



Socio-Psychological Essence of Increasing the Quality of Life in Personality Formation in Different Age Periods

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Article History	Abstract
Received: 06 June 2023 Revised: 05 Sept 2023 Accepted: 01 Dec 2023	The article discusses the criteria that a person should follow in order to live a quality life at different age stages. At each age stage, it is analyzed that a person must correctly understand his goals, find ways to achieve them and improve the quality of life by realizing his goals. It is also noted that society focuses only on the quality of its activities, since a person lives satisfied with his "I". The psychological features of the personality during the period of primary school age, adolescence, adolescence, maturity and old age are reflected. Keywords: Personality, Age Periods, Primary School Age, Adolescence, Adolescence, Maturity, Adolescence, Old Age, Profession, Family, Activity, Goal, Quality, Life, Criterion.
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1. Introduction

Attention to improving the quality of education is becoming more relevant every day. As soon as a child steps on the threshold of school, it is advisable to develop the ability to look forward to the future and understand every movement and activity. Educational activities enable a student of primary school age not only to develop cognitive processes at a high level, but also to develop personal qualities. The formation of a child's personality continues during primary school age. A student's success at school is a completely positive basis for his further mental development and personality formation. As a result, it is clear that the child begins to understand his place in the family, his class and other communities.

The transition to a new activity creates a new attitude of the student towards his main activity. A sense of duty begins to grow in him. He understands that studying is a necessity and that it is his responsibility, that it is necessary to fulfill the established rules and requirements. Feeling like a real student, he needs to read well. The moral consciousness of students of this age during grades 2-3 undergoes significant changes, moral qualities, knowledge and imagination are significantly enriched, the child begins to understand himself. Although he does not know his good or bad qualities, he feels that he is the Self. He is aware of his duty, purpose, the need to fulfill it, and also that his duty is to do his homework and repeat it.

Children of this age are interested in knowledge about many environmental phenomena that are not included in the school curriculum. These interests are also reflected in the child's interest in creative play, which is often ignored. Such games reflect his social interests, emotions, and concern for the team. Curiosity is a form of manifestation of the broad mental activity of children of primary school age. Openness, reliability, readiness to fulfill all the tasks of a teacher - characteristics of broad motives of social duty, responsibility - are effective conditions for him to realize the importance and importance of studying in order to become a person needed by the country. In the first years of schooling, interests develop significantly, in particular interests in acquiring knowledge and intellectual interests. Experts say that the first interests are formed in relation to certain facts, events isolated from other things. And

in grades 3-4, an interest in studying the causes, patterns, connections and interconnections of events develops.

Literature review. From the 2nd grade, interest in learning begins to differentiate. Such interests in students form such characteristics as self-awareness and assessment of their own behavior. The interests of children of primary school age also have a number of negative characteristics that impede effective learning. Interests of primary school age students:

- cannot give sufficient practical results;
- not strict, situational;
- quickly becomes satisfied and quickly fades away without the support of a teacher;
- educational material and assignments quickly affect the student's soul and cause fatigue;
- poorly understood, manifested in the student's inability to say what he likes about a certain subject and why he likes it;
- low generalization, generalization based only on external signs of one or several objects;
- orientation of the student's reading to the result, and not to the methods of educational activity. Interest in overcoming difficulties in academic work does not arise until the end of the primary school period (this situation is often carried out by the teachers themselves, that is, in most cases the result is assessed, and not the student's efforts to overcome difficulties). All this is insufficient development of interests in primary school age, which can sometimes cause a superficial attitude towards learning. If you look at the general dynamics of the motives of students of primary school age, you can see the following: at the beginning of the primary school period, the external aspects of being at school (sitting at a desk, wearing a uniform, carrying a briefcase, etc.)), then there is a strong interest in the results of the first academic year. work (the ability to write letters and numbers for the first time, teacher assessment), later, to the process itself, to the content of study, and only after that in the methods of acquiring knowledge. Understanding the social significance of reading (in grades 2-3) should be supported by an interest in the content of reading and ways of acquiring knowledge. At the same time, by the end of the primary school period, the decrease in motivation to study is not noticeable.

