

## THEORETICAL BASIS FOR THE DEVELOPMENT OF VOCATIONAL GUIDANCE IN SECONDARY SCHOOLS

**B. Utambetov\***

\*Assistant,

Department of "Distance Learning of Exact and Natural Sciences",

Nukus State Pedagogical Institute,

UZBEKISTAN

Email id: nurilla75@bk.ru

**DOI: 10.5958/2249-7137.2022.00425.6**

---

### ABSTRACT

*The creation of an integral system of vocational guidance for students of general education schools, the use of modern technologies in the conduct of pedagogical activities based on this system will help to find a positive solution to the goal. The main task is to direct young people to the profession.*

**KEYWORDS:** *Career Guidance, Labor Market, Specialization, International Classification, Vocational Education, Socio-Economic Factors, Professional And Pedagogical Diagnostics, Psycho Physiological Abilities, Testing, Programs, Booklets, Advertising, Agitation, Excursion.*

---

### INTRODUCTION

Improving the country's system of vocational advice for young people is a prerequisite for the system of continuing education to work well in terms of resources, personnel, organizational, information, and legal issues.

Extending students' knowledge of the labor market and increasing their awareness of how to properly manage their careers has shown to help them compete in the labor market.

Many national and international scientists have focused on vocational advice difficulties.

G.S. Nasriddinova's work, in particular, demonstrates how to fix mistakes made by pupils while picking a vocation. It has been highlighted that a lack of effective organizing of professional knowledge leads to erroneous conclusions in career choice [1].

Professionalism and profession were defined by M.Cherednikov and Sh.Ergashev. They emphasize the uncertainty and variety of this concept's semantic area. It's also worth noting that the terms "training," "profession," and "specialization" are all used interchangeably. Accepting a profession in classical science is done under the heading of division of labor and, more broadly, social activity differentiation [2]. Differences in perceptions of the profession's nature were attributed to the following:

- the nature of occupations: in some cases it is the division of material labor, and in others it is the activity of managing society and performing spiritual functions;
  - criteria for whether a particular activity is related to a particular professional activity;
-

- the main functional affiliation of the profession: meeting the needs of society or, above all, production.

The work of O.I.Shkaratan reflects the definition of a profession as belonging to a distinct form of job: "Occupation is a specific sort of activity of an individual (with a market value) in which the individual is constantly engaged to make money."

Professional affiliation is disclosed in European countries utilizing two concepts: occupation (or "profession") and profession (or "form of work organization, type of employment").

As a result, job descriptions are used to create occupational classification models. The Universal Classification of Exercises, developed in 1988, and the Republic of Uzbekistan's National Classification of Exercises, developed in 2000, are both universal.

The "National Classification of Secondary Special, Vocational Education, Professions and Specialties," which is used to establish specialties in vocational institutions, is the most used classification for vocational counseling in secondary schools.

Career guidance is a complicated process that is influenced by a variety of circumstances.

There are four kinds of factors that influence the process of professional self-determination from a psychological and pedagogical standpoint.

First, there are socioeconomic aspects to consider. Young people have a number of options for how to use their energy in today's society, which is in various stages of growth. This is primarily owing to the wide diversity of occupations available, their potential for growth and development, and society's demand for certain specialists.

Socio-psychological elements make up the second group. It is first and foremost a social setting in which a child grows up before and after school. An individual's view of values is shaped by their social environment, which influences their attitudes toward other groups, specific aims, stereotypes, and attitudes.

The initial psychological variables make up the third group. Personal interests and tendencies, general and specific abilities, mental and personal development, memory, attention, motor skills, and so on are examples of these.

The fourth group also consists of individual and psychophysiological characteristics of the student. They determine the dynamics of mental processes and manifest themselves in the form of various temperaments that adapt or complicate the performance of certain activities.

The literature published in the field of vocational guidance of students, as a result of research conducted in this area, revealed that the main stages of effective vocational guidance of secondary school students are as follows.

1. Provide vocational information and professional knowledge to secondary school students throughout the school year. This includes explaining the areas of work in existing occupations and areas of employment, based on the age characteristics of the student, the occupations and their application, the importance of the application of each profession in human activities.
2. To study the abilities, capabilities and interests of students from the first grade using psychological and pedagogical diagnostics.

3. To provide students with the necessary advice based on the analysis of the results of psychological and pedagogical diagnosis, to correct their psychological problems, and ultimately to make the right career choices within their capabilities and inclinations.

