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GENERAL PHILOSOPHICAL LAWS AND DRIVING MECHANISMS FOR IDENTIFYING THE PROFESSIONAL POTENTIAL OF STUDENTS IN HIGHER EDUCATION

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Abstract: Determining students' professional potential is a relevant topic in contemporary educational philosophy and pedagogy. This relevant research seeks to study the basic philosophical laws and processes that shape particular professional capabilities of students in the agricultural field. The research tends to focus on processes of personal development, pedagogy, and social changes. Various aspects of the interplay and relationship of theoretical knowledge and skills, as well as motivation and self-perception of the students in the profession, and the career they develop in the future, are examined in the study. The research also examines the professional potential and the related influences such as the educational paradigm, innovative pedagogical methods, socio-cultural values, and the needs of the labor markets as well as the pace of the scientific and technological revolution in agriculture. The processes known to promote professional vitality are covered in the research and include progressive education, self-directed learning in the areas of flexibility and creativity, and the implementation of a new generation of agriculture. The need to incorporate into agrarian higher education the concepts of interdisciplinary approaches and the paradigm of competencies is, therefore, substantiated.

Keywords: examines, social changes, professional capabilities, agricultural field, professional potential

OLIIY TA'LIMDA TALABALARNING KASBIY SALOHIYATINI ANIQLASHNING UMUMFALSAFIY QONUNIYATLARI VA HARAKATLANTIRUVCHI MEKANIZMLARI

Annotatsiya: Talabalarning kasbiy salohiyatini aniqlash zamonaviy ta'lim falsafasi va pedagogikasining dolzarb mavzularidan biridir. Mazkur tadqiqot qishloq xo'jaligi sohasi talabalarining o'ziga xos kasbiy qobiliyatlarini shakllantiruvchi asosiy falsafiy qonuniyatlar va jarayonlarni o'rganishga qaratilgan. Tadqiqotda shaxs rivojlanishi, pedagogika va ijtimoiy o'zgarishlar jarayonlariga asosiy e'tibor qaratiladi. Nazariy bilim va ko'nikmalarning o'zaro ta'siri, talabalarning kasbga bo'lgan motivatsiyasi va o'zini anglashi hamda ularning kelajakdagi kasbiy yo'li o'rtasidagi bog'liqlikning turli jihatlari tahlil qilinadi. Shuningdek, kasbiy salohiyatga ta'sir ko'rsatuvchi omillar — ta'lim paradigmasi, innovatsion pedagogik usullar, ijtimoiy-madaniy qadriyatlar, mehnat bozori ehtiyojlari hamda qishloq xo'jaligidagi ilmiy-texnikaviy taraqqiyot sur'ati o'rganiladi. Kasbiy barqarorlikni ta'minlovchi jarayonlar — ilg'or ta'lim, moslashuvchanlik va ijodkorlik sohalarida mustaqil o'qish, yangi avlod qishloq xo'jaligini joriy etish masalalari yoritiladi. Shu asosda agrar oliy ta'limga fanlararo yondashuvlar va kompetensiyaviy paradigmani joriy etish zarurligi asoslanadi.

Kalit so'zlar: ijtimoiy o'zgarishlar, kasbiy qobiliyatlar, qishloq xo'jaligi sohasi, kasbiy salohiyat, ta'lim paradigmasi, fanlararo yondashuv.

ОБЩЕФИЛОСОФСКИЕ ЗАКОНОМЕРНОСТИ И ДВИЖУЩИЕ МЕХАНИЗМЫ ВЫЯВЛЕНИЯ ПРОФЕССИОНАЛЬНОГО ПОТЕНЦИАЛА СТУДЕНТОВ В ВЫСШЕМ ОБРАЗОВАНИИ

Аннотация: Определение профессионального потенциала студентов является актуальной темой современной философии образования и педагогики. Настоящее исследование направлено на изучение основных философских закономерностей и процессов, формирующих специфические профессиональные способности студентов аграрного профиля. Основное внимание уделяется процессам развития личности, педагогике и социальным изменениям. Рассматриваются различные аспекты взаимосвязи теоретических знаний и умений, мотивации и самовосприятия студентов в профессии, а также их будущего карьерного пути. Исследуются факторы, влияющие на профессиональный потенциал: образовательная парадигма, инновационные педагогические методы, социокультурные ценности, потребности рынка труда и темпы

научно-технического прогресса в сельском хозяйстве. Освещаются процессы, способствующие профессиональной устойчивости: прогрессивное образование, самостоятельное обучение в сфере гибкости и творчества, внедрение сельского хозяйства нового поколения. На этой основе обосновывается необходимость внедрения междисциплинарных подходов и компетентностной парадигмы в аграрное высшее образование.

