



ACTIVE FORMS OF CAREER GUIDANCE WORK IN SCHOOL

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Abstract

This paper examines active forms of career guidance activities in comprehensive schools as an important means of preparing students for an informed choice of their future profession. The importance of integrating such forms into the educational process, as well as the role of teachers, psychologists and social partners in organizing effective career guidance work, is noted.

Keywords: Career guidance, motive, profession.

Introduction

АКТИВНЫЕ ФОРМЫ ПРОФОРИЕНТАЦИОННОЙ РАБОТЫ В ШКОЛЕ

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Аннотация:

В данной работе рассматриваются активные формы профориентационной деятельности в общеобразовательной школе как важное средство подготовки учащихся к осознанному выбору будущей профессии. Отмечается значимость интеграции таких форм в учебно-воспитательный процесс, а также роль педагогов, психологов и социальных партнеров в организации эффективной профориентационной работы.

Ключевые слова: профориентация, мотивация, профессия

In today's world, high-tech manufacturing is constantly increasing the demands placed on professional training, which in turn emphasizes the issue of career guidance for young people. The labor market is also constantly evolving: its ever-increasing intensity and increasing pressure require competent, competitive professionals



capable of functional adaptation in various fields, able to independently develop and implement their educational and professional values, and self-development throughout their lives.

Therefore, career guidance for young people is a pedagogical and social issue that requires sufficient attention, especially within educational institutions. The career guidance system for schoolchildren is an organized, managed activity of various government and public organizations, businesses, institutions, schools, and families, aimed at improving the process of professional and social self-determination for schoolchildren in the interests of the individual and society.

Career guidance plays a special role – it creates conditions for psychological and pedagogical support for young people in their professional self-determination, helps them identify their professional interests and inclinations, determines their real potential for mastering a particular profession, and facilitates successful socialization with active adaptation in the labor market. Career guidance is a complex issue. It includes economic, psychological, and medical-physiological aspects. Let's examine these in more detail. The economic aspect focuses on studying the demographic structure of the workforce, the conditions that increase productivity, the causes of defects, accidents, and damage to production due to low interest, lack of motivation, and professional unsuitability of workers.

The social aspect is associated with identifying public opinion regarding the popularity, attractiveness, and prestige of various professions among young people and other age groups, as well as job satisfaction (dissatisfaction) and the chosen profession. The psychological aspect involves studying the psychological aspects of professional suitability and identifying professionally significant personality traits.

The medical and physiological aspect is associated with determining a person's psychophysiological characteristics, their state of health, and their ability to perform a specific professional activity. The pedagogical aspect seeks solutions to educational problems that enable them to perform a specific professional activity. The pedagogical aspect involves finding solutions to educational problems, ways, and methods for conducting career guidance work. Career guidance, as a targeted activity to prepare young people for career choice, is based on the conceptual idea of the relationship between diagnostic and educational approaches. It is based on the following principles: awareness, conformity, and active development. It sets the goal of developing a readiness for socially useful work and readiness to choose a profession.



Career guidance work methods (according to N.S. Pryazhnikov): informational and reference (job descriptions, professional advertising and promotion, meetings with specialists, career guidance lessons, educational films, mass media, and career fairs); Professional psychodiagnostics (closed and open interviews, questionnaires on professional motivation, professional abilities, personality questionnaires, projective personality tests, psychophysiological examination, professional tests, games and trainings); moral and emotional support (communication trainings, complex methods of individual and group psychotherapy, games with elements of psychotraining, successful examples of self-determination and labor holidays) assistance in specific choices and decision-making (sequences of actions that achieve the intended goal).

Профориентационная игра «Кто есть кто?» Цель: дать возможность Participants must associate their image with various professions based on their mutual knowledge. Requirements: The game can be played by 6-8 to 12-15 people. The first game takes 5-7 minutes. Procedure: Before the game begins, the moderator can ask the group members which professions interest them most and list these professions (approximately 10-15) on the board, subsequently naming professions from this list. This will prevent instances where the named profession is uninteresting, or perhaps even unpleasant. Instructions: "Now I will name professions. Each person should look at their comrades for a few seconds and determine who this profession would suit best. Then I will clap my hands, and everyone, on command, should simultaneously point with their hand (or pen) to the chosen person (the most suitable for the named profession)." After pointing at a teammate, everyone must freeze for a moment, and the leader takes turns counting how many hands they point at each person, i.e., whose image, in the opinion of the majority of players, best matches the given profession.

References

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