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METHODOLOGY OF FORMING STUDENTS' SKILLS OF PROFESSION SELECTION BASED ON PERSONAL APPROACHES

Xolmirzayev Ilxom Shavkatovich

Jo‘raev Anvar Mustafoqul o‘g‘li

Narmetov Ibrohim Rustamjon o’g’li

Teachers of Zangiota district 22 school

Abstract: Formation of students' career choice skills on the basis of person-oriented approaches is necessary in any work activity. The article highlights the issues of providing general education and vocational training to school graduates, as well as the formation of skills to acquire new specialties and qualifications and the formation of skills for choosing a profession.

Keywords: Knowledge, skills, information, problem, technology, activity, education, upbringing, innovation.

Annotatsiya: Shaxsga yo‘naltirilgan yondashuvlar asosida o‘quvchilarda kasb tanlash ko‘nikmalarini shakllantirish har qanday mehnat faoliyatida zarur. Maqolada maktab bitiruvchilariga umumiy ta’lim va kasbiy ta’lim berish, shuningdek yangi mutaxassislik va malakalarni egallay olish ko‘nikmalarini shakllantirish va kasb tanlash ko‘nikmalarini shakllantirish masalalari yoritib berilgan.

Kalit so‘zlar: Bilim, ko‘nikma, ma’lumot, muammo, texnologiya, faoliyat, ta’lim, tarbiya, innovatsiya.

Абстрактный: Формирование у студентов навыков выбора профессии на основе личностно-ориентированных подходов необходимо в любой трудовой деятельности. В статье освещены вопросы обеспечения общего образования и профессиональной подготовки выпускников школ, а также формирования навыков приобретения новых специальностей и квалификации и формирования навыков выбора профессии.

Ключевые слова: Знания, умения, информация, проблема, технология, деятельность, образование, воспитание, инновации.

Pedagogical innovations lead in the development and implementation of innovative educational programs, and the subjects of the educational process participate in the implementation of innovative projects during education, and at the same time are considered subjects of the innovation process. In turn, technical, organizational and pedagogical innovations developed within the framework of scientific research and experimental design work have a positive effect on the development of education. The growth of such innovations is related to the sharp competition in the labor market, the increased demand for innovative changes in the educational activities. A modern specialist capable of innovative activity can be formed on the basis of knowledge of scientific and technical sciences and laws of nature (ecology of production processes, nanotechnologies, maintaining balance in culture), economic literacy and professional and personal characteristics. This level is achieved through a person-centered approach.

In pedagogy, the person-oriented approach is considered as a moral and humanistic phenomenon that confirms the ideas of respect for the child's personality, partnership, cooperation, communication and individualization of education. In research, methods of guiding students to

professions were studied by specialists of our country A.N. Vorobev, A. Rasulov, K.B. Kadirov [2, 5, 7].

V. V. Serikov, S. V. Belova, V. I. Danilchuk, E. A. Kryukova, V. V. Zaysev, B. B. Yarmakhov, E. V. Bondarevskaya, N. A. Alekseyev, A. V. Zelensova and others dealt with the scientific idea of person-oriented education [8].

V. V. Serikov defines three main directions in the variety of interpretations of the person-oriented approach [9]:

1. A person-oriented approach is a general humanitarian phenomenon based on respect for the rights and services of the child in choosing an educational field, curriculum, educational institution, etc.

2. Person-oriented approach - the goal and program of pedagogical activity based on the desire to educate a person.

3. A person-oriented approach is a special type of education, which is based on the creation of a unique educational system that "launches" the mechanisms of a person's functioning and development.

V. V. Serikov developed a person-oriented model of education, according to which the essence of a person is manifested in his ability to take a certain position. According to the scientist, "person-oriented education is not the formation of a person with given characteristics, but the creation of conditions for the full manifestation of the personal functions of students and the corresponding development" [9].

Based on this, the formation of students' career choice skills based on person-oriented approaches requires special attention to their abilities, interests, and needs. Ability is of particular importance in choosing a profession.

It is necessary for schools, higher education institutions, production enterprises and organizations to work together in order to form the skills of choosing a profession in students based on person-oriented approaches. They are responsible for solving the following tasks:

- introducing students to various professions, promoting working professions;

- professional diagnostics: study of young people's interests, professional intentions and goals, inclinations and abilities;

- carrying out professional counseling with young people and their parents. In this process, professional intentions and goals are determined, recommendations are given on the choice of profession, information is provided on the ways to acquire a profession and improve qualifications in relevant educational institutions;

- based on the results of vocational diagnostic data - the selection of a profession is made practically;

- carries out vocational training of young people, their professional and social adaptation, solves the issues of placement of students of educational institutions to study or work;

- analyzes the effectiveness of recruitment.

Its goals and objectives will be fully realized successfully only if the introduction to the profession is based on the developed theory and methodology. And this is not a coincidence: concepts, theory and methodology, ideas, views, imagination, forms, methods and principles that allow to increase the effectiveness of practical work are checked and the direction is changed. The concept of career guidance is known to everyone, even those who are getting acquainted with this concept for the first time. This means sending students to one or another profession. Vocational guidance is interpreted in the same way in methodological manuals, which are considered to help young people in choosing a profession. In addition, career direction is understood as a system of activities that help students during professional self-awareness, choose a science-based profession or educational work system in order to develop a professional direction, and help people who are taking steps in life. Thus, the expression of this concept occurred as a result of the development of several career guidance activities. Requirements change over time, along with content and concepts.

Like a number of scientific concepts, the concept of career guidance cannot remain unchanged. With the change in society's perception of the essence, form, style, function and purpose of career guidance, career guidance is also developing. The evolution of this concept is also reflected in the existing definitions. Each of these definitions is distinguished by distinguishing one or another aspect of vocational guidance, i.e., its function, determining the level of practical or theoretical development, looking at it from the position of pedagogy or psychology, management theory, and so on.