Ключевые слова: социальные изменения, профессиональные способности, аграрная сфера, профессиональный потенциал, образовательная парадигма, междисциплинарный подход.

INTRODUCTION

Clarification of professional potential is a process associated with finding internal and external factors that influence it. It has its own structural elements. For example, general philosophical laws and mechanisms that set them in motion are among them. As the American philosopher J. Dewey said, "The development of professional potential is carried out through continuous study and active interaction with society." [1]

It is possible to achieve progress in the field by clarifying the factors leading to professional development. Professional potential represents a complex system that combines an individual's knowledge, skills, abilities, professional interests, creativity, motivation, values, and personal qualities. [2] The formation and identification of this potential are influenced not only by educational processes but also by social, economic, psychological, and philosophical factors. Therefore, studying the general philosophical laws and driving mechanisms related to the identification of students' professional potential is of great theoretical and practical importance. [3] From a philosophical perspective, the development of professional potential is based on the universal laws of dialectics, including the laws of unity and struggle of opposites, the transition from quantity to quality, and the negation of negation. These laws explain the gradual development of students' professional abilities, their adaptation to changing social and professional conditions, and the continuous improvement of their competencies. In agrarian education, these processes are especially important because agricultural activity requires innovative thinking, responsibility toward nature and society, and the ability to solve complex practical problems. [4]

Scientific Hypothesis

Identifying and nurturing the professional aptitude of students in the agrarian education system can be achieved through the melding of general philosophical laws, competency-oriented education models, and advanced pedagogical methods. The hypothesis states that the insertion of dialectical and humanistic methods in the process of education increases the students' professional thinking, ability to adjust, and practical skills/competences. [5] The study also proposes that the relationships between social, psychological, and educational aspects profoundly impact the development of professional skills and the readiness to enter a career among agrarian education students. Consequently, the systematic and philosophically based commitment to development ensures the agrarian education system the quality of competent, innovative, and socially concerned individuals. [6]

Objectives

To analyze the general philosophical laws that shape the identification and to identify the general philosophical laws and driving mechanisms involved in the development of professional potential among students studying in the field of agrarian education and to evaluate the effectiveness of competency-based and innovative educational approaches in professional formation. [7]

- To compare the influence of dialectical, humanistic, and systemic philosophical approaches on students' professional thinking and career development. [8]

- To determine the role of internal factors (motivation, self-development, critical thinking) and external factors (educational environment, social change, labor market demands) in shaping professional potential. [9]

