



METHODOLOGICAL PROVISION OF DIRECTING STUDENTS TO PROFESSION IN HIGH SCHOOLS

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Abstract. This article discusses the level of preparation of students for choosing a profession, the interactive methods used in career guidance, the mechanisms of using these methods, the process of professional formation, the importance of professional socialization in guiding students to the profession.

Key words: profession, career guidance, professional socialization, student, school, professional formation, principle, method, professional skill.

INTRODUCTION

The goal of career guidance is to prepare the growing young generation to consciously choose a career. It should be considered as a scientific-practical system that creates a solid foundation for students to make a decision on the profession they want to acquire, to choose a profession freely and independently by directing them to the profession. Through this system, it is necessary to take into account the individual characteristics and the need to fully provide labor resources from the point of view of the interests of the national economy. But today, the scientific-practical system of guiding students to the profession in general secondary schools is not sufficiently developed, scientific pedagogical foundations are not created at the required level. In addition, problems such as urgent news based on the requirements of today, modern technological training manuals, lesson plans, lack of visual aids, the determination of criteria and standards for choosing a profession, and the lack of rapid communication on choosing a profession are urgent issues. is one. In order to choose a profession, it is necessary for the student to have the ability to evaluate his own opportunities, that is, to have information about the professions that suit his interest, to be aware of information and news about the possibilities and future of these professions.

MATERIALS AND METHODS

Orientation of students to the profession requires mastering the elements of the first professional culture. Professional culture always embodies the spiritual basis that forms it, and it is a symbolic expression of ideas, knowledge, and human goals. Professional culture cannot be formed without ideas, knowledge, and goals. The product of spiritual culture finds its expression only in material form, materializes in this way and moves to social and professional activities. Clarifying the essence of professional culture, it can be said that any external expression of professional culture shows the level of development or maturity of a person.

It is known that the development, social, political and economic stability of any society depends on the highly developed intellectual and moral potential of its citizens. The national issue of personnel training plays an important role in the spiritual renewal of our society, the formation

of a socially oriented market economy, and the construction of a democratic legal state that ensures its integration into the world community.

The initial and at the same time extremely important stage of the process of professional formation includes the period before the choice of the future profession, that is, before a specific professional decision is made. The level of preparation of students for choosing a profession does not depend only on age characteristics, it is not formed by itself at a certain age. It is necessary to prepare and educate students for choosing a profession through pedagogical and psychological knowledge, skills, qualifications, as well as the influence of society. In this process, a person is required to have professional knowledge. That is why it is necessary to prepare students for professional knowledge, practical skills and qualifications. For this, it is appropriate to provide manuals and handouts on professions. Only then will we be able to consciously direct students to the profession, preventing various difficulties, conflicts, and obstacles that arise in the process of choosing a profession.

It is known that love and faith in work and profession are formed in all academic subjects. That is why it is necessary to pay special attention to interdisciplinarity in technological education classes. It is of great pedagogical importance to combine the activities of the teacher of technology science with the activities of the teachers of various educational subjects and class leaders in this area related to the socialization of students by guiding them to the profession.

For this: – effective use of the opportunities of various academic subjects, science clubs and extracurricular activities;

– achieving socialization by directing students to the profession with the help of technological knowledge, general labor and professional skills;

– to ensure that students complete educational tasks with a high level of social significance directed to a specific goal;

– achieving the formation of students' interests in various fields of work and professions that are important for the life of society based on a differentiated approach;

– establishing cooperation between school teachers, firms, production enterprises, creative teams, vocational colleges and diagnostic centers in order to direct students to suitable professions. As a result of such cooperation, there will be an opportunity to promote professions of high social importance among students.

A technology teacher, practicing school psychologist should perform the following in the course of his professional activity: - introducing students to the types of professions necessary for the life and development of society;

- providing information about democratic features of professions; - organizing pedagogical-psychological counseling for students to enter the profession;

- formation of students' stable interests in certain professions, taking into account their personal qualities;

- to introduce students to famous people who gained fame as a result of their professional activities and their contributions to the development of society and humanity;

- to inform students about the role of professions in the development of economic, social, and spiritual aspects of society;

- conducting conversations with parents of students on sending their children to a suitable profession; - informing students about the negative consequences of choosing the wrong

profession; - creating favorable conditions for students to form and test their initial general work and professional skills; - in order to guide students to the right profession, to study their personality, type of work and interest in professions;
- in order to ensure the effectiveness of the process of sending students to the profession, organizing exhibitions, conferences, meetings that tell about certain professions and their socio-economic importance; - regular pedagogical-psychological diagnosis, etc., in order to determine the personal and professional interests of students. The mentioned measures show the need to improve the methodical support for guiding students to the profession. Results and discussion. Variant methods were developed for the problem set within the framework of the research work. Below is a description of these methods and didactic recommendations for their application.

I. "My dreams" method

Motivation is an important driving force for a person to perform an activity positively and satisfactorily. It is important to determine which professions motivate students by themselves ("intrinsically") when guiding students to careers. In this case, the student's source of motivation for this profession requires the development of his interests and abilities without any "censorship".

Type of training: work in small groups, work individually.

The goal of the training: to find new sources of motivation for students to choose a profession.

Description of the method: The teacher asks the students to imagine and write down the experience of carrying out activities related to 2 or 3 professions that they would like to do. For example, "as a traffic patrol officer, I monitor cars." Students will be able to imagine endlessly, and even write down "utopian" ideas. In this case, certain situations and opportunities related to professional activity are initially ignored. Then, in groups of two, students take turns interviewing each other.

