

FORMING A CULTURE OF PROFESSIONAL COMMUNICATION AMONG FUTURE TECHNICIANS

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Abstract

The article scientifically substantiates the criteria for the formation of a culture of professional communication of young process engineers. Communication performs various tasks. Different authors identify different tasks of communication. g.m. Andreeva lists communicative, interactive and perceptual tasks. Communication performs information-communicative, managerial-communicative, perceptual-effective and affective-expressive (emotional self-expression) tasks.

Keywords: communication, information-communicative, managerial-communicative, perceptual-effective and affective-expressive (emotional self-expression).

Introduction

Many high school graduates wonder who I will be in the future or what field I will specialize in. - pose a question and face the problem of choosing a profession. As a result, majors are chosen randomly by students. Some school graduates immediately get a job without any special training and understanding of their professional future. In this case, the search for a place in the professional world will be of particular importance [1].

The problem of choosing a profession for young people entering a professional college has not been fully resolved. Some of them doubt the correctness of the choice in the first year of study, others - at the beginning of independent professional activity, some after 3-4 years of work in the profession, some young people cannot find a job of their choice. profession after graduating from vocational schools and joins the ranks of the unemployed. Therefore, the problem of choosing a profession remains relevant for them. Psychological fatigue, anxiety, distrust of the future create certain difficulties in finding oneself in the world of work. Students with vocational training face the problem of employment. In order to determine the conformity of the individual psychological characteristics of persons with vocational training with the requirements of the profession, a professional competition is held in a number of specialties. Its implementation causes a number of problems, that is, it is necessary to determine the normative characteristics of the profession and determine the psychological characteristics and qualities. Joining a team that includes people of

different ages, getting used to professional activities, understanding a new social role will cause problems for the future specialist. The stage of adaptation includes forms of professional social maturity and socialization. The changed professional situation leads to the formation of new psychological characteristics and qualities. Sudden changes in the psychological structure of a person change the life of a person. To replace the old system «school-family-society», a new one is being formed, i.e., «career-family socio-economic conditions». Now the factor of the professional environment becomes important in personal development. The fact that a person is his own professional master affects the productivity of activity. How to maintain and sometimes restore the work capacity of a specialist. It is known that a specialist regularly needs professional psychological assistance. One of the urgent psychological problems of our society is the retirement of a worker. Changes in socio-economic conditions create a new social problem - psychological difficulties for pensioners. They also need psychological help and support.

One of the important tasks of labor psychology is the analysis of the conditions, means and content of labor. Emphasis is placed on determining the optimal length of service by diagnosing various manufacturing defects, performance and fatigue. However, the main attention of researchers is focused on the executive and operational aspects of labor, its psychophysiological characteristics. The main problem of labor psychology is the habituation of a person to working tools, tools, processes and conditions. Human adaptation to work activity is studied on the basis of psychological and physiological methods.

From the foregoing, it can be seen that psychological studies of labor activity do not give a complete picture of the professional goals of people, professional self-awareness, professional development, the reasons for choosing and changing a profession, and the stages of professional development. They, in turn, constitute the subject of professional psychology. Knowledge of this science is necessary in order to correctly set the work on choosing a profession, to choose a conscious profession, to overcome professional crises and difficulties.

Therefore, today there is a need for professional knowledge of psychology. According to generally accepted definitions, psychology is the study of mental facts, their laws and mechanisms. Also, psychology is the science of the patterns of reflection of objective reality in human activity and behavior. Scientific research and the studied theoretical sources in the field of psychology, as well as the processes of interdisciplinary mutual integration, led to the selection of many areas with their subject in the field of psychology. These include the psychology of work.

The subject of professional psychology is the study of the mechanism, patterns and psychological characteristics of a person's professional development. Based on this, we can say that professional psychology is one of the branches of psychological science that studies the patterns of choosing professional goals for a person, acquiring a

profession, professional development of a specialist, as well as levels of personality development. Ability to work. The object of professional psychology is the cooperation or relationship of a person with a profession. Labor psychology is an independent branch of psychology, which has its own subject and object of study. In this respect, it differs from the object and subject of the sciences of labor psychology, engineering psychology, youth psychology, and educational psychology [2, p.12].

Based on the definition of the subject of professional psychology, it is advisable to single out the following tasks:

1. Substantiation of the basic concepts and principles of the study of the professional development of a person, methods related to his activities;
2. Development of research methods suitable for the subject of professional psychology and the creation of unique methods;
3. Psychological analysis of the descriptive structure of professions, development of methods and principles for designing professions;
4. Study of patterns and psychological mechanisms of the professional development of the individual. Identification of factors that determine the dynamics of this process, analysis of crises of professional development;
5. Professional destruction of the specialty, i.e. personality deformation, decrease in professional activity, etc.;
6. Monitoring of a person's professional development, development of psychodiagnostic tools and certification of specialists in this regard;
7. Psychological support for a person's professional development and assistance and support during a person's professional life;
8. Professional counseling consists in equipping with knowledge of the psychological aspects of personal development of professional education, attestation, psychotechnics of professional development, professional correction and rehabilitation, psychological preparation for retirement.

