MOTIVES FOR CHOOSING A PROFESSION IN TEENAGERS

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Relevance of the topic. One of the important tasks facing our youth today is to choose a profession that matches their capabilities, interests, and abilities. It is known that no matter how much we think about choosing a profession, no matter how much we do not develop special tests, neither parents nor graduates know who they should be in life. In our country, improving the quality of education and training quality personnel is considered as one of the issues raised to the level of state policy. It is not for nothing that it is called the year "2023 - Attention to people and quality education".

In the organization of quality education, special attention is paid to the problem of forming students' interest in stable knowledge. As a motivating force, interest in stable knowledge creates learning motives and serves to ensure success. The birth of students' interest in a certain field of knowledge, in one or another type of activity, largely determines the possibility of how a person can be formed.

Introduction. A pedagogue should increase students' interest in his subject. It is worth noting that interest in learning grows within the framework of motives, interacts with them, and is formed in an integral connection with them. In addition to learning in general secondary educational institutions, students enter the community of their peers and participate in their lives, therefore, a certain form of attitude towards their peers and teachers is formed. It can also be said that along with the motivations that encourage the student to study, there are also behavioral motives of a different nature, including the social motive, which means the desire to be with the community and reflects the desire to participate in his life.

The social motivations of students' educational activities are closely related to their need to interact with other people, and are reflected in their requirements such as evaluation, support, and taking a certain place in the peer group. These motives are not related to the essence of the educational activity, but indicate auxiliary factors related to it. But these motives serve as a serious incentive for the student to study. Also, the material income from the profession and the monthly salary have an influence on the motives of choosing a profession.

When it comes to the analysis of social motives, they are directly related to community duty, duty to relatives and loved ones, reading is a tool related to the idea of acquiring universal culture, values, and spirituality. This tool can act as a useful person for people, to realize their potential, to strive for the realization of their good intentions. The stimulus, acting as an exclamatory method, is reflected to one degree or another depending on the period of age characteristics. Social motivations can also be related to students' personal aspirations in a narrower sense, for example, they have no interest in learning, but perform all tasks at a high level, because the

pedagogue evaluates them as "excellent". , appointing him as the head of the class, without any doubt, perhaps the educational process is imagined to be the only way for people with such characteristics to achieve personal success or achievement, prestige (reputation), popularity. Choosing such a path leads to actions contrary to conscience, negatively affects the process of personality formation. Therefore, the motives considered as social cover the need of the community, sometimes they embody individualism, a narrow level of personality. The need to deal with peers and friends, to be loyal to friendship, to fulfill one's promise, to be a partner plays an important role in their life. Especially, if the pedagogue forms the necessary motivation of the educational activity in the students, if he works based on their existing needs, the students' interest in learning and internal motivation stabilizes. Therefore, interest, motive, motivation fulfills the function of internal regulation of a person's behavior and is considered to be the main factor of fulfilling the need, desire, good intention, wish in practice.

Theoretical Basis.

Motive and motivation are not limited to the acquisition of knowledge, learning skills and qualifications, but also serve to explain the behavior of a person, that is, the manifestation of personal characteristics. Motivations related to a person's work can be divided into 3 groups:

- motives of labor activity;

- motives for choosing a profession;

- motivations for choosing a workplace.

Specific activity is explained as a whole, i.e., in it, the motives of labor activity, the formation of motives for choosing a profession, as well as the motives for choosing a workplace through the other two motives. The motives of labor activity are diverse, and they are determined by specific factors.

The factors of the first group are represented by the awakening of the collective character, which includes motives such as humanitarianism, the realization of the benefit to the community, the desire to help other people, the need for a social institution in work, and not wanting to be dependent on others.

The factors of the second group are the acquisition of material funds for oneself and the family, earning money to satisfy material and spiritual needs, organizing one's own clinic, and similar motives.

The third group includes self-activation, development, training in foreign countries, fulfillment of self-expression needs, etc.

In our society today, we are always engaged in one or another type of activity while we are working according to the principle of barakat in action. In fact, people cannot do without some activity from nature. A person is not only a consumer, but also a creator, and in the process of creation, he receives inspiration from creativity. The motive belonging to this group is related to meeting the needs of the society and gaining the respect of others. Labor education of students is formed in connection with

this motive. The general motives of labor activity in people are realized within specific professions.

