

NUTZUNG VON AKTIVITÄTEN IN DER GRUNDSCHULE IN DER BERUFLICHEN RICHTUNG.

Khusanova Feruza Zohidjonovna

Namangan State University, Dozent an der Abteilung für Lehrmethoden für exakte und naturwissenschaftliche Wissenschaften in der Grundschule

Gmail: E-Mail-feruza.xusanova81@mail.com

Kurzfassung: Dieser Artikel behandelt das Konzept der Berufsorientierung, die Stufe einer übersichtlichen visuellen Darstellung der Berufswelt und die Stadien der beruflichen Selbsterfahrung und -definition, die Aufgaben der Berufsorientierung in den Grundschulklassen, Altersmerkmale und die Eignung von Tätigkeiten in der Laufbahnberatung informiert über deren Anwendung.

Schlüsselwörter: Beruf, Wissen, Fertigkeit, Qualifikation, Mini-Vortrag, Zeichentechnik, Spiel, Gespräch, Exkursion .

USE OF ACTIVITIES IN PRIMARY EDUCATION IN THE PROFESSIONAL DIRECTION.

Khusanova Feruza Zohidjonovna

Namangan State University, Lecturer at the Department of Methods of Teaching Exact and Natural Sciences in Primary School

Gmail: E-mail-feruza.xusanova81@mail.com

Abstract: This article discusses the concept of career guidance, the stage of a clear visual representation of the world of professions and the stages of professional self-awareness and definition, the tasks of career guidance in the primary grades, age characteristics and the suitability of activities in career guidance activities provides information on its application.

Keywords: profession, knowledge, skill, qualification, mini-lecture, drawing technique, game, conversation, excursion.

INTRODUCTION

Shavkat Mirziyoyev, President of the Republic of Uzbekistan, said: "Time requires us to take our work to a new level, aimed at creating modern jobs for our children and ensuring that they take their rightful place in their lives.

We are mobilizing all the forces and capabilities of our state and society so that our youth can be independent thinkers, have a high intellectual and spiritual potential, become people who are not inferior to their peers in any area of the world, and become happy." [1]

LITERATURE ANALYSIS:

P.K. Kholmatov spoke about the role and importance of extracurricular activities in the purposeful orientation of students to the profession, and the content of extracurricular activities related to labor education is in harmony with the process of orientation to the profession, organizational and pedagogical criteria for choosing the content of extracurricular activities based on modern mechanism for providing youth and vocational training.

And N. R. Ashurov determined the historical development and the actual situation of the use of folk crafts as national values in preparing students for work and profession, as well as specific aspects of the use of folk crafts, which are considered national values in their preparation. to work and profession, using folk crafts in preparing them for work and profession, explained the possibilities of educational activities. ¹

RESEARCH METHODOLOGY.

"Who should be?" The answer affects a person's life. Finding your bearings, finding your place in the world of professions is difficult, and you need to start this from primary school age. In this article, the use of career guidance activities in primary grades, i.e. a mini-lecture on the content of the profession, drawing techniques, games related to the profession, conversations with invited experts, professions in the classroom provides information on the purpose and objectives of creating a craft corner, organization excursions to enterprises, career guidance work (in the context of occupations).

ANALYSIS AND RESULTS.

Professional orientation is a set of educational influences that develop a person's ability to make an informed decision about choosing a sphere of professional activity, taking into account inclinations, knowledge, interests, abilities, market and labor needs and development trends.

Career guidance is a long process that begins with the senior group of kindergarten and does not end with a decision on choosing a profession, but continues at the stage of entering and mastering a profession and completing work at retirement age. Career guidance is carried out almost throughout a person's life. It is important to form in schoolchildren a conscientious attitude to work, an understanding of its role in the life of a person and society, to develop interest in the professions of parents and the immediate production environment.

Labor education and career guidance are an integral part of labor education. These three processes are connected with each other, and if they are successfully implemented, hard work is formed in schoolchildren.

Diligence is the result of labor education, training and career guidance, it works as a personal quality.

- Why do high school students need career guidance?
- What are the characteristics of career guidance classes in the primary grades?
- What is the relevance of conducting vocational guidance classes in elementary grades?

In order to answer the question about the relevance of career guidance classes in primary school, it is necessary to briefly describe the stages of the formation of professional self-awareness.