The methodological basis of professional psychology is the concept of professional development of the individual. The main essence of this concept is that in the process of choosing a profession, a person develops quantitatively and qualitatively, that is, he enriches his direction, thus experience and potential are formed. In the process of professional development, crises, conflicts, destructive changes can occur. The speed of this process depends on biological and social factors, as well as on random situations, vital professional events. Professional development includes most of the development of a person, includes the period from the formation of professional goals to the end of professional life. From this multi-temporal process, it is possible to single out the stages of choice, that is, professional education and training, adaptation, professionalism and mastery.

Technical skills mean complex intellectual skills. These abilities include broad imagination, technical ability, and sensorimotor skills. The test of technical ability is

widely used in the professional selection of engineers and mechanics. In this regard, the tests of A. A. Becknet and Minnesota are widely used. A. Anastasi includes professional abilities in the last group of special abilities. Tests designed to measure them are formed in a certain professional field of activity. In the USA, the office test in the state of Minnesota is widely popular, it determines such abilities as the speed of order acceptance, knowledge of a list of business terms, listening, awareness, literacy, and the ability to speak beautifully. . Professional skills also include artistic, musical, research, business, social, and performing skills.

The information (cognitive) profession is intended for professional counseling of octants, that is, persons who are faced with the need to choose a profession. Among them may be students, vocational school graduates, the unemployed and those wishing to change their profession. Information and professional work is carried out by analyzing special professional literature and studying documents. Diagnostic professionalization is carried out to establish the causes of low labor productivity, poor product quality, accidents, injuries, and staff shortages. Diagnostic professionalization includes the following questions.

1. Activity content:

- 1) Theme and questions of the work.
- 2) Requirements for the quality of work results.

2. Working tools:

- 1) Type and procedure of work.
- 2) Governing bodies.
- 3) Organization of the workplace.

3. Activities of the subject of labor:

- 1) Types of actions and their description.
- 2) The nature of planning and execution of work.
- 3) Factors hindering professional activity.
- 4) Types of errors, breakdowns, injuries that occur during work.

4. Activities of the subject of labor:

- 1) The structure of the working relationship.
- 2) Planning and control of work.

5. Requirements for the personal-psychological and psycho-physiological qualities of the subject of labor profession.

6. Diagnosis of the reasons for the subject's low efficiency.

7. Diagnostic professionalization is carried out by methods of collecting empirical data. Predictive professionalization is used to provide informed recommendations for improving professional performance.

1. General characteristics of the profession: 1) History and prospects for the development of the profession. 2) Socio-economic conditions of professional activity.
- 3) Professional environment.

2. Professional area, content and aspect: 1) Description of the professional area. 2) Determining factors of professional knowledge. 3) Forecast of the development of professional knowledge.

3. Vocational training: 1) Level of professional education. 2) Professional training. 3) Training.

4. The professional orientation of the employee: 1) The breadth of the field of knowledge. 2) The level of basic skills. 3) The possibility of changing specialty and profession.

5. Evaluation of career prospects: 1) Professional and psychological potential of the individual. 2) The professional activity of the employee. 3) Professional career self-improvement.

Predictive profiling uses genetic methods as well as model experiments. Methodical professionalization allows the psychologist to develop methods for studying the state of the subject of labor and important professional qualities [5].

The task of studying interpersonal relations arises when working with any team, including the class team at school, and affects the intellectual development of the child. In the process of interpersonal relations, the social image of a person changes. It also has psychological characteristics. At the same time, anatomical, physiological, psychological and social characteristics and other unique qualities of each of the people entering into communication are perceived. In the perception of a person by a person, the personal experience of each of them is used. But personal experience is not always enough for the perception of a person, you can get enough information about a person. On the basis of mutual perception of each other by people, so-called interpersonal relations are formed between them [7, p.45].

Engineering psychology is a field of psychology that studies the relationship between a person and a machine, the psychological impact of a machine on a person, the psychological patterns of the process of the relationship between a person and a machine using research methods.

Communication is the need of a person as a social, conscious being, as a carrier of consciousness. We observe the division of various higher animals and the human way of life into two sides: relations with nature and relations with living beings. The first type of communication is called activity as a special type of human activity. The second type of communication is determined by the fact that the parties interacting with each other are living beings exchanging information. This type of communication within and between species is called communication [2, p. 383].

There are different definitions of the term «communication». Communication is defined as the interaction between two or more people in the exchange of information, which has a cognitive or affective-evaluative nature. Or: communication is a complex, large-scale process of establishing and developing relationships, arising from the need for cooperation between people and consisting of the exchange of information, the

development of a unique way of interaction, perception and understanding of another person. This is the most complete and clear definition of the concept of «communication» [1, p. 22].

Communication is characteristic of all living beings, but at the human level it has the most developed forms and is realized through speech. In communication, the following points of view are distinguished: content, purpose and means.

