



## Didactic System of Vocational Guidance of Students on the Basis of Dual Education

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**Abstract:** *This article discusses the didactic system of vocational guidance of students on the basis of dual education, which includes vocational training, education, vocational guidance and what measures extensive coverage of the need to implement.*

**Keywords:** *Profession, student, labor, interest, skill, teacher, labor teacher, education, orientation*

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Today, the provision of in-depth knowledge to the students of professional colleges in their specialties depends on the knowledge and skills of the teaching staff. Education in professional colleges is based on the requirements of the times, the formation of modern knowledge and skills in the minds of students, the use of new pedagogical technologies in the educational process, dedication to their profession and continuous improvement of skills. Preparing students for career choice is a long-term educational work of the entire teaching staff, parents and the factory community. The spiritual and psychological preparation of young people for work is considered to be an interrelated process of personal development, in which the personality of the adolescent, along with abilities and beliefs, is manifested as a driving force. The fact that the polytechnic bases and the school youth are inextricably linked with the expansion of their readiness for primary production is a decisive condition for the orientation of the working professions.

This is achieved if the process of labor education is carried out at an early stage. In secondary and higher education, attendance is expressed in the fact that students work on a single program based on the principle of regularity. Such programs provide for the gradual complication, acquisition of knowledge, skills and abilities, specific methods of work.

Of course, regular participation in productive work combined with education and career guidance has the greatest pedagogical effect. The number of young people who have graduated from high school or received the necessary training in the system of vocational education, training centers and immediately began to work in various sectors of the economy is growing every year. A career guidance board will be established under the chairmanship of the school principal to ensure that all career guidance activities are coordinated at the school. The order of the council includes the deputy director of the school for educational work, the head of the career-oriented educational and methodical cabinet, labor education, the teacher or organizer of the socially useful, productive work of students, the class of graduates. the headmaster, the school librarian, the representatives of the school student organization, the school doctor, the members of the parents' committee, the

representatives of the basic enterprise. The work plan of the vocational guidance council is reviewed and approved by the school board for public education.

During the vocational guidance of students, the responsibilities of school staff and school administration include familiarization with the instructions, orders, decisions on vocational guidance of students, the study of scientific and methodological literature, issued methodological recommendations. learning and using in their work. The role of the class teacher is primarily to study in depth and comprehensively the student's emerging throne, his or her inclinations, interests, and abilities. In this area, he will be helped by interviews with science teachers, parents, questionnaires, and regular follow-ups as students complete their resumes. The class teacher conducts a career-oriented work based on a specific program based on the student's personality. This includes class hours, extracurricular activities and field trips. Career guidance is provided in close contact with the parents of the students. Students complete a questionnaire once a year. The purpose is to identify students' life plans.

On the basis of a questionnaire, class teachers list students who have consciously chosen a profession or acquired a profession at the required qualification level and who have expressed their desire to study and work in order to submit it to the vocational school board at the end of the school year. They make their lists. In labor education classes, students not only acquire knowledge about different types of work, but also acquire special skills in the course of their activities, develop their skills, and test their strength in work. Therefore, a labor education teacher should organize a labor lesson in such a way that each student learns to love work, to benefit people, and to enjoy the work process and its results.

The teacher should use the forms and methods of work that provide the most activity and independence to the students in acquiring knowledge and skills in their work.

Laboratory-practical, educational-production work, production excursions, experience include such forms and methods of work. These activities include independent observations, experiments, analysis, calculations, solving production and creative tasks, as well as direct socially useful, productive work. An on-the-job teacher can logically relate the information about the job acquired in the course of on-the-job training to the study of specific topics. For example, when studying the physics and physics of electrical engineering, the teacher shows the role and importance of electricity in the national economy, methods of its production and delivery to the consumer, as well as the professions of this industry are divided into three major groups. can be explained. The first group includes occupations related to the production of electrical equipment, machines, apparatus and tools (fitter, fitter, electrician, insulator, etc.); occupations related to power transmission to the second group (substation electrician, electrician, etc.); the third group includes occupations related to the use of electricity (electrician, fitter, electrician, etc.).

The teacher's personality plays an important role in directing students to the profession. A teacher's personality is a set of qualities that determine a teacher's creative development, high pedagogical skills, constant innovation, efficiency, love and respect for children. In the same way, a teacher instills in students self-respect, a desire to work, to be like him, to be friends with him, the best wishes, about the future, o ' z creates a desire to share dreams about the profession.

For example, these are production-technical circles. In such circles, the teacher has the opportunity to create all the conditions for the creative development of special skills in students, such as ingenuity, design.

In order to guide a student's career when studying a student, a labor education teacher should: observe the behavior of the individual in a particular community in a specific situation in which the individual is developing; learning through personality; to see the individual in development, not as

something rigid; it is advisable to follow the rules, such as taking into account the temporary psychological state of the person, his attitude to his peers. Psychological diagnostics plays an important role in the work of a teacher of labor education. In the process of psychological diagnosis, he, together with the vocational counselor of the school, local educational and industrial complex, educational institution (college), can determine the individual characteristics of each student in the process of choosing a future profession. Thus, in the work of a teacher of labor education, the following areas:

- vocational education - to acquaint students with the spheres of labor activity, professions and specialties of certain sectors of the economy;
- psychological pedagogical counseling - to tell the student about the types of work activities, professions and specialties that best suit the characteristics, knowledge and inclinations of the student;
- vocational education - the formation of a stable interest of students in a particular profession;
- practical skills - the creation of conditions for practical testing of strength in various areas of work;
- career guidance can include student learning, job interests, and career development.

The teacher's career guidance is accompanied by a whole set of interrelated components, including the activities of the career-oriented teaching and learning room, the work of the class teacher, science teachers, parents, etc. tightly connected with. It is impossible for a teacher to work effectively without close contact with them.

At school, each subject has its own opportunities for career guidance, but it is the only source of knowledge about the types of work, the diversity of professions, and so on. can not be. For this reason, it is important to coordinate the work of the labor teacher with the work of class teachers and science teachers.

Experience has shown that in order to increase the effectiveness of the work on the formation of a stable interest in the profession in students:

- realization of interdisciplinary links, duration, polytechnic and professional orientation of labor education and optional classes of teaching the basics of science;
- ensuring the interaction of polytechnic education, labor education and vocational guidance with socially useful, productive work of students;
- students perform socially important educational and production tasks aimed at one goal;
- implementation of a personal, differentiated approach to the development of students' interests in the four sectors of the economy;
- collaboration of school teachers and production teams in the field of vocational guidance of students;
- promoting industrial and agricultural occupations. By studying a range of natural and mathematical disciplines, students have the opportunity to get acquainted with the content of work in the leading professions in a particular economic region, to acquire the knowledge, skills and competencies necessary for the successful acquisition of these professions.

Students in the humanities receive ideological, ethical, and worldview knowledge on career choices. Career choice (professional suitability) is the final stage in the entire system of professional work. It is at this stage that an employee's absolute suitability or unsuitability for the chosen profession is determined, but it would be wrong to assume that career choice (suitability) methods can only be

used in the final stages of career guidance. A young man or woman who has not passed the initial medical-physiological and psychological examination may have a different career choice. Therefore, career choice should be made at both the initial and final stages.

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