1. The stage of visual representation of the world of professions

¹ P.Q. Xolmatov - Darsdan tashqari mashg'ulotlar jarayonda o'quvchilarni kasb-hunarga yo'naltirish texnologiyasi: Dis... ped.fan.nom. - Guliston: GulDU, 2004. -159 b.

This stage begins at the age of formation of self-awareness - 2.5-3 years and continues until the onset of adolescence (10-12 years). In the process of development, the child fills his mind with various ideas about the world of professions. He symbolically tries to reproduce the actions of a driver, a nurse, a teacher, an accountant, etc., based on the observations of adults. In elementary school, educational and cognitive activity is the leading one, that is, if it determines the development of the student, it is important to expand his ideas about various professions. It is still difficult for him to understand some elements of professional activity, but in each profession there is an area that can be expressed on the basis of visual images, real life situations, stories and impressions of the employee.

At this stage, a certain visual basis is created, on which the further development of professional self-awareness is based. Therefore, it is very important to create a wide variety of impressions about the world of professions, so that on the basis of this material the child can more meaningfully analyze the professional sphere and feel confident.

2. Stage of professional self-awareness

A student who has acquired certain ideas about various professions must use them in some way. Most adolescents have not yet realized themselves in one or another professional field, even partially, because they still lack resources: that is, knowledge, skills and training. But they have a clear need for self-knowledge in connection with a new leading activity - communication with peers. This creates a demand for self-knowledge, including self-knowledge in the professional sphere. At this stage, training is characterized by the fact that it is aimed at determining one's qualities related to a particular profession, clarifying their content, and assessing the level of development. By the end of this stage (about 14-16 years old), the adolescent has formed primary ideas about the profession and occupation.

3. Stage of professional self-determination

This is where the process of forming professional identity ends. It should be noted that most students find their self-development at this stage after graduation, and career guidance classes can contribute to a student's meaningful choice of life path. This stage is characterized by the presence of a formed interest in mastering a profession, the presence of stable interests associated with the profession, knowledge of certain personal changes, based on the requirements of the profession.

Now let's focus on the professional direction in elementary school. At this stage, it is necessary to form a conscientious attitude to work among young students, to develop interest in the profession of parents and directly in the production environment, ethical attitudes in choosing a profession, and interest in the most common professions.

With the help of career guidance activities (role-playing and didactic games, socially useful work, excursions to enterprises where parents work, family vacations, etc.), an idea is formed about the role of labor in the life of a person and society, an attitude towards the choice of profession is expressed, interest in the future profession develops .

Tasks of vocational guidance in elementary school:

1. Give general information about the work of people, the content of the work of the most common professions, the rules of conduct in the labor process.
2. Formation of interest in labor and educational activities, the desire for socially useful work.
3. Education of diligence, accuracy, perseverance in bringing things to the end, respect for the results of one's own work and the work of others.

Thus, career guidance classes at preschool and primary school age are aimed at forming in children clear and visual images of the world of professions. It is these ideas that create the psychological basis for the further development of professional self-awareness. For this, vocational guidance classes are provided in the primary grades. What is their structure? The structure of vocational training in the primary grades is based on their age characteristics. These features are not the same for the first and fourth grades. In order to understand the correctness of using certain methods of work, it is necessary to briefly consider them.

Age features of younger students

After a certain time after the start of schooling, the game becomes the leading activity of the student (that is, the activity that determines the development of a person in a certain period of his life). The game improves hand movements and mental operations. Therefore, professional lessons for first graders should include two or three games associated with some simple tricks related to the topic of the lesson. For example, a teacher who spoke about the jewelry profession said that before making a product, there is a drawing. Students represent through drawings.

When working with some concepts, first graders first of all pay attention to the most obvious, external signs that describe the movement of an object (what does it do?), Its purpose (what does it do?) - this is still difficult. Determination of the internal essence of the object for them. For example, "tractor" for them is not a "type of agricultural transport", but "riding in the field", "help to dig potatoes".

That is why it is important to learn how to highlight important, basic aspects of the profession in the process of planning a career guidance session. Not all children can immediately understand that the accountant does not "sit at the computer", and the driver does not "drive the car". The teacher must be persistent, form children's ideas about the profession based on important features. For example, with the help of leading questions: "But when you play, you sit at the computer. You are not an accountant! Who is an accountant? Remember our profession!"