Human speech activity is closely connected with all aspects of human consciousness. Speech is a powerful factor in the mental maturity of a person, his formation as a person. Under the influence of speech, views, beliefs, intellectual, spiritual and aesthetic feelings are formed, will and character are formed. With the help of speech, all mental processes associated with cognition become free and manageable. Therefore, speech is a mental process related to cognition, which consists of a combination of sounds pronounced and heard by a person, and at the same time has meaning and content expressed through a system of written signs corresponding to these sounds.

Language is a system of conventional signs with the help of which a set of sounds is transmitted that have a certain meaning and content for people.

Speech expresses the psyche of a particular person. Speech is unique for a particular person, it reflects the psychology of an individual, and language is the same for everyone.

A specific object, action, situation, etc. are indicated using speech signals. is expressed. The word is associated with the idea of an object or event.

The generalization function is related to the fact that each word has a generalization property that allows thinking to arise. The exchange of ideas, that is, communication, is a process in which people transmit certain information, thoughts, feelings to each other.

The accuracy of human speech makes it possible to express an infinite variety of human thoughts, goals and feelings using a limited number of speech symbols - components of varying complexity (sounds, syllables, words and sentences).

The content of communication is information transmitted from one living being to another in interpersonal communication. The content of communication may include information about the internal motivational or emotional state of a living being. Through communication, information about situations (satisfaction, joy, anger, sadness, emigration, etc.) can be transmitted from one living being to another, directing the living being to communicate in a certain order. Such information is transmitted from person to person and serves as a means of establishing interpersonal relationships [4, p. 67].

We react differently to someone who is angry or hurt than we do to someone who is open-minded and happy. The content of communication can be information about the state of the environment, transmitted from one organism to another, for example, a

warning about danger or the presence of positive, biologically important factors nearby, such as food. The content of communication in humans is much broader than in animals. People exchange knowledge about the world, acquired experience, skills, information about the world. Human communication is multifaceted and diverse in its inner content.

The purpose of communication is the reason why a person has this type of activity. In animals, the purpose of communication may be to invite another living being to a certain action or to warn that this or that action cannot be performed. For example, a mother may use her sound or movement to warn her child of danger; some animals in the herd may alert others that vital signs have reached them.

A person has more communication goals. In addition to those listed above, these include the acquisition and transfer of knowledge about the world, education and training, the coordination of various actions in the joint activities of people, the clarification and establishment of personal and service relationships, etc. If animals have the goal of communication to satisfy their biological needs, then in humans they are a means of satisfying many different needs: social, cultural, cognitive, creative, aesthetic, mental growth, moral development [p. 5, 6]. .

Communication usually manifests itself in the unity of five aspects: interpersonal, cognitive, communicative-informational, emotive and conative.

The interpersonal side of communication reflects the interaction of a person with his immediate environment: other people and those communities that will be connected in his life.

The cognitive side of communication allows you to answer many questions about who the interlocutor is, what kind of person he is, what can be expected from him, as well as many other questions related to the personality of the partner.

The communicative-informational side of communication consists in the exchange between people with different ideas, ideas, interests, feelings, inclinations, etc.

The emotional side of communication is connected with the feelings and mood of partners in their personal relationships.

The conative (behavioral) side of communication serves to reconcile internal and external contradictions in the views of partners.

The means of communication can be defined as the means of encoding, transmitting, processing and disclosing information transmitted from one living being to another in the process of communication.

Communication tools include:

1. Language is a system of words and expressions used for communication and the rules for combining them into meaningful expressions for use in communication, as well as writing, transmission and consists of sign systems and writing in technical storage media (radio and video equipment, mechanical, magnetic , laser and other forms of writing).

2. Tonality, emotional expressiveness, capable of giving different meanings to the same phrase.

3. Facial expressions, posture and gaze of the interlocutor can enhance, complement or refute the meaning of the phrase.

4. Gestures as a means of communication can have a generally accepted meaning, that is, have a certain meaning, or they can be expressive, that is, they can further increase the expressiveness of speech.

5. The distance in communication between interlocutors depends on cultural and national traditions and the level of trust in the interlocutor.

Man is far ahead of other living creatures known to us on planet Earth in his ingenuity in choosing the methods and means of intraspecific communication.

Communication is divided into the following stages:

- the need for communication (it is necessary to transmit information or be aware of it, influence the interlocutor, etc.) encourages communication with other people;
- correctly defining the goals of communication, the situation of communication;
- identification of the interlocutor;
- when planning the content of his communication, he accurately imagines what the person is talking about (usually without realizing it);
- a person chooses specific means and speech expressions that he can unconsciously (sometimes consciously) use, thinks about how to speak and behave;
- perception and evaluation of the interlocutor's answer, control of the effectiveness of communication based on the establishment of feedback;
- amending the direction, style and ways of communication.

If any link of the communicative act is lost, the speaker will not achieve the expected results of communication.

Conclusion

For a long time in large groups, changes in individual indicators were observed, such as adaptation to working conditions, choice of profession and satisfaction with it. When carrying out the longitudinal method, it was considered expedient to simultaneously carry out other methods: observation, questioning, test, psychography, praximetry, and similar methods. The results obtained using the longitudinal method depend on age, work experience, professional education and socio-economic conditions at the time of the study.

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