The motives for learning change as follows: the interest of primary school students moves from an interest in specific facts to an interest in laws and principles. Psychological studies conducted in recent years have shown that interest in ways of acquiring knowledge can arise as early as the middle of primary school age. Motives for independent learning also arise in the primary school period, but they arise in the simplest form - with interest in additional sources of knowledge and periodic reading of additional books. When social motives come to the first grade, they change from an undifferentiated general understanding to a deep understanding of the reasons for the need for reading and learning, to an understanding of the content of reading "for oneself", which causes social motives. become practical. Situational social motives at this age include the need to receive support from the teacher. Even if the child's relationship with the teacher is upset after receiving a bad grade, he remains positive and trusts him. There is a desire in him to take a position among his comrades and classmates, and gradually he begins to rely on the opinions of his comrades.

Educational activities make it possible to satisfy the needs of children of primary school age to achieve certain academic achievements, as well as to gain a place among their peers. It is to achieve this position or position that the child tries to study well. Children of this age constantly compare their achievements with the achievements of their peers. It is extremely important for them to always be first. The motive for entering competition among children of primary school age is considered a natural psychological need, and this motive causes strong emotional stress in them. These characteristics actually begin to emerge in kindergarten and become more evident during early childhood and adolescence.

Children of primary school age evaluate themselves based on the opinions and assessments of adults about them. Also, a student's self-esteem depends on his success in various activities. For younger schoolchildren, self-esteem can be different - high, adequate, suitable or low. Such characteristics of children of this age as reliability, openness, receptivity to external influences, obedience, provide a good opportunity to shape them as individuals. The transition from management to self-government is extremely important in the primary school period. In addition to leading educational activities, other types of activities – gaming, communication and work – also have a direct impact on the development of the student's personality. Based on this activity, personality characteristics associated with motivation to achieve success begin to form.

The primary school period can be considered as a period of the emergence and strengthening of basic personal qualities that determine a child's success in various activities. During this period, the motivation to achieve success begins to form. Children of this age can spend hours alone doing things they love, and on the basis of this, they develop the qualities of hard work and independence. Attention is paid to the practical and psychological preparation of students for independent work from the primary school period. During this period, children begin to form the foundations of a conscious and positive attitude towards work. They awaken to diligence, respect for work and workers, and the desire to participate in socially useful work.

Industriousness among students of primary school age is mainly developed and consolidated in educational and work activities. Younger students cannot immediately master the necessary actions and actions and perform more repetitive and confusing actions. In order to be able to easily and somewhat smoothly perform various work actions in the labor process, for example: sewing, knitting, dressing or planing, you need to know and remember exactly what actions should be performed in each work and in what direction these actions are carried out. As a result of repeated repetition of movements and practice, unnecessary and confusing movements that occur in younger schoolchildren will disappear.

Teachers must pay enough attention to the work of students during labor lessons, prepare separately for labor lessons, and observe every action of students. If a child learns that the product of his work benefits the class or school community, and realizes this, he will develop a passion for socially useful work and develop an active, creative and conscientious attitude towards work. Hard work arises and develops in a child only if the work he does gives him pleasure. During this period, the foundation of independence is formed, the ability to independently perform educational tasks is formed. The development of the tendency towards independence is carried out on the basis of two directions.

1. The emergence of independence as a personality trait depends on the social environment. This dependence is expressed in the area of possibilities for satisfying the need for independence and in the nature of the content of independence, expressed in values.
2. When forming independence as a personality trait, individual characteristics depend on the relationships that have developed in the society where a person lives and works, as well as the person's abilities and his activities.

