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PROFESSIONAL SOCIALIZATION OF YOUTH AS A PEDAGOGICAL PROBLEM

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ABSTRACT

The article discusses the problem of developing the foundations of the system of professional socialization of young people, presents the stages of professional-role socialization, and indicates the pedagogical and organizational actions of educational, scientific and industrial institutions aimed at solving the problems of continuous professional socialization of the individual.

KEYWORDS: *socialization, professional socialization, professional orientation, professional choice, consolidation of professional choice.*

INTRODUCTION

Currently, our country is developing in the context of the process of globalization, the essence of which researchers in this field define as the transformation of the world into a single whole, a complex of cross-border interactions between individuals, enterprises, institutions and markets, which manifests itself in the expansion of flows of goods, technologies and financial resources. , In the steady growth and strengthening of the influence of international institutions, in a significant expansion of the scale of communication and information exchanges.

The globalization process is accompanied by a number of negative trends:

- The loss of the identity of states;
- The political and economic influence of transnational corporations dictating their will to entire states and peoples;
- The toughening of the division of countries into leading and led in economic, political and cultural relations.

Educators should be aware of this and consider the negative impact that the process of globalization can have on the formation of students in the process of their socialization:

- Loss of identity of the individual, sense of citizenship and patriotism towards their homeland;
- The introduction of negative trends in the culture of relationships: aggressiveness and violence as a means of defending their interests;
- The cult of profit and enrichment in any way, etc.

Analysis of the new socio-economic conditions indicates the need to return the issues of upbringing and socialization of the younger generation to the circle of state priorities at all levels of education. However, in the absence of a national idea, amorphousness of goals, abstractness of value orientations, ideological vacuum in the context of the transformation of Uzbek society, destabilization of the economy and falling living standards of most of the population, the development of a new paradigm for educating young people is very problematic.

In these conditions, the way out consists in concentrating the attention of pedagogical science and practice on the social and professional formation and development of the younger generation, on the connection between the formation of socially significant personal qualities of young people with their professional training.

This idea was clearly reflected in the Concept of Modernization of Uzbek Education, which defines the strategic goals of vocational training of young people as follows: "The main goal of vocational education - preparation of a qualified employee of the appropriate level and profile, competitive in the labor market, competent, responsible, fluent in his profession and oriented in related fields of activity, capable of effective work in the specialty at the level of world standards, ready for continuous professional growth, social and professional mobility; satisfaction of the needs of the individual in obtaining appropriate education. Solving the problem of radically improving the system of vocational education, the quality of training of employees in close connection with the development of fundamental and applied science is of decisive importance for the future of the country" [1].

The achievement of this goal is closely connected with the creation of conditions for the socialization and professional and personal formation of students, consisting in the development of personality in the process of obtaining general education and ensuring its readiness for competent professional activity. At the same time, a very important psychological and pedagogical aspect is the optimal ratio of personal, social and professional development of future specialists.

In this regard, there is a problem of developing the basics of the system of professional socialization of young people.

A.V. Mudrik reveals the essence of socialization as follows: "Socialization is the development of a person throughout his life in interaction with the environment in the process of assimilation of social norms and cultural values, as well as self-development and self-realization in the society to which he belongs" [4, 15].

Socialization, formation and development of personality includes three interrelated processes: general socialization, professional role socialization (mastery of professional role functions,

norms, relationships), professionalization (a certain degree of mastery of professional activity, specialty, professional skill).

Some researchers attribute general socialization to the primary socialization that an individual undergoes in childhood and as a result becomes a member of society. Secondary socialization consists in the fact that an already socialized individual is included in new sectors of the objective world, in this regard, secondary socialization acts as "the acquisition of specific role-based knowledge when roles are directly or indirectly related to the division of labor" [4].

In this regard, in solving the question of a person's own place in society, the value attitude of young people to choosing and obtaining a profession is extremely important. For a person can determine and assert his place and role in the transformation of society only through his work related to a particular specialty. Professionalism is a stage of socialization, which is a continuation of professional role-based socialization. It is the result of mastering a certain skill and professionalism in practical activities. For a particular person, a profession is a socially fixed area of his possible labor actions, a source of existence and a means of personal self-realization.

Professional role-playing socialization is a time-stretched process that consists of the following stages:

- Vocational guidance on a wide range of employment of people and their professions;
- Formation of professional intentions;
- Choice of profession;
- Consolidation of professional choice;
- Active and conscious mastery of the profession;
- Productive creative labor activity in the acquired profession;
- Striving to expand their professional range through additional education;
- Setting to achieve a high level of professional excellence;
- Striving for promotion;
- Readiness to master a related profession;
- Active development of a new profession;
- Adaptation to a new profession in the event of a forced change of the previous one;
- Transfer of professional experience to colleagues and youth.

In the context of determining approaches to solving the problem formulated above, a number of difficulties that stand in its way should be noted. First of all, it should be noted that each of the above stages of professional socialization is a rather complex system, consisting of interrelated components, united by a common goal. For example, career guidance includes the following components:

- Professional education;
- Professional motivation, development of interests, inclinations of students for various types of activities;
- Professional advice;
- Professional diagnostics;
- Professional selection;
- Professional adaptation;
- Professional education, etc.

Another equally difficult factor standing in the way of developing a system of continuous professional socialization of the younger generation is that, for objective reasons, their implementation is called upon to be carried out not only by representatives of various levels of education (preschool, primary, secondary and higher), but also by various agents of socialization (parents, employees of various institutions, representatives of the media, etc.).

