

FOREIGN EXPERIENCE IN GUIDING STUDENTS TO THE PROFESSION

Joldasov Ikhtiyar Suyundikovich
Chirchik State Pedagogical University
Department of "History" p.f.f.d (PhD)
i.joldasov@cspu.uz

Abstract

In this article, based on the needs of the times, the form of "dual education" was introduced, which allows young people to study and earn at the same time, to connect educational programs with the demand for life, to introduce foreign educational programs, to improve internal and external qualifications of graduates. measures to improve the quality of ensuring recognition in the foreign market are provided.

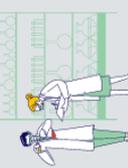
Keywords: Career orientation, professional competence, didactics, ICT.

Introduction

At present, foreign experience is very important for career guidance of students, as it not only helps to improve the education system, but also prepares students for the requirements of the future labor market. Countries around the world are successfully implementing career guidance strategies and paying close attention to the development of their systems.

In fact, career guidance could not have arisen before the emergence of professions and the emergence of a need for it. The history of the emergence of elements of assessing the level of professional suitability associated with the diagnosis of existing and developing human abilities goes back centuries. As early as the 3rd millennium BC, graduates of the school for the training of scribes in Ancient Babylon were tested on the ability to measure land, divide property, play musical instruments and sing, as well as perform all four arithmetic operations. The ability to work, listen and remain silent was also tested using fire, water and the threat of death[1].

It is said that such a serious system was developed by the great scientist of the past, Pythagoras. He also paid special attention to the behavior of young people, considering it the main indicator of human character, and assessed their ability to freely express their opinions and learn to argue with interlocutors. In China in the first millennium BC, the emperor often set the exam questions himself, conducted the tests himself, and selected candidates in a multi-stage process. In Plato's treatise "Statecraft", Socrates answers the question about choosing an official as follows: "Pay more attention to the most reliable, courageous and capable people: moreover, it is necessary to find not only highly spiritual people of the highest class, but also people worthy of education at this level." "They need to find people who can quickly absorb knowledge and think quickly, have a good memory, are firm in their judgments and are hardworking in all respects." According to Plato's philosophy: people are not born so similar to each other, but



since their natures and abilities differ, they can perform all tasks better, faster and in greater volume if they choose tasks that match their natural abilities. [2] This idea is still relevant today. The principle of "lifelong learning" requires the development of students' skills for independent work on themselves through the introduction of an individualized learning process in higher education institutions.

F. Galton, the founder of the scientific study of personality traits, was able to test the physical and physiological capabilities of visitors to the international exhibition on 17 indicators. These were a person's height, body weight, claw and bite strength, memory, color vision, visual acuity and others. [3] According to the analysis, a person's professional skills directly depended on his social demand, the ability to draw the right conclusions from problems arising in life and constant supervision by adults. However, a decrease in social demand for professions or the emergence of new professional areas, due to the development of society, led to some fluctuations. Therefore, planning the future professional activities of young people is becoming increasingly important.

Career guidance work in the CIS countries began in the first years of the 20th century, and the main focus was on identifying the most popular professions, the reasons for their choice by young people, developing scientific, pedagogical and psychological foundations of career guidance (P.P. Blonsky, A.S. Makarenko), ensuring a close connection between career guidance and polytechnic education, labor education and training. In the early 1950s, a certain level of organizational and methodological approach to career guidance was established, based on the interests of students and the needs of the national economy [4].

In response to the demands of the time, it is envisaged to introduce a form of "dual education" that allows young people to simultaneously study and earn a living, as well as measures to improve the quality of educational programs, link them with the needs of life, introduce foreign educational programs, and ensure recognition of graduates' qualifications in the domestic and foreign markets.

As in any study, it is necessary first of all to clarify the main categories, namely the categories of "competence", "professional competence" and "didactics". "Competence" (from the English "competence" - "ability") is the ability to effectively use theoretical knowledge in practical activities to acquire high professional qualifications, demonstrate skills, talents, and creativity. Professional competence is the acquisition by a specialist of knowledge, abilities and skills necessary for the implementation of professional activities, and their application at a high level in practical activities.

In the scientific literature, various approaches are expressed regarding the concept of professional competence. It is used as a characteristic describing the specific requirements of the subject of labor or, more precisely, the attitude of the subject to certain aspects of a specific activity. For example, a study of the functional development of professional competence conducted by scientist E.F. Zeyer showed that as a person reaches professional maturity, there is an integration of various forms of competence and an increase in their connection with professionally important personal qualities[5]. In particular, the basic levels of professional competence include professional training and experience, self-awareness, self-confidence,

correct acceptance of shortcomings pointed out by others, and other similar personal characteristics that determine professional maturity. Competence is characterized by the following characteristics:

- be able to apply knowledge adequately and quickly in any specific situation, taking into account its various aspects;
- ability and willingness to make decisions, as well as the ability to choose the most appropriate solution for a given situation;
- be able to organize social movements and use all opportunities for this;
- communication skills that allow you to establish relationships with other people within the framework of your activities, keeping in mind specific goals and in a purposeful and acceptable manner;
- the presence of certain spiritual values, worldview, general cultural and moral qualities, a sense of desire for activity; – develop your creative potential, strive to master new ways of activity.[6]

The main qualities that are most suitable for the pedagogical activity of a teacher are a set of knowledge, skills and personal qualities that allow him to independently, responsibly and effectively perform his work functions, plan further development, be responsible for the results of his work, develop creative potential, and shape the personality of the student.

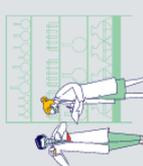
Researcher L.Z. Tarkhan, considering professional competence from the point of view of competences related to human activity, comes to the conclusion:

- identify and successfully or non-standardly solve cognitive tasks, create and solve problem situations, carry out intellectual activity;
- means and methods of carrying out activities - planning, design, modeling, forecasting, research activities, orientation to various types of activities;
- ICT competences include receiving, sorting, processing, transmitting information, converting information into forms of reading and note-taking, using multimedia technologies and computer literacy as a personal trait.[7]

Traditionally, academic, methodological and socio-psychological components of professional competence are distinguished, however, in modern pedagogical literature, the need for didactic knowledge as a construct of pedagogical theory is often emphasized.

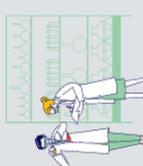
Based on the understanding of the essence of professional competence proposed in scientific and pedagogical literature, we consider it as a dual characteristic. On the one hand, it is the most important indicator of the educational process, and on the other hand, it reflects the high level of professional skill of the teacher, knowledge, skills and qualifications necessary for the implementation of his pedagogical activity[8].

In our opinion, professional competence of a student means knowledge, skills and abilities that allow him to creatively approach work in the future professional sphere and effectively solve emerging problems, as well as all the personal qualities necessary for this. Accordingly, by professional competence we mean the student's ability to solve specific practical problems in his field of study, taking into account his personal characteristics.



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