

DAS SYSTEM DER BERUFLICHEN ORIENTIERUNG VON SCHÜLERN

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Anmerkung: In dem Artikel wird das System der beruflichen Orientierung von Schülern als eine Kombination aus pädagogischen, psychologischen und sozialen Faktoren aufgezeigt. Grundlegende Berufsbildung und Berufsberatung von Schülern, zukünftige Arbeitsbedingungen, Merkmale verschiedener Berufe, Arbeitsfragen, die Art der Arbeitstätigkeit; die Probleme der Verhinderung des Entstehens von Mitarbeitern in Schulen, die ihr Potenzial nicht ausschöpfen, beleuchtet.

Schlüsselwörter: Berufsorientierung, Schüler, Selbstbestimmung, berufliche Anpassung, Diagnostik, Richtung, Aufgaben, Bestandteile, Stufen, Typen, Methoden, Formen.

THE SYSTEM OF PROFESSIONAL ORIENTATION OF HIGH SCHOOL STUDENTS

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Abstract: In the article, the system of vocational orientation of schoolchildren is revealed as a combination of pedagogical, psychological and social factors. Primary vocational education and vocational guidance of students, future working conditions, characteristics of different professions, labor issues, the nature of labor activity, the problems of preventing the emergence of employees in schools who do not realize their potential illuminated.

Keywords: career guidance, school students, self-determination, professional adaptation, diagnostics, direction, tasks, components, stages, types, methods, forms.

The problem of career guidance is a task of national importance, since it determines the development and progress of society, the stable existence of the labor market, and, therefore, successful employment and material well-being of citizens.

In the Decree of the President of the Republic of Uzbekistan "On measures to introduce new management principles into the system of higher and secondary special education" dated July 11, 2019

1- coordination of the activities of all higher and secondary specialized, professional educational institutions, ensuring compliance of the quality of training, content and level of education with state educational standards and qualification requirements,
2- organization of the development of curricula and programs for the training of specialists in demand in the labor market in professional colleges based on the needs and proposals of employers, advanced foreign experience, structural changes in the real sector of the economy.

Improving the career guidance of graduates of educational institutions, in particular, high school students, makes it necessary to focus on modern approaches to the organization of this important social process.

Career guidance or professional orientation is a science that helps a person to make his choice in the world of professions, to choose a specialty that would meet the individual characteristics of a person and at the same time consider the interests of society.

Professional orientation— this is a system of scientifically based measures aimed at preparing young people to choose a profession, taking into account the characteristics of the child's personality and the socio-economic situation on the labor market, to assist students in professional self-determination and employment.

The purpose of career guidance – to help students make an informed choice of profession; formation of psychological readiness to make an informed professional choice corresponding to the individual characteristics of each individual; improving the competence of students in the field of career planning.

Goals of school career guidance

Formation of students' interest and willingness to work.

Education of qualities, abilities, development of abilities necessary for future professional activity.

Career guidance education and career guidance support for schoolchildren at the stage of choosing a profession.

Tasks of school vocational guidance work

1- initial vocational education and vocational guidance for students (from grades 1 to 9; from grades 1 to 11), informing students about current and promising trends in the development of the labor market, familiarizing and discussing future working conditions, features of various professions, wages, career opportunities.

2- formation of elementary ideas among schoolchildren about the essence of professions, their classification, familiarization with the parameters of the choice of profession, explanation of its significance for human life and activity.

3- professional self-determination of high school students based on observation and analysis of their interests, aspirations, life values, preferences, abilities, individual characteristics, physical development.

4- formation of stable intentions and personal readiness of school graduates to acquire a profession, specialty in a vocational college or university.

5- diagnostic study and use of information about the capabilities, inclinations, interests of schoolchildren in order to assist them in choosing a profession independently.

6- creating conditions for a conscious choice of profession, specialty for graduates of grades 9 and 11, their psychologically comfortable transition from school to a professional college or university, gradual and effective professional adaptation at the first stage of work.

