

METHODS OF ORGANIZING THEORETICAL AND PRACTICAL TRAINING AND IMPROVING FORMS OF CAREER ADVICE

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Abstract

This article provides information on methods for organizing theoretical and practical classes and improving forms of career guidance work in higher education, as well as their application.

Keywords: consistency, logical connection, decision-making, impossible.

Introduction

The formation of students' choice of profession is based on the principles of humanity, systematicity, consistency and activity. The humanitarian principle implies that career guidance is a concern for people and their success in life. The principle of consistency presupposes the logical connection of all elements of the formation process, their interaction, and accepts career guidance work as part of the educational process. The principle of consistency describes the dialectical nature of the career guidance process, each stage of which opens up opportunities for new awareness. The principle of activity refers to the nature of shaping the choice of profession in the process of activity.

Outside of work, it is impossible to fully understand the capabilities, requirements and nature of the profession, therefore, along with independent design, carrying out professional tests (in a specific profession, testing oneself through work activity) is of particular importance. professional activity.

The task of forming the professional choice of students is to achieve decision-making, socialization and adjustment of professional choice in various fields of individual activity.

The content reflects the structure of pre-specialized cognitive activity.

We choose the following forms and methods as an acceptable system:

- 1) explanatory and demonstrative (lectures) - convey the bulk of information about the world of professions;
- 2) methods of joint activity (discussion, assessment of controversial situations) to familiarize students with self-diagnosis methods (allowing them to highlight important professional qualities of a specialist) independently, but under the supervision of a teacher;
- 3) methods of problem-based learning (educational projects, professional games and trainings), modeling specific professional tasks and allowing one to master a wide range of competencies necessary for understanding in the course of professional activity;

The conditions for improving the forms of vocational guidance are represented by three components: a content component that regulates the content, an organizational component that



develops skills associated with improving the forms of vocational guidance, and psychological and pedagogical components that form the conditions for training. is expressed in improving the forms of career guidance. They logically reflect the structure of career guidance work.

To form an information direction for choosing a profession: 1) orientation to the profession and its main categories; 2) the specifics of the demand for the profession; 3) it is necessary to comply with the basic conditions, covering a complex of knowledge about the psychological and pedagogical factors of choosing a profession.

Ensure the formation of the direction of activity

1) general professional competence – the ability to distinguish important professional qualities; 2) personal and professional competence - have the ability to diagnose personal and professionally important qualities (professionally important qualities of a certain profession that an individual has);

3) it is necessary to have the ability to compare the requirements of the profession, personality characteristics and the needs of society to specific professional activities that combine general professional and personal-professional competencies.

To ensure psychological orientation, it is necessary to teach students to follow the psychological and pedagogical conditions that form their psychological competence for the profession. It includes:

1) important personal conditions - look at a person as the main object of systematic work activity and teach the student the task of self-activation to achieve success in life when choosing a profession;

2) important motivational conditions - teaching to differentiate a person's professional competence, to express what is the main success in a person's life; 3) personal motivational conditions - creating conditions to see the purpose of forming the choice of profession and to realize that it is appropriate to apply the knowledge, acquired skills and acquired skills. These conditions create a stable element of the student as a person, and this element directs him to three aspects of the demand for a professional in this field: my desires (I want), my capabilities (I can do) and my level (need).

The knowledge indicator is necessary for choosing a profession: about the uniqueness of professional activity; about personal qualities of successful professional activity; Knowledge about the possibilities of diagnosing these qualities and comparing the requirements of the profession with one's desires and capabilities are collections.

The skill indicator represents the student's ability to selectively analyze important professional qualities, diagnose his personal qualities and compare his personal qualities with important professional qualities.

Low level. If a student has an idea of the world of professions and acquiring a profession is considered a dream for him, then the pact level is diagnosed. If interest in a profession is low or there is no interest in a profession, the student's level of choice of profession is assessed as Pak.

Average level. If a student has an idea about the world of professions, knows about the important professional qualities of his future profession, but does not know his personal



qualities (or if he knows personal qualities in general, he cannot diagnose them), if his professional interests are not stable, in the case of average level is diagnosed.

High level. If a student has an idea of the world of professions, if he has an idea of diagnostic methods, if he can compare the important professional qualities of his future profession with his personal qualities, and also if he includes himself in a certain professional group of society when choosing a profession, then a higher level. The choice that determines social utility corresponds to a high level of student choice of profession.

Taking into account the above, we recommend using the following methods for improving forms of career guidance work, based on organizing lectures, practical classes and supplementing their content with elements of professional activity.

Design Thinking Method. Along with the development of intellectual creativity of university teaching staff, the use of design thinking technology in the creative conduct of their teaching activities serves to further improve the quality of education.

Along with the development of intellectual creativity of university teaching staff, the use of design-thinking technologies in creative testing ix of pedagogical activities serves to further improve the quality of education.

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