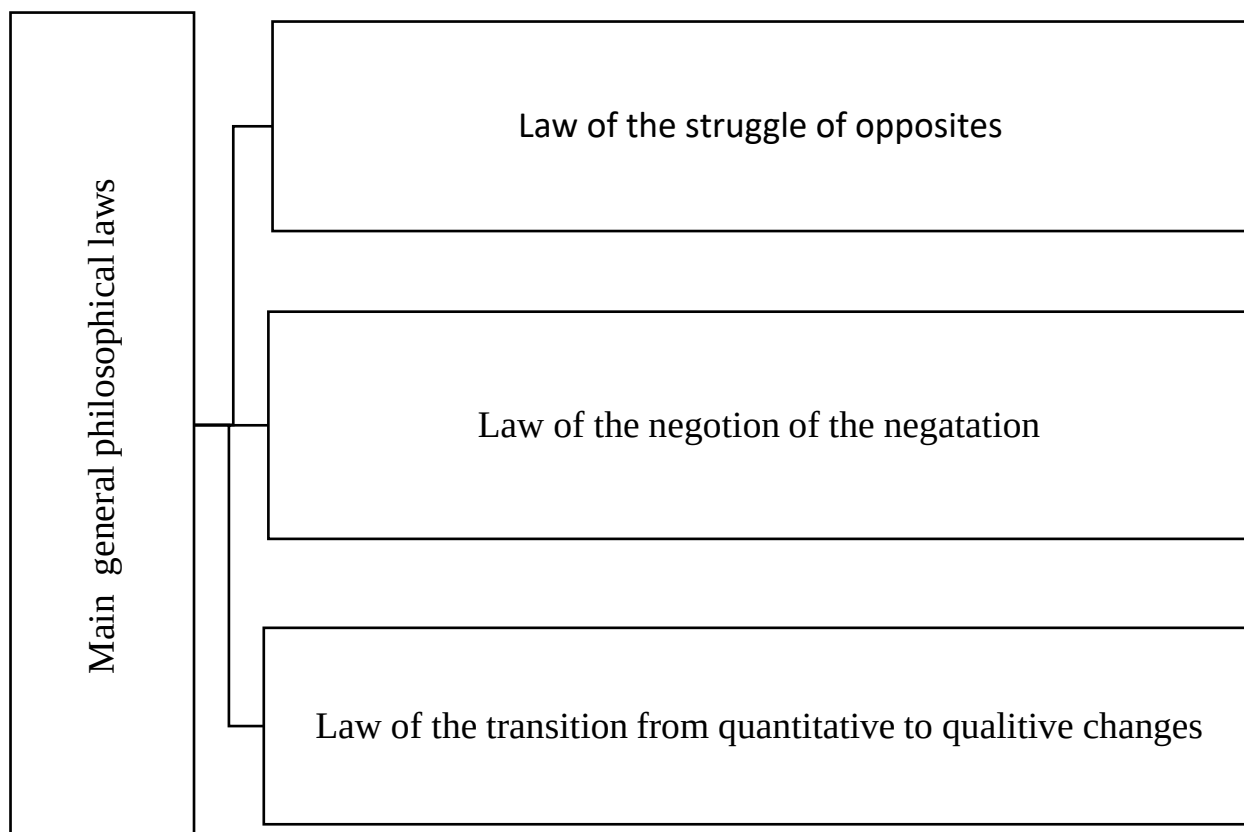
- To assess the effectiveness of practical training, interdisciplinary integration, and innovative pedagogical technologies in improving professional competencies of agrarian students. [10]

- To evaluate the relationship between theoretical knowledge and practical skills in preparing competitive specialists for the agricultural sector. [11]

- To analyze the impact of social and philosophical processes on the continuous professional development and adaptability of future agrarian professionals.

MATERIAL AND METHODS

Any profession develops based on certain laws. This is carried out in one form or another, depending on the nature of this specialty. But there are such areas of education that the laws and principles they present have a conceptual significance and are suitable for all professional specialties. In particular, they link the existence of professional improvement to the development of thinking, putting into it social changes that can occur in the life of nature and society. That is, professional development proceeds according to common, specific laws for all, and all disciplines participate in it. In addition, the processes observed in society and thought also make a significant contribution, ensuring the participation of the basic laws of philosophical thinking that apply to them [12](Table 3). **Table 3**



The relationship between these laws and the development of professional opportunities is as follows:

The law of the struggle of opposites is that the opposition does not occur in simplicity, but in the process of transition from general to particular, and the degree of interdependence between them is considered as mutually exclusive forces. [13] This law is considered one of the most important laws in the analysis of philosophical observations, it is universal in revealing all things and phenomena in existence according to their internal causality. For example, it is of particular importance in determining the correlation between mutually exclusive, mutually exclusive, but inseparable sides.

For example: 1) hot ↔ cold, 2) good ↔ evil, and 3) old ↔ new concepts can be cited. Although they simultaneously negate each other, one essentially loses its meaning without the other. Thus, through the law of the struggle of opposites, it is possible to find a general tendency of development between things and objects or phenomena and processes. [14]

The law of the struggle of opposites works in three categories. These are:

- finding the internal causes of development; [15]

- showing the need for renewal;

- proving that change is inevitable in any system. In a word, through the law of the struggle of opposites, it is possible to determine the professional potential of students and determine promising tasks. For this, it is necessary to determine the audience selected within the research topic on the basis of voluntary or special criteria and conduct targeted research. The direction of the study conducted by us within the framework of the law of struggle of opposites was determined by economics. The topic was set as "Which profession is important to develop for the future and development of society". [16] The following factors were considered as the objectives of the study:

- to identify the internal potential, abilities and talents of students and determine ways to develop them;

- to explain the process of choosing a profession for young people based on philosophical and scientific laws; [17]

