

Vocational Guidance in General Secondary Schools

Ergashev Sharibboy To'lanovich

Rector of Namangan Engineering Construction Institute
Republic of Uzbekistan, Namanagan city, 12 Islam Karimov street.
E-mail: nammqi_info@edu.uz Phone: +998 (69) 234-15-23

Annotation: In this article, taking into account the age and psychophysiological characteristics of students of general secondary education, it is necessary to inculcate in them the universal values and high spirituality, to educate them in the spirit of patriotism and humanity, to organize spiritual and educational work in general secondary schools. - Development of proposals and recommendations for vocational guidance.

Purpose - Reinforcing of scientific proposals and practical recommendations for vocational guidance in general secondary schools.

Design/methodology/approach - Problems as a methodology of research and literature review; methods of pedagogical observation, conversations, pedagogical-experimental works, expert evaluation.

Originality/value - The appropriateness of the approaches and methods used in the study is determined by the fact that they are based on the analysis of other officially published practical data and the relevant conclusion is that the proposals have been put into practice by the relevant organizations.

Keywords: elementary school, content analysis, strategic and tactical decisions, creative competence, innovative technologies, science integration, educational effectiveness.

Introduction

Today, one of the most important issues in the world is to increase the level of knowledge of primary school students on the basis of a competent approach to education, the creation of modern methodological support of the creative educational process through the development of creative competence of teachers, the development of science-oriented creative skills. being investigated. In this regard, it is important to further improve the pedagogical mechanisms for the development of creative abilities in primary school students on the basis of advanced foreign internationalization and modernization, the widespread application of methods and technologies in competencies.

In accordance with the laws of the Republic of Uzbekistan, to ensure continuity and consistency of teaching general education, to create a modern methodology, to improve the state educational standards of general secondary and secondary special, vocational education on the basis of a competent approach, to develop a new generation of teaching aids; Provision is an important issue for every state. This, in turn, depends on the degree to which the work of vocational guidance of students is organized.

The Presidential Decree "On measures to develop education and science in Uzbekistan in the new period of development" has been issued, which also provides for the introduction of a "career guidance system." Within the framework of the system, once a month for 7th grade students to conduct special courses on "Journey to the world of professions", for 8th grade students at least once a quarter to conduct seminars and trainings on "My future profession" and to direct students to future careers. Based on the results of the psychological-pedagogical

diagnostic methodology conducted on the professional orientation of 9th grade students, was tasked to conduct career guidance work among students who may be educated in vocational schools in the future in specific working professions.

In order to determine the interests and abilities of schools from the 7th grade, the Republican Center for Pedagogical Orientation and Pedagogical Psychology under the Ministry of Public Education has created a single online platform "Profession my future" - profnavigator.uz, which conducts and reports on modern psychodiagnostic methods. Based on this platform, it allows students from 7th grade to identify their interests and abilities.

Literature Review

VS Bezrukova [4], M.N.Berulava [5], V.N.Maksimova [6], V.I.Baydenko [7], T.I.Bondarenko [8] from the CIS scientists presented the methodological bases of integration between sciences. T.B.Kropocheva [9], A.Gabidulina [10] and others; general theoretical problems of interdisciplinary relations and their organization V.E.Medvedev [11], V.N.Fyodorova [12], N.A.Plugina [13], A.O.Syromyasov [14], V.N. Fyodorova [15] and others have proposed to consider research as a tool to increase the effectiveness of knowledge acquisition on the basis of interpersonal relationships and as a condition for the development of cognitive activity, different approaches to defining directions of modernization of the education system A.P.Tryapitsyna [16], Yu.S. Tyunikov [17], MV Noskov [18] and others studied and were engaged in the implementation of interdisciplinary integration in the educational environment.

Analysis and results

Psychological and pedagogical features of vocational guidance in general secondary schools provide for the implementation of the following main tasks:

- Ensuring that the curriculum, manuals and the educational process are fully professional, with the full participation of the teaching staff, parents, specialists of relevant organizations and institutions;
- Ensuring the continuity and continuity of career guidance at each stage of continuing education;
- to form in students an approach to conscious and independent career choice based on their interests, health and individuality of each student;
- Involve students in technical and artistic creativity outside of school hours, increase its role in choosing a profession;
- Carrying out professional enlightenment and professional advocacy work, taking into account the demographic characteristics of the state and the region, the specific need for staff, the prospects of the district (city) economy;
- organization of individual professional counseling in order to fully disclose the personal interests, abilities and aptitudes of students.

Our analysis of the implementation of these tasks, as well as the dynamics of the study of professional preferences from primary school to graduate classes, showed that, of course, work is being done, but their effectiveness is not high enough.