It is recommended that the content of the interview questions be as follows:

1. What do you expect from this work experience?
2. What do you think can be learned from this experience?
3. Have you tried an experiment similar to this one before?
4. What is the most important aspect of this experiment?
5. How would you classify your desired professional experience? (vocational or hobby (interest); material and ideal; social and isolation, whimsical or traditional; realistic or unrealistic, etc.)
6. What difficulties can there be?
7. What professional development opportunities does this experience provide?
8. When you think about the implementation of this professional experience, what ideas are formed?
9. What abilities or interests do you consider suitable for this professional activity?
10. What do you think you need to do to get this profession? And other questions.

After completing the interview, students compare the commonalities and differences between their desired careers. Each student forms a short summary. In this summary, it is expressed what norms and characteristics related to the profession have been studied.

Materials needed for preparation: paper, pen

Didactic instruction: this method is recommended to be used when students in the class are

confident about each other. It is not recommended to use this method if the students of the class have met each other for a short time. Also, the results of some groups can be discussed in class, and the results can be presented.

Target group: 10-11th grade students of general education schools.

Duration: 3 hours.

II. "Smart, but failed" method

According to Weiner's attribution theory, failure and success have either external environmental factors or internal personal factors as well as stable or unstable characteristics. Of course, this can be related to fundamentally changing factors. The combination of these two dimensions creates a four-field layout.

According to Weiner's attribute theory, success and failure depend on factors related to the external environment or internal personal factors of a person, as well as fundamentally changing (stable and unstable) factors. Due to the mentioned two factors, the above scheme with 4 fields is created. Attributing success to one's ability leads to increased self-esteem, while attributing failure to one's ability leads to decreased self-esteem. If a person blames external causes for failure, he loses the opportunity. If he finds it connected with internal reasons, he will be successful next time if he takes measures.

Type of training: individual work, team work.

Purpose of training. The training has two objectives:

- 1) reflection and analysis of negative experiences;
- 2) turning negative experiences into positive learning outcomes to prepare for the future.

Description of the method: the teacher asks the students to write on a piece of paper the failures related to a profession. Pupils write down the reasons for this situation. In this case, the person and the situation should be shown separately. In this case, the following questions will help:

1. What would I change and what would I not change?
2. Why am I guilty of failure and why am I not?

After that, the teacher presents the Weinert model. Students will be able to reflect and analyze the reasons they wrote about failure, explain the reasons for failure according to the given table, and predict their actions and behaviors.

Preparation, necessary materials: paper, pen.

Didactic recommendations: the task of the method is to determine the reasons for the failure of professional activity and to ensure that students have systematic knowledge about it. In this, students learn about the factors that can and cannot be changed. Failure should not be denied, on the contrary, it can be seen as a potential for positive development.

Target group: 11th grade students

Duration: 2 hours

III "Women's profession - men's profession" method

Students of general education schools have clear ideas about what profession to choose and what not to choose. Sometimes the "unwritten rules" formed in society require boys and girls to choose a profession based on their gender and not on their abilities. It will be possible to observe that students accept these "unwritten rules" without discussing them.

Pupils form a list of "women's and men's professions" in small groups. In "Men's professions" they write down the options and opportunities that women can engage in these professions. In the same way, in front of "women's professions", they write down options and opportunities

that men can engage in. After that, students discuss the results. They highlight the positive and negative aspects of the division into "male and female occupations". The purpose of the method is to encourage people to understand that this informal classification of professions is a product of social consciousness formed in society, and that there is no official ban on occupation of professions in case of ability and interest.

Type of training: work in small groups, team work. The purpose of the training: to expand the professional spectrum of students; awareness of professional privileges and opportunities; raising awareness about gender-specific division of labor, its causes and consequences. Description of the method: students are divided into groups of 4 students each. The students of the group form a list of professions characteristic of women on one paper, and professions characteristic of men on another paper. When students work in groups, the teacher can encourage students to think and write more professions with various supporting questions. For example, "what professions are there in the family, among relatives?"

"What professions have you seen in public places, on TV?" guides with questions like After the formation of both lists in small groups, they analyze the possibility of men engaging in the list of women's professions. Men's occupations are also analyzed in the same way. By working in a team, the results of the small group are presented and a team discussion is held. The following questions can be discussed in the discussion:

1. Are all occupations listed? To check this, it is recommended to review the list provided in the "National Classification of Training Areas, Professions and Specializations of Secondary Special Vocational Education" (<http://www.kasbtanla.uz/klasifikator/index>).
2. Why are some professions only for women?
3. What is the difference between women's and men's professions?
4. Do you know cases of women doing men's jobs? What are the advantages and disadvantages?

: flipchart, colored plasterboards, access to the Internet or a classifier of professions and specialties. Didactic instruction: Pedagogical experien

5. What is your opinion about this grouping of professions?

Preparation / Required materials ces show that women and girls form concepts and decisions about profession earlier than men. Due to the lack of information or insufficient promotion of certain professions in society, sometimes there is no other option than to choose a "women's profession" that does not match one's abilities and interests and is accepted by society. Girls' interest in "men's profession" should be supported by explaining the specific requirements, positive and negative aspects of the profession.

Target group: 10th grade students.

Duration: 1 hour 30 minutes.

CONCLUSION

The content of guiding students to the profession is broad and dynamic. Social requirements for professions in the society are constantly changing, it is necessary to introduce them to the content of the sciences with a pedagogical approach. Methodologically, integrativeness has a decisive importance in the formation of students' understanding and imagination about the profession.

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