



The Content Of Vocational Guidance In Out-Of-School Activities In Biology

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ABSTRACT

In the article, the work of vocational guidance of students in extracurricular activities is carried out through scientific and social projects, experiments, internships (industrial and social), excursions, clubs, classes in clubs, etc.

KEYWORDS

Competence, career choice, ability, career guidance, interest, student, job, occupation, professional activity.

INTRODUCTION

If general secondary schools provide the acquisition of competencies (universal and special) as a result of the implementation of the content of the curriculum of vocational guidance of students in extracurricular activities; allowing students to study the

design of individual educational programs and choose the future vocational education program and the knowledge to implement it: communicative competence; ability to self-evaluate; monitor their successes and shortcomings, develop individual educational

programs and eliminate them in accordance with the tasks set out in it; selection and analysis of data from open information resources (including the Internet), etc. is achieved through. Career guidance in extracurricular activities can be carried out through research and social projects, experiments, internships (industrial and social), excursions, clubs, classes in clubs, and more.

MATERIALS AND METHODS

In order to implement more effective management of students' professional development at school, career guidance should be divided into two stages:

Phase I (grades 5-7) helps students to shape their career choices and their place in society based on their interests, abilities, and social values. At the same time, future professional activity at this stage serves as a way to create a certain lifestyle, to realize their potential.

Phase II (grades 8-9) helps to form ideas about professional skills, prospects for professional growth and production, the rules of career choice, the ability to properly assess their personal capabilities in accordance with the requirements of the chosen profession. When choosing a profession, the main focus is on counseling, the strategy of action to take the reserve option is determined.

One of the most important issues in the management of career guidance is to determine the criteria for career guidance and performance indicators. Currently, the effectiveness of career guidance in schools is often determined by the number (in percent) of students who choose career-oriented careers. If this is the main goal of career guidance, without serious diagnostic and

parenting work with students, then all work goes in a specific direction that hinders career guidance itself and reduces the confidence of students and their parents in it.

This goal is achieved through active targeted work with schoolchildren, identifying their real interests and abilities, personal preferences, as well as building confidence in the right choice of profession that meets the needs of the city, district, village where they live. Therefore, from a pedagogical point of view, the effectiveness of career choice means measuring a person's career choice in accordance with the teacher's recommendations. However, pedagogical recommendations are assumed to be based on consideration of both personal and social needs. Accordingly, the more students choose the professions recommended by them, the higher the career-orienting effectiveness of teachers and schools.

The main criteria and indicators of the effectiveness of career guidance, first of all:

1. Adequate information about the profession and ways to acquire it. Without a clear idea of the content and working conditions of the chosen profession, the student will not be able to make an informed choice. An indicator of the adequacy of information is to clearly present to this person the demand for the profession, the exact place of its acquisition, the needs of society for these professionals.
2. The need to make a reasonable choice of profession. Indicators of the need for a profession-based professional choice are the student's self-efficacy in obtaining the necessary information about a particular profession, the desire to test himself in

certain areas of activity (not necessarily to be done, but manifested).

3. The student's belief in the social significance of labor, i.e., their vital value, is directly related to the need to choose a profession. The attitude of students in grades 8-11 to work is in line with the need to make an informed career choice as a vital value.
4. The level of self-knowledge of the student. The validity of a student's choice will largely depend on a deeper study of his or her professionally important qualities. It should be borne in mind that only a qualified professional can provide the student with sufficient and complete information about his or her professionally important qualities.
5. Students have a sound career plan. The validity of the career choice is rightly one of the necessary criteria for career guidance. The specific individual characteristics of a person in the field of knowledge in accordance with the requirements of career choice are indicators of the validity of important professional qualities that directly affect the success of professional activity.

The following are the procedural criteria for the effectiveness of career guidance:

- The individual nature of the impact of any career orientation (taking into account the individual characteristics of the student, the nature of family relationships, work experience, the development of important professional qualities);
- The direction of the impact of career guidance, primarily affects the overall development of the individual (ensuring freedom in choosing a profession, creating opportunities to compete in various fields

of professional activity, stimulating activity in independent choice of professional field and setting a professional plan).

With the help of career guidance activities (role, didactic games, conversations, competitions, socially useful work, excursions to industrial enterprises, national holidays, etc.), expand their understanding of the world of professions, a conscientious attitude to work, understanding its role in human life and society, career choice, develops interest in the future profession.

CONCLUSION

Thus, designing a meaningful part of a student-oriented program is a matter of universal curriculum (UO'F) and ICT competencies, taking into account the essence of the main curriculum in terms of the specific content of disciplines, as well as the specificity of the content in the choice of courses. is a collective creative result of the methodical work of the teaching staff, depending on the results of the formation.

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