



THE CONTENT OF VOCATIONAL ORIENTATION OF SECONDARY SCHOOL STUDENTS AND THE INTEGRATION OF DIDACTIC RESOURCES (ON THE EXAMPLE OF TEACHING TECHNOLOGY SCIENCE)

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Annotation: In this article, the content of vocational guidance and integration of didactic resources of secondary school students (on the example of teaching technology).

Keywords: confectionery, national cuisine, barber, tire fitter, furniture maker, carpenter and other professions, "Technology" and "Technology for achieving a professional future" on the example of teaching technology science.

The world attaches great importance to scientific research in the field of pedagogical bases of professional competence of teachers, pedagogical aspects of professional competence, formation of professional competence in innovative education through clusters, pedagogical conditions of formation of professional competence of future teachers, introduction of technologies for teacher professional competence. These studies, conducted in developed countries, serve as a scientific-theoretical and methodological basis for determining the criteria for the development of professional competence of teachers, the social and pedagogical conditions of its formation, as well as the development of pedagogical mechanisms for the formation of professional competence.

The foundation of the Third Renaissance is being laid in our country, education

Reforms are being carried out in the field and the education system is radical training of specialists in this field at a time of modernization the problem of improving the quality is becoming more urgent. In this regard“ This is another important awakening in our country process is underway. Therefore, "New Uzbekistan" and "Third Renaissance "His words resonate and resonate in our lives, our people inspires great goals”,¹it was argued that. New

¹Янги Ўзбекистонни барпо этиш – бу объектив заруратдир / Ўзбекистон Республикаси Президенти Ш.М.Мирзиёевнинг “Янги Ўзбекистон” газетасига берган интервьюси. “Янги



Uzbekistan meets the requirements of the labor market and employers training of teachers, modernization of the process of qualification practice, creation and implementation of national and regional models for its organization the improvement of the educational system requires an in-depth study of the problem by the scientific community. Since the first years of independence, a lot of attention has been paid to education in our country. About education The law, the main purpose of the national program of Personnel Training – is aimed at training suitable personnel for the future of our country. Education

in a short period of time, thanks to the reforms in the educational process, Uzbekistan achieved the recognition of the world's leading experts in the field of Education.

achieved. The main goal of education for the future generation is to prepare them as professionals who, ultimately, will be able to benefit society.

After all, having a place of its own in society is realized only by the pursuit of a profession. The law of the Republic of Uzbekistan "on education", the national program of training of personnel, the decree of the Cabinet of Ministers of the Republic of Uzbekistan № 203 "on the organization of general secondary education in the Republic of Uzbekistan" in May 1998 and the decree and orders of the Ministry of public education of the Republic of Uzbekistan" on the professional orientation of The Republican Center for professional orientation and psychological pedagogical diagnostics of students in the Republic of Uzbekistan coordinates the work on professional orientation of students in the Republic of Uzbekistan and in its activity "in the public educational institutions of the Republic of Uzbekistan based on the regulation "on Psychological Service" ².

On further improvement of the normative-legal framework of the Cabinet of Ministers of the Republic of Uzbekistan "on ensuring the coverage of graduates of 9th grade of secondary schools with training in academic lyceums and vocational colleges "on June 7, 2010, as well as the work on vocational orientation of students 109-conducted on the basis of the finite decision. On the basis of this decision "admission of graduates of 9th grade of

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²Ўзбекистон Республикаси Халқ таълим вазирлиги,
Меҳнат ва аҳоли иш жимой муҳофаза қилиш вазир-лиги,
Вазирлар Маҳкамаси ҳузуридаги Давлат тест мар-
казининг 2010 йил 5 июлдаги 29-сонли, 131-ққ-сонли, 17/ққ-
сонли қўшма қарори гаилова



Secondary Schools to secondary special, vocational education institutions and the regulations" on the procedure for the organization of formalization " are approved. The main tasks of orientation to the profession are the following.

Giving professional information:

-to provide students with information about the types of modern production, concepts about the labor market, as well as the requirements of professions for people;

-to establish the basis for providing information on professional education institutions .Professional advice: to develop the basics of the organization of competent professional advice, based on the interests, inclinations, innate abilities, abilities, family environment, territorial conditions, desires and aspirations of the reader and parents, the requirements for the profession of the schoolboy.

