

# Vocational Orientation of Primary School Students by Teaching Vocational Vocabulary

**Saipova Hilola Abdulhamitovna**  
Teacher of Fergana State University  
**Ahmadaliyeva Maftuna Sodiqovna**  
Student of Fergana State University

**Abstract.** This article analyzes the process of guiding primary school students to the profession by teaching them vocational lexicon. also given about personality traits, student psychology, criteria indicating students' readiness to choose a profession, content of age stages of preparing students for choosing a profession. Methodological recommendations have been developed on the topic.

**Key words:** teacher, student, primary education, profession, career guidance, youth psychology.

In recent years, large-scale reforms have been implemented in the education system of the Republic of Uzbekistan, as in all areas. The result of these changes, our country's taking a worthy place among the developed countries, is first of all inextricably linked with the development of science and education. In order to further increase the efficiency of the implemented reforms, create conditions for the comprehensive and advanced development of the state and society, and implement the priorities of modernization of our country and liberalization of all aspects of life, the President of the Republic of Uzbekistan on February 7, 2017 According to the decision No. PF-4947 "On the strategy of actions for the further development of the Republic of Uzbekistan" in the priority direction "Development of the social sphere", education, culture, science, literature, science The tasks of horse and sport, such as the development and improvement of state policy regarding youth, were defined. It is worth highlighting the contribution of our teachers and coaches in the development of our children, who are the decisive force of our tomorrow, who have mastered modern knowledge and skills, and foreign languages, and are stepping into life with great hope and confidence. . A primary school teacher not only provides students with basic knowledge about the world of science, but also guides students in this process. Since childhood, a schoolchild loves a certain profession, dreams of it, considers himself the owner of this profession. The teacher has a big role in realizing this vision. After all, a teacher is a "magician" in the imagination of a child who is not yet fully formed. An incomparable coach. All forms and methods of work on guiding primary school students to a profession should serve students' purposeful choice of a profession. It is recommended to effectively use elements of new pedagogical technology, such as pedagogical games, independent thinking, along with traditional practical exercises, conversation, dialogic discussions, when starting career guidance at school. Primary school students are still far from choosing a profession. However, the work on choosing the right profession should be such a basis, based on which the interests, thoughts and intentions of secondary school students will develop in the future.

It is necessary to introduce the world of professions and teach them how to act in this world. In the process of observing the student in the classroom, talking with him, analyzing the product of the child's activity, the teacher observes some of his features. It indicates characteristics, inclinations, carrying out appropriate work on the development of these characteristics, they can be the main factor in determining the profession in the future, should be aware of various professions, have information about the possibilities and future of these professions. Orientation of a person to a profession is taken into account through special scientific and practical activities, at the stages of formation of students as individuals, individuals and society, that is, the whole family is taken into account as a system, the requirements of market economic relations in the transition period are taken into account.

Criteria that indicate the readiness of students to choose a profession:

- cognitive (informed);
- criterion of interest in the profession;
- is a practical criterion.

It is necessary to choose the right profession in accordance with the objective reasons, interests, inclinations, abilities and opportunities of each young generation, taking into account his health, skills and feelings, which is first of all what he finds and manifests. It is manifested in socially useful and effective work. Early identification of the important professional qualities of the child, and then choosing a suitable profession based on its own characteristics, and successfully mastering it can lead to high results at work. This research was conducted by many scientists. This shows that about 30% of primary school students show a permanent interest in their chosen profession. The task of the teacher is to stimulate the interest of students as early as possible, to identify and develop these interests in accordance with the needs of society, to create conditions for the comprehensive development of the human personality.

One of the main goals of labor education in elementary grades is to inculcate in the minds of students that work is the first need of a person, a public duty, and that strong and deep knowledge is necessary to acquire any profession. Love for work, desire for work is cultivated only in work. Therefore, almost 80 percent of the time in technology classes is devoted to practical work. Studying the personality of schoolchildren is closely related to their knowledge. The teacher should notice the characteristics of the student, find ways to develop the existing target talents in him, eliminate the negative aspects of his behavior, etc.

It clearly shows a tendency to a profession, which is not immediately obvious in many children. It is important for the teacher to determine the goals of the child's talent, to help develop and shape his abilities. As mentioned above, career guidance is an integral part of the educational process. This work, starting from the bottom, helps to create a constant interest in professions that are necessary for society and suitable for each person's characteristics. Interest in work and willingness to work is one of the most important indicators of human maturity. In many ways, work outside the classroom and outside of school helps students to consciously choose a profession, develop creative abilities, and form an interest in working in material production, science, technology, and similar fields. Depending on the age and knowledge characteristics of students, several stages of career guidance can be distinguished. It is done in extracurricular activities.

