

## PROBLEMS AND SOLUTIONS OF PROFESSIONAL DIRECTION ACTIVITY OF A PRACTICE PSYCHOLOGIST

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**Annotation:** This article describes the issues of career guidance and career choice of young students in the process of training practicing psychologists, as well as the characteristics of taking into account the age stages of students in career guidance.

**Key words:** family, parents, students' needs, interests, abilities, communication and education.

Vocational guidance for young people to freely and independently choose a profession should be considered as a scientific-practical system. Each person's choice of profession labor resources in terms of individual characteristics, interests of the national economy factors such as the need for full provision should be taken into account.

In the current period, which is being implemented step by step in our republic, based on the requirements of the "National Program of Personnel Training", there is a need to update the existing scientific conclusions and recommendations in the field of vocational guidance based on the main goal of educational reforms. One of the important tasks of general secondary education schools is to prepare students for life and guide them to choose a profession.

A practicing psychologist, first of all, should find out about the interest of schoolchildren in the profession by asking him and his parents. Practitioner psychologist should carry out career guidance activities in cooperation with parents. To find out whether they are oriented to the profession, it would be appropriate to take the methods related to the profession from the students. For example, according to this methodology, the student likes the teaching profession if education prevails, but the internal motivation, interests and abilities of the student are directed towards the profession of a banker. Unfortunately, the parents of the students are not interested in the above professions. They wanted their child to become a doctor from a young age. Although the mother's child is studying at the Med Institute, unfortunately, it is out of the question that he will switch to another profession or profession in the future.

Nowadays, most students choose their future profession based on their income. The salary of the chosen profession is becoming very important.

I think that a practicing psychologist should study the feedback between the student and the parents and lead a consultant here. Only the child sees difficulties here. Because of this, he stumbles a lot on the path of life, he cannot find his own way. It is a great motivation for the child that the thoughts of the parents are in harmony with each other in the family. Some students are currently graduating

The contribution of the practicing psychologist of the school is also important in guiding him to the profession. However, in this situation, his parents say that he wants to take up a different profession, and the child gets confused and confused. Dream in counseling, practicing psychologists can begin by explaining the concepts of

preparation and adaptation, showing the importance of guidance and concern for the future and their relationship to career planning. they can pay attention to the content and discuss similar topics with students.

Practicing psychologists suggest developing a three-step process that allows individuals to engage in undirected exploration, directed modeling, and active learning. In the first step, psychologists can use a non-directive approach and support their client in identifying one or more items that have been responded to in a way that is contrary to what was expected, and can reflect with them on what is the basis of their response. first, he should tell the students what a profession is and what professions there are. Then it provides information on those professions and gives students motivation for their chosen profession.

Examples of vocational training

**The offered games are described according to the following scheme:**

1. The intended purpose of the game, possibilities of using games;
2. Conditions for holding the game (number of participants in the game, holding one game time, organizational equipment);
3. The order of the game (stages, including the preparatory stage necessity);
4. The course of the game is to organize a discussion with the students model scheme;
5. Diagnostic possibilities of the game;
6. Typical difficulties that arise during the game;
7. Prospective types of game use and development.

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