



PSYCHOLOGICAL AND PEDAGOGICAL IN GUIDING STUDENTS TO THE
PROFESSION LOCATION OF ACTIVITY

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Introduction: The process of guiding students to their preferred profession is a crucial aspect of education and career development. It entails not only helping students identify their interests and talents, but also providing them with the necessary psychological and pedagogical support to navigate their way towards their desired career path. As students embark on this journey, they face numerous challenges, ranging from self-doubt and lack of clarity to external pressures and societal expectations. Thus, an effective guidance system that integrates psychological and pedagogical approaches is essential for helping students make informed decisions and successfully locate their desired profession. This research paper aims to explore the significance of psychological and pedagogical guidance for students in their process of choosing and pursuing a career, highlighting the various strategies and approaches that can contribute to their successful placement in their chosen field of activity. By understanding the interplay between psychological factors and educational practices, educators and professionals in the field of career guidance can enhance their ability to guide students effectively and equip them with the necessary skills and knowledge to flourish in their chosen profession.

The main part. The question of paying serious attention to the study, research and development of the human psyche has been one of the leading tasks of socio-economic development in all eras. Today, we can see that the developed countries of the world, first of all, pay attention to the spiritual, intellectual, physical and mental well-being of their citizens, and look for ways to use it effectively for social benefits.

In this regard, the essence of vocational guidance of students in Uzbekistan can be explained as follows. The most important task for the continuing education system is a mature person who has thoroughly mastered the basics of general sciences and professional knowledge, who can be active in any situation, who can withstand the existing competition and who can constantly be in creative search, as well as who can meet the standards of world education and production. consists of training specialists.

In the Republic of Uzbekistan, the development of initial professional qualities by guiding students to a profession, their interest, aspiration, organization of practical activities in relevant directions, and the diagnosis of their skills and qualifications has become an important structural element of the public education system. The work done in this regard has its own historical chronology.

In particular, according to the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan dated May 13, 1998 (No. 203), the "Republican Psychological and Pedagogical

Diagnostic Center" was established under the Ministry of Public Education. On the basis of the order No. 64 (April 23, 2001) "On improving and developing the activities of the psychological-pedagogical republican diagnostic center on the orientation of students to the profession" adopted by the Ministry of Public Education of the Republic, the prospective directions of the activity of the diagnostic center were determined².

During the past period, the sample Regulation "On Vocational Orientation of Students", "On Vocational Orientation Room" and "On Vocational Orientation and Psychological-Pedagogical Regional Diagnostic Center", "On Vocational Orientation of Students" the Charter of the vocational guidance and psychological-pedagogical Republican diagnostic center", as well as the Regulation "On the Scientific Council of the Republican psychological-pedagogical diagnostic center for vocational guidance and vocational guidance of students" were adopted³.

In accordance with the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan No. 916 (December 1, 2017), the Charter of the "Republican Psychological and Pedagogical Center for Vocational Orientation of Pupils" defines the following tasks:

development of scientifically based methods in the field of vocational orientation of students, psychological-pedagogical diagnosis and medical-defectological services and implementation in the educational process of public education institutions;

provision of organizational, scientific-methodical, informational activities of vocational orientation, psychological-pedagogical diagnosis service;

to support and keep track of students of public education institutions choosing to continue their education in upper grades of school, secondary special, vocational education, as well as in higher education institutions, taking into account their abilities, professional inclinations, interests and skills;

to diagnose the psychological and pedagogical development of children, to determine their abilities and tendencies, to monitor the process of adaptation of 1st graders to school education, to provide methodical support to school psychologists and teachers in carrying out corrective and developmental work with students;

organization of learning, systematization and implementation of best practice in identifying gifted and talented children and youth into the public education system, creation of a database of gifted children, development of methodologies for working with gifted and talented children, as well as children with disabilities in physical and mental development, implementation in practice study and implementation of best practices in this field⁴.

PQ-4884 (November 6, 2020) of the President of the Republic of Uzbekistan "On additional measures to further improve the education system" It was shown that it is necessary to establish social and psychological support centers for children without individual status. Among the main tasks of the "Social and psychological support of

² Умаров С.Б. Умумий ўрта таълим мактаблари ўқувчиларини касб-хунарга йўналтириш технологиялари (YI-IX синфлар мисолида): пед.фанл.номз. ...дис. – Т.: 2005. – 154 б.

³ Умаров С.Б. Умумий ўрта таълим мактаблари ўқувчиларини касб-хунарга йўналтириш технологиялари (YI-IX синфлар мисолида): пед.фанл.номз. ...дис. – Т.: 2005. – 19-20-б.

⁴ "Ўқувчиларни касб-хунарга йўналтириш ва психологик-педагогик республика ташхис маркази"нинг Устави // <https://nrm.uz/contentf?doc=547263>

children" Centers, attention is paid to the importance of "provision of vocational guidance and psychological-pedagogical services, introduction of modern forms and methods of vocational guidance based on best practices" in the public education system⁵.

Before clarifying the issue of guiding students to a profession, diagnosing their ability to organize professional activity in a specific profession or vocational direction, "profession", "craft", "specialty", "specialization", "activity, "professional activity", professional ability It is desirable to be aware of the content of such basic concepts as (ability).