Professional diagnosis: to make a final diagnosis taking into account the individual psychological and physiological characteristics of the individual, age, level of knowledge, skills and qualifications (diagnostic materials are considered confidential, it is discussed only with the reader and his parents), to determine the professional predisposition of the student, to assess the degree of orientation of the individual.

In this regulation, the participants of professional orientation are clearly defined, these are the following::

- students;
- parents;
- educational institution;
- profession redirector;
- professional orientation service Muta-
representatives;
- teachers;
- class leader;
- school doctor;
- library mudiri;
- public organizations;
- professional education institutions;
- enterprises;



- labor authorities;
- territorial governing bodies (authorities);
- local self-governing bodies;
- mass media.

Proceeding from this, according to the plan approved by the Scientific Council of the Institute for retraining and professional development of the employees of public education of the Tashkent region, in the 2015 academic year scientific-research work was carried out on the topic "pedagogical-psychological significance of the work carried out in the direction of cooperation of family, neighborhood and educational institutions. The purpose of this research work is to guide the vocational orientation of Secondary School students in general, to choose a profession, to become an expert in the future of the pupil's personality, to lay the groundwork for the formation of relevant social and professional qualities in it. Today, in the 2015-2016 academic year in Tashkent region, a total of 36138 students will graduate from the school. Of these, 18626 were boys, 17512 were girls.

In 2015, professional diagnostic surveys were conducted in the secondary school of these graduates and all data were entered into the database of the Republican Education Center "E-School"³. In our country on this basis, quotas for academic lyceums and vocational colleges are allocated. Within the framework of the study in the city of Angren, where we planned to study, we obtained the following statistics. There are 2526 school graduates in this academic year in the city of Angren. Of this, 1263 are boys and 1263 are girls. Not only does work play an important role in a person's life, it is impossible to imagine life without work and creativity. Labor education is the essence of education. The most advanced traditions of all nations are formed and developed in the process of labor. Preparing young people for life and participation in social work also plays an important role as a pillar of labor traditions.

According to the Decree of the President of the Republic of Uzbekistan "On additional measures to further improve the system of vocational education" is being terminated.

³Тошкент вилояти «Ўқувчиларни касб-хунарга ўйналтириш ва психологик Ташхис маркази»нинг 2015 йилдаги ҳисоботи дан.



This is due to the fact that the average distance between schools organized by the Ministry of Education and Science in some areas is 8-12 km, and some - up to 40 km. This, in turn, would cause problems in transportation.

Another negative situation in the Ministry of Education and Science was the lack of teachers, ie in some professions, the workload of non-specialist staff was unreasonably set, or there were cases when classes were not held at all.

In addition, the material and technical base of professions in the Ministry of Internal Affairs did not meet the requirements. Some of the shops did not have the necessary equipment for confectionery, national cuisine, barber, tire fitter, furniture maker, carpenter and other professions. Theoretically, it had a negative impact on students' interest in the profession and attendance. It was also observed that teachers and staff members brought sewing machines in the field of "Sewing" and "cooks" in the field of "National Chef". Across the country, no raw materials were allocated for students to perform practical exercises. As far as possible in the Ministry of Internal Affairs, Pupils used to bring practical materials from the materials they brought with them. However, it is no secret that the current system of education does not meet the requirements of the times.

One of the main goals of the comprehensive reforms in the system of continuing education in our country today is to provide young people with in-depth education, full support in the development of their talents, as well as to prepare them for an independent life.

That is why, along with modern education, it is necessary to develop life skills in young people, to put it simply, to help young people choose a profession, to think creatively, or to make materials from structural materials, just a light bulb, a light bulb. It is no secret that we do not have the full range of life skills, such as woodworking, minor home repairs, and so on.

By looking at the subject of "Technology" as a vital need in the education of young people, we not only prevent the student from suffering from disorder and laziness, but also create the conditions for him to become a professional in the future. Otherwise, when the younger generation is left to their own devices, their natural desire for work ceases, and they begin to look for satisfaction in their work. The growing need for entertainment completely suppresses the natural need for labor, leading to material and spiritual poverty.



About 500,000 students graduate from more than 9,500 general secondary schools in the country each year, and 10-15% of them continue their education at the next stage of education (higher education institutions). The remaining 85-90% of graduates study the amount of hours devoted to the subject "Technology" in general secondary schools for the beginning of their careers or vocational training in vocational education institutions.

Does the content of this curriculum, which is currently taught in the upper grades of general secondary schools, meet the requirements for students to acquire basic life skills?

