

**PEDAGOGICAL CONDITIONS FOR THE FORMATION OF PROFESSIONAL SELF-AWARENESS OF GRADUATING STUDENTS***Sanobar Asilova**Senior lecturer, Department of Pedagogy and Psychology, Kokand University*

**Abstract:** This article analyzes the process of professional self-awareness of graduating students and the pedagogical conditions that play an important role in its formation. The article highlights the content of the concept of professional self-awareness, factors influencing its development, the role of the pedagogical environment in school and the tasks of the teacher. Also, effective methods and modern approaches to organizing career guidance activities are considered.

**Keywords:** professional self-awareness, graduating class, pedagogical conditions, career guidance, psychological support, students, the role of the teacher.

Professional self-awareness is a person's conscious decision to choose a profession based on his interests, abilities, values, and knowledge of professions in society. In psychological and pedagogical literature, it is noted that this concept is closely related to personal growth, motivation, and self-assessment. Today, one of the important tasks of the education system is to ensure that students have a conscious approach to choosing a future profession. This issue is especially relevant for graduating students. If their level of professional self-awareness is high, it will be easier for them to choose the right profession, realize their potential, and become socially active individuals. Therefore, the educational process includes not only providing knowledge, but also a wide range of tasks such as preparing a person for life and forming his professional self-awareness. The issue of choosing a profession is especially relevant for graduating students. This young age is one of the most important stages in the lives of students, when they begin to make independent decisions and actively participate in social life. In order for students to fully realize their potential in the future, they must have a high level of professional self-awareness. Professional self-awareness is the ability of a person to consciously plan his future based on his social role, capabilities, abilities, and knowledge about professions in society. Psychologically, this process is closely related to a person's self-perception, understanding of his inner potential, and, as such, choosing a life direction.

Professional self-awareness consists of the following components:

- Knowledge about professions;
- Assessment of one's interests and abilities;
- Having an idea of future activities;
- Making a conscious choice and planning.

The senior year (16–17 years old) is an important stage in the personal, intellectual and social development of students. During this period, the following situations are observed:

- The desire to think independently and make choices;
- The desire to find one's place in society;
- Critical views of oneself increase;

• There is a feeling of uncertainty and anxiety about the professional future. Therefore, students need methodological, psychological and pedagogical support in professional self-awareness. The following pedagogical conditions are important for the effective formation of professional self-awareness of graduating students:

Implementation of career guidance programs

- Special classes (introductory lessons with professions);
- Strengthening knowledge about professions through competitions, quizzes, project work.

Psychological and pedagogical diagnostics

- Tests that identify professional interests and abilities;
- Recommendations for professions that suit the student's personality and temperament.

Practical experience and excursions

- Trips to organizations and enterprises in various fields;
- Professional master classes, mentor-student projects.

Cooperation with parents

- Seminars for parents to guide children in choosing a profession;
- Events that provide information about the professions of parents.

Individual approach of the teacher

- Formation of a social and psychological portrait of each student;
- Advice and guidance in determining a professional direction.

Today, the following modern approaches in the field of education have a positive impact on the formation of professional self-awareness:

- STEAM education (integrated learning through science, technology, engineering, art, mathematics);
- Assistance in choosing a profession through digital platforms (tests, professional encyclopedias, online consultations);
- Mentoring system - establishing contacts with a specialist in a particular field.

The teacher is an important intermediary in identifying and developing the student's internal potential. Providing information about professions during educational hours, extracurricular activities, and increasing the student's social activity can influence this process.

## Conclusion

The effective formation of professional self-awareness is a decisive factor in the successful establishment of future life for graduating students. In this process, the pedagogical conditions created at school, the activities of teachers and psychologists, cooperation with parents, as well as the use of modern educational technologies play an important role. Therefore, it is advisable to implement career guidance in each educational institution on the basis of a systematic, planned and individual approach. These processes are a multifaceted, complex, but important pedagogical process. In this process, the school, family, psychologist and other institutions of society should work together. Properly organized pedagogical conditions create the basis for students to consciously choose a profession, realize their capabilities and achieve social success in the future.

## References:

1. Asilova, S., & Abdulxaqov, N. (2024). MAKTAB BITIRUVCHILARINI KASB-HUNAR TANLASH MUAMMOLARIGA PSIXOLOGIK YORDAM. Interpretation and researches.



2. Asilova, S. X. (2023). MAKTAB BITIRUVCHILARINI KASB TANLASH MUAMMOLARI VA ULARNI BARTARAF ETISH USULLARI. YOUTH, SCIENCE, EDUCATION: TOPICAL ISSUES, ACHIEVEMENTS AND INNOVATIONS, 2(8), 12-16.
3. Arapovna, Y. L. F., & Xatamboyevena, A. S. (2024). BOSHLANG 'ICH SINFI O 'QUVCHILARIDA KASBIY QIZIQISH MOTIVLARINI RIVOJLANTIRISHNING PSIXOLOGIK OMILLARI. Kokand University Research Base, 120-122.
4. Xatamboyevena, A. S. (2023). TARBIYASI QIYIN O 'QUVCHILARNI KASB-HUNARGA YO'NALTIRISH MASALALARI. QO 'QON UNIVERSITETI XABARNOMASI, 9, 180-183.
5. SanobarAsilova Bitiruvchi o'quvchilarni kasb-hunarga yo'naltirishda STEAM-TA'LIM yondashuvi. INTERNATIONALJOURNALOFSCIENTIFICRESEARCHERS. Volume13,issue1,August2025