The main work at the above stages is related to the system of psychological and pedagogical diagnosis. Diagnosis using a variety of psychological and pedagogical methods reveals the unique characteristics, psychophysiological abilities, abilities, capabilities and interests of each student.

Psychological and pedagogical diagnostic work is carried out primarily by school psychologists, and as a basic principle it is necessary to take into account the following.

- Use of scientifically based, tested methods in diagnostics;
- Take into account the characteristics of the person during the diagnosis and take measures to prevent psychological harm;
- Ensuring the confidentiality of diagnostic results.

Psychological and pedagogical diagnostics is an integral part of career guidance, and as mentioned above, it helps students to choose a career and find their place in the future.

Most young people are more imaginative about market relations and the opportunities they have. Failure to do so in the early stages of a practical career can lead to a complex socio-psychological state of fear and discouragement among young people.

Finding solutions to these problems requires a wider use of vocational training opportunities. In particular, the State Education Standards and curricula based on the goals and content of training play a key role in the implementation of vocational education.

The main theoretical and at the same time effective result of vocational guidance is that it creates the concept of a profession in the younger generation, that is, in the individual from school, and reveals the inclinations and interests in it, his ability is to determine the extent to which there is a discontinuity and irrational continuity between the work he is doing or the profession he has chosen and the level of his training and preparation.

Career guidance refers to the individual's interest in choosing a profession, as well as the need for the profession in society, as well as the person's level of ability based on these needs, based on the provision of professional adaptation and psychological methods, it is understood to direct and assist him in this or that profession.

Among the various theoretical explanations for career guidance, there are currently two most important concepts:

- Traditional (diagnostic);
- Modern (developing).

The main task of traditional (diagnostic) career guidance theory is to determine a person's professional orientation by comparing his psychological characteristics and personal needs. In this case, the main responsibility falls on the professional consultant. It uses tests to determine if a person is interested in a particular profession. In this case, the person, the learner, plays a passive role..

The modern (developmental) career orientation concept implies the active participation of an individual in determining his or her future. The main focus is on determining the development of the individual in the process of mastering different areas. Career guidance is seen as part of the educational process. Career preparation is based on an educational system in which the individual is influenced by society [3].

Before looking at the concept of "career guidance system", we must first clarify the concepts that belong to it and are related to it. Let's look at the concept of "profession" first. Ye.A. Klimov used four approaches to define this term:

- 1) An environment in which a person performs his or her job functions;
- 2) A community of people working in a specific field;
- 3) Preparation, i.e, the ability of a person to perform certain job functions with all his knowledge and skills;
- 4) The process by which an expert is a professional, that is, a time-distributed labor function.

There are many potential ways for a site developer to earn a living:

- informative - programs, booklets, advertising, agitation, etc.;
- enlightened;
- excursions to organizations - direct visits to organizations to get acquainted with the work process, procedures and areas of work;
- screening of professional films and videos - showing films and videos on the subject in order to acquaint students with the world of professions during the lesson, or during certain courses;
- meetings with professionals, representatives of enterprises and organizations working in the field of vocational guidance;
- conducting special classes in the course of vocational guidance - providing professional information to young people with the involvement of career educators, consultants and psychologists, identifying their personal interests through questions and answers, tests and other means, show them the right way.

In fact, the methods used in career guidance are more than the list provided above, but the methods presented are considered to be basic and an easy approach for young people of this age in choosing a career.

The basic principles of career guidance theory are as follows:

- Resolving conflicts between personal and public interests;
- Overcoming the contradiction between the free choice of profession and the level of opportunity for young people to pursue their careers;
- Scientific proof of methods and forms of psychological and pedagogical diagnosis and vocational guidance;
- Freedom to choose all types of education, careers and education, and employment;

- The complex nature of career guidance.

The fact that different disciplines define it from their own unique perspectives demonstrates the concept's adaptability. Vocational advice, for example, refers to the activities of the pedagogical community, vocational education institutions, families, and communities in the field of pedagogy. Their role is to determine students' personal interests, aptitude, and psychological and physical health levels in order to help them choose the best career.

The implication is that the person has completed a stage of preparation, such as transitioning from high school to the next stage, and now must choose the appropriate profession based on his interests and goals for future employment in that profession. Simultaneously, it should enable him to select a profession, become acquainted with the world of professions, and gain an understanding of them.

## REFERENCES

1. Nishonaliev U. Formation of the personality of the teacher of labor education: problem and perspective. –T.:Science. 1996.
2. Cherednikov M.G. Career guidance information technology. J. School and Life -2004-№2.
3. Sharipov SH., Shonazarov R. Methodical handbook on career guidance. Tashkent – 2007