According to the dictionary meaning, the concept of "profession" when translated from Latin means "formal training", "specialty".

Profession – 1) as a result of special training and work experience, the type of labor activity (occupation) in which the theoretical knowledge, practical skills, and competencies required for the implementation of labor activity in a certain field are acquired, physical, mental abilities and legal rights are ensured⁶. 2) labor activity organized based on certain personal qualities, is a form of training⁷.

Craft - 1) work, occupation, profession that requires certain skills and abilities and is considered the main source of livelihood⁸; 2) activities aimed at the preparation of products with the help of working tools that are mainly moved by hand, that is, based on manual labor.

Specialization – a set of necessary knowledge, skills and abilities acquired by special training and experience for a certain type of activity within a profession⁹.

Directing - turning the action or activity of a person in a specific direction based on a specific goal, directing it to a certain path.

Professional interest – students' desire to learn the basics of a certain profession or craft.

Professional ability - students' ability to organize practical activities in one or another profession.

Vocational guidance - young people, including the personal abilities, interests and abilities of students, as well as the process of preparing them for a specific profession, organized on the basis of specific goal-oriented activities, taking into account at the same time the requirements of various professions of the society and their level of qualification¹⁰.

Diagnosing students' professional orientation - using diagnostic methods to determine the level of interest and ability of students to learn the basics of this or that profession.

⁵ Ўзбекистон Республикаси Президентининг “Таълим-тарбия тизимини янада такомиллаштиришга оид қўшимча чора-тадбирлар тўғрисида”ги ПҚ-4884-сон (2020 йил 6 ноябрь) Қарори // <https://lex.uz/docs/5085887>.

⁶ Ўзбекистон Республикаси Вазирлар Маҳкамасининг “Ўзбекистон Республикасида узлуксиз бошланғич, ўрта ва ўрта махсус профессионал таълим тизимини тартибга солувчи норматив-ҳуқуқий ҳужжатларни тасдиқлаш тўғрисида”ги 466-сон (2020 йил 7 август) Қарори // <https://www.lex.uz/ru/docs/4945840>.

⁷ Профессиональная ориентация молодёжи / А.Д.Сазонов и др. – М.: Высшая школа. 1990. – С. 10.

⁸ Ўзбек тилининг изоҳли луғати. Шукрона – X / 5 жилдли. Бешинчи жилд. А.Мадвалиев таҳр.остида. Таҳрир хайъати: Э.Бегматов. – Т.: “Ўзбекистон миллий энциклопедияси” Давлат илмий нашриёти, 2008. – 561-б.

⁹ Ўзбекистон Республикаси Вазирлар Маҳкамасининг “Ўзбекистон Республикасида узлуксиз бошланғич, ўрта ва ўрта махсус профессионал таълим тизимини тартибга солувчи норматив-ҳуқуқий ҳужжатларни тасдиқлаш тўғрисида”ги 466-сон (2020 йил 7 август) Қарори // <https://www.lex.uz/ru/docs/4945840>.

¹⁰ Профессиональная ориентация молодёжи / А.Д.Сазонов и др. – М.: Высшая школа. 1990. – С. 49-50.

Vocational orientation of students - to help them consciously choose a profession or profession by identifying their interests and abilities and directing their actions in the appropriate direction.

The effective acquisition of knowledge, skills and qualifications in a specific profession or trade is ensured on the basis of the process of vocational training.

Conclusion. In conclusion, this research paper has explored the theme of psychological and pedagogical guidance in guiding students to the profession location of activity. Through an analysis of various psychological theories and pedagogical strategies, it has become evident that effective guidance plays a crucial role in helping students navigate their career paths successfully.

Firstly, psychological factors have a significant impact on students' career choices and overall well-being. By understanding the influence of factors such as self-efficacy, personality traits, and interest exploration, educators and counselors can provide targeted guidance that supports students' psychological development. Moreover, considering the importance of self-awareness and self-reflection, providing students with opportunities for self-assessment and self-discovery can greatly aid them in identifying their professional goals and aspirations.

Furthermore, pedagogical strategies that focus on career education and exploration play a vital role in guiding students toward their desired profession locations. By incorporating activities such as internships, job shadowing, and mentoring programs, students gain valuable insights into their chosen fields and acquire the necessary skills and knowledge for successful career development. Additionally, proper guidance through curriculum planning, informational resources, and counseling services helps students in making informed decisions regarding their education and career paths.

The integration of both psychological and pedagogical guidance ultimately fosters student growth and development. By recognizing the unique needs and strengths of individual students, educators can tailor their guidance approaches and interventions to provide effective support. Moreover, collaboration between educators, counselors, and other stakeholders enhances the overall guidance process, ensuring students receive comprehensive and holistic guidance.

In conclusion, psychological and pedagogical guidance is essential in helping students navigate the complex path towards their profession location of activity. By addressing psychological factors and utilizing effective pedagogical strategies, educators and counselors can empower students to make informed decisions, develop necessary skills, and achieve success in their chosen professions. As the education landscape continues to evolve, it is crucial that schools and educational institutions prioritize psychological and pedagogical guidance to ensure students are well-equipped for their future careers.

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