The formation of independence in a child largely depends on adults. If a child is overly trusting, obedient and open, then the character of humility and subordination will gradually strengthen. However, early encouragement of a child to be independent can also lead to the formation of some negative feelings in him, since due to the lack of life experience he can act mainly by imitating others. To build independence, it is extremely important to give your child more tasks that he can complete independently and instill confidence in him. It is also necessary to create a socio-psychological environment in which the child should be entrusted with independently performing any responsible task, and in the process of performing this work the child should feel like a leader among his peers, adults and other people. It is this feeling that creates the child's motivation for independence.

Children aged 7-11 years begin to understand their individual characteristics. The child's self-awareness also develops quickly and begins to strengthen. During this period, children begin to attach more meaning to their names and try to ensure that their names are perceived positively by their peers and others. A child's assessment of his appearance and body structure is also very important for his self-concept. Towards the end of the primary school period, children, especially girls, begin to pay special attention to the structure of their face. In the course of educational activities, a student of primary school age develops the ability to coordinate his own behavior and activities, develops the ability to consciously come to an opinion, helps organize his own activities and determine his interest in the educational process. The motivation of the student's behavior also changes. In this case, the main motives will be the opinions of friends and the team. Moral feelings and volitional qualities of a person are also formed. Educating the will of primary school students involves nurturing and strengthening such strong-willed qualities as initiative, courage, self-control, stability, endurance, determination, humility and discipline. Education of will consists of preventing the appearance of bad qualities in children, and if they do appear, eliminating them. One of the negative aspects of children's will is self-doubt. Lack of self-confidence is caused by repeated failures in school, work, play and similar activities.

According to the research of F.I.Ivashchenko students' uncertainty in the educational situation mainly arises for the following reasons:

- “a) due to non-compliance with the principle of consistency in studies;
- b) placing too high demands on students;

c) due to the fact that some teachers, parents and classmates express distrust in the strength, memory and understanding of students;

g) by intimidating and punishing such students for poor grades.

The education of the will is closely related to the education of thinking and emotions. In addition to developing children's thinking, we also teach them to be fully aware, set specific goals, and make informed decisions and actions. When we instill positive moral feelings in children, they will be able to make moral decisions and at the same time have an ethical stake in their own decisions and actions.

5-6 Children's characteristics, noticeable at an early age, develop and strengthen in primary school age. By the beginning of adolescence, many personality traits can be formed. The individuality of children is also manifested in their cognitive process. During this period, children's knowledge expands and deepens, their skills and abilities are improved. By grades 3-4, most children have noticeable general and special abilities. During the primary school period, the motivation to achieve success, which is extremely important for life, intensifies, which automatically leads to the rapid development of other abilities.

Personality development of primary school children. Relationships with other people, with parents and especially with the teacher have a great influence. By grades 3-4, the importance of the child's relationships with friends increases. Adults can use these relationships for educational purposes. Students in grades 2-3 participate in a range of activities, such as self-care, making various objects from different materials, planting and growing plants, participating in household chores, and develop initial skills and competencies in this area.

In our country, attention to the issue of choosing the right profession for young people is increasing every day. According to the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan dated August 2, 2022 No. 425 "On measures for professional training of students in grades 10-11 of general education institutions", vocational training of students is a component of the system of continuous education and their professional training is determined taking into account the needs of the population, ensuring the formation of personnel with basic professional knowledge and skills for sectors of the republic's economy. The goal of vocational training is to educate creatively thinking students with organizational and entrepreneurial abilities, and to help them choose a profession based on their interests and abilities.

The formation of a perfect person is determined by his occupation of a suitable profession, his contribution to the development of society and thereby the manifestation of his identity in society. The pursuit of perfection is a complex process that occurs along with a person's professional development and continues almost throughout his life. In a broad sense, vocational education refers to a person's mental abilities, physical abilities, abilities, interests and aspirations in a particular field, as well as perceived values and worldviews. The first important stage of the process of professional development includes the choice of a future profession, that is, the period before making a specific professional decision.

