

Theoretical Basis of Directing the Students of Higher Education to the Profession

Razikova Lola Tuychiyevna,

Candidate of Philology, Associate Professor of the Department of Pedagogy,
Psychology

Mamedova Kamila