

Model Of Formation Of Conscious Professional Choice In Students On The Basis Of Career Guidance Activities

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Abstract: The purpose of this article is to use effective forms, methods and means of disseminating information about professions among secondary school students, taking into account their personal capabilities, working on the basis of a technological approach in this process, which guarantees finding a positive solution to the problem. It is also aimed at improving the model of the pedagogical process aimed at consciously choosing a profession in students.

Keywords: RIASEC model, methods, Student-Fisher criterion and mathematical statistical method

Introduction The integrative processes taking place on a global scale and the experience gained require targeted scientific research to optimize career guidance based on their use in accordance with local conditions and needs. Therefore, in the Republic of Uzbekistan, work on career guidance of students is being carried out systematically, and primary knowledge, skills and qualifications for various professions are included in the content of the State Educational Standards and curricula of general education subjects. However, the reforms being carried out in the field of education, the modern conditions of education, and forward-looking strategic approaches require ensuring high efficiency of the system of training highly qualified personnel, not only increasing the effectiveness of educational processes in higher educational institutions, but also preparing future specialists for conscious and independent professional choice from secondary school, creating and implementing practical and effective mechanisms for forming their independent thinking about choosing a profession, and creating appropriate pedagogical, psychological, and socio-economic conditions for forming students' independent thinking about choosing a profession based on modern requirements. In the process of organizing and conducting pedagogical training, the following tasks were set to implement the general goal:

1. To study the current state of independent thinking in students regarding the choice of profession. Conducting questionnaires among students and teachers of general secondary schools, organizing interviews, dialogues, observing the lesson process, conducting pedagogical observations on the activities of teachers in the extracurricular educational process within the framework of the problem, studying and analyzing teachers' opinions on the current state of educational content served as the basis for effectively solving this task
2. Identifying the conditions that allow students to develop independent thinking about choosing a profession in the process of teaching subjects. In the process of positively solving the task, common factors that contribute to the development of independent thinking about choosing a profession in the student were identified, the volume and content of knowledge, skills, qualifications and competencies that students should acquire in the State Educational Standards for 112 subjects were determined.
3. Identifying the problems that arise in the process of developing independent thinking about choosing a profession in students and determining measures to eliminate them. The implementation of this task was carried out on the basis of direct communication, interviews and mutual exchange of experience with students of general secondary schools, subject teachers, class leaders and school psychologists.
4. Development of assessment criteria that determine the level of formation of independent thinking in students regarding the choice of a profession in the course and extracurricular education. The criteria were developed in accordance with the components of independent thinking regarding the choice of a profession put forward in the research work and were studied in stages

Methods. RIASEC is a model developed by American psychologist John Holland, which determines the professional type of a person. Its name is taken from the initial letters of 6 main directions: Letter Direction name Features Examples of suitable professions R Realistic (Practitioner) Realistic, prone to manual labor, technical thinker Engineer, mechanic, builder, driver I Investigative (Researcher) Analytical, intellectual,

interested in scientific work Biologist, physicist, programmer, psychologist A Artistic Emotional, creative, independent thinker Designer, artist, musician, writer S Social Likes working with people, helpful Teacher, psychologist, doctor, trainer E Enterprising Leadership, organizational skills Businessman, manager, lawyer, politician C Conventional Likes order, systems and calculations Accountant, archivist, office manager Methods for determining professional interest 1. RIASEC test (Dutch test) This is the most common method. The student answers 60–90 questions, and based on the results, his main professional type is determined. Experimental work aimed at determining the level of effectiveness of educational content and methodology aimed at forming independent thinking about choosing a profession in secondary school students was organized using the following methods:

