

Psychological Features of Modern Students as Conditions for The Formation of a Future Specialist

Tillashayxova Xosiyat Azamatovna

Doctor of Psychological Sciences, Acting Professor, Head of the Department of “Psychology” at National Pedagogical University of Uzbekistan

ARTICLE INFO

Article history:

Submission Date: 16 April 2026

Accepted Date: 06 May 2026

Published Date: 31 May 2026

VOLUME: Vol.06 Issue04

Page No. 66-69

DOI: - <https://doi.org/10.37547/social-fsshj-06-05-10>

ABSTRACT

The article is written about the psychological features of modern students as conditions for the formation of a future specialist. The article identifies the psychological features of modern students studying in higher education institutions. Based on the studied information about the psychological features of students in the process of writing the article, the need for an integrated approach to the formation of future specialists was identified.

Keywords: - Psychological features, professional and personal growth, education, students.

INTRODUCTION

Student life is a period of age crisis — adaptation to a new social role, to new conditions of academic work, to new requirements of self-organization, to personal work on oneself, which is based on a new degree of responsibility.

Studies by psychologists have recorded a broad aspiration to become a student in the life plans of young people finishing school. This indicates that the main orientation is intellectual work and the related desire to obtain higher education. For the greater part of today's youth, continuing education is an important social, moral and psychological value.

A student, from Latin *studens*, *genitive studentis* — one who works diligently, studies, is a learner of a higher, and in some countries also a secondary, educational institution. In Ancient Rome and in the Middle Ages, any persons engaged in the process of cognition were called students. With the

organization of universities in the twelfth century, the term “student” began to be used to designate persons studying, initially also teaching, in them; after the introduction of academic titles for teachers, such as master, professor and others, only learners [6].

Among the parents of students there are comparatively few unemployed persons; that is, the social structure of the student body, compared with the social structure of society, looks more prosperous and is a structure of an “improved” type. Today the social composition of the student body is quite diverse, for example, ordinary students studying full-time and fully supported by their parents, as well as students studying by correspondence and evening forms of education, who have children, their own families, work, and are engaged in private entrepreneurship. Another important group consists of students who come from families of specialists with higher education or an academic degree. There are also

representatives of the student body from families where parents are engaged in private business in various spheres.

One of the specific features of the student body is such an important factor as prestige and demand. Thus, for example, several years ago the number of applicants wishing to enter law faculties of universities exceeded the number of allocated places at the faculties several times. In this issue, today as well, the prestige of the university is important when choosing a university. This predetermines the formation of specific features of the psychology of student age.

Striving to complete their studies at the university in such a way as to realize their dream of obtaining higher education, most students understand that a higher education institution is the most important means of the social position of youth, and this serves as an objective prerequisite forming the psychology of social success [2].

The uniformity of goals in obtaining higher education, the nature of the values of work — study, an active social position, participation in various affairs of the higher education institution contributes to the development of cohesion among students. The diversity of forms of collectivist activity of students, such as student trade union organizations and various social programs aimed at improving the life of students and environmental responsibility, is also significant. Another important feature is that active interaction with various social formations of society, as well as the specificity of education, leads to important experience of communication with external organizations. Based on the above, an important specific feature of the student body is the high intensity of communication.

An important feature of the student body is also the search for the meaning of life, awareness of one's "Self" in life, the desire to create new ideas and progressive development strategies in society. These aspirations are a positive factor. However, due to the absence of one or another life experience and lack of awareness in assessing a number of life phenomena, many students may move from constructive criticism of shortcomings to thoughtless condemnation.

Various factors influence the professional plans of young people: the opinions of parents, teachers,

friends, books, programs, etc. However, on the other hand, the general desire to obtain higher education leads to a not entirely objective assessment of personal aspirations and qualities. Many are guided by the principle "for the sake of formality." That is, the presence of higher education is more important than its relevance to the chosen profession for an individual learner. According to the same principle, the university is also chosen: it does not matter which one, as long as one is admitted [3].

The great competition among applicants entering universities is due to the fact that, for most schoolchildren, higher education appears to be a very high value. When entering universities, all the shortcomings in the teaching of various schools are revealed. The success of universities directly depends on the quality of the students admitted to various faculties. It should be taken into account that, at the beginning of their studies, students experience disappointment in the chosen profession as a result of their incomplete awareness of the future specialty, the necessary abilities and skills, the nature of the activity, and the social and psychological requirements imposed on a specialist.

