging students to look for ways and means to develop antifrustration skills while shaping a culture of professional action. There was a notion that spiritual culture involves man's self-knowledge as a subject of the universal process of creating his own life, readiness, assimilation and replenishment of spiritual experiences of the past and present. A modern understanding of the process of developing the spiritual culture of students develops on the basis of theoretical and experimental research on the problem of formation and development of the spiritual culture of the individual. The socialization of pedagogical education in the formation of students as highly spiritual individuals is carried out mainly in the educational process. The process of pedagogical education, on the other hand, focuses on the formation of the student's creative, moral, spiritual, physical potential, and acquires a social significance in the spiritual formation of the individual. The purpose of the educational activities aimed at the formation of antifrustration skills in students on the basis of national values in higher education institutions is to develop students' skills and abilities to apply theoretical knowledge of spiritual and moral education, as well as antifrustration skills in practice, enrich their spiritual and moral qualities. is considered. In the process of organizing

educational activities aimed at shaping the spirituality of students on the basis of antifrustration skills and the combination of spiritual and moral education, it is expedient to perform the following tasks:

- Strengthening the theoretical knowledge acquired by students in the field of specialties and spiritual and moral education;

- The formation of students' skills and abilities to apply economic knowledge, as well as theoretical knowledge in spiritual and moral education in practice;

- Enrichment of the worldview and spiritual and moral qualities of students of higher education institutions;

- creation of certain conditions for the full development of the student;

- to determine the correct attitude of students to social events and phenomena;

- formation of social activity and use of national and universal values in them. Our reforms to bring up a physically and spiritually harmoniously developed generation are being carried out systematically and gradually in close connection with other spheres of society. In particular, the ultimate goal of reforms in education, science, medicine or sports, as well as in a number of other areas, is to bring up the younger generation as spiritually healthy and mature people. And all the conditions in our country are there. In this regard, it is worth noting the significant work being done to train independent and innovative thinkers who have a deep sense of responsibility for the fate, present and future of the Motherland. In the process of developing students' antifrustration skills in higher education institutions to create a clear idea of the main directions and ideas of social development, the formation of spiritual and moral qualities, the organization of activities aimed at making a worthy contribution to the country's development, peace and prosperity. the formation of skills and competencies is one of the current problems of educational institutions today. After all, the main task of pedagogical education is to bring up a comprehensively developed, mature, well-rounded person. As a result of the upbringing of a harmoniously developed person, a socially, economically and culturally developed society with democratic and humanitarian principles in the context of social relations is formed.

### CONCLUSION

On the basis of professional knowledge, the work of forming students' antifrustration skills is organized on the basis of objective conditions and a dialectical unit of purposeful pedagogical activity. We have witnessed such a situation during the study of the content of activities aimed at informing students of professional knowledge, although in the process of training organized by teachers of specific disciplines, ensuring the overall development of students, enriching their spiritual and moral qualities and worldview. Although special attention is paid to the decision-making process, such as the formation of professional skills, the role or importance of spiritual education, the need for students to study spirituality, etc., a theoretical or practical approach to regular, appropriate coverage of issues necessary. The need to make certain changes in the practice of higher education, the acquisition of practical and theoretical knowledge of the essence of spiritual enlightenment by teachers of special sciences, as well as the creation of the necessary conditions to ensure their readiness to organize ideological propaganda among students. indicates that it is taking out. A new approach to the process of training science teachers and their personality is a necessary requirement of modern social development. Therefore, it is necessary to pay special attention to the creation of conditions in the pedagogical team and the study of the advantages of independent work in the organization of professional development in the development of antifrustration skills in future science teachers. This, in turn, requires the creation of conditions for the formation of the professional qualifications of future science teachers.

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