The level of readiness of young people to choose a profession does not depend only on age characteristics; it is not formed on its own at a certain age. It is necessary to prepare and educate young people to choose a profession through pedagogical and psychological knowledge, skills, qualifications, as well as through the influence of society. This process requires a person to have professional knowledge. Therefore, it is necessary to enrich students with knowledge about the world of professions and develop practical skills and competencies in them. To do this, it is necessary to provide a wide range of information about the professions available today, provide manuals and handouts. Only then, by preventing various difficulties, conflicts, and obstacles that arise in the process of choosing a profession, can young people be consciously directed to a profession based on their interests. The following tasks must be completed:

- Providing professional information: providing students with information about the types of modern production, the labor market, the requirements of professions for people;

- creating a basis for providing information about vocational education institutions.

Professional guidance: based on interests, inclinations, innate abilities, abilities, skills, family environment, regional conditions, wishes and desires of students and parents, as well as requirements for the profession, develops a basis for organizing qualified professional consultation. Professional diagnostics: final diagnosis taking into account individual psychological and physiological characteristics, age, level of knowledge, skills and qualifications of a person (diagnostic material is

considered confidential and is discussed only with the student and his parents), determination of the student's professional inclinations, assessment of the level of personality orientation. Professional orientation: based on the results of psychological, psychophysiological and medical diagnostics, giving the right direction to professions corresponding to the psychological, psychophysiological and physiological characteristics of a person. [2]

The correct choice of professions by young people, based on their desires and capabilities, makes it possible to achieve success in this area and develop this area, as well as live with self-satisfaction. As a result, the person will rise through the ranks throughout his career in his chosen profession. Of course, any profession requires a set of personal and professional requirements (professional profile). They consist of the following:

1. What is the name of the work and what is its structure;
2. Information about the purpose and effectiveness of the work;
3. What is used as tools;
4. Contents of the subject of work and its features;
5. What methods are used to perform work activities;
6. On the basis of what work (labor, activity) is carried out;
7. Criteria for evaluating the work product;
8. What specialization is required for the job;
9. The ability to perform work using what tools and its motivation;
10. Conditions for performing work;
11. Forms of labor organization (activity);
12. Labor cooperation (Who?, What?, In collaboration with whom?);
13. Information about the pace (intensity) of work;
14. What moments (situations) of responsibility and danger occur in work activity;
15. What benefits and benefits does the work bring to its subject (salary, reward, spiritual nourishment, privilege, social inclination, altruism, praise, social evaluation, etc.);
16. What are the requirements and restrictions depending on the characteristics of the work or activity.

It is advisable for a person to decide to engage in this activity after finding a complete answer to the requirements of this professional program. Otherwise, the effectiveness of the activity, satisfaction with the activity and its development are not guaranteed. Particular importance in the professional profile should be given to the following factors:

1. Psychological description of the profession and its specialty;
2. The importance of profession (craft) for the country's economy;
3. Social characteristics of the profession and specialization;
4. Social and psychological significance and characteristics of the profession; among young people, his social position (prestige), the specifics of society, the characteristics of interpersonal relationships vertically and horizontally;
5. Pedagogical description of the amount of knowledge and skills necessary for the successful acquisition of professional activity (professional skills are determined according to special criteria);
6. Proposals for improving the pedagogical process, training periods, general description of activities;
7. Hygienic characteristics of working conditions;
8. Compliance with medically prohibited factors for work in the profession;
9. Psychological inadequacy of the profession or professional unsuitability;
10. Self-activation and identification. Of particular importance when implementing this professionogram is the role of the family environment.

The attention of parents is important in developing the rudiments of the natural talent of each child born in the family to the level of abilities and his interests as the basis for choosing a profession. It is not the will of the parents, but the psychological compatibility of the child with the profession that is an important criterion for the maturity of these young people. In this regard, it is necessary to increase the psychological literacy of parents and the population. Since each of the young people in our society will become an expert in their field, the development of society will accelerate. Therefore, it is important for the future of society that young people choose the right field of activity.