1. Pedagogical analysis method. This method allowed us to draw conclusions about the current state of formation of independent thinking about choosing a profession in students during the educational process.
2. Questionnaire method. This method made it possible to assess the level of independent thinking about career choice formed in students, the attention paid to this process by teachers, and the current state of educational content, to determine the factors that allow the formation of independent thinking about career choice, as well as the content and scope of vocational guidance education, to develop measures for their rational use in the process of experimentation, enrichment, and improvement, and to determine its effectiveness.
3. Pedagogical experimental method. The use of this method in the process of experimental work made it possible to solve the following pedagogical tasks: – to determine whether the educational content and the established methodology aimed at forming independent thinking in students regarding the choice of profession were selected appropriately; – to substantiate the essence of the established methodology, the amount of time spent by students to master the system of knowledge serving to form independent thinking regarding the choice of profession, the professional skills of the teacher, the interaction between the independent mastery of knowledge and the activity of students; – to substantiate the compliance of the established methodology with existing pedagogical conditions.
4. Interview method. This method was used as a logical continuation of the questionnaire method. The interview method served to create certain conditions for studying the opinions of respondents on the conducted research, for a comprehensive analysis of its essence.
5. Pedagogical observation method. This method made it possible to determine how students mastered educational materials aimed at forming independent thinking in students regarding the choice of profession, how teachers work with these materials, study their experiences and draw conclusions.
6. Method of studying school work documents. In studying the effectiveness of experimental work aimed at forming independent thinking in students regarding the choice of profession, the diagnostic notebook of the school psychologist and the relevant work documents of the class teacher were analyzed, and on their basis, the process of forming independent thinking in students regarding the choice of profession was improved.
7. Student-Fisher criterion and mathematical statistical method. This method served to substantiate the validity of the results of the experimental and test work carried out in the research process, the effectiveness of the established methodology. Mathematical and statistical analysis made it possible to compare the difference between the initial indicators and the final results of the experimental and test work carried out in order to form independent thinking in students regarding the choice of profession.

Results. According to the results of the experimental work, the indicators of the formation of independent thinking regarding the choice of profession in the tested students were determined based on the criteria noted, and in order to create a certain convenience for re-analyzing the results of the study using mathematical and statistical methods, these indicators were determined as follows:

1. Students with a high level of independent thinking regarding the choice of profession.
2. Students with a medium level of independent thinking regarding the choice of profession.
3. Students with a low level of independent thinking regarding the choice of profession. As a result of an attempt to analyze the activities of the respondent students at the beginning and end of the pilot study and assess the level of formation of their independent thinking regarding the choice of profession, the following indicators were obtained (Table 3.2):

O/n	Experience class n= 514	Control class m = 426
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	Criteria	High	Medium	Lower	High	Medium	Lower
		Taj.a. Taj.ya	Taj.a. Taj.ya	Taj.a. Taj.ya	Taj.a. Taj.ya	Taj.a. Taj.ya	Taj.a. Taj.ya
1.	Students' deep knowledge of career choices and their interest in learning them	158 325	149 128	207 61	139 142	101 102	186 182
2.	Students' deep knowledge of career choices and their interest in learning them	165 262	156 170	193 82	115 116	114 118	197 192
3.	To have the ability to foresee the outcome of a career choice, that is, to predict	152 301	163 144	199 69	124 128	140 146	162 153
4.	Actively participate in career guidance events	159 314	158 131	197 68	129 135	138 135	159 155
A	Total	634 1202	626 574	796 280	507 521	493 501	704 682
	Average number of students	158 301	157 143	199 70	127 130	123 125	176 171

Table 3.2

Based on the indicators in Table 3.2, in order to determine the levels of effectiveness of the formation of independent thinking in students regarding the choice of profession, mathematical and statistical analysis of the mastery in the experimental and control classes was carried out using the Student-Fisher and Pearson methods according to the above criteria. The purpose of the mathematical and statistical analysis of experimental work is to assess the effectiveness of teaching and find coefficients for assessing the level of knowledge based on the results of the conducted experiments. 940 students participated in the experiment. Of these, 514 were in the experimental class and 426 in the control class. The brief essence of the problem is as follows: let two sets of data be given. One is the average scores of students in the experimental class, and the other is the average scores of students in the control class. The scores are assumed to have a normal distribution.

Conclusion. The results obtained formed the basis for the following conclusion: the results of the pedagogical experiment and test conducted confirmed that the selected model, educational content, established teaching methodology, methodological developments of lessons and exercises prepared on their basis, and organizational forms and means for their implementation are appropriate for the formation of independent thinking among students regarding the choice of profession during the educational process. The results of the experiment indicate that the theoretical knowledge and practical skills and qualifications of students in the experimental classes regarding independent career choice are significantly higher than those in the control classes. It can also be seen that the criterion for assessing the effectiveness of development is greater than one and the criterion for assessing the level of knowledge is greater than zero.

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