

Scientific Approaches to the Study of the Professional Image of Vocational Education Students

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Abstract: *This article covers scientific approaches to studying the professional image of vocational education students, the formation of their professional image throughout the period from the formation of professional goals to the completion of professional life.*

Keywords: *image, professional image, professional education.*

Introduction

Due to the socio-economic changes taking place in the world, the study of image formation mechanisms, development patterns and image management in various economic, political, and civil entities is a pressing problem. In the era of modern global information and communications, the phenomenology of image and the characteristics of its formation are being studied interdisciplinary as an impact on regional, national, and international labor markets, information, technology, and education. Globally, in 2019, 38.5 percent of high school graduates chose private education for higher education, and 44 percent of students enrolled in higher education programs enrolled in private institutions.[1] Making technical and vocational education and training systems more relevant to the labor market and improving their capabilities and resources requires more attention than ever to the implementation of vocational education through public-private partnerships, and demonstrates the relevance of this topic from today's perspective. Asosiy qism

The subject of image has become an object of scientific research by Russian scientists relatively recently, in the 1990s of the 20th century. However, this process began earlier, as research on image was conducted by foreign scientists in the 1930s. This problem was initially studied and analyzed by psychologists and political scientists. It is believed that the innovator in this field was S. Freud, who began publishing his journal "Image" and defined this concept not as the real image of a person or object (Ego), but as its ideal image (Super Ego).[3]

The increase in scientific interest in image issues was primarily due to the crisis political and economic situation that arose in the world at the end of the first quarter of the 20th century. One of the ways out of the economic crisis is the formation of a positive image of the country, which will help to conquer trade markets, develop international trade, expand economic ties, including commercial advertising and PR campaigns.

Accordingly, the image phenomenon gradually became an object of interest not only for economists, but also for scientists from various fields. On the basis of discoveries in various scientific fields, a new scientific direction - imageology - developed.

Russian psychological scientists began to publish information in the literature on the results of their research. They emphasize that image as a concept has been formed and developed over many centuries. (V.G. Konstantinova, S.A. Naumova, E.A. Ryabina, L.M. Semenova).[8]

Researchers have divided the stages of the emergence, formation and development of the concept of "image" into the following periods:

1. The first stage is called pre-conceptual and covers the period from the tribal system to the 30s of the 20th century.
2. The second stage is called systematization (classification) and covers the period from the 30s of the 20th century to the 70s of the 20th century.
3. The third stage is called informational and semantic and lasts from the 70s of the 20th century to the 90s of the 20th century.
4. The fourth stage is called in-depth research and is considered to consist of data from the 21st century. (N.A. Gluzman 2017; E.V. Yakovlev 2010; V.G. Konstantinova 2015). According to the above stages, it is difficult to accept such a periodization as a clear scientific approach, since the conceptual surface of science in the conditions of the tribal system has not yet been developed, and professional areas of activity have not been defined. Therefore, based on the views and opinions of many scientists, it is emphasized that it is inappropriate to start the periodization of the scientific understanding of the problem of forming a professional image from prehistoric times.

Relatively complete psychological ideas about image began to appear in the 20th century in works such as K. Rogers' "Self-concept", G. Allport's "Self-image", and J. Kelly's "Role construct theory". In their research, they tried to study image as a separate psychological phenomenon[5].

In foreign professional literature devoted to the problems of studying the image, it is noted that the term "image" is used in the following sense: there is a lot of information about the reflection in the human psyche of certain properties of an object or phenomenon in the form of an image, that is, it is interpreted by specialists as an image, a figure, which is understood not only as a set of materially visible properties of the object, but also as a set of its ideal invisible properties.

Also, within the framework of applied psychology and other applied sciences, attention is paid to the fact that the image - social perception, attraction, attribute, affects the problems of management by creating a certain impression. As a result, appropriate methods and tools (location determination, oral speech, detailing, visualization, etc.) have been developed to create an attractive external image of an object. In addition to such appropriate methods and tools, the image is distinguished by its holding of several other positions in sociology and its interest in similar situations.

Among the scientific research data on the study of the professional image of vocational education students, the issue of students' choice of profession cannot be ignored.

Regarding this problem, the opinion of Doctor of Psychological Sciences, Professor E.G. Goziev: - In choosing a profession, all pedagogical activities (external influence) serve to realize the student's professional identity and make a conscious choice of profession, and the process of realizing his professional identity (internal influence) is based on psychological laws, the importance of factors influencing the choice of profession in the formation of the professional image of vocational education students is highlighted.[3]

Y. Asadov interpreted the choice of profession and its socio-psychological foundations as follows: - Choosing a profession requires a thorough analysis of factors, parents, students' peers, their own personal positions, attitudes, orientation, value system, and ideas about professions. [4]

The psychological foundations of the formation of professional and cultural relations of students have been analyzed above, and the issue of its formation in the personality and the development of a schoolchild as a junior specialist is a complex one, determining the professional training of a multifaceted person, requiring scientific and theoretical study and work with the personality of a student. The system of professional and cultural relations should be analyzed in detail by a psychologist: it is known that a person's suitability for a particular type of activity, his favorite profession, is largely related to his character traits, priority value orientations. Because professional activities are diverse, and some

of them require a person to constantly interact with others, while others may require serious responsibility, strong analytical skills, or long-term attentive work, etc. One of the important problems in the process of professional formation of a person is the issue of attitude to professional life in general. Professional attitude and system of professional-cultural relations: - Self-orientation; - Activity-orientation; - People-orientation.