- to find the role of general and specific laws in the professional formation of a person;
 - to identify internal and external factors that motivate a person to activity; – to determine the influence of the social environment on professional development; [18]
 - to develop mechanisms for conscious and reasonable decision-making by young people in choosing a profession; [19]
 - to identify factors that serve to develop the knowledge, skills and qualifications of young students;
 - to develop a philosophical methodology for introducing professional potential-based education for young people in modern conditions;[20]
 - to identify and systematize ways for young people to develop themselves based on philosophical methodology.
- In general, when using the "Law of Opposites" in the research process, we are required to adhere to the following requirements

Table 4

Structuring opposing viewpoints	• The teacher presents two different, that is, mutually opposing but goal-oriented ideas on the topic. The students are required to compare the given questions with each other and draw a quick conclusion.
Organizing a debate (discussion)	□ Respondents are divided into two groups, and opposing positions are organized on a single issue. Each group is required to present and defend its own viewpoint.
Achieving the objective through the creation of a problem-based situation	□ The teacher presents a problem that deliberately creates a contradictory or incomprehensible situation. Students seek a solution based on the methodology of comparative analysis and generalization in the process of solving the problem.
Tahlil va sintez usulida xulosa kelish	□ - Differences between previous knowledge and new information should be found. □ - The results obtained on the topic are divided into parts (with special emphasis on the results obtained in the conflict). Then a general conclusion is drawn.

Therefore, it is of particular importance to identify existing problems in professional opportunities, find the underlying factors in them, and show the internal and external conflicts that hinder the professional growth of young people, and through this law, it is possible to find a mechanism of action leading to the development of professional potential. For example, to achieve professional success, it is not necessary to avoid conflicts but to correctly understand them and find ways to effectively resolve them, improving the skills of correctly assessing the situation. In order to effectively use this law in pedagogical activities and conduct practical research on a specific audience, it is necessary to pay attention to the following requirements:

- 1) To determine the relationship between internal conflicts and professional success associated with personal development? [21]
- 2) A mechanism of action aimed at creating a healthy competitive environment under the influence of external conflicts? [22]
- 3) It is recommended to pay attention to the principle of "new goals → new problems, new requirements → new contradictions" when organizing practical activities.[23]

STATISTICAL ANALYSIS

The law of transition from quantity to quality is a social system aimed at conducting interaction based on a certain consensus, thereby assessing the real potential capabilities of an individual or team; it is also called the dialectical law. It expresses the fact that quantitative changes reach a certain limit, thereby moving to a new level according to qualitative indicators. This law makes it possible to select professional opportunities that have a historical form, clarify the stages of their development according to qualitative changes, and assess the socio-pedagogical attitude to the profession. For example, in order to acquire a professional skill, a person needs to study every day, albeit a little, thus gradually forming professional knowledge and skills (this is called quantitative change). Therefore, knowledge acquired for the purpose of

professional development eventually leads to a person becoming a competent professional in their field (this is called a qualitative change). In the works of Georg Wilhelm Friedrich Hegel, [24] a representative of German classical philosophy, such as Dialectical Logic and Science of Logic, the law of the transition from quantitative to qualitative changes is interpreted as follows:

– Quantitative changes occur gradually and continuously, leading to the improvement and transformation of form over time. [25] – Qualitative changes represent a logical continuation of quantitative accumulation, resulting in a sudden transition to a new level of development in terms of quality. For example, a person with a strong desire for knowledge may eventually achieve significant success in a particular field through continuous learning and effort. [26] – Any quantitative change in size, structure, or form gradually accumulates and reaches a critical point. After surpassing this point, a transformation from quantitative accumulation to qualitative change occurs. This process is interpreted in Hegelian philosophy as the transition of quantity into quality. [27]

In the assessment of professional potential, it is recommended to use the following general formula to evaluate the impact of quantitative changes on qualitative indicators:

$$K = \sum(M) - S \text{ (general formula of the law of transition from quantity to quality)}$$

Where:

M – represents quantitative changes (e.g., growth, reduction, density, or deficiency changes);
 $\sum(M)$ – represents the cumulative sum of quantitative changes;
S – represents the emergence of a new qualitative state;
K – represents the law or developmental process.

To determine the role of this law in assessing public opinion, a three-stage experimental study was conducted on the topic: "Which profession do you consider most important for the future development of society?"