Based on person-oriented approaches, the formation of the skills of choosing a profession in students in order to optimize personal interests, to improve the practical methods of influencing young people and to study the methods and system of searching for scientific problems of professional self-awareness, knowledge about the main situations. includes

The idea of carefully considering the necessary abilities and interests for the correct choice of profession, the formation of skills for choosing a profession based on the diagnostic study of a person is one of the main factors - situations that have a significant impact on all career guidance. .

At the present time, diagnostic centers for studying students' interests and abilities are operating. The idea of a person-oriented approach in conducting career guidance work with students envisages dividing students into initial classes based on their life and professional plans and carrying out appropriate educational work in these groups.

On the basis of person-oriented approaches, the formation of the skills of choosing a profession in students is intended to make a person strive to occupy the position he likes in society and search for it by taking which profession he can achieve it.

Formation of students' career choice skills on the basis of person-oriented approaches is necessary in any work activity. Such knowledge and skills include: database and banking, knowledge and understanding of environmental issues, economics and business, commerce, technology transfer (from one industry to another), marketing and sales skills, legal knowledge, patent and knowledge of the field of licensing, protection of intellectual property, knowledge of regulatory documents for the operation of enterprises of various forms of ownership, ability to present technologies and products, knowledge of foreign languages.

The industrialized society gives a social order to the universal employee, capable of modeling multifaceted social management, including the production-technological content. On the one

hand, the complexity of the tasks facing the graduate requires him to fully study the problem and specialize in it. On the other hand, the increase of uncertain parameters in the system of industrialized society destroys the orientation of the graduate. The third wave affects the economy "not people with one specialized experience, but people who can transfer ideas from one field to another" [3].

Such wide-scale career guidance, if carried out on the basis of person-oriented approaches, opens opportunities for formation of career choice skills in students.

The professional activity of people in all spheres presupposes the acquisition of extra-professional or intra-professional content - skills, data bank and database, knowledge of foreign languages, general education training according to traditional logic. Therefore, the task of educational institutions is not only to provide graduates with continuous general education and profession, but also to receive continuous independent education throughout their lives, to form skills to acquire new specialties and qualifications. Education in the field of training of professionals ready for professional activity should be not only person-oriented, considered as an object of individual education and training, but also person-centered. This means that the educational process and the field of education depends on the interest, activity, demand, opportunity of the learner and relies on it, and mainly strives to use educational tools for the formation of him as a personally important person [1].

The difference between this system and the previous ones is that the beginning of the activity of the learner is active. He has the opportunity to choose the level of education, direction, nature, content and conditions of professional activity and takes personal responsibility towards himself and society.

According to A.M. Novikov, "in order to ensure the competitiveness of its graduates in the labor market, vocational educational institutions should train specialists who are able to work successfully in enterprises of different types and types of economic management" [4].

In the training of specialists in a wide range of fields, the concept of adapting to frequently changing production conditions, generalizing and separating operational principles has been developed, in which thinking such as ideas, concepts, principles, methods and methods, selection, decision-making, evaluation there is a deep interaction of forms, values, norms. In the system of training specialists in a wide range of fields, significantly different types of activities are combined. The methodological justification of the large-scale training of specialists is related to the development of its visual models as special forms of abstraction, considering the important relations of the object, perceived and imagined connections and different (same-sex, different-sex, mixed) is taught by linking to elements.

Analysis of modern socio-economic programs and implementation of scientific and technical priorities aimed at the development of science and high-tech sectors, ensuring the competitiveness of the main production sectors, as well as local goods, technologies and services, large-scale innovations, scientific - indicates the necessity of research, experimental-experiment and implementation work, and accordingly requires staffing. Training of highly qualified specialists for engineering-innovative, scientific-research, experimental-testing and implementation work should be the main task of the education sector in the priority directions and sectors of the economy in the period of near and long-term development.

Formation of students' career choice skills on the basis of person-oriented approaches has a greater impact on the production activity of a young specialist. His competitiveness and

employment prospects largely depend on his ability and readiness to solve scientific and technical, production tasks, mastering and using new techniques and technologies. This, in turn, is defined as a priority task of educational institutions in training capable and enterprising specialists capable of creating innovation.

The psychological component of specialist training is seen in the graduate's acquisition of personal qualities necessary for professional activity. A specialist needs personal qualities such as positive motivation, adaptability to modern production conditions, a desire for personal and professional growth, and communication skills. An important component of a specialist's activity is the ability to determine professional and other tasks, find the necessary solutions, and act in rapidly changing conditions.

On the basis of person-oriented approaches, different requirements are set in the formation of students' skills for choosing a profession. As a result of training, graduates should be able to:

- Ability to apply natural scientific, mathematical and engineering knowledge;

- planning and conducting experiments, interpreting and analyzing data;

- designing processes or their components and systems suitable for the assigned tasks;

- team work on interdisciplinary topics;

- formulating and solving problems;

- knowledge of professional and ethical responsibility;

- effective communication;

- demonstrate the necessary knowledge to understand the global and social consequences of engineering solutions;

- constant study and understanding of its necessity;

- demonstrate knowledge of modern issues;

- use of skills and modern methods [6].

Thus, the main task of the school is control, interchangeability, methods of improvement in the organization of labor, as well as methods of improving the quality of the final product in production, ready for innovative activities in various professional and technical fields, having the skills to quickly adapt to the conditions of continuous renewal of production, is to prepare a competitive graduate.

In this, the main attention is paid to the quality of education - a set of characteristics that can meet the educational needs of a person in accordance with the interests of society, production and the state (knowledge, skills, qualifications, student competence specified in state standards and model programs). should be focused.

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