Among the factors complicating the solution of the problem, it should also be noted that the development of the theoretical foundations of the design and technology of the implementation of the above stages of the system of professional socialization of youth is conducted by teachers of various levels of education, representatives of different sciences (philosophy, sociology, cultural studies, psychology, didactics, economics, etc.) without sufficient mutual coordination.

The way out of the indicated and other difficulties in solving the problem, obviously, should be sought in a number of directions. First of all, on the basis of the achievements of the above and other sciences, it is necessary to determine the polytheoretical prerequisites and conceptual provisions, to design on their basis a system of professional socialization of young people. For experimental testing of the effectiveness of such a system, organize educational, scientific and production complexes, which include educational, scientific and industrial institutions of the microdistrict on the rights of autonomy, coordination and observance of the principle of unity and continuity of pedagogical and organizational actions. To carry out a coordinated implementation of the designed system and introduce its positive results into the practice of the region.

To begin the coordination of pedagogical actions, we will give a brief description of the directions before the labor professional socialization of young people, including the period of a person's life before the start of independent work in the profession. We hope that this characteristic will be the basis for coordinated actions of families, educators, enterprises and members of the public on the professional specialization of the younger generation.

Thus, the task of professional socialization of preschoolers consists in the labor education of children and familiarizing them with a wide variety of people's work activities related to the performance of physical work, the management of mechanisms and other actions understandable to them. During this period, children watch with interest the work of drivers of all types of transport, utility workers: electricians, plumbers, locksmiths, janitors, landscaping service workers, carpenters, painters, plasterers, etc. They are also interested in their parents' home

classes. It is very important during this period to attract children to participate as much as possible in the work of adults, the development of self-service skills. Professional socialization should also consist in organizing walks by parents or kindergarten teachers to a house under construction, a trolleybus depot, a river station, etc.

The main task of the primary school level in professional socialization is to instill in students' certain skills, a love of systematic academic work, reading books, and continuing their acquaintance with a wider range of professions. This is largely helped now by books. Schoolchildren are more widely acquainted with the work of people of intellectual labor. Now they observe the work of a teacher, have an idea of the work of a doctor, are interested in the content of the specialty of parents. During this period, parents need to take their children to their workplace, familiarize them with the work they are doing, with the content of the work of their colleagues. The professional and social work of the class teacher with students should be carried out in the form of small excursions to objects where you can introduce them to a wide variety of working and agricultural professions. It is useful to conduct during this period an excursion to the post office, telegraph office, printing house, machine repair shop, bakery, farm, working tractor, combine harvester, fruit and vegetable farming. Labor education in the family and school during this period should develop along the line of further improvement of self-service skills, participation in work at the school experimental site, in the garden, vegetable garden, in the collection of secondary raw materials, etc.

In grades 5-7 of the school, it is necessary to expand extensive work on professional socialization, related to familiarizing schoolchildren with all the variety of professions in service types of work (salesman, cook, tailor, waiter), workers of mass professions in industrial and agricultural enterprises: locksmith, turner, welder, electrician, builder, installer, field breeder, gardener, animal breeder, machine operator, engineer and technician. This work should be carried out by organizing excursions to various local enterprises: factories, construction sites, nearby cooperative enterprises, by inviting people to work lessons, in the process of holding meetings with specialists of various professions, entrepreneurs.

It should be borne in mind that the choice of profession at this time is significantly influenced by the nature of the work of parents, their attitude to their official duties, the degree of dedication of children to the content of their work.

In adolescence (grades 8-9), it is necessary to help students determine their future professional activity in a fairly specific direction based on the individual characteristics and abilities of students. After all, by the end of the ninth grade, a student must decide on the form of further education: whether to continue his education in secondary school, whether to enroll in a technical school or college, whether to go to work and continue studying in evening school. Since the question of choosing a profession at this time is moving from a theoretical to a practical plan, it is very important to organize pre-professional training in these two years so that students do not have mistaken in choosing their future life path. But just by this time, when students get acquainted with a wide range of specialties, they are experiencing significant difficulties in finally choosing their path, since they are already familiar with cases of young people's disappointment in choosing a profession.

During the period of study in grades 10-11, it is necessary to help high school students determine their final professional choice based on their individual abilities.

The teacher knows the abilities of his students better, and it is easier for him to help them develop and improve these abilities. To help one student choose the direction of specialized training, enroll in a radio engineering circle, instruct another to write an essay on a topic closely related to the specialty, a third to choose a book corresponding to his inclinations, etc. Of extremely great importance in determining the vocation, the touchstones of a well-chosen direction of study are school electives. It would be advisable to organize in schools not only electives in theoretical disciplines, but also to introduce technical and technological electives in working professions and specialties of service work. University collectives are called upon to provide great assistance to schools at this time. In the experience of the Samarkand region universities, such active forms of professional socialization of high school students as the organization of schools for young mathematicians, chemists, physicists, technicians, philologists, journalists, actors have justified themselves.

Open days at universities in individual profile departments and specialties have become very popular. Along with this, teachers and university students conduct conversations about specialties at school evenings, classroom meetings.

A particularly effective role in the professional socialization of high school students is played by traditional evenings of meeting school graduates with their pets. Many universities send special student propaganda teams to rural areas during the summer holidays to conduct vocational orientation and social work among rural youth. A lot of work in this direction is carried out during the summer holidays by fighters of student construction teams. With their work in construction, they show young people examples of a creative attitude to work.

The efforts of pedagogical collectives of professional educational institutions should be aimed at ensuring the professional stability of students, at actively mastering the profession they receive, at ensuring the creative return of young specialists from the first days of their independent production activity.

For further professional socialization, the collectives of industrial institutions are called upon to create conditions for the creative self-development of young professionals, to support them in achieving professional skills and subsequent professionalization.

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