

## METHODICAL PROVISION OF VOCATIONAL GUIDANCE OF STUDENTS IN SECONDARY SCHOOLS

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### ABSTRACT

The goal of vocational guidance is to prepare the growing younger generation to consciously choose a career. By directing them to the profession, it is necessary to decide on the profession that students want to pursue, to be viewed as a scientific and practical system that provides a solid basis for their free and independent choice of profession. When directing the personality of each student to the profession through this system, it is necessary to take into account individual characteristics as well as the need to provide full-fledged labor resources from the point of view of the interests of the national economy.

**Keywords:** vocational guidance, secondary school, methods, innovation, technological education. Today the scientific and practical system of vocational orientation of students in general secondary schools is not sufficiently developed, the scientific pedagogical foundations are not created at the required level. In addition, such problems as rapid innovations on the basis of current requirements, modern technological educational manuals, lesson developments, the scarcity of visual tools, the establishment of the criteria and norm for choosing a profession, the lack of quick communication on choosing a profession are some of the most relevant problems. It is known that the prosperity, social, political, economic stability of any society depends on the high level of development of the mental and moral potential of its citizens. In the spiritual renewal of our society, the national issue of Personnel Training plays an important role as a priority criterion in the formation of a socially oriented market economy, 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 involves the choice of the future profession, that is, the period until the arrival of a specific professional decision. The level of training of students for the choice of a profession, which does not depend solely on age characteristics, does not form on its own by a certain age. The choice of profession of students should be prepared and brought up through pedagogical-psychological knowledge, skills, qualifications, as well as the influence of society. In this process, a person is required to have knowledge of the profession. Therefore, it is necessary to develop students knowledge, practical skills and qualifications of professions. For this, it is advisable to provide manuals, handouts for professions. Only then will we have the opportunity to consciously send students-young people to the profession, avoiding various difficulties, conflicts, obstacles that arise in the process of choosing a profession.

As you know, love for labor and professions is formed in the composition of beliefs, all educational disciplines. Therefore, special attention to interdisciplinary engagement is required in technological education classes. It is important pedagogical importance to harmonize the activities of a technology teacher regarding the socialization of students through vocational

guidance with the work of teachers and class leaders of various educational disciplines in this area. For this:

- make the most of the opportunities of various academic disciplines, science circles and extracurricular and extracurricular activities;
- achieving socialization by directing students to the profession with the help of technological knowledge, universal knowledge and professional skills;
- ensuring that students complete training assignments with a high level of social relevance directed at a particular goal;
- to achieve the formation of students' interests on the basis of a differentiated approach to various areas of Labor and profession, which are significant for the life of society;
- to establish the cooperation of school teachers, firms, manufacturing enterprises, creative teams, professional colleges and diagnostic centers in order to direct students to a worthy profession. Because of such cooperation, it is possible to carry out the promotion of professions with a high level of social significance among students.

A technology teacher, a school practicing psychologist must carry out the following in the process of their professional activities:

- to introduce students to the types of professions necessary for the life and development of society;
- providing information on democratic features of professions;
- to organize tips of a pedagogical-psychological nature for guiding students to the profession;
- formation of stable interests in students in certain professions, taking into account their personal qualities;
- to acquaint students with famous personalities who gained fame as a result of their professional activities and their contributions to the development of society and humanity;
- to educate students about the role of professions in the development of economic, social, spiritual aspects of society;
- conduct conversations with parents of students on the orientation of their children to a worthy profession;
- informing students of the negative consequences of choosing the wrong profession;
- create favorable conditions for students to form and test initial universal and professional skills;
- in order to guide students to the right profession, to study their personality, type of Labor and interests in professions;
- Organization of exhibitions, conferences, meetings at the school, telling about specific professions, their socio-economic significance in order to ensure the effectiveness of the process of sending students to the profession;
- conducting a regular pedagogical-psychological diagnosis in order to determine the personal-professional interests of students, etc.k. The measures cited indicate the need to improve the methodological support for the orientation of students to the profession.

Variational methods were developed on the problem posed as part of the research work. Below is a description of these methods and didactic recommendations for implementation.

### 1. My Dreams method

Motivation is an important driving force for a person to carry out some activity at a positive and satisfactory level. When directing students to a career, it is important to determine which professions self-motivate students ("intrinsic", internal). In this case, the source of the student's motivation for the profession in question assumes the development of his interests and abilities without any "censorship".

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

Training goal: to find new sources of motivation in students to choose a profession.

Description of the method: the teacher asks students to visualize the experience of performing activities in 2 or 3 professions that they want to do willingly and write them down. As an example, like "as a road patrol officer, I control cars." Readers will be able to imagine endlessly, to write Hatto "utopian" ideas as well. In this case, certain circumstances and opportunities for professional activities 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 the experience of activity in this profession?
2. What do you think can be learned from this experience?
3. Have you ever tried an experience similar to this one before?
4. What is the most important aspect in this experience?
5. How would you classify the experience of the professional activity you want? (occupation or hobby (interest); material and ideal; social and isolation, amateur-based or traditional; real or non-realistic, etc.)
6. What difficulties can there be?
7. What professional development opportunities does this experience provide?
8. What images are formed when you think about the implementation of experience in this professional activity?
9. What abilities or interests do you consider yourself worthy of this professional activity?
10. What do you consider necessary for you to pursue this profession? And other questions.

After completing the interview, students compare commonalities and differences in the professions they want. Each reader forms a short summary. In this conclusion, it is expressed what norms, characteristics are learned in relation to the profession.

Necessary materials for preparation: paper, pen

Didactic instruction: this method is recommended to be carried out during the period when the confidence of students in the class in relation to each other is formed. It is not recommended to use this method if the students of the class met each other a short time ago. Also, the results in certain groups can be discussed in the classroom, the results of which can be presented.

Target group: Students in grades 10-11 of secondary schools.

Duration: 3 hours.

### 2. Method "Smart but unsuccessful"

According to Weiner's attribution theory, failure and success tend to have stable or unstable properties alongside external environmental factors or internal personal factors. This can of

course be due to radically changing factors. The combination of these two dimensions creates a four-field scheme (see Table 1).

Table 1. Factors of learning success and failure according to Veiner's theory

	<i>Internal</i>		<i>External</i>	
	Stable	Unstable	Stable	Unstable stable
<i>impossible to control</i>	talent	ability to concentrate	complexity of the task	luck or chance
<i>can be controlled</i>	knowledge	aspiration (activity)	permanent resources (help of a comrade)	temporary resources (Alien Assistance)

According to Veiner's attribution theory, success and failure will depend on factors depending on the individual's external environment or internal personal factors, as well as fundamentally changing (stable and unstable) factors. At the expense of the two factors presented, the above scheme with an area of 4 arises.

While attributing success to one's own ability leads to increased self-esteem, attributing failure to one's ability leads to a decrease in self-esteem. A person loses an opportunity if he blames external reasons for failure. If he finds it associated with internal reasons, the action will be successfully implemented next time.

Type of training: individual work, teamwork.

Training goal. There are two purposes of training:

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

Description of the method: the teacher asks students to write down failures belonging to a profession on a sheet of paper. Students write down the reasons that cause this condition. In this case, the person and the state must be distinguished and indicated.

The following questions will help in this case:

1. What would I have changed and what would not?
2. Why am I to blame for failure and why am I not to blame?

After that, the teacher presents the Weinert model. Students will be able to reflexive, analyze the reasons they write about their failure, explain the reasons for the failure according to the table presented, and predict activity, behavior.

Preparation, necessary materials: paper, pen.

Didactic recommendations: the task of the method is to determine the reasons for the failure of professional activities for students and ensure that they have systematic knowledge of this. In doing so, students study factors that can and cannot be changed. Failure should not be denied, but rather it will be considered as a positive development potential.

Target group: 11th graders

Duration: 2 hours

### 3. Method “Content of a photo”

The method “content of photography” was originally developed for self-awareness training in psychological trainings. Self-awareness is an assessment of one's own appearance, facial expressions, feelings, charisma. The assesses in the photo create conditions for thinking and reacting. The method is used in getting to know oneself or others better. The purpose of applying a photo is that it acts as an intermediary and, on the one hand, forms thoughts through the image, while on the other hand it creates a circle that develops in the form of ideas. The photo evokes imagination and gives a variety of fantasies.

Type of training: work in small groups.

Purpose of training: exchange of ideas about working conditions for professional activities. Photos will help in this in the formation of thoughts or early ideas.

Description of the method: the teacher puts a number of photos of people of different professions on the table. Readers will look at the photos that have been posted and select one or two. They are looking for answers to the following questions:

1. What working conditions do I like?
2. What working conditions do not please me?

Students are divided into subgroups (consisting of 5-6 students). Each student describes their chosen photo in a group with their answer on the questions presented. Other readers can ask questions or express their opinion on Labor shaarts regarding the working conditions depicted in the photo.

When applying the method, photojamulation can be applied as follows:



This method encourages students to form and articulate individual and collective thoughts, ideas. And the fact that it is organized in a small group helps each student to realize that his thoughts and ideas about the photo are subjective in nature and to perceive the opinions expressed by others on this.

Preparation / necessary materials: a summary of photos.

Target group: 10th grade students of secondary schools.

Duration: 2 hours.

Professional orientation of students assumes the assimilation of elements of the first professional culture. In professional culture, a spiritual basis is always embodied that forms it, and it is a symbolic expression of ideas, knowledge, human goals. Without ideas, without knowledge, without goals, professional culture is also not formed. The product of spiritual culture, on the other hand, finds expression only in the material form, materializes in this way and moves to social, professional activities. Clarifying the essence of the culture of the profession, it can be said that any external expression of the culture of the profession indicates the degree of development or maturation of a person.

In order to choose a profession, it is necessary that the student has the skills to be able to assess his capabilities, that is, to have an education in professions suitable for his interest, to be aware of the possibilities, future of these professions from information and news. In this, the above methods are of great importance didactically.

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