



International Experience in Directing Students to the Profession (Craft Activities)

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Abstract: *This article discusses the traditions of master students, the problems of young people before choosing a profession, the lack of textbooks on professions, the lack of information about professions among young people and the measures taken in developed countries in this regard.*

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Mankind has been created, it seeks to know what it does not know, to consolidate what it knows, and to apply its consolidated knowledge in practice, and thus to create sufficient conditions for itself. From the time of the primitive community, which invented ordinary fire, to the present day, that is, to the Internet, which sees the whole world from one point of view, to complex computers, to the evolution of time, we perceive passion, curiosity, and zeal.

In ancient times, our ancestors gave their children to apprenticeships in the field of science and crafts, saying, "The flesh is yours, the bones are ours." Among the values are those that retain their positive significance for all people in all circumstances and at all times. These are life, health, knowledge, labor, etc., which are universal eternal values. The role of teacher-student traditions in the perpetuation of these values is invaluable.

From this it is clear that in ancient times, parents sent their children to education and profession due to the conditions of the time. In this case, of course, parents:

- envied the well-known and famous scribes of his time;
- taking into account the child's unconditional passion for a particular profession or profession;
- due to the difficulty of making a living in the family, the need for social status, attached his children as assistants to a certain master;
- wanted to learn a trade faster and help the family, etc.

Hence, every student of a science or craft has been devoted to his master for a lifetime. In particular:

- unconditionally accepted and discussed the tasks of the teacher;
- did not look straight into the face of his teacher;
- considered his teacher as a father and glorified him;

➤ who has received the consent and blessing of the teacher as his life program, etc.

President of the Republic of Uzbekistan ShavkatMirziyoyev said: "In general, the healthy and harmonious development of the young generation, which will ensure its future, plays a key role in the development of any society. That is why we rely on our determined, enterprising and enterprising young people, who are well-rounded, well-versed in modern knowledge and skills, in further increasing the scale and effectiveness of our reforms. At the same time, we prioritize the training of our sons and daughters in modern professions that are in high demand in the labor market, the formation of entrepreneurial skills and diligence, as well as the implementation of 12 initiatives, employment and housing [1].

In addition, the Presidential Decree "On measures to further develop handicrafts and provide comprehensive support to artisans" states that organization of the pedagogical process on the basis of new pedagogical forms and methods aimed at the development of spiritual and moral qualities based on universal values"[2].

In this regard, the President has adopted several decrees and resolutions on vocational training of youth. In carrying out these tasks, it is necessary to develop pedagogical conditions, educational and methodological support for young people to get an education, acquire a profession. This requires more attention to the education of young people, the acquisition of a profession and attracting them to their profession.

Significant changes have been made in this direction, especially in the field of vocational centers, vocational schools.

According to the Decree of the President of the Republic of Uzbekistan, the main directions of handicraft activities, the number of products and types of goods (works, services) produced by artisans are defined as 34 directions. Due to the complexity of the directions, the number of students was increased from 5 to 10.

The main purpose of vocational schools is to prepare students for technological and professional activities, to educate young people who are dedicated to the welfare of our society. However, our observations show that there are many problems in directing young people to the profession.

Guiding young people who are on the verge of choosing a career is a very complex process. In many cases, parents decide the future of their children. As a result, the child is forced to work in an area that he or she does not want or is not interested in.

Another major problem is the lack of information about occupations among young people. The lack of textbooks or literature on this subject, the lack of familiarity with the activities of successful masters through the profession, forces young people to stay away from the question of which profession or profession to pursue.

To do this, it is necessary to organize career guidance work in schools in mass, individual, group forms, as a result of which students' perceptions of professions expand and form their interest in choosing a profession. In particular, life itself shows that motivating students to choose a profession in technology classes is an important task in the pedagogical activity of teachers, as it is advisable to use modern forms and methods of educational institutions, especially in technology education classes and extracurricular activities.

Occupational information should be provided taking into account the age and individual characteristics of the students. High results can also be achieved through the widespread use of interactive methods such as "Debate", "Networks" (Cluster), which effectively influence the formation of students' opinions and thinking about the profession. On the basis of the "debate" method, students are interviewed about what profession they want to have in the future and the

specifics of their chosen profession, why they are interested in this profession. As a result of the conversation on "I want to be a builder (doctor, teacher, engineer, pilot) in the future", students' understanding of the profession will expand, interest in the profession will increase, the first steps will be taken to realize their goals and dreams. The "networks" method consists of the branching of ideas, which teaches students to master the topic in depth and to branch out a clear idea of the topic as a team, freely, sequentially, and interconnected. It is also important to provide information about professions, guide them in choosing a career, focus on learning the basics of the profession through various games.

For example, by holding a controversial game called "Bouquet of Professions", young people will have to justify their opinion about what profession they can imagine in the future, what are the advantages of their chosen profession, their favorite profession, its differences from other professions. The topic discussed in the discussion has a positive effect on students who are well-prepared, who do not always speak, and who are not able to express themselves freely. The success of the event will also depend on the selected starters. However, in any situation, it is advisable for the teacher to be ready to help them. Debates usually end with a summary of the issues discussed or resolved by the teachers, as well as some necessary recommendations and identification of the topic of future discussions. The success of the debates also depends on the topic being prepared and the questions being asked.

Studies of international experience have shown that:

In order to develop students' skills of independent work in Russia, the subject "Technology" is formed by teaching such subjects as "Making materials from structural materials" (22 hours), "Drawing and graphics" (10 hours). Creating and designing sites "(6 hours), "Fundamentals of Entrepreneurship "(10 hours), career guidance in Kazakhstan by teaching such topics as "Manual woodworking "(7 hours), "Manual metalworking "(8 hours) is being implemented.

Based on the experience of developed countries, it would be expedient to introduce the subject "Technology" in the general secondary education system of Uzbekistan for students in grades 10-11 and allocate it at least 2 hours a week for a total of 136 hours, radically revise and improve curricula.

In Russia, the subject "Technology" is taught in grades 8-9 from 1 hour per week to 36 hours per year, as well as 36 hours in 10th grade, 34 hours in 11th grade. There is also a subject "Achieving efficiency in the labor market", which is taught 36 hours in 10th grade and 34 hours in 11th grade. It can be seen that in grades 10-11, "Technology" and "Technology for Professional Perspective". Achieving efficiency in the labor market "is allocated from 70 to 140 hours per year for a total of 280 hours of vocational training in 2 years.

In general secondary schools in Belarus, "Labor Education" is taught for 1 hour per week in grades 8-9, and 6 hours per week in grades 10-11.

In **conclusion**, the main purpose of vocational education is to prepare students for technological and professional activities, to educate young people who are dedicated to the welfare of our society. Therefore, based on the developed foreign experience in Uzbekistan, it would be expedient to develop vocational guidance, to allocate more hours in the curriculum for technology classes, to acquaint young people with the activities of masters, to create textbooks and catalogs of professions.

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