The general conclusion is that as long as young people are given the opportunity to choose their career based on a correct understanding of their interests, abilities, desires and aptitudes, the stage is set for development in this field. This means that in the future, young people will be able to become mature professionals in their fields. The quality of life is determined by a person's self-satisfaction. Self-satisfaction is based on satisfaction with your career and personal life. May our youth in the future be satisfied with their lives and proud of their profession, and may our society prosper.

Moreover, every young person wants to find value in their family. So, the correct upbringing of a person is desirable for a person in family education. The place and role of our women in the political life of our country, in state and public administration, in all sectors of the economy, in social spheres such as culture, science, education, healthcare, and sports are increasing. Today, a democratic state and civil society are being created in Uzbekistan. Civil society also requires women to protect their rights and interests, as well as the natural desire to solve their problems. The fact that women are ready for this is of great social significance.

Today, a significant number of women work effectively in the areas of education, women's rights, reproductive health, vocational training and retraining, development of small business and private entrepreneurship, and environmental protection.

In fact, educated, broad-minded women have always played an important role in the development of society. Therefore, a number of practical works are being carried out in our country to achieve gender equality. Uzbekistan has developed a strategy to achieve gender equality by 2030. This strategy covers issues such as ensuring equal rights and quality education for all, girls getting higher education in rural areas, preventing violence and preventing human trafficking. In general, in recent years, the creation of greater opportunities for women's education has risen to the level of public policy.

The physical, mental and spiritual strength of girls and women is one of the important foundations of our future development. Today, the main goal of many of our young girls and women is to increase their activity in the process of socio-economic transformations, embody high moral qualities, and form a national worldview. Raising youth in the spirit of respect for our cultural and historical traditions, love for the Motherland, loyalty to the ideals of independence, preparing girls for family life, entrepreneurship and professional training have become pressing issues of our time. It is important to employ young women and girls, implement entrepreneurial initiatives, support women's initiatives in business, especially in rural areas, expand legal and social conditions for them, that is, achieve a quality life in all aspects. Quality of life can only be achieved if every woman can achieve her goals and achieve a sense of satisfaction in her professional and personal life. For this, age requires comprehensive preparation of young people for life.

Young people's ideas about family and marriage, the formation of their norms are inextricably linked with the national values of the nation to which this young man belongs, and the ideology of the society in which his personality is formed. It is this ideology, the national idea, that plays an important role in the formation of the unique ethnic consciousness of the nation's youth. It is known that the majority of families in Uzbekistan belong to young families, and a certain part of them are also students of higher educational institutions. Students planning to get married have a number of factors, such as psychological obstacles, inadequacy of marriage and family institutions, an incompletely formed system of family values, more romantic feelings when choosing a life partner, greater attention to the appearance of their partner, economic dependence on parents, learning takes an era.[2]

In our study of the structural hierarchy of family and marital attitudes, special attention was paid to the uniqueness of the attitudes of boys and girls. According to the results obtained, the attitudes of young men are more socially significant, and it is shown that they have more egoistic attitudes. That is, today's girls express desires and qualities such as having a higher position in the family, personal comfort, owning what they want, self-centeredness. In our opinion, this is a somewhat unexpected event for the local environment (Uzbek people). According to the empirical data obtained, the concept of "I" in girls is more individualized than in boys.

3. Results and Discussion

Also, when studying the phenomenon of readiness for family life, it is important how dependent a person is on marriage, to what extent he shows selfishness towards his spouse. From the analysis of literature, we know that selfishness is focusing only on the personal “I” and its benefit. This situation interferes with cooperation and harmony in the family environment, especially with the spouse. Because it is impossible to imagine family life without constant detachment from self-interest and self-torture. A good family is a school of altruism, humanism, and self-sacrifice. People with such qualities are usually able to build a strong and stable family.