President of Uzbekistan Shavkat Mirziyoyev chaired a video conference on July 14, 2020 on increasing the employment of youth and women, providing them with a source of income. From the next academic year, school principals and teachers will be paid an increased salary depending on the level of students' access to higher education, occupation and employment. To do

this, starting from the 7th grade, students' interests in the profession are determined. Students in grades 8-9 acquire knowledge and skills that will form the basis for promising professions such as programmer, designer, translator. From the 10th grade, training in high-demand professions such as robotics and programming will be introduced.

Indeed, vocational guidance should begin in the primary grades and in the teaching of general education subjects. Junior school age - This covers the period from six to seven years of age when a child is admitted to school and 10 to 11 years of age. At this time, the child combines the lines of pre-school childhood and school learning. In his mind, his pre-school childhood and early school youth live together in a very complex and mutually contradictory manner. It manifests itself on the one hand as a more playful preschooler, and on the other hand as a person joining the "adult" life.(K.M. Gurevich, 1986; Tokareva N., 1987).

At this stage there can be no question of any redirection. It is possible to think about the part of career guidance, such as vocational education or professional information, which is based on the provision of career information with professional information - a simple knowledge of professions and ideas about people belonging to a particular group of professions.

Subjects have great potential in the formation of knowledge and perceptions of different professions. Based on the method of content analysis, we studied all subjects taught in Russian in the primary grades of modern secondary schools of the Republic of Uzbekistan.

The results of Grade 1 content analysis are characterized as follows.

Textbook "Bukvar". In the textbook Bukvar [3], page 5 shows a picture of a teacher teaching in the classroom; On page 33, two pilots and a carpenter are mentioned, where "Dad is sawing. He is a carpenter. " On page 34, "Alik's father is a pilot. Nina's father is a tanker. On page 36, the professions of sanitary and sanitary women are mentioned, and on page 37, the professions of tanker and taxi driver are mentioned, and "Rano's father is a taxi driver. Vova's father is a tanker. " The text is given. On page 42 it is written about the builders: "Timur's father and mother are builders. His mother builds a house. His father will build a subway. " Page 43 lists the professions of diver, pilot, carpenter, and gardener. "Dima's father is a pilot. He will fly to Samarkand. " The text is given. On page 49 there is a picture of a clown and "The clown has a drum". given the text, the firefighter is remembered on page 64. On page 70 is a poem by the painters. On page 73 there is a text about cotton: "There is a cotton field at the back of our school. Autumn has come, the cocoons have opened, the fields have turned white. The cars are open from morning till night. A car passes between the rows - and the fluffy cotton disappears. " On page 74 the professions of cotton grower, painter, and shepherd are listed; The list of cotton products includes: cotton fiber, oil, cloth, soap, film. Page 75 contains a number of professional stories: "Farmers work all year round. The grain needs to be harvested quickly and without losses. Many machines come out to the field: tractors, harvesters, combines. They are repaired in the winter. In the spring plowing and planting is carried out. In the summer, the crops are taken care of. " During the story of the grain on page 76, "Who grew the grain? (agronomist, tractor driver, combine harvester. The grain growers worked well). On page 79 there is a poem "Julia wants to be a doctor ...". On page 80 there is a poem about a magician and on page 81 there is a poem by V. Berestova about him. On pages 82, 84, 85 it is written about the professions of blacksmith, poet, equilibrist. In the story on page 87, "Chortan tried to catch a fish and made the water muddy. At this point the fishermen threw the net. Chortan did not see the net in the muddy water and the fishermen caught it. "

"Mathematics" subject. On pages 122 and 127 of the textbook (Akhmedov, 2003) there is

a question about the profession of a painter.

On the subject of "Russian language". In the textbook (Tokhtakhodjaeva, Russian language.) The first ideas about professions are given in 56 exercises on 49 pages, then the driver's profession is given on 53 pages (68 exercises) - carpentry. On page 59 there is a poem by S. Mikhalkov about a watchmaker. On page 114 is a poem by O. Driz about a blacksmith, a weaver, a doctor. In Exercise 201 on page 131, the violinist is written, in Exercises 239 and 278 on pages 146 and 163 - the teacher, in the dictionary (page 169) the artist is mentioned.

On the subject of "The world around us." In the textbook (Shrishoryants, 2004) on page 5 there is a picture of a dentist talking to children in the dentist's office. On page 154 is a picture depicting students congratulating a teacher on Teacher's and Coaches' Day. Page 22 shows a picture of a police officer repeating traffic light signals. The picture on page 24 shows an ambulance doctor giving first aid to injured children. On page 24, "What are these machines doing?" Excavator, crane, dump truck, bulldozer, combine are listed by question.