The first stage (I-IV) work with schoolchildren - forms social interests in work in the field of material production, positive attitude of students to work in general, and most importantly such attitude to physical work. The name of the employee, the desire to bring joy to people with his hard work and get spiritual satisfaction from it. Work in this regard is being carried out based on a pre-planned plan. According to this plan, the organization of the excursion consists in organizing conversations about the most popular professions, work of parents and their success in work for students of rural schools in the house of culture, for students of urban schools in enterprises.

Its role in society and the life of an individual is studied. The second stage of working with students in classes (V-VII) is the stage that encourages them to act. It is known that during the educational process, the students' interest in knowledge is usually formed earlier than the interest in the profession. Therefore, at this stage, it is important to arouse students' interest in learning types of work (working with equipment, working with natural objects, etc.) in the field of vocational guidance. At this stage of vocational education, we focus on technology and labor (technical creativity and agriculture). Extracurricular activities, quizzes, games should play a big role. At this stage, the formation of social goals for students continues, and at the same time, professional direction begins. The third stage (mostly VIII-XI) includes pupils. - At this stage, students try their hand at a certain job, students' interests and inclinations for the profession are additionally formed. At this stage, students strengthen their professional intentions with practical skills and competencies in some general professions. This stage ends with the selection of a certain profession and the determination of the ways of mastering it. It is noteworthy for this stage that students work in the lesson according to their interests (subject, scientific-technological, production-technological, etc.).

There are personality traits that are necessary and important for all professions without exception, these are:

- diligence, respect for workers of all professions and specialties;
- understanding and realizing the need for work;
- ability to plan and control one's work;
- proper organization of the workplace, completed work and being disciplined;
- tolerance, stability, the ability to choose the most reasonable way to complete the task;
- saving materials and time, etc.

All these qualities and qualities should be formed in students from the first grade.

In order to further improve the process of guiding primary school students to the profession, the following proposals are recommended:

- referral to individual jobs in career guidance;
- organization of roundtable discussions on the topic;
- familiarization with audio-video materials related to various professions;
- orientation to extracurricular activities on career choice;
- organizing meetings with experts in various fields;
- organization of cultural events;
- organization of the corner of professions and organization of traveling exhibitions on this

topic.

It can be noted that timely orientation of students to the necessary profession is the guarantee of the country's development.

#### References:

1. O'zbekiston Respublikasi Prezidentining 2017-yil 7-fevraldagi "O'zbekiston Respublikani yanada rivojlantirish bo'yicha harakatlar strategiyasi to'g'risidagi PF-4947-son Farmoni.
2. Abdulhamitovna, S. H. (2022). Parts of Syntax Composition in the Text. *International Journal of Innovative Analyses and Emerging Technology*, 2(4), 39-44.
3. Abdulhamitovna, S. H. (2022). Syntactic-Composition Parts in Poetic Speech. *International Journal of Culture and Modernity*, 13, 8-12.
4. Abdulxamitovna, S. H. (2022). Stylistics of Inspiration in the Artistic Text. *International Journal of Innovative Analyses and Emerging Technology*, 2(4), 51-56.
5. Abdupattoev, M. T. (2022). Syntactic Composition of Poetic Speech. *Central Asian Journal of Literature, Philosophy and Culture*, 3(4), 30-35.
6. Jo'rayev, V. T. (2019). The advantage of distance learning courses in the process of education. *Scientific and Technical Journal of Namangan Institute of Engineering and Technology*, 1(9), 220-224.
7. Jo'rayev, V. T. (2020). The role and advantages of distance courses in the innovative educational system. *The American Journal of Social Science and Education Innovations*, 2(10), 434-439.
8. Jurayev, V. T. (2020). PEDAGOGICAL SOFTWARE IN THE PREPARATION OF FUTURE TEACHERS OF INFORMATICS IN AN INNOVATIVE ENVIRONMENT. *Theoretical & Applied Science*, (4), 182-185.
9. Kochkorbaevna, K. B. (2022). The Main Directions And Methods Of Work On Vocabulary In Primary School. *International Journal Of Innovative Analyses And Emerging Technology*, 2(2), 95-99.
10. Kochkorbaevna, K. B. (2022). The Role and Importance of People's Oral Creativity in the Development of Primary School Student Speech. *International Journal of Innovative Analyses and Emerging Technology*, 2(4), 57-61.