So, from the above we can conclude that the most favorable “institutions of family and marriage relations” are young men who have chosen business and management (49.17%) - sociocentric, that is, striving for the interests of society or relying on traditions. (33.96%), respect that egocentrically rejects rules. We see a similar result among young men who chose the teaching profession (44.57% of sociocentric schools, 46.86% oriented to a traditional school). The study shows that the development of young men and women's ideas about marriage and family relationships depends, first of all, on the absence of consumerism in relation to love and marriage, family and spouse, as well as the presence of a realistic and holistic perception in society. perception of yourself and your partner.

It turned out that modern students in subjective relationships have more qualities close to egoism. In particular, “family and marriage institutions” among students are built primarily on egocentric principles and do not have the trait of self-sacrifice for the benefit of others. From an analysis of the responses of 1,400 respondents who took part in the study, it was found that, according to their perceptions, there are mainly three types of priorities in meeting the needs of marriage and family relations, i.e. among boys and girls, 14.66% and 53.69% are egocentric, 47.94% - 29.93% are sociocentric, 37.41% - 16.38% are based on traditional institutions. The relatively high (53.69%) number of people relying on an egocentric attitude is due to the higher orientation of this attitude among girls.

The traditional form of attitudes regarding family marriage reflects the various characteristics of the families in which young people were born and raised. In particular, this is explained by the fact that the number of children in the family is average (2, 3, 4), the correct implementation of the educational function in the parental family, the correct implementation of issues of responsibility and duty. in family.

In general, when preparing young people for family life, it is advisable to give them information with a correct understanding of all situations that arise in real life, and teach them to make decisions freely and independently. Only then, naturally, will the families being built be strong, and our future children will be healthy in all respects. By studying the family and marital relations of student-young people, we found out that the effect of psychological preparation carried out in a higher educational institution is effective in preparing them for future family, and considered it appropriate to lead a family life. targeted training sessions with a large number of young people.

In our opinion, factors influencing the formation of the imagination of student youth play an important role in preparing young people for family life. However, in any situation, we must achieve the correct formation of the institutions of family and marriage among young people. As a result, let young people be satisfied with their lives. The role of a woman in family stability is incomparable. The more active a woman is in family and social life, the more she can live a self-satisfied life and ensure her quality of life.

In order for a person to say that he is ready to start a family, he must have the following qualities:

1. Positive moral qualities;
2. Spiritual readiness for interpersonal relationships and cooperation;
3. Having empathy;
4. Aesthetically, he considers himself a person of high culture;
5. Willingness to constructively resolve conflict situations.

The more these qualities are mastered by a woman, the more satisfied she will be with her life and ensure its quality. The formation of a perfect person is determined by his occupation of a suitable profession, his contribution to the development of society and thereby the manifestation of his identity in society. The pursuit of perfection is a complex process that occurs along with a person's professional development and continues almost throughout his life. In a broad sense, vocational education refers to

a person's mental abilities, physical abilities, abilities, interests and aspirations in a particular field, as well as perceived values and worldviews.

The first important stage of the process of professional development includes the choice of a future profession, that is, the period before making a specific professional decision. The level of readiness of young people to choose a profession does not depend only on age characteristics; it is not formed on its own at a certain age. It is necessary to prepare and educate young people to choose a profession through pedagogical and psychological knowledge, skills, qualifications, as well as through the influence of society. In this process, professional knowledge is required from a person. Therefore, it is necessary to enrich students with knowledge about the world of professions and develop practical skills and competencies in them. To do this, it is necessary to provide a wide range of information about the professions available today, provide manuals and handouts. Only then, by preventing various difficulties, conflicts, and obstacles that arise in the process of choosing a profession, can young people be consciously directed to a profession based on their interests. The following tasks must be completed:

- Providing professional information: providing students with information about the types of modern production, the labor market, the requirements of professions for people; creating a basis for providing information about vocational education institutions.

