



“PROBLEMS OF VOCATIONAL GUIDANCE IN UZBEKISTAN AND POSSIBLE WAYS TO SOLVING THE PROBLEM SITUATION

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Annotation:The article discusses the actual problems of career guidance in educational institutions, possible ways and ways out of the situation that has arisen, an alternative solution to the methods of applying variant training with the study of the experience of past years.

Keywords:Career guidance, resources, personnel, differentiation, problem, diagnostics, methods, education, selection, market, demography, trends.

“There is a problem of self-determination,
First of all, the problem of determining one's way of life”
S.L. Rubinshtein[1]

Currently, Uzbekistan is experiencing a growing shortage of labor resources, employers are relying on young personnel, including students and graduates of the vocational education system. On the other hand, the transition to the market has exacerbated the entire range of problems associated with preparing young people for professional activities. Due to a number of economic, psychological and social reasons, this socio-demographic group is problematic for the labor market.

Problems of professional orientation of students in our country

there are really many, and their discussion is a really urgent problem of modern society and, unfortunately, is not contained in the framework of writing one article.

The choice of a profession is not taught in schools, but it should be, and therefore, the guys most often rely on the opinion of their parents, reputable comrades or, on current trends, and only after graduation, newly minted workers realize that the mastered profession is not for them: “I can’t communicate and I don’t want to”, “I hate counting, and it doesn’t work.” Subsequently, these problems fall on the shoulders of employers, and young "specialists" continue to look for their vocation at random - and again go to learn something and sometimes become disappointed again - "again, not mine."

This blind choice of profession entails many problems not only for the students themselves, but also for the education system as a whole.

How can this problem be solved, what to do and what methods to apply? What is the possible way out for self-determination and choice of the profession, on which not only material well-being, but also psychological health, which affects the entire life cycle of the individual, will depend.

Mass vocational guidance in schools could resolve the situation, and it is quite possible, but only in cases where it is organized systematically - and not just in the form of one event for reporting. It is possible to analyze the experience of foreign countries, in particular Japan and Finland, where the approach to vocational guidance is laid from preschool institutions and thoroughly, by the method of identifying abilities and differentiation, prepares future specialists. Or make a separate course that will allow the guys to get to know themselves, find out their strengths, understand their inclinations, interests. At the same time, it is

important that each student can explore the world of professions, get acquainted with the options for learning trajectories for obtaining these same professions practically, visually and figuratively, having formed an idea of the profession with a further perspective.

Of course, modern schools are endowed with requirements regarding vocational education. They try to take into account individual abilities, practice the use of differentiated training in accordance with their needs and inclinations, schools with a technical bias are opened, for example, a private school from the Artel company, preparing for themselves future specialists with in-depth study of various technical subjects.

There is a career guidance system that equips schoolchildren with the necessary knowledge for orientation in the world of professions, the ability to objectively assess their individual characteristics, and diagnostic methods for studying the personality of schoolchildren.

And, nevertheless, career guidance in modern conditions still does not achieve its main goals - the formation of professional self-determination in students, corresponding to the individual characteristics of each individual and the demands of society in personnel, its requirements for a modern worker.

There are many disadvantages, one of them is that career guidance is not designed for the average student. In schools there is no individual, differentiated approach to the personality of a person choosing a profession; mainly verbal methods are used, without giving everyone the opportunity to try themselves in various activities, including the chosen one. Many cities and districts are not provided with current information about the needs for personnel, and the training of qualified specialists - professional orientators - is poorly carried out.

But today, we have no right to blame only psychologists and professional orientators for an unprofessional approach to solving a pressing issue. It is extremely difficult to identify the student's abilities, to convince, and somewhere to convince the parents, in the abilities identified by psychologists in the child's parents, is extremely difficult. And therefore, to raise this issue at the state level, today is the requirement of the time, which inexorably quickly flows away, along with our future personnel, outside Uzbekistan.

Calculate at least approximately how many training centers for the preparation of applicants conduct their educational activities only in the capital? Only branches of the training center "INTER NATION SCHOOL" in each district of the capital, 2, and somewhere 3, each. And the training center "5+", and "GALAXY", and "Profi Education", etc. It turns out that the general education school, unable to cope independently with its main task - to give a decent education to children, shifted its direct obligations to educational centers? And the most resourceful and enterprising entrepreneurs have put this business on stream, receiving huge profits for education, which, in fact, should be free. Wasn't about 15-20 years ago there were also a lot of them? Of course not. But there is demand, and the number of applicants who want to study in them is growing every year, because schools have begun to teach worse and all the hopes of parents are placed only on tutors. But, unfortunately, not everyone has the financial ability to pay for additional training. It turns out that if there is a demand, then there is a supply?

And why not open similar centers for vocational training and orientation of schoolchildren in Uzbekistan, which will be exclusively engaged in the selection, by the method of diagnosing abilities, with further training of potential workers, employing them in the chosen direction. Professional centers can conclude contracts and cooperate with companies and organizations that are in dire need of personnel, according to vacancies, which will consider potential employees and identify the missing number of specialists in their organization at the beginning of the year.

This is a kind of targeted vocational education for the preparation of currently in demand specialists in a particular field, followed by the choice of a profession and higher education in the identified direction. The work of such professionally oriented centers can be carried out at mahalla committees, khokimiyats, kindergartens, or at Universities, with subsequent training at this educational institution.

When the relevance of this problem is revealed, the question arises of allocating at least one academic hour per week in general education schools for career guidance lessons. Today, not many will remember the Training and Production Combines that operated in the 80s of the last century, the main tasks of which were "to familiarize students with the labor processes and the content of the work of workers at enterprises, to provide vocational guidance to students in order to prepare them for a conscious choice of profession, teaching students the basic skills of labor in their chosen profession"[2]. According to the "Regulations on the organization of socially useful, productive work of students in general education

schools” [3], high school students were required to undergo vocational training (in the amount of four hours a week) and engage in socially useful work (up to four hours a week). Ensuring this process and engaged in training and production plants. To do this, one day a week, high school students did not study at school, but were trained at the Criminal Procedure Code. Upon completion of training, students passed qualification exams and received a certificate of mastery of a labor specialty. The set of specialties for which training was conducted was coordinated by local governments and district organizations of public education.

So why not introduce this experience into our schools and solve the problem of shortage of professionally trained personnel. Modern society dictates its own rules to us, and not every school graduate has the opportunity to continue their education at a university, so the introduction of training and production facilities into compulsory secondary education will help, first of all, the middle class to acquire vocational education skills, taking into account individual abilities.

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