

SOME WAYS OF IMPROVEMENT OF VOCATIONAL GUIDANCE IN PEDAGOGICAL PROCESSES

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ABSTRACT

This article provides an overview of the work carried out in pedagogical processes, the provision of professional information and the use of vocational guidance methods for students to choose the right and conscious career.

Keywords: Profession, method, pedagogical process, professional information.

INTRODUCTION, LITERATURE REVIEW, METHODOLOGY

In any society, in addition to the advantages of training qualified personnel to solve educational issues, the interests of full-fledged personal development are also taken into account.

It is important to note that the newly formed person is still not aware of the reality of life. He lives in dreams of the future. Dreams of a teenager about the future sometimes do not even correspond to the reality of life. This is because he does not yet have sufficient knowledge, experience and relevant knowledge about the reality of life.

Successful methods used in vocational guidance of students, while improving the quality of teaching and learning, but will also contribute to the acquisition of cognitive, social and professional skills and abilities of students.

Consequently, cognitive, social and professional activities positively affect the mental and emotional state of students working in a small group or community for the sole purpose of protecting the profession and team dignity, proving, substantiating and supporting ideas to be solved by research.

This is possible and useful only when work on the choice of the profession of youth and serious scientific research are carried out on the basis of extensive sociological and economic studies. Conversely, a common goal cannot be achieved when general feedback is limited by the experience of some organizations or schools.

As you know, choosing a profession is not easy. This is due to several important factors. Unfortunately, young people often do not know the chosen profession and poorly understand its content and significance.

The task of providing some professional information to students on the verge of choosing a profession contributes to the correct and conscious choice of a profession by the younger generation on the verge of choosing a profession. Below we look at some professional data. The basis of any skilled specialist is his competence.

Professional education is a person's ability to organize his professional activities in accordance with existing social standards, legal standards and the level of professional training.

Professional reflection is one of the most important factors determining the behavior and work process of a person during his professional activity. Professional ethics - a system of ethical requirements for the employee, his profession, as well as his profession, society, team and work process. Requirements for professional behavior are tasks that a specialist must perform in the course of work and activity.

Professional competence is the acquisition by a specialist of the knowledge, skills and abilities necessary for the implementation of professional activities, and their ability to apply at a high level.

Professional creativity - expert strength determines mental acumen, (creativity is consistently formed and develops at certain stages) creative orientation, logical thinking, erudition (awareness), rich imagination, creativity and initiative, the ability to fully demonstrate their creativity, the ability to reflect and make new decisions on based on existing experience and knowledge.

Professional design - describes the ability of a specialist to be able to accurately determine the goals, objectives, stages of the professional process, as well as choose the tools necessary to implement the plan, combining desires and desires with their own capabilities.

Professional sensitivity - the correct assessment of the mental state of the team, various spiritual, educational, socio-political, readiness to conduct events, understanding of tension in the community and the ability to choose the most favorable situation in the community.

Another important task of vocational guidance is conducting research on the development of methods and their mass use.

In addition to the methods of studying career counseling testing, questionnaires, interviews, interviews, studies of children's creativity, we recommend the use of the following methods.

RESULTS, DISCUSSION

When mastering the profession, the use of Boomerang technology in teaching students the requirements for human health gives a good effect. This technology is aimed at a deeper and more holistic study of the available sources of professional choice, creative understanding and a free career. This method can be used to study topics of various contents and nature (problematic, controversial, of various contents), including oral and written forms of work, as well as the ability of each participant to perform various tasks during one session, which makes it possible to take turns in the role of a teacher or student .

The Boomerang technology creates the possibility of critical thinking, the formation of logic; develops skills in written and oral presentation of memory, ideas, thoughts, evidence.

Along with education, this method makes it possible to implement a number of educational tasks:

- Skill in working with society;
- Friendliness;
- Good nature;

- Adaptability;
- Respect for the opinions of others;
- Activity;
- Formation of the quality of a leader;
- Creative approach to work;
- Interest in the effectiveness of their activities;
- Objective self-esteem.

This, in turn, will benefit the students' activities after acquiring a profession.

When using the Boomerang technology, the following instructions must be followed:

Open questions - these questions make it possible to continue treatment, conversation. They cannot be answered briefly, equally.

Closed questions - These questions provide correct, open answers like “yes” or “no”.

A cross-sectional survey is a series of short questions that are grouped together, providing you with an excellent opportunity to search for specific information, identify facts, positions of opponents and make specific decisions.

During cross-examination, discussion is not possible. Only questions will be asked at this time. The modeling method (from the French “modele” - “modulus” - measure, norm) is the creation of a model (sample) of a specific object, event, process, system in a vocational orientation that is either small or expanded, what it is, and is standard for a specific area. The result of using the modeling methodology in the career guidance of students in the pedagogical process is the creation of a model that reflects the general content of a particular profession or process of classes or the subject (student teacher). As a model, peculiar text, table, formula, diagram, project, description and others are manifested. The use of modeling methods in the organization of training based on the technological approach is reflected in the development of the educational project. The essence of the model is explained by the use of symbols, descriptive descriptions, specific abstractions of certain words or phrases, and the like.

CONCLUSIONS

The use of various methods of vocational guidance of students in pedagogical processes can facilitate a simple, complete and detailed study of the problem. At the same time, the pedagogical process is technologically determined by the need to train specialists who are fully developed as a result of changes in the social, economic and cultural life of society and who can work directly with modern methods and technologies. directly depends on the socio-moral, hygienic and aesthetic conditions, as well as educational opportunities of students.

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