Table 2

Theme: Which profession is important to develop for the future and progress of society?					
Field of Study: Economics; 101-102 observation group					
№	Questionnaire on the criteria focused on during the research process.	Total number of respondents-50		Of which:	Dynamics of changes in students' opinions (average increase compared to the first year, %)
				25-girls	
		1-course 2023-2024 academic year	2-course 2024-2025 academic year	3-course 2025-2026 academic year	
1	There is no clear consensus among these students regarding a specific field. Their main focus is that any chosen direction should be economically beneficial.	27	29	31	7.1
2	These students focused on professional specializations with a wide range of opportunities for exporting economic resources.	8	9	9	6.1
3	These students believe that in a time of global economic crisis, the economic development of society should be multifaceted.	4	7	10	59
4	These students conclude that in the context of the global ecological crisis, it is necessary to pay attention to all spheres of society. For example, it is necessary to take into account areas specialized in the exact and natural sciences, as well as those related to national spiritual values.	2	2	0	-1

5	Students who do not have a clear idea	9	3	0	-4.5
Total number and percentage of respondents		50	50	50	
		(100%)	(100%)	(100%)	

In this regard, in response to the questions, "What is the procedure for determining the average change dynamics between the three-year survey results?!" we present below the 7.1% detection rate given in the first questionnaire. Average growth rate in terms of numbers:

$$27 \rightarrow 29 = +2$$

$$29 \rightarrow 31 = +2$$

Average growth rate in percentage terms:

$$27 \rightarrow 29: \frac{2}{27} \times 100 \approx 7.41\%$$

$$29 \rightarrow 31: \frac{2}{29} \times 100 \approx 6.90\%$$

So, the average increase in percentage terms is: $(7.41\% + 6.90\%) / 2 \approx 7.15\%$, from which the general conclusion is that the three-stage response results given by the respondents show an average of $\approx 7.1\%$. If we analyze these numerical indicators based on the formula $K = \sum(M) - S$, the general calculation is carried out in the following order:[28]

Thus, the average percentage increase is calculated as: $(7.41\% + 6.90\%) / 2 \approx 7.15\%$, in which case

Determination of quantitative changes (M):

Determination of (M):

From 27 to 29 increasing: +2

From 29 to 31 increasing: +2 (demak, $M_1=2, M_2=2$)

$\sum(M)$ –sum of quantitative changes:

$$\sum(M) = 2 + 2 = 4$$

The average growth rate consists of two stages (27–29, 29–31), therefore:
 $(\sum M) / 2 = 4 / 2 = 2$.

Where:

$\sum M$ – represents the total sum of quantitative changes (4);

S – represents a new qualitative state (for example, the transition from 27 to 31);

K – represents the law of development or dynamics of change (for example, a stable and consistent growth rate).

Accordingly, based on the questionnaire developed in relation to the factors presented in Table 2, the results of the experimental study conducted in the experimental group are presented in the following table (see Table 3).

Table 3

Theme: Which profession is important to develop for the future and progress of society?					
Field of study: Economics; 103-104 experimental group					
№	Questionnaire on the criteria focused on during the research process:	Total number of respondents-50		Of which:	Dynamics of change in students' opinion (average increase compared to the first year in %)
				25-boys	
				25-girls	
		1-course 2023-2024 academic year	2-course 2024-2025 academic year	3-course 2025-2026 academic year	
1	These students do not have a single mind set focused on a specific field; their main focus should be on economic gain, no matter what direction it takes.	29	16	10	-41.3

2	These students focused on professional specializations with a wide range of opportunities for exporting economic resources.	6	19	11	2.5
3	These students believe that in a time of global economic crisis, the economic development of society should be multifaceted.	3	11	22	9.5
4	These students conclude that in the context of the global ecological crisis, it is necessary to pay attention to all spheres of society. For example, it is necessary to take into account areas specialized in the exact and natural sciences, as well as those related to national spiritual values.	3	4	7	52.8
5	Students without a clear opinion	9	0	0	0
Total number and percentage of respondents		50	50	50	
		(100%)	(100%)	(100%)	

RESULT AND DISCUSSIONS

The correlation between the numerical data presented in Tables 2 and 3, as well as the extent to which their quantitative variability influences qualitative indicators, was analyzed. In order to determine the answer to this question, calculations were carried out using the formula expressing the Law of the Transition from Quantity to Quality, $K = \sum(M) \rightarrow S$. As a result of the analysis, the following outcomes were obtained.[29]