- Vocational guidance: based on interests, inclinations, innate abilities, abilities, skills, family environment, local conditions, wishes and desires of students and parents, developing the basis for organizing qualified professional consultation.

- Professional diagnostics: final diagnosis taking into account the individual psychological and physiological characteristics of a person, age, level of knowledge, skills and qualifications (diagnostic materials are considered confidential and are discussed only with the student and his parents), determining the student's professional inclination, assessing the level of orientation.

- Career guidance: based on the results of psychological, psychophysiological and medical diagnostics, providing correct orientation to professions that correspond to the psychological, psychophysiological and physiological characteristics of a person.[2]

The correct choice of professions by young people, based on their desires and capabilities, makes it possible to achieve success in this area and develop this area, as well as live with self-satisfaction. As a result, the person will rise through the ranks throughout his career in his chosen profession. The more the state and society spends on general and vocational education, and the result meets the highest international standards, the higher the quality of life. When determining the effectiveness of education, it is necessary to achieve high quality education at the expense of the most optimal costs. Of course, any profession requires a set of personal and professional requirements (professional profile). They consist of the following:

1. What is the name of the work and what is its structure;
2. Information about the purpose and effectiveness of the work;
3. What is used as tools;
4. Contents of the subject of work and its features;
5. What methods are used to perform work activities;
6. On the basis of what work (labor, activity) is carried out;
7. Criteria for evaluating the work product;
8. What is the nature of the work?
9. The ability to perform work using what tools and its motivation;
10. Conditions for performing work;
11. Forms of labor organization (activity);
12. Labor cooperation (Who?, What?, In collaboration with whom?);
13. Information about the pace (intensity) of work;
14. What moments (situations) of responsibility and danger occur in work activity;
15. What benefits and benefits does the work bring to its subject (salary, reward, spiritual nourishment, privilege, social inclination, altruism, praise, social evaluation, etc.);

16. What are the requirements and restrictions depending on the characteristics of the work or activity.[7]

It is advisable for a person to decide to engage in this activity after finding a complete answer to the requirements of this professional program. Otherwise, the effectiveness of the activity, satisfaction with the activity and its development are not guaranteed.

Particular importance in the professional profile should be given to the following factors:

1. Psychological description of the profession and its specialty;
2. The importance of profession (craft) for the country's economy;
3. Social characteristics of the profession and specialization;
4. Social and psychological significance and characteristics of the profession; among young people, his social position (prestige), the specifics of society, the characteristics of interpersonal relationships vertically and horizontally;
5. Pedagogical description of the amount of knowledge and skills necessary for the successful acquisition of professional activity (professional skills are determined according to special criteria);
6. Proposals for improving the pedagogical process, training periods, general description of activities;
7. Hygienic characteristics of working conditions;
8. Compliance with medically prohibited factors for work in the profession;
9. Psychological inadequacy of the profession or professional unsuitability;
10. Self-activation and identification.[6].

4. Conclusion

The role of the family environment is of particular importance in the implementation of this profession gram. The attention of parents is important in developing the rudiments of the natural talent of each child born in the family to the level of abilities and his interests as the basis for choosing a profession. It is not the will of the parents, but the psychological compatibility of the child with the profession that is an important criterion for the maturity of these young people. In this regard, it is necessary to increase the psychological literacy of parents and the population. Since each of the young people in our society will become an expert in their field, the development of society will accelerate. Therefore, it is important for the future of society that young people choose the right field of activity.

The general conclusion is that as long as young people are given the opportunity to choose their career based on a correct understanding of their interests, abilities, desires and aptitudes, the stage is set for development in this field. This means that in the future, young people will be able to become mature professionals in their fields. The quality of life is determined by a person's self-satisfaction. Self-satisfaction is based on satisfaction with your career and personal life. May our youth, especially our girls and women, be happy with their lives and proud of their profession, and may our quality of life improve.

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