When planning occupational guidance classes, it is necessary to take into account the features of existing psychological games and make various modifications. For example, there is a game "Magic bag" for the development of intuition and perception. Different things related to different professions are added to one type of bag. Without looking into it, but only by touching it, students must guess objects and associate them with certain activities. The perception of children in grades 2-4 is already different.

The structure of a career guidance lesson in primary grades

After briefly analyzing the age characteristics of a younger student, we can conclude about the important aspects of building a career guidance lesson in

elementary school. The topic of the lesson corresponds to the profession with which the students are familiar: engineer, designer, teacher or cook.

The general goal of professional training of student youth is to create conditions for the formation of clear and visual ideas about the important aspects of the profession. The main thing is that the goal should be formulated as clearly as possible and objectively observed in the majority of students (the product of the activity, according to them, according to their actions).

Assignments are several intermediate steps to achieve the goal of the lesson. If the lesson is designed for 40-45 minutes, it is clear that there cannot be more than three or four such tasks.

Starting from the first grade, it is necessary to carry out professional orientation of younger students in order to familiarize them with the world of professions and the characteristics of each profession.

When planning classes, the age characteristics of students are taken into account. It is necessary to use different types of activities. That is Mini-lecture on the meaning of the profession.

It is good to talk about the profession with the specialist himself, talk with him and ask questions. Of course, it is better to conduct this conversation directly at the workplace, but since this is not always possible for objective reasons, this profession should be indicated as clearly as possible. The story about the profession should last no more than 5-7 minutes using visual materials: photographs, drawings, tools, etc. A story about the profession is recommended to be presented in the form of a story about the day of a specialist about his biography. But regardless of the chosen form, the lecture should be conducted in the language of the primary school student and should include the following points:

- working conditions,
- tools,
- history of the profession (where the word comes from, how the image of the profession has changed, etc.),
- restrictions on work in this profession,
- interesting cases.

This information can be fragmented and divided into parts.

Drawing technique

To gauge how well students have learned the key elements of an activity, you could ask them to draw a picture of the person doing the activity. The drawing technique is especially suitable for first graders who are not yet good at writing. At the beginning of the lesson, you can ask the children how they imagine this profession, for 4-5 minutes on the left side of the A4 sheet - in pairs, and at the end of the lesson on the right side they will describe their thoughts after the lesson. Comparative analysis allows you to evaluate the effectiveness of the lesson.

Professional Games.

There are many games and exercises aimed at understanding some elements of the studied profession. For example:

"Guess the lesson by gestures",

"Memorize as many words as possible that begin with the letter "...” related to this profession."

"Choose from the cards only tools related to this profession"

- ... green profession,
- ... sweet profession,
- ... profession with hair,
- ... children's profession,
- ...a fun profession.

"Say the Word"

- Tractor drivers (tractor driver)
- Electric train (driver)
- Painted the walls (artist)
- Planed board (carpenter)
- Do not turn off the lights at home (installer)
- Works in a mine (miner)
- In a hot forge (forge)

Thus, the basics of designing a career guidance lesson for elementary grades are considered. But additional design elements can be:

Interviews with invited experts.

It should be remembered that it is necessary to train specialists and direct their speech in a direction understandable to children. Usually, parents are first of all contacted, who can come on Saturday and talk about their profession. It should be remembered that many parents are embarrassed to speak in front of an audience and cannot make a speech plan themselves. You must work with them.

Creating a professional corner in the classroom.

In this corner there may be books, photographs related to a particular profession. During the lesson, it is necessary to refer to this angle so that it does not turn into an artificial, non-functional thing.

Organization of tours to enterprises.

Career supervision can be arranged at the nearest company to the school. The main thing when conducting an excursion is to focus on a specific profession or a group of related professions. To focus on the profession, it is important to show the important features of the profession. The tour may include:

Creating a story about the history of the company and its products, monitoring the technological process, about the profession.

Excursions are the most common and effective form of career guidance for students. Direct observation of the work process of people helps to better understand the profession and study well. The result of the tour may be the production of a stand (album) about this enterprise.

In elementary school, this work can be done in a playful way. In order to choose the right profession, it is necessary to determine your interests and inclinations, evaluate the important qualities of your personality, opportunities and health status necessary

in a particular field of activity, and, finally, determine the demand for professions in your profession. [2]

Interest in professions among younger students is just beginning to take shape. Socially useful work, in which young students participate, has a decisive influence on the formation of their interests. Young students experience great satisfaction when they see and feel that their work is needed by people.