7- implementation of preventive measures to prevent distorted perceptions, hasty and incorrect choice of profession, thus preventing the "turnover of personnel" and the appearance of workers who have not found themselves in the profession and life, not realizing their potential.

Many teachers and scientists realize the importance of an independent, conscious choice of profession and the continued existence of today's student - tomorrow's employee in it, as a result of which the concept of "self-determination" is often used in pedagogical literature.

The author of works on the psychology of career guidance E.A. Klimov believes that "Self-determination for a student is independence, freedom of choice. For a teacher, this is by no means a reason for touching the personality of children and removing them from business, but an area of everyday skillful management of the processes of their mental development".

L.I. Bozhovich considers professional self-determination as a stage of a person's life path, where the decision to choose a profession is made over several years and goes through certain stages.

E.Y. Baibakova argues that within the framework of professional development, the process of professional self-determination does not end with the choice of a profession, but begins from the beginnings of professional interests to the final approval of the profession.

The modern definition of career guidance consists of four main directions (functions):

Professional education (information function) includes familiarization of school students with modern types of work, opportunities for professional and qualification growth and self-improvement in the course of work, the development of information by an individual about various or already allocated to him for the choice of professions, about the degree of their relevance in the labor market at present and in the near future, about the requirements for the amount of knowledge, necessary skills and physical capabilities of the individual in specific specialties. At the same time, the subjects of vocational guidance should have an idea of the content of training programs in secondary specialized and higher educational institutions. Forms of professional education can be job fairs, open days and online events, the main purpose of which is to give maximum figures and facts to the participants of career guidance. Professional education is aimed at the formation of positive motivation among schoolchildren, the desire for self-determination in a particular profession, conscious choice based on an understanding of socio-economic needs and their abilities and psychophysiological capabilities.

Professional orientation and counseling (advisory and guiding function) where, using extensive psychological, pedagogical and sociological tools (career guidance tests, observation, consultation, classifiers of professions, video and film materials, presentations, recommendations, reference literature, excursions, meetings with representatives of different professions, organization of the transfer of knowledge, experience, skills and impressions between different generations and categories of people, etc.), the most preferred professional interests are diagnosed, the abilities and skills of the individual and their compliance with the requirements and characteristics of various professions is determined.

Professional diagnostics (diagnostic function) - identification and evaluation of students' interests in academic subjects, sciences, professions, areas of professional activity; as well as their inclinations, hobbies and professional intentions.

Various methods are used to diagnose career guidance:

The gamification technique is used in regular and board games, interactive classes. During the game, the natural inclinations and talents of a person are revealed, the way of thinking, the presence, insufficiency or absence of creative, social, and communicative skills are determined.

Testing, surveys, and counseling are more traditional methods. They can be used both in working with a specific person and for statistics. For example, to find out where graduates of a particular class learn information about the right universities.

Many experts now consider the most effective method of "immersion in the profession." This is when a child or student is working on a real project (sometimes in a team) and achieves results that he understands.

Based on the results of psychological, psychophysiological and medical diagnostics, career guidance itself begins - consultations are held, recommendations are given containing advice on choosing possible and acceptable ways to obtain a suitable education that best corresponds to the psychological, psychophysiological, physiological characteristics of the student's personality, in order to form the most successful future employee who is maximally self-fulfilling himself in work. At this stage, the term "pedagogical support" is also used. Pedagogical support means the use of methods that contribute to reducing psychological tension, the formation of a positive attitude and confidence in the future. Pedagogical support is one of the most important conditions for the professional orientation of high school students and implies the identification of personal problems. It is applied dosed and with the consent of the students themselves and relies on various types of psychological impact - uses techniques to create conditions for self-realization, a situation of focusing on the positive and success, raising the status of the individual, the formation of her individuality.

With its help, reliance is made on the potential and personal strength of the student, encouraging the individual to overcome obstacles independently, assistance in solving problems, ensuring anonymity, building unconditionally friendly relations, respect for the dignity and choice of schoolchildren. Pedagogical support during the development of professional self-determination of high school students is implemented in the process of their familiarization with various types of work and professions and assisting them in choosing their future specialty and profession in accordance with their existing abilities and inclinations.

Types of career guidance

Preschool. Here the very first acquaintance of children with the world of professions takes place, as a rule, in a playful way. Games and interactive activities are held in kindergartens and theme centers - for example, in parks of professions. Here children learn at least by visual examples to distinguish one profession from another.

School. We talked about it in more detail above. These are classroom hours, consultations with school psychologists, meetings with representatives of different professions, where children learn about the pros and cons of each sphere of work, try to understand their own inclinations and talents.

Student. Basically, this is an industrial practice, practical seminars and meetings with employers, the purpose of which is to find a specific place of work for each graduate.

Career guidance for adults. It includes job fairs and consultations of employment centers designed to help a mature specialist improve or change their qualifications.

Professional selection is made, as a rule, before entering an educational institution in a specific specialty, but it can also happen after graduation (college, university). Professional selection is carried out on the basis of the final conclusion and decision (student, student) about their compliance with a specific direction, willingness and desire to work in the chosen specialty.

Professional adaptation means the process of adapting a person to the conditions, requirements and content of his chosen profession.

Professional adaptation is "the process of adaptation of students to the future profession in secondary schools, vocational schools, technical schools, universities, etc. to the conditions of their professional work, as a result of which there is a consolidation of personnel in the national economy"

There are contradictory points of view on the process of professional adaptation in the psychological and pedagogical literature. Some scientists (psychologists) believe that the process of professional adaptation begins directly at work, others argue that the beginning of this process is laid at school, and divide it into four periods (stages):

- 1) preparation for work in secondary school.
- 2) choosing a profession.
- 3) professional training.
- 4) the beginning of work.

At the same time, the concept of professional adaptation includes the presence of socio-economic factors of mastering the profession, since in the process of adaptation, an independent person is actively included in a particular social, professional group, mastering his communicative, social, psychological position in this group. Consequently, two interrelated sides can be distinguished in professional adaptation: 1) professional and 2) socio - psychological.

Professional adaptation includes mastering knowledge, the ability to quickly navigate in various production situations, control and predict their actions.

Socio-psychological adaptation consists in the adaptation of a novice specialist to the performance of his work duties, the internal regulations of the institution in which he works, the peculiarities of professional ethics and the rules of conduct adopted in a particular socio-professional group. This means that, in addition to the realization of their professional knowledge and skills, a young employee must act in

accordance with the goals and objectives of the team, its traditions, relations between managers and subordinates.

The main components of professional orientation of school students

Since professional orientation as a whole is a large, complex system that includes many aspects and directions, five main components can be distinguished: economic, medical-physiological, pedagogical, psychological and social.

Economic component – It consists in studying the structure of labor resources of the labor market from a demographic point of view, working conditions, professional suitability of the resulting workers, ways to increase motivation to work. It is also a process of assistance and gentle direction to the choice of a particular specialty, taking into account both the interests of the child and the planned needs of the market.

Medical and physiological component – assistance in choosing a profession, taking into account individual physical abilities or medical contraindications of the student. Familiarization of students with the requirements of various professions.

Pedagogical component – it consists in educating schoolchildren of socially significant reasons and motives for choosing a profession.

Psychological component – reliable study, identification of psychological aspects of professional fitness, personality structure and the formation of a certain professional orientation.

Social component – it consists in the study of various information related to professions or the labor market as a whole: popularity, prestige, profitability, public opinion, the degree of satisfaction with the chosen profession. Also, in the social component of career guidance, work is underway to form value orientations among schoolchildren for an informed choice of a future profession.

The system of career guidance for high school students, built and implemented on the basis of personality-oriented and socio-psychological approaches, taking into account all of the above components - goals, objectives, functions, directions, forms, stages - has significant opportunities to ensure successful future work of schoolchildren, their full-fledged social, professional adaptation and self-realization.

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