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(A Double Blind Refereed & Peer Reviewed International Journal)

**DOI: 10.5958/2278-4853.2021.00055.0****THE POSSIBILITIES OF FORMING A PROFESSIONAL WORLDVIEW****Maftuna Sharofiddinovna Islamova***

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ABSTRACT

In this article, the main task of pedagogical theory and practice is the formation of a professional worldview of students on the basis of chemical knowledge, its relevance, the methodological foundations of the formation of a professional worldview, the theoretical foundations of the formation of a professional worldview of students on the basis of chemical knowledge.

KEYWORDS: *Professional Worldview, Worldview, Intellectual Development, Stratified And Individualized Programs, Elective Education, Career Guidance. The Possibilities Of Forming A Professional Worldview Based On Chemical Knowledge.*

INTRODUCTION

Worldview is a system of views, evaluations and figurative expressions of the world and the person in it, a person's attitude to the surrounding reality and to himself. It is also a system of values oriented by the basic life positions of people, their beliefs, ideas, principles of knowledge and activity, determined by these views.

The problem of forming a professional worldview, the scientific view of the world, the methodology of learning is studied by philosophers P. Alekseev, V. Andrushchenko, L. Gubersky, I. Dobronravova, S. Kirilenko, I. Lakatos, G. Platonov, A. Spirkin and others [1].

Formation of scientific and professional worldview of students Although the researches of A. Bugaev, M. Golovko, S. Goncharenko, L. Zorina, S. Korshak, A. Lyashenko, M. Martenyuk and others are devoted to the study of worldview, this issue remains relevant.

In recent years, the topic of worldview has been reflected in the research of E.V. Bodnarchuk, E.V. Dmitrieva, T.Y. Jeleznova, A.L. Jokhova, V.P. Zhukova, S.Yu. Rybina and others. Psychologists study the worldview in the context of personality development, which is L.I. Bojovich, B.I. Dodonov, G.E. Zalessky, A.G. Kovalev, I.M. Krasnobayev, N.A. Menchinskaya, K. Mukhina, V. It is clearly reflected in the works of S. Mukhina, Yu.L. Samarina,

T.S.Tambovtseva, B.M.Teplova and others. In the works of VV Gainulina, I.Ya. Lerner, B.T. Likhachev, E.I. Monoszon, G.V. Mukhametzyanova, T.I. Oyzerman pedagogical concepts about the concept of "worldview" is given.

THE MAIN FINDINGS AND RESULTS

With the help of pedagogical diagnostics, conditions are created to ensure the development of students and pedagogical correction, knowledge and experience in the field of counseling and teaching teachers and parents, professional orientation, professional and personal self-development and the unity of these processes. With the help of pedagogical diagnostics, conditions are created to ensure the development of students and pedagogical correction, knowledge and experience in the field of counseling and teaching teachers and parents, professional orientation, professional and personal self-development and the unity of these processes.

Therefore, the following were targeted:

1. Explain the concept of "professional outlook of students";
2. Determining the composition of the components of the professional outlook of students;
3. Development of technology for the formation of students' professional worldview;
4. Determining the effectiveness of experimental work on the formation of the professional outlook of schoolchildren, etc.

Psychological theory of personality (B.G.Ananiev, L.S.Vygotsky, A.N.Leontev, J.Piaget, S.L.Rubinshten and others); Acmeological theory of development and activity of the person (B.G.Ananiev, A.A.Bodalev, A.A.Derkach, N.V.Kuzmina and others);

On the formation of the worldview of the person (VI Blokhin, LN Bogolyubov, K.E.Zuev, G.V.Klokov, E.I.Monoszon, V.A.Morozov, etc.) and the use of various pedagogical technologies in the educational process problems (V.P.Bespalko, M.V.Klarin, B.T.Likhachev, G.K.Selevko and others) [1].

The choice of research methods is determined by the nature of the tasks to be solved. A set of methods was used during the study, including: theoretical-theoretical analysis and synthesis of the problem of the subject of study; study and generalize the existing experience in the formation of a professional outlook in education; empirical-diagnostics of the state of pedagogical objects (testing, observation, survey), sociology (survey), which constitute a pedagogical experiment. Processing of results is carried out using qualitative analysis and mathematical statistical methods.