Table 4

Theme: Which profession is important to develop for the future and development of society?					
№	Questionnaires designed to serve the purpose of clarifying respondents' opinions during the research process:	Total number of respondents-50		Of which:	Dynamics of change in students' opinion (average increase compared to the first year in %)
				25- boys	
				25-girls	
		1-course 2023-2024 academic year	2-course 2024-2025 academic year	3-course 2025-2026 academic year	
Field of study: Economics; 101-102 observation group					
4	In the students' conclusion, it was noted that under conditions of a global environmental crisis, attention should be given to all spheres of society. For example, it is necessary to focus on areas specialized in the exact and natural sciences, as well as disciplines related to national spiritual and cultural values.	2	2	0	-1
Field of study: Economics; 103-104 experimental group					
4	In the students' conclusion, it was emphasized that in the context of a global ecological crisis, it is necessary to pay attention to all areas of society. For instance, special consideration should be given to fields related to the exact and natural sciences, as well as disciplines connected with national spiritual and cultural values.	3	4	7	52.8

In conclusion, marginal attitudes toward national and universal values are increasingly being observed among the majority of young people. For example, in relation to the first questionnaire presented in Table 2, the responses of the observation group respondents over a three-year period showed a 7.1% increase. This indicates that many young people came to believe that “regardless of the field, it should primarily provide economic benefit.” At the same time, within the same questionnaire framework, the final responses of students in the experimental group demonstrated a 41.3% change in opinions. This suggests that strengthening values directed toward spiritual and moral maturity among young people remains highly relevant. From this perspective, according to the results of the three-year study conducted with the experimental group, a 52.8% increase was achieved regarding the fourth questionnaire item, which stated that “under conditions of a global ecological crisis, attention should be paid to all spheres of society, including fields specialized in the exact and natural sciences, as well as disciplines connected with national spiritual and cultural values.” In contrast, the observation group demonstrated a passive result of only 1%.[30]

The Law of the Negation of the Negation is a law that explains how every change, including professional choice, occurs under the influence of internal and external factors and undergoes both quantitative and qualitative transformations. As a result, it reflects interconnected processes in human life and makes it possible to clarify the level of a person's attitude toward a profession. How does this law operate? What is its role in identifying professional potential? These questions can be answered as follows:[31]

First, it is well known that all changes and developments in society rise to a new stage through the process of self-negation within natural evolution. In other words, the rejection of the old creates conditions for the emergence of the new. The continuous and sequential repetition of these processes is called the Law of the Negation of the Negation.[32]

In philosophy, the Law of the Negation of the Negation does not simply mean the replacement of the old with the new; rather, it recognizes that “the new emerges within the old, develops through it, and eventually establishes itself.”[4] This law aims to demonstrate that objects and phenomena in the world are constantly changing, moving from one state to another, and consequently proving that development is continuous and uninterrupted. [33] According to this law, a profession emerges from existing social needs, while objects and phenomena preserve the qualitative and quantitative characteristics formed before them. As a result, the reasons for the negation or rejection of a particular profession begin to develop. At the same time, these very objects and phenomena are themselves subject to negation due to changes in conditions and the passage of time. Therefore, every profession should be considered within the tendency of change affecting particular objects and phenomena, and it can be understood that its development may be negated or transformed under the influence of two or more factors.