The needs of the individual in successful professional activity and the requirements of employers for personnel in terms of their professional competencies create new requirements for the result of education and make adjustments to the system of professional training of specialists: among employers, the requirements for the activity of the subject and its results are being revised [5]. Today, the competence-based approach is recognized as key in education and promising in achieving the provision of an organization with modern qualified personnel. Under the above-mentioned conditions, professional education is called upon to solve a whole complex of difficult tasks aimed at training a professionally competent specialist. One of the tasks of pedagogical science at this stage is the search for new and effective technologies for forming the professional competencies of service specialists.

In search of pedagogical tools for forming professional competencies, we turned to additional educational programs and noted that the possibilities of using additional educational programs in the training of service specialists have

not been sufficiently studied [5]. Studying the problem at the socio-pedagogical, scientific-theoretical and scientific-methodological levels, we identified a number of contradictions contained in the objective need of society for specialists possessing formed professional competencies and the insufficient development of scientific-theoretical provisions of this process in secondary vocational education; the need to form professional competencies and the insufficient development of the content component and formation technologies that allow the process of forming the professional competencies of service specialists to be comprehensively ensured; the objective need for a practical solution to the problem of forming the professional competencies of service specialists and the insufficient use of the possibilities of additional educational and complementary programs in the process of professional training in colleges.

Based on the theories of scholars on the formation of professional competencies, the ideas of developing a person's abilities for self-education, the theory of the stage-by-stage formation of mental actions, the modular approach to building educational programs, and the theories of pedagogical design and modeling, in our study a range of questions was determined regarding the fact that the formation of professional competencies should appropriately be carried out on the basis of systemic and competence-based approaches, taking into account the personality-oriented trajectory of professional development of the future specialist; the content of professional competencies should be adjusted by developing and introducing into the process of competence formation additional and complementary educational programs that contribute to their holistic formation; the structural-functional model of forming the professional competencies of service specialists must be provided with a pedagogical technology ensuring the successful functioning of the components of the structural-functional model, which will contribute to the process of forming the professional competencies of service specialists [1].

Psychological support for the professional and personal development of students is effective if it corresponds to the goals and objectives of this development, is carried out systematically within the activity of the psychological service of the

educational institution, and unfolds in the following directions:

1. socio-psychological adaptation of students in educational and professional activity and the formation in them of a positive life perspective.
2. correction of the emotional state of students — the removal of emotional tension to ensure the effectiveness of professional development.
3. teaching the abilities and skills of competent communication and effective behavior in various everyday and professional situations.
4. development and formation of personal qualities that contribute to successful professional formation as mid-level specialists.

Today, student youth are characterized, on the one hand, by insufficient internal professional motivation, and on the other hand, by strong emotional responsiveness, a desire to express themselves and assert themselves in the chosen profession. In this regard, pedagogical methods for forming students' readiness for professional activity acquire particular relevance.

Success in professional activity is the best motivator of interest and stimulus for successful learning. The proper organization of industrial practice and work with real clients helps learners successfully master professional competencies.

Psychological and pedagogical support for the formation of successful professional activity of a future specialist in the service sphere is a continuous process consisting in the stage-by-stage mastery of professional competencies as the ability or capacity to integrate interrelated types of professional activity — communicative, diagnostic-preventive, technological-aesthetic, and artistic-technological — in the context of a personality-oriented professional trajectory of development. The formation of each professional competence is determined through the criteria: value-motivational, cognitive, activity-practical and reflexive.

REFERENCES

1. Божович Л.И. Этапы формирования личности в онтогенезе. Психология подростка. Хрестоматия / сост. Ю.И.

Фролов, — М., 1997

2. Величко Е. В. Психолого-педагогическое сопровождение профессионально-личностного развития студентов в период обучения в колледже [Текст] / Е. В. Величко // Психологические науки: теория и практика: материалы междунар. науч. конф. (г. Москва, февраль 2012 г.). — М.: Буки-Веди, 2012. — С. 98
3. Галковская И.В. Дополнительность как ведущий принцип в становлении комплементарных систем // Вестник ОГУ. — № 4., 2014
4. Джанерьян С.Т. Системный подход к изучению профессиональной Я-концепции // Вестник ОГУ. — № 4. — 2005
5. Дроздова Т.А. Психология личности. Оценка деловых, личностных качеств работника. М., 1989
6. Психология и педагогика: учеб. пособие для студентов вузов / А. А. Реан, Н. В. Бордовская, С. И. Розум. — СПб. [и др.] : Питер, 2005