What is the educational system of foreign countries in this area?

A comparative analysis of the experience of a number of foreign countries, including Russia, Belarus, Germany, Bulgaria, and Kazakhstan, in teaching the subject "Technology" in the upper grades of secondary schools (grades 10-11).

The subject of "Technology" is taught as a compulsory subject in secondary schools of 16 countries, and the amount of hours is set at 7% to 12% of the annual share of the subject. In particular, in Germany it is 11%, in Italy it is 7%, in Bulgaria it is 9%, while in Uzbekistan it is only 5% in grades 5-9.

At the same time, in some developed countries, including Finland, Austria, Latvia, Norway, Russia, and Turkey, the subject of "Practical and Professional Skills" is taught. It is limited to 6 hours of "Career Guidance".

Also, in the curriculum of secondary schools in South Korea from foreign countries, the subject "Technology" is allocated 68 hours per academic year in grades 5-6-7, and 102 hours in grades 8-9-10.

In Russia, the subject "Technology" is taught in grades 8-9 from 1 hour to 36 hours per week, as well as 36 hours in 10th grade and 34 hours in 11th grade. There is also a subject "Achieving efficiency in the labor market", which is taught 36 hours in 10th grade and 34 hours in 11th grade. As you can see, in grades 10-11, "Technology" and "Technology for achieving a professional future." Achieving efficiency in the labor market "is allocated from 70 to 140 hours per year, and in 2 years - 280 hours of vocational training.

In general secondary schools in Belarus, "Labor Education" is taught for 1 hour per week in grades 8-9, and 6 hours per week for grades 10-11.

Vocational guidance for 8th-9th grade students and vocational training for 10th-11th grade students will be provided.



In this case, vocational guidance is provided at the rate of 2 hours per week for 8th grade students, 4 hours per week for 9th grade students, and 6 hours per week (2 hours theoretical, 4 hours practical) for 10th-11th grade students.

In order to develop the skills of independent work of students in Russia, the content of the curriculum "Technology" in the curriculum "Formation of professional skills through the teaching of topics such as" Making materials from structural materials "(22 hours)," Drawing and graphics "(10 hours) Creation and design of sites "(6 hours)," Fundamentals of Entrepreneurship "(10 hours), career guidance in Kazakhstan, such as" Manual woodworking "(7 hours)," Metalworking of metals "(8 hours) is being implemented.

In Uzbekistan, the subject of "Technology" is taught for 1 hour a week for grades 8-9, but not in grades 10-11.

In conclusion, the formation of professional imaginations in a person is of professional interest and conscious about the future profession

it can be determined on the basis of decision-making. Young people can make mistakes in choosing a profession due to the fact that they can not adequately assess their capabilities, consciously approach the choice. There is not enough information about professions in students-

the lack of imagination in this regard makes it difficult to decide on the choice of a profession .In the educational system, the main goal is to expand the scope of knowledge of students only

the formation of the necessary skills and skills for life in them should not become a task in the first place. Important steps have now been taken in this regard. In particular, state educational standards are being developed and applied to the educational process, based on the competency approach in the field of primary education. On the basis of this approach, the issue of formation of qualifications and skills necessary for them in life situations directly in the pupils is defined as a priority.In the process of directing students to the profession, it is important to establish cooperation between family, neighborhood and educational institutions, which are institutions of socialization of a person in the society, and persons directly responsible for this process, parents, teachers, class leaders directing to the profession, psychologist, defectologist, doctor, children's leader, circle leaders, library staff, neighborhood activists, Aries-Aries, relatives, peers, Regional Labor



it plays a role. developmenttirishga, but also opens a wide way for young people to find their place in life. Although the process of choosing a profession is of social importance, but behind it stands an individual person. The fact is that in the process of choosing a profession it is necessary to carry out an individual attitude to the personality of the pupil. For this

it is desirable to carry out professional training according to the age and sex characteristics of the profession contestant. First of all, it is necessary to take into account the professional need, motivation, dignity, interest and abilities of the student. Otherwise, the general characteristic ticket, the instruction will not lead to a positive result, since individuality dictates specific requirements.

Professional knowledge-it is necessary to consist of a complex of impressive information, which consists in introducing students to the essence of the profession, the requirements that a person puts before him. The most urgent task of the present day is the organization of participation and cooperation of all sections of society in the transmission of this information to the minds of youth.

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