The psychological foundations of the formation of professional cultural relations in students of professional education and vocational colleges are the presence of social prestige, high material security, creativity, active social relations, self-improvement, achievement orientation, spiritual satisfaction, preservation of identity, professional activity, educational sphere, family life, social life, world of interests. Professional formation also plays a great role in the formation of professional cultural relations. Future teachers and psychologists are taught about professional concepts and activities in small groups, individually, independently and in groups. The level of mastery of future teachers and psychologists is determined. Each student, along with achieving mastery in accordance with his interests, abilities and possibilities, applies the knowledge he has acquired in practice.

In the theories aimed at considering the mechanism of image creation and its perception, one can see a focus on interpreting psychological concepts. In her 2006 scientific article "Psychosemiotic Foundations of the Creation and Functioning of an Individual Image," the author I.M. Kishtimova defines "image as a certain agreement between the perceiving "I" and the "not I" that is the basis of the image." In fact, the prototype, the objective basis of the emergence of an image, is a certain sign that requires the active participation of the recipient - the perceiving individual or group of people. With this, an attitude, a stereotype, is formed with the participation of the "other." [5]

A number of authors (A.A. Derkach 2012; V.G. Zazikin 2013; E.P. Kostenko 2016; E.B. Perelygina 2010; A.P. Fedorkina 2009) [3], whose scientific research is close to the psychological approach, emphasize the need to study the mechanisms of the transition of a person from one stage of development to another, are the acmeological concept of image formation. In the process of creating an object, the voluntary efforts of the subject come to the fore, he not only creates an image for the viewer who perceives it, but also carries out progressive changes in self-awareness. In particular, it is argued that self-awareness, self-esteem, changes one's inner world, and achieves the fullest realization of personal and professional potential.

There is also a sociological approach to the study of the professional image of vocational education students, and the problem of image formation from the position of sociological analysis is presented in their works (M. V. Berdinsky 2012; D. P. Gavra 2011, A. A. Shelyag 2010, V. V. Shcherbina 2018). These scientists are based on the ideas of the leading importance of social factors in image formation and therefore assume the following:

- study public opinion;
- divide the target audience into categories according to unifying criteria;
- identify relationships that develop in the process of social interaction;
- analyze the values, norms, meanings, cultural differences embodied in the system of signs and symbols characterizing the image, etc.

In the scientific research works of Russian psychologists, there are specific studies on this problem, which study the formation of the professional image of a social teacher or social worker from the perspective of pedagogical analysis. We can analyze the works of the authors on this topic in the following areas:

- study of the formation of the professional image of a future social teacher in accordance with the identified components (K.I. Atamanskaya 2016; N.A. Gluzman 2017, I.V. Fedosova 2016);

- the influence of the image on the success of the professional activity of specialists (S.I.Gluxikh 2012; M.I.Plugina, L.Yu.Donskaya, S.V. Znamenskaya 2013);
- the symbolic meaning of the professional image (E.M. Gurina, 2014);
- the correspondence of the image of a social worker to his professional activity (S.A. Kambolov, 2014); Saved-Ways to improve the image of employees of different levels and profiles (A.A.Zaitseva 2011);
- The role of the image of a social teacher in the development of professional career growth (T.A.Malovidchenko 2011); [6]

In the works of these authors, it is necessary to distinguish between studies devoted to the phenomenon of image itself and studies of the process of its formation. There is also a point of view more characteristic of the pedagogical approach. At the same time, the authors often pay attention to the personal qualities of specialists, limiting themselves to analyzing the individual level of formation of a professional image. Given the importance of such studies, we note that in some of them the concepts of "preparedness", "competence", "professionalism" are replaced by the modern and simply "fashionable" term "image". However, in serious scientific research, such an attitude to terms is not allowed.

The works of foreign authors (C.Black 1997; K.Boulding 1956; A.Kendall 2002; L.Kreuger 2000; R.Lubove 1965 and 1968; J.L.Westwood 2014) show that the image of the profession develops differently in different cultures and countries. Taking into account the specifics of cultural, historical and political-economic factors is especially important in forming the image of a profession of a humanitarian nature, which includes socio-pedagogical activity. It is known, for example, that in the United States of America and Great Britain, social work arose from religious charity and became a profession under the strong influence of the ideology of social Darwinism, which divided the poor into those who deserve help and those who do not. It is stated that the need to identify those who truly need help and who are capable of making a difference through it has helped to shape the basic procedures of social work and diagnostic methods for making social diagnoses.

Conclusion

Currently, due to economic changes, when the demand for certain professions and specialties has significantly decreased in society, the loss of the ability to properly manage personnel activities in production and the problems of choosing a profession and training specialists are becoming one of the most serious issues. In particular, everyday life itself shows that achieving professional maturity covers a long period of a person's activity, and is also characterized by the continuation of social status, lifestyle, and traditions between generations. Therefore, a number of factors can be listed that hinder the personal and professional formation of students receiving vocational education as specialists:

1. Students' lack of a clear vision, goal, direction of activity and ability to define future plans when choosing a specialty, etc.
2. Growing professional and personal requirements for a professional.
3. The cyclical nature of the factors that cause the choice of a profession and the absence of a single standard of social ideals about professions.
4. The fact that students' professional ideas are changing in line with socio-economic changes and market relations, and the gap between professions and relevant specialties is sharply increasing.

The above factors show how urgent the problem of professional formation of a person is today, especially during school years, and the early understanding of one's professional image.

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