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ISSUES OF IMPROVING THE PEDAGOGICAL OPPORTUNITIES OF VOCATIONAL TRAINING OF STUDENTS IN GENERAL EDUCATION SCHOOLS

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ABSTRACT

On August 7, 2020, the decision of the Republic of Uzbekistan No. 446 "On the approval of normative legal documents regulating the system of continuous primary, secondary and secondary special professional education in the Republic of Uzbekistan" was adopted by our state on vocational training of young people and their proper orientation. In accordance with it, the tasks of organizing career guidance activities in general education schools in cooperation with the regional departments of the Ministry of Public Education of the Republic of Uzbekistan, improving the system and content of vocational training based on the needs of society based on the achievements of science, culture and modern innovative technology have been defined. Therefore, conducting vocational training of students in general education schools, researching its scientific and pedagogical foundations are among the urgent pedagogical problems.

KEYWORDS

The achievements of science, culture and modern innovative technology have been defined.

INTRODUCTION

According to the scientific sources, "Profession is defined as a type of human labor activity, which, as a

result of special training and work experience, acquires a complex of theoretical knowledge, practical skills and

qualifications, provides with physical capabilities, mental abilities and legal rights to perform professional activities in a certain field." [1]. There are two sides of personality formation in professional education, it is appropriate to take into account the inner side of a person depending on individual characteristics and the outer side determined by historical conditions and goals. In order to prepare young people for professional work and ensure their readiness and ability to compete in the labor market, it is necessary to pay more attention to its social and legal aspects. In the process of personality formation and development, the organization of the educational process and educational production activities, taking into account the individual's requirements, abilities, mental and physical capabilities, as well as the influence of social and socio-ethnic factors, is considered one of the most urgent issues today.

During the analysis of scientific research on vocational pedagogy, we found out that a number of problems have been studied by scientists in the issue of guiding students to the profession. For example, the scientist D.N.Arzikulov studied the basics of studying the personal and professional maturity of the owner of the profession. In his scientific research, in the process of career guidance, parents should be able to correctly assess their child's interest, ability, and desire, and it necessary to have a constant exchange of ideas with his child about the profession they choose or want to choose. [2].

Conclusions were given that it is appropriate to conduct explanatory work within the framework of the content, purpose and tasks of pedagogues and psychologists working in educational institutions, and to approach students to the profession based on the following two stages: 1) The need to approach based

on theoretical knowledge; 2) Possibilities of approach based on practical activities.

The research scientist R.Z.Asamova shows that the motives of students are important in choosing a profession, and the combination of motivations for choosing a profession and learning motives; the uniqueness of the dynamics of professional motives (in terms of sociality, individuality); characteristics of the formation of professional motives (motivations) at a young age; interrelationship factors between theory and practice in the process of professional (specialty) development; psychologically analyzed the ethnopsychological aspects of the processes, such as the efficiency level of the set of methodologies. [3].

According to the manual for practicing psychologists called "Professional Orientation Advice" developed by R.I.Sunnatova, U.Parpiev, "the purpose of vocational counseling is to guide students to choose work activities that match their interests, inclinations, and capabilities on the one hand, and which are necessary for the economy of the republic on the other hand. According to the authors, it can be understood that it is not just attracting students to the next type of education, but they believe that it is necessary to study their interests, inclinations, and professional suitability in depth. Therefore, science confirms that it is effective to carry out career guidance work together with students of general education schools.

In the scientific research work of U.S.Jumaev, opinions were expressed about the social psychological features of the formation of the attitude system to the choice of profession in teenagers, the processes of orientation to the profession based on professional abilities, inclinations, and psychological factors. [4].

K.B.Kadirov's research is focused on the psychological aspects of readiness to choose a profession and

professional diagnostic processes, in which he studied the professional direction as a complex set of internal capabilities and socially acquired values, and the dynamic aspects of choosing a profession as the main criterion of professional self-awareness and researched on the basis of their professional standards. [5].

In the research work of D.N.Arzikulov, in the process of orientation to the profession, an opinion was expressed that it is necessary to show the main directions of studying the personal and professional development of the owner of the profession, to determine the main aspects of professional self-determination.

In these approaches, all of the psychologists talk about the general views and didactic foundations of career guidance, but they do not comment on the following main directions of career guidance aimed at finding a practical solution:

- Creation of a professional information system that expresses the readiness of students to choose a profession in its professional standards;
- taking into account their mental capabilities and abilities, along with their professional interests, in guiding students to the profession;
- means and ways of sending students to the profession based on the combination of labor education and vocational education;
- Possibilities of events in general secondary education schools and vocational colleges in guiding students to the profession.

Scientific research works on the problem were also carried out by scientists A.D.Sazonov, A.V.Petrovsky, M.G.Yarashevskiy, A.P. Seyteshev, V.D.Simonenko, V.A.Rijov, E.N.Proshchitskan, E.A.Klimov, K.K. Platonov, G.G. Golubev, K.M.Gurevich, L.Priluk,

M.Yu.Rybakov, M.P.Starostin, M.V.Yarema, N.S.Pryajnikov, S.V.Grigoryants, S.Ya.Batishev, S.N.Chistyakova, N.N.Zakharov, Yu.A.Konarjevskiy.

In particular, N.S.Pryajnikov discussed the development of the criteria for determining the effectiveness of career guidance, the fact that the problems of career choice do not arise without psychological reasons, the advancement of the social economy, and the development and growth of large-scale industry. At the same time, he puts forward the idea that "the emergence of vocational orientation due to historical, cultural and socio-economic reasons, as well as a complex issue related to human living conditions, defining the problem of free choice, the level of development of vocational orientation in society is one of the clear indicators of free choice for the majority of members of this society." [6].

According to A.V.Petrovskiy and M.G.Yarashevskiy, "Ability is an individual psychological characteristic of a person, it is the result of a person's performance in one or another field, on the basis of which it reflects an orientation to a certain activity". By the mentioned opinion it is possible to understand that there is a professional interest and inclination in connection with their chosen professions based on their abilities.

Yu.A.Konarjevskiy said that the heads of schools, gymnasiums, and colleges cannot cover all aspects of the process of education and training. Because of this, the only way to prevent the difficulties that arise is for pedagogues and psychologists to analyze the work in the educational institution. According to E.A. Klimov, both students and parents have partial knowledge about the types of professions and their world, therefore, they should be introduced to the variety of professions orally and through the press and mass media. The above ideas are only one aspect of promoting career guidance. In our opinion, when it

comes to the factors of career guidance of students, first of all, it is important that the student is interested in a profession based on his abilities, that is, he has a high level of motivation.

K.M.Gurevich divides professions into three types in order to determine the requirements for a person:

1. Occupations that can achieve the general efficiency of any healthy human activity;
2. Professions where every person cannot achieve a certain level of efficiency;
3. Professions that require a person to achieve a high level of skill in this field.

All professions reflect the level of personal aspirations based on the assessment of one's abilities and opportunities, moreover, the choice of professions, awareness of professional continuity, requires high activity from the subject. In order to understand the professional continuity, the following are necessary:

4. comparative assessment of his qualities when choosing a profession;
5. study the world of professions, form a comparative vision of professions;
6. Identifying, that is, forming an important factor for himself or herself when choosing a profession.

If we analyze the mentioned points, when choosing a profession from the world of professions, the student must choose it based on the requirements of this profession and on the basis of professional suitability. According to V.A.Polyakov and S.N.Chistyakova, "Educational concept of career orientation should be included in the activities of each student, based on the personnel needs of a certain region, city, district, aimed at choosing a profession." However, it should be noted

that in guiding students to a profession, they should be guided to a profession based on their professional abilities, inclinations, and interests. Because in this case, the student's professional desire may be affected by the professional needs of personnel outside this area.

A.P.Seyteshev "Professional interest is an action that determines the orientation of a person to a specific professional activity under different conditions, and serves as a means of gaining an emotional, practical, educational attitude." At this point, let's pay attention to the general qualities of the levels of interest in a person's career orientation:

- 1) burden of professional interest; 2) temporary interest; 3) episodic interest; 4) persistent interest.

The burden of professional interest means that the student has not yet decided on the choice of profession. Temporary, episodic distractions appear to be positive in several occupations. Sustained interests are characterized by a deep penetration into the field of interest. Such interests can turn into addictions over time.

The presence of professional interest and inclination creates the ground for students to be actively connected with the world of professions. An opinion was expressed about the need to show students the directions, identify the main aspects of professional self-determination.

CONCLUSION

In conclusion, it should be noted that the methodological and informational provision of general education schools in career guidance should be developed, studies on digitization and automation of the career guidance system should be carried out to determine interest in professions taking into account



the technical and technological age of the 21st century. It is necessary to create training methods for the types of professions emphasized in general education schools today. It is necessary to develop proposals and recommendations for professional guidance of masters, pedagogues, practicing psychologists.

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