11. Kochkorbaevna, K. B., & Gulomova, O. (2022). Technologies for teaching students to think independently in the process of analyzing literary texts based on an innovative approach. *International Journal Of Culture And Modernity*, 13, 115-120.
12. Kochkorbaevna, K. B., & Hilola, I. (2022). Developing Pedagogical Abilities In Students Through Introducing Modern Forms And Methods Of Education In The Mother Tongue Teaching Process. *International Journal Of Culture And Modernity*, 13, 1-3.
13. Mukhtoralievna, Z. S. (2023). System for Teaching Homonyms Words in Primary School. *EUROPEAN JOURNAL OF INNOVATION IN NONFORMAL EDUCATION*, 3(3), 1-4.
14. Mukhtoralievna, Z. S., & Egamberdiyevna, H. M. (2023). USE OF MODERN TEACHING METHODS IN MOTHER LANGUAGE AND READING LITERACY LESSONS OF PRIMARY CLASS. *Open Access Repository*, 4(3), 1092-1100.
15. Muxtoraliyevna, Z. S. (2023). BOSHLANG 'ICH SINF O 'QUVCHILARINING IMLOSI USTIDA ISHLASHDA DIDAKTIK O 'YINLARDAN FOYDALANISH. *BARQARORLIK VA YETAKCHI TADQIQOTLAR ONLAYN ILMYIY JURNALI*, 3(2), 473-478.
16. Ortikova, Z. (2019). TO DEVELOP STUDENTS CREATIVE THINKING. *Scientific and Technical Journal of Namangan Institute of Engineering and Technology*, 1(9), 224-229.
17. Ortikova, Z. (2020). MECHANISMS OF PREPARING ADOLESCENTS FOR SOCIAL RELATIONS IN THE ERA OF GLOBALIZATION. *Theoretical & Applied Science*, (2), 661-664.
18. Sobirjonovich, S. I. (2022). Child Thinking and Problem Solving. *European Multidisciplinary Journal of Modern Science*, 4, 111-115.
19. Sobirjonovich, S. I. (2022). FAIRY TALES AND THEIR ROLE IN EDUCATION OF PRESCHOOL CHILDREN. *BARQARORLIK VA YETAKCHI TADQIQOTLAR ONLAYN ILMYIY JURNALI*, 150-155.
20. Valijonovna, K. I. (2022). THE CONCEPT OF ENVIRONMENTAL COMPETENCE AND ITS STRUCTURE. *Gospodarka i Innowacje.*, 22, 29-35.
21. Valijonovna, K. I. (2022). UZBEK LANGUAGE GENERONIES ASSOCIATION. *Modern Journal of Social Sciences and Humanities*, 4, 397-400.
22. Valijonovna, X. I. (2022). Improving of Motivation for Studying in Primary School. *European Multidisciplinary Journal of Modern Science*, 6, 131-137.
23. XOLDOROVA, I. V., & XASANOVA, M. B. Q. (2021). The educational technologies for increasing the motivation of children for learning math. *THEORETICAL & APPLIED SCIENCE Учредители: Теоретическая и прикладная наука*, (12), 590-592.
24. Zokirova, S. (2019). REALIYA TIL BIRLIGI VA MILLIY MADANIY TIMSOL SIFATIDA. In *Молодой исследователь: вызовы и перспективы* (pp. 346-352).
25. Zokirova, S. M. (2014). The Issue Of Word Combination In Languages Of Different Structures On The Examples Of The Uzbek And Tajik Languages. *The Way Of Science*, 135.
26. Зокирова, С. М. (2021). О ОМОСЕМАНТИЧЕСКОЙ КОНГРУЭНТНОСТИ В ЯЗЫКАХ. *Редакционная коллегия*.
27. Ортиқова, З. Н. (2019). ОИЛАДА БОЛАЛАРНИНГ ИЖТИМОЙ-АХЛОҚИЙ СИФАТЛАРИНИ ШАКЛЛАНТИРИШ ОМИЛЛАРИ. *Scientific Bulletin of Namangan State University*, 1(12), 395-397.
28. Ортиқова, З. Н. (2019). SOCIO-ECONOMIC QUESTIONS OF CHILDREN IN THE FAMILY Factors for making statements. *Scientific Bulletin of Namangan State University*, 1(11), 335-337.