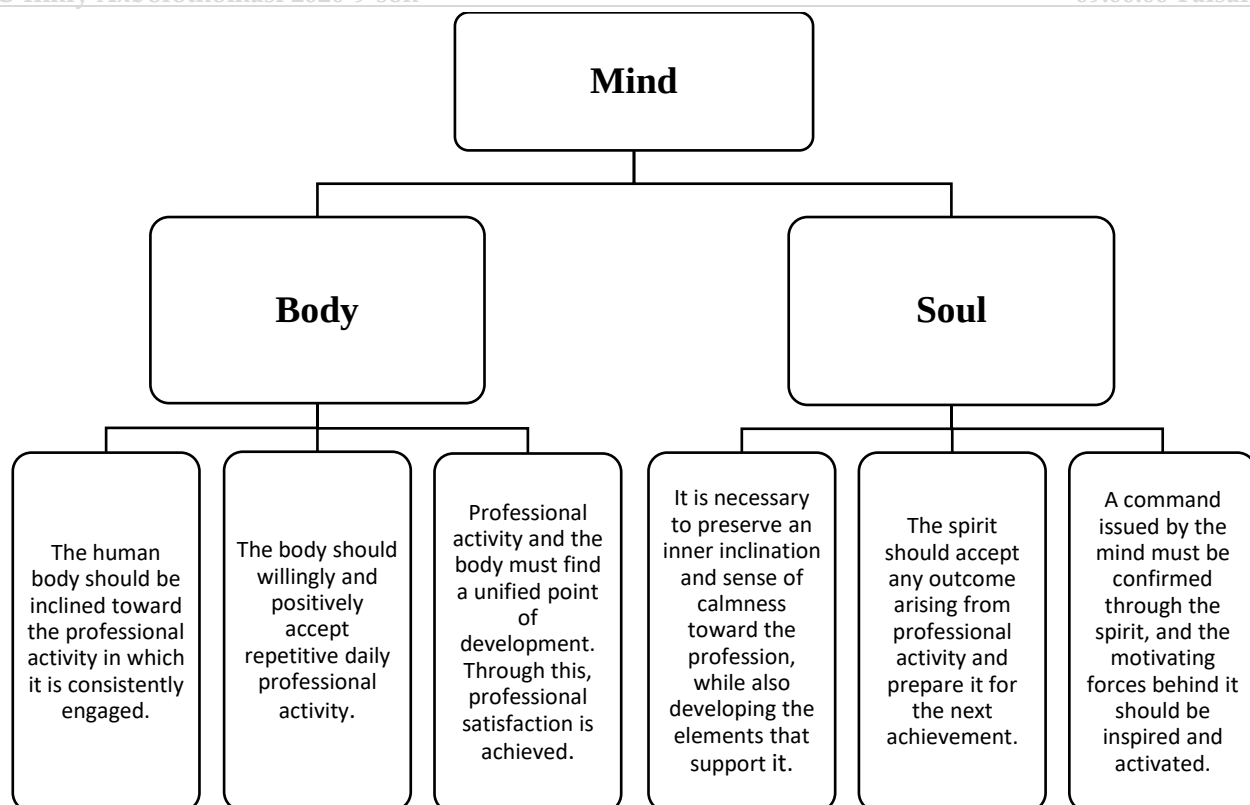
Secondly, in the periodicity of development, the question of how the stage of negating a certain chain of professions that have completed their historical function takes place, what factors influence the transition to a new professional type, how this transition is compensated, and the reasons and consequences of the replacement of the old by the new are clarified through the law of the negation of negation.

For example, if we ask how the duration of a natural need for a particular profession can be determined, the only solution would be seen in bringing the final point of professional development closer to its initial point — that is, in the convergence of the beginning and the end points.

Thirdly, in clarifying professional potential opportunities, dialectical negation seeks to understand the connection between outdated professions that no longer meet the demands of the time and modern professions without completely rejecting their relationship. For example, when a person is directed toward a new profession, it is often difficult to move from the old one (that is, the field they were previously interested in and engaged with) to the new one. Why? Because the subconscious memory resists the negation of previous skills, while preserving their positive aspects. Therefore, new professional knowledge gradually assimilates and inherits the previous experiential skills.[34]

In order for a person to preserve professional potential throughout their working activity, they must identify its specific constant aspects. For instance, if in any professional choice the triad of “mind–body–spirit”[35] forms a unified whole through the negation of negation, then goals and actions become concentrated at a central point, increasing professional potential in an individual's activity and leading them toward stable development.

In this regard, it is considered appropriate to shape a professional aura according to the procedure presented in the following scheme. Table 4.



Thus, if the parts of the human body controlled through consciousness act in harmony, they always serve as complementary elements to one another. This increases professional potential opportunities and strengthens professional competence and skills. In this way, it becomes possible to identify the necessary and conditional potential opportunities related to a particular profession. As an example, below we will examine the mechanism of the law of the “Negation of Negation.” [36]

$\neg(\neg A)=A$ —This is a logical explanatory formula aimed at discovering the truth through the process of negation of negation. Its mechanism operates as follows: [38]

“ $\neg$ ” (this symbol denotes negation, meaning that it expresses ideas such as “this statement is incorrect” or “it is not so”); [37]

“A” (a symbol indicating that a statement is true; within the formula it is used to reveal the original essence or purpose of an object. [38] Any symbol applied in opposition to it represents its opposite and creates contradictory judgments. For example, the symbol “ $\neg A$ ”). In order to clarify the operating principle of this formula, an experimental study was conducted among 30 respondents

Table 1

Theme: Are the historical monuments located in Uzbekistan attracting foreign tourists with their antiquity and attractiveness?				
Field of study: Economics				
№	Questionnaire:	Total number of respondents – 30. Of these:		Percentage of responses to a question
		15-boys	15-girls	
1	Yes, the beauty, attractiveness, and grandeur of historical monuments are attracting foreign tourists.	11	14	83,3

2	It is not true that the beauty, attractiveness, and grandeur of historical monuments in our country are attracting foreign tourists.	4	1	16,6
Total percentage of responses		100	100	99,9

According to the survey results, 83.3% of participants confirmed that historical monuments attract foreign tourists, while 16.6% expressed the opposite view. This situation confirms the logical essence of the law of negation of negation: that is, a previously rejected statement ($\neg A$), when negated again ($\neg(\neg A)$), is affirmed as the original truth (A).

The mechanism of this calculation proceeds as follows. Relying on one of the principles of logical analysis of results, the law of negation of negation ($\neg(\neg A) = A$), it can be observed that the majority of respondents indirectly confirmed statement A by rejecting the view $\neg A$ (i.e., the negation).[39] Therefore, let event A be the positive statement that "Historical monuments are attracting foreign tourists."

The probability of this event, according to the statistical definition, is expressed as follows:

$$P(A) = n_A/n$$

Here: n_A is the number of respondents who chose event (11 boys + 14 girls), n – total number of respondents. $n_A = 25$, $n = 30$

$P(A)$ – this indicates how many respondents agreed with this statement.

Thus:

$$P(A) = n_A/n = 25/30 \approx 0,833 (83,3\%)$$

In addition, the negation of the event ("The statement 'Historical monuments are not attracting tourists' is: " $A \neg A$ ")

$$P(\neg A) = n_{(\neg A)}/n = 5/30 \approx 0,166 (16,6\%)$$

These results show that:

$$P(A) + P(\neg A) = 25/30 + 5/30 = 30/30 = 1 \text{ and the coefficient level has been determined.}$$

Therefore, it is logically correct to state that through the negation of negation formula $\neg(\neg A) = A$, the true essence of public opinion can be identified through the rejected statement.[40]

CONCLUSION

From this, the general conclusion is that among the fundamental theoretical laws of philosophy, the laws of "the struggle of opposites," "negation of negation" and "transition from quantity to quality" hold a special place and are universal in understanding problematic situations and identifying pragmatic causes aimed at their solution. Based on the above research results, the following conclusions were drawn in this paragraph:

First, the process of gradual transformation and development of an individual's professional potential takes place in the direction of moving from simplicity to generality, and from there to particularity. In this process, the unity of opposites comes to the forefront, and the integration of a person's internal capacities is determined by how well they correspond to external requirements. As a result, the dialectical interconnection between opposing sides increases.

Secondly, the correct distribution of professional opportunities largely depends on a person's knowledge, skills, and qualifications, and this requires a step-by-step implementation process. For example, in order for a chosen strategy to reach a qualitatively new level at a certain time, it must first undergo quantitative changes and then transition into qualitative indicators.

Thirdly, needs, interests, and goals play an important role in the realization of professional potential. Motivation is the main driving factor that pushes a person toward activity; through it, knowledge and approaches are improved, and professional emotions are replaced by the formation of practical skills. This process occurs through the law of negation of negation and often affects the effectiveness of practical activity. For example, in the process of working, a person gradually gains experience, acquires problem-solving skills, and masters the most important elements of professional development.

Fourthly, if the process of professional development is considered to promote continuity, it becomes clear that it requires systematic growth rather than a one-time process. In particular, for a person to continuously study and work on themselves, they must possess internal motivation (interest, goals, desire for self-development). Because the main driving force that brings out professional potential is directly connected to these mechanisms.

Fifthly, professional potential is connected to a person's internal resources (knowledge, skills, abilities), while external conditions (educational environment, social demand, technological development) also influence it to a certain

degree. Their interrelationship is explained through general philosophical laws; for example, the unity and struggle of opposites shows the necessity of contradiction, while contradictions between goals are revealed through the law of the transition from quantity to quality.

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