Explaining the concept of students' professional outlook:

- the system of chemical knowledge and ideals based on professional knowledge, attitudes, beliefs, human values, psycho-diagnostics, student development and pedagogical correction, counseling and teaching to teachers and parents;
- to determine the content of the components of the professional worldview of the student, including the cognitive component, the generalized system of science and professional knowledge, views, beliefs, norms and principles governing the activities of students;

-values and ideals; the practical component includes the readiness of the student for psychological support of the profession, the choice of goals and means of professional activity in the following areas: psychodiagnostics, student development and pedagogical correction, counseling and education of students and parents;

- It is necessary to develop a technology that combines the formation of the professional worldview of students, the content and methods of acquisition of science and professional knowledge with the processes of professional and personal development, self-development.

Criteria and indicators of the former professional outlook of the student are defined as follows:

- Vocational training, determined by the level of theoretical and practical knowledge of science and a particular profession;

- Professional motivation, an indicator of which is the level of motivation-attitude to the profession;

- Professional and personal self-development, the idea of professionalism and an indicator of personal potential necessary to achieve it.

As one of the aspects of ensuring the professional orientation of students in school, the formation of their professional outlook requires consideration of the following tasks: selection of criteria and levels of formation of professional psychological and pedagogical outlook.

Determining the criteria for the level of formation of the scientific worldview is one of the most important tasks of psychological and pedagogical research, as it allows obtaining the most complete picture of the qualitative and quantitative state of the constituent elements of the worldview.

In an encyclopedic dictionary, "criterion" is understood to mean "a sign by which something is evaluated, defined, or classified"; evaluation measure. "It is a certain standard, an indicator by which we can assess the formation of a professional psychological and pedagogical outlook [3]. Each criterion has a number of indicators that indicate that the diagnosed event is a necessary manifestation. In our work, the criterion is considered as a sign. On its basis, changes in the components of the professional worldview of the future teacher-psychologist are identified and evaluated.

When considering the professional outlook of a student, it is important to highlight indicators that can be used to assess his or her level of development. Since the worldview is always an individual concept, there can be many such indicators. Practice, on the other hand, requires the selection of science-based criteria to determine the level of formation of a professional psychological and pedagogical outlook among students.

Analysis of specific studies shows that there is no single approach to solving this problem. There are general requirements for substantiation of criteria in the theory and practice of education (N.B.Krilova, S.G.Spasibenko) [5]:

-criteria should reflect the general forms of personality formation;

-criteria should establish the relationship between all components of the system under study;

-quality and quantitative indicators should reflect the scale of creative activity.

N,G, Ogurtsov [1] identifies three criteria for the formation of worldview:

1. intellectual-logical, which allows to learn the meaningful aspects of the worldview with the help of such features as completeness, scope, scientific, systematic, evidence, consistency of knowledge;

2. Emotional-voluntary, which reflects the attitude of the student to the acquired knowledge: interest and belief in them, the desire to apply the acquired knowledge, which is manifested in the freedom of feeling and speech;

3. Active, including a set of indicators of student social activity associated with the implementation of various activities: knowledge, labor, socio-political, organizational.

I.Y. Lerner [2] offers slightly different indicators of the system of worldview formation:

- The amount of knowledge of the worldview and the ability to use it; the larger this volume, the wider the scope of their application, and the deeper the connection between knowledge and the events of reality they reflect, the higher the theoretical level of a person's worldview;

- Relation of knowledge with personal attitudes, values and principles of life, which have become the position of the person; stability of the system of values, beliefs, principles, the direction of application of worldview knowledge;

- Conflicts, problematic situations, the formation of students' professional outlook, the theoretical basis for the development of acmeo-logical technologies.

CONCLUSION

Hence, a professional worldview can be formed on the basis of intellectual knowledge, on its own, on the basis of daily experience, or as a result of the interaction of different worldviews or consciously through the theoretical development of fundamental ideas, ideas, and principles. The effectiveness of the formation of a professional worldview is determined by the breadth and depth of a person's work process and awareness of his aptitudes, talents, interests, abilities.

It is necessary to study the laws of formation of professional outlook and self-development in the participants of the educational process, search and development of new teaching technologies, based on the requirements of today's society for the intellectual and professional mobility of students.

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