Choosing a profession is a very difficult and motivating process. Because a person's choice of the right profession is often the reason for a person's satisfaction with life. Which activity a person chooses is mostly explained by making a decision about external factors. It mainly depends on the evaluation of the external situation, one's opportunities and abilities, interests and inclinations in choosing a profession. Evaluation of the external situation, factors that have a positive effect, the amount of money earned, the privilege, the proposed enterprise, the proximity of the institution to the place of residence, the convenience of transportation, the aesthetics of the workplace and the harmful aspects of production, psychological in the team including climate, praise, and calling for discipline.

Assessment of one's capabilities includes health, fitness for work, possession of important qualities in the profession, level of knowledge, tendency to work without stress, the ability to work with the pace and calm rhythm required in high-noise work. It is important to evaluate the workplace chosen in accordance with interests, the institution where you work at the same time, barriers to opportunities in the enterprise, work management, professional growth, and the emergence of initiative. Sometimes it is important to choose a job based on interest.

E.S.Chuchunay classified the motivations for choosing a workplace and a profession. He divides career motives into:

1) Dominant (predominance of interest in the profession);

2) Related to the situation (realization of conditions that have always interested a person);

3) Conformist;

4) Professional motivations (with the advice of the social world close to him, that is, his relatives, friends and acquaintances).

A.P. Vasilev cites the following main motives for choosing the profession of a medical worker:

1) Desire to heal people;

2) The desire to relieve the pain of serious diseases, old people, and young children;

3) Ability to care about the health of loved ones.

People choose careers because of their interests, and these interests are rarely romantic. A person can choose a profession based on career aspirations, on the basis of real external impressions, through the advice of parents, friends, or depending on luck. But the romance in the profession usually disappears quickly, and in its place there are "hard working days" when a person is not yet emotionally, physically and mentally ready. The chosen profession is difficult for him, in many cases it creates various obstacles, and in some cases he has to change his profession. We witnessed these situations during our experimental research, and even among students we found that

they have changed their minds about the direction they are studying, and if it is possible, they can change the direction.

Many of the activities chosen are based on a person's ability and aptitude. A.K.Baymetov studies the motives of pedagogical activity and combines 3 main ones:

a) motive of inevitability (duty);

b) the interestingness of the taught subjects and attracting attention;

c) communicating with children.

According to the predominance of these motives, the authors distinguish pedagogues belonging to 4 groups:

  ⬚   With the predominance of a sense of duty (43%);

  ⬚   Predominance of interest in taught subjects (39%);

  ⬚   The predominance of the need to communicate with children (11%);

  ⬚   The motive of realizing one's desires.

According to the studied sources, the types of motivation affect the direction and nature of pedagogical requirements of pedagogues to students. The pedagogue's versatility, his ability to arouse motivation in relation to his subject, all-round motivation is characterized by the harmony of students' morals, interest and the demand for mastering their educational material. The predominance of motivations of commitment in pedagogues requires not only great demands on students, but also a modern approach, creativity and strict discipline, taking into account the wishes and desires of students. In pedagogues who are motivated by interest in academic subjects, the demand to master the educational material prevails.

Conclusion. The strengthening of motives depends on the satisfaction of many factors of employees in their work. Western psychologists V. Vrum and E. Disi distinguish the components of work motivation. According to him, the more people are satisfied with their work, the stronger they will try to do their work. The more they are encouraged in the process, the harder they work. In such an approach, incentives are based on employee productivity. In this, they get strength from the hospitals, clinics, companies and organizations where they operate. These various additional benefits are organized by the enterprise, not only for the pursuit of education, but also for recreation.

It can be seen from the above that the formation of social and professional motives in students depends on a number of external and internal factors. Also, professional motive and motivation are formed on the basis of the desire to choose a profession. It is foreign psychologists who show the aspects before choosing a profession and after choosing a profession when developing the composition of professional motives. This process imposes on the pedagogic staff of the educational institution the responsibility of forming social and professional motives of students in the process of educational activity.

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