The age and psychological characteristics of younger students make it possible to perform certain tasks from the 1st grade to expand their ideas about work, familiarize them with the most sought-after professions in industry, agriculture and the service sector.

Goals and objectives of career guidance

- The goals and objectives of vocational guidance work in the 1st grade are the formation of basic skills and abilities of general labor for the benefit of a person, work culture, expanding people's knowledge about production activities and technology, and cultivating respect for work. People understand the importance of work in human life.

- Goals and objectives of professional activity in the 2nd grade: to continue to acquaint students with the work of the people around them, to deepen their understanding of various professions. Second-grade students learn to build relationships in work teams, master various skills and abilities of labor activity.

- Goals and objectives of vocational guidance work in grade 3: to continue the formation of general labor knowledge, skills and abilities, to get acquainted with the work of people around them and their professions, organize their own work and organize preliminary labor activities. skill building
- Goals and objectives of career guidance in the 4th grade: to continue the formation of love for work and respect for workers by generalizing and developing the ideas of 1-3 grades about work. It consists in expanding and deepening the understanding of various professions.

CONCLUSIONS.

The urgency of the problem of forming the idea of student youth about the world of work and professions is associated with the insufficient development of the large role of students' ideas about the profession and work in pedagogy. The formation of ideas about the world of work and professions in schools is sometimes carried out insufficiently purposefully and systematically. It is the school that should become a decisive link in the process of professional self-determination of students, effectively influence the purposeful formation of ideas about the world of work and professions.

In elementary school, educational and cognitive activity is the leading one, that is, if it determines the development of the student, it is important to expand his ideas about various professions. It is still difficult for him to understand some elements of professional activity, but in each profession there is an area that can be expressed on the basis of visual images, real life situations, stories and impressions of the employee. Therefore, it is very important to create a wide variety of impressions about the world of professions, so that on the basis of this information the child can more meaningfully analyze the professional sphere and feel confident.

ИСПОЛЬЗОВАННАЯ ЛИТЕРАТУРА

1. Shavkat Mirziyoyev. Milliy taraqqiyot yo'limizni qat'iyat bilan davom ettirib yangi bosqichga ko'taramiz. Toshkent-"O'zbekiston"-2017.145 bet
2. Антоненко, А.А. Подпрограмма «Самосознание и самоопределение школьников» [Текст] / А.А. Антоненко, С.Н. Лавринова, Н.Г. Гайнутдинова // Начальная школа - 1996. - № 4. - С. 48-59.
3. Tolipov O'.Q., Sharipov Sh.S., Xolmatov P.Q. Darsdan tashqari mashg'ulotlar jarayonida o'quvchilarni kasb-hunarga yo'llash texnologiyasi. -Toshkent: O'zPFITI. 2004. 32 b.
4. Muslimov N.A., Mullaxmetov R.G. Kasb tanlashga yo'lash. O'quv qo'llanma.- Toshkent: O'zROO'MTV, 2007, 234 bet.
5. Xusanova F. Boshlang'ich sinf o'quvchilariga to'garaklarda kombinotorika elementlarini o'rgatish yo'llari. Мирзо улуғбек номидаги ўзбекистон миллий университети илмий журнали. 2022 у. 1/12/1. Т. 165-168
6. Boshlang'ich sinf o'quvchilarini to'garak mashg'ulotlari jarayonida kasbiy yo'naltirish muammolari yechimi. *Scientific Bulletin of NamSU-Научный вестник НамГУ-НамДУ ilmiy axborotnomasi-2022-yil_9-son, 577 bet.*
7. Boshlang'ich ta'limda sinfdan tashqari mashg'ulotlarda kasbga yo'naltirish Xusanova F.Z. *Scientific Bulletin of NamSU-Научный вестник НамГУ-НамДУ ilmiy axborotnomasi-2022-yil_12-son,*
6. Решение задач профессиональной ориентации учащихся начальных классов при клубном обучении. Научный вестник НамГУ-Научный вестник НамГУ-НамДУ научный бюллетень-2022-йил_9-выпуск, 577 страниц.
7. Профориентация во внеурочной деятельности в начальных классах Хусанова Ф.З. Научный вестник НамГУ-Научный вестник Научный вестник НамГУ-НамДУ-2022_yil_12,