In the picture on page 55, the children are engaged in agricultural work: planting seedlings, melons, irrigating crops, harvesting. There is no information on the professionals involved in this work. But through these two pictures, the children were able to briefly get acquainted with the professions of excavator, crane driver, driver, bulldozer driver, combine harvester and gardener, gardener, florist, waterman.

On the subject of "ABC of Ethics". The textbook (Kostetsky V.) on page 38 lists the profession of a teacher, on page 54 - sanitary, on page 59 - the profession of doctor. Through the exercise on page 79, the children are given the task of telling their parents about their professions, and the poem on page 86+ again mentions the teaching profession.

On the subject of "Fine Arts". On pages 3, 35, 75, 78 of the textbook (Khasanov R.) the professions of painter, sculptor, pilot, teacher are mentioned.

According to the manual for extracurricular reading "Together with the sun". The book (Tokhtakhodjaeva. Together with the sun) on page 85 tells the story of an artist who depicts the forest.

Thus, through text and pictures, children get acquainted with 38 professions such as agronomist, bulldozer, military, doctor, painter, shepherd, weaver, carpenter,

Grade 1 students are taught the meaning of text and visual materials related to occupations in school textbooks in the teaching of subjects, as well as occupations that children know.

At the end of the school year, first graders asked, "Who do you want to be when you grow up?" A survey was conducted on the topic. A total of 87 first-graders took part in the survey, of which 38 were girls and 49 were boys. Nearly 53 percent of girls wanted to become a doctor, 18 percent expressed a desire to work with children (teacher, educator), and 11 percent expressed an desire to become an artist. The remaining 18 percent expressed a desire to become a designer, translator, artist, professional athlete.

There are no such distinctions in boys, although 28 per cent have confused occupations with positions, indicating that they want to be president, minister, politician and director. Twenty percent said boys would be professional athletes, 8 percent would be teachers, police and firefighters, and 6 percent would be astronauts and pilots.

The remaining 26 percent of boys chose a wide range of professions, such as taxman, officer, barber, director, carpenter, builder, magician, painter, and search service worker.

A total of 33 occupations and positions were selected by first graders, of which 24 were chosen by boys and 11 by girls. The professions of 3 teachers, athletes and artists were chosen by

both boys and girls. Of the 33 professions, 10 were described in the learning process, and these professions were chosen by 41 students, or one out of every two, showing a certain degree of influence of the learning process on the formation of career choice in children.

Social choice in first graders is high. Sixty students, or 70 percent, chose careers that required higher education.

When students were asked about common occupations they knew after the survey, it was found that they were familiar with 88 occupations and positions. On average, boys and girls listed 11 similar occupations and positions.

The 2nd grade textbooks were also analyzed. It was found that 46 astronomers, helicopter pilots, doctors, geologists, zoologists, engineers, sailors, border guards, firefighters, carpenters, surgeons, cotton growers, surgeons, electricians, drivers were mentioned.

In the process of teaching subjects (in the 2nd grade), professions that were given concepts in school textbooks were distinguished on the basis of content analysis. Students' knowledge of professions and positions, which were not mentioned in textbooks, but were acquired from the words of adults or as a result of observing the activities of various professionals, were also identified.

At the end of the school year, 119 students (59 girls and 60 boys) took part in a survey among second graders. Nearly 50 percent of girls want to be doctors and teachers, while boys have fewer distinctions, with 25 percent saying they want to be a doctor and 10 percent saying they want to be a football player. A total of 45 professions and positions were selected. 36 professions were chosen by boys and 20 professions by girls. Both boys and girls have chosen the professions of actor, accountant, doctor, engineer, singer-songwriter, secretary-referent, athlete, dentist, sports coach and scientist.

Second graders have as high levels of social choice as first graders. In total, 86 students, or 75 percent of the participants, chose careers that required higher education. When students were asked about the total occupations they were familiar with after the survey was completed, they indicated that they were familiar with a total of 157 occupations and positions.

The 3rd grade textbooks cover 76 professions such as agronomist, archeologist, blacksmith, salesman, manager, turner, baker, surgeon, programmer, poet, tractor driver.

At the end of the 2005-2006 school year, "Who do you want to be when you grow up?" 56 third-graders (31 girls and 25 boys) participated in the survey. According to the survey, a total of 25 professions were selected, of which 18 were chosen by boys and 12 by girls. The professions of banker, doctor, designer, musician, dentist were chosen by both girls and boys. Information was provided on the 12 professions chosen by 25 students during the learning process. The children chose ministers and directors from a variety of professions, mixing professions and positions. Grade 3 students also have high levels of social choice, with 45 students, or 80%, choosing careers that require higher education. When students were asked to list familiar occupations after the survey, they listed 130 occupations and positions. Girls and boys count 16 professions together.

The 4th grade textbooks provide information on about 90 professions such as pharmacist, architect, librarian, milkman, playwright, crane operator, postman, mathematician, psychologist, gardener, miner.

It was found that students' knowledge of the world of professions grew from class to class and that 4th graders were familiar with about 258 professions and positions.

If students chose 33 professions, specialties and positions in 1st grade, by the end of 4th

grade their knowledge of the world of professions has increased several times to 258. The confusion of professions and positions among students has decreased. 70% of the 73 respondents chose a profession that requires higher education (Ergashev, Korotina, 2007).

A serious approach to the results obtained is required. Cases of early awakening of professional interests in children are known in advance. The first perceptions of work activities and professions are formed through children's games, the information embedded in the child's heart during childhood does not go unnoticed, but further develops, strengthens, influences their choice of future life path. More than half of the entrants of pedagogical higher educational institutions (Vavilov, p. 35) reported that the interest in the teaching profession was formed in the preschool period or in the primary grades.

Conclusion/Recommendations

Taking the analysis which were listed above into account, the following preliminary conclusions can be drawn: textbooks usually give examples of professions and positions that have been "known" for 30-50 years, and emerging professions are mentioned by children themselves. The importance of textbooks in career guidance is large but limited. In each case, the organization of vocational guidance work in high demand in the region requires the development of special methodological guidelines.

References

1. Gurevich K.M. Psychological diagnostics, its role in school career guidance. // Professional orientation of schoolchildren. Yaroslavl, 1986 .-- p. 7-9. - (Theses of the All-Union Scientific and Practical Conference).
2. Ergashev Sh.T., Korotina V.G. Career guidance in primary school. "Maktab va hayot" magazine, No. 5, 2006, p. 29-30.
3. M.Kh. Tokhtakhodzhaeva, V.A. Belova, N.M. Weitsman. Primer. Textbook of the 1st grade of schools of general secondary education with the Russian language of instruction. Tashkent. Uzbekistan. 2020 year.
4. Bezrukova, VS Integration processes in pedagogical theory and practice [Text] / VS Bezrukova. - Yekaterinburg, 1994 .-- 152 p.
5. Berulava, MN Integration of the content of education [Text] / MN Berulava. - M .: Pedagogika, 1993 .-- 172 p.
6. Maksimova, VN Interdisciplinary communications in the educational process of modern schools [Text]: textbook. manual for stud. ped. in-tov / V. N. Maksimova. - M .: Education, 1987 .-- 160 p.
7. Baidenko, V.I. New approaches to the development of educational standards in the field of primary and secondary vocational education // University Management. 2000. No. 1 (12). S. 19-22.
8. Bondarenko, TI Methodological features of teaching algebra in basic school in the conditions of a personality-oriented approach [Text]: dis. ... Cand. ped. Sciences / T. And Bondarenko. - M, 2000 .-- 208 p.
9. Kropocheva T.B. The system of preparing the future teacher to activate the educational process in primary school [Text]: author. dis. ... Cand. ped. Sciences: 13.00.08 / T.B. Kropocheva - Moscow, 2010 .-- 24p.
10. Gabidullina, A. Integrated lesson: X grade [Text] / A. Gabidullina // Public education. - 1990. -

No. 12. - S. 54-56.

11. Medvedev, V, E. Didactic foundations of intersubject connections in the professional training of future teachers (on the example of natural science and technical disciplines) [Text]: dis. ... Dr. ped. Sciences: 13.00.08 / V.E. Medvedev. - M., 2000 .-- 380 p.
12. Interdisciplinary communications of natural mathematical disciplines (collection of articles) [Text]: a guide for teachers / ed. V.N. Fedorova. - M.: Education, 1980 .- 206 p.
13. Plugin, N. A. Interdisciplinary relations in the development of integrative natural-scientific concepts among university students [Text] / N.A. Plugin // Integration of education. - 2009. - No. 3. - S. 60-65.
14. Syromyasov, A. O. Interdisciplinary connections in teaching mathematics to students of non-mathematical specialties [Text] / A. O. Syromyasov // Integration of education. - 2008. - No. 4. - S. 64-67.
15. Fedorova, V. N. Intersubject communications [Text] / V. N. Fedorova, D. M. Kiryushkin. - M.: Pedagogika, 1989 .-- 273 p.
16. Tryapitsyn, A.P. Modernization of general education: self-education of an innovative school teacher. SPb.: Beresta, 2002.
17. Tyunikov, Yu.S. Bank of Ideas. Modernization of the educational process [Text] / Yu. S. Tyunikov, LA Artemyeva // Specialized secondary education. - 1991. -No. 12. - P.17 - 19; 1992. -No. 1.-S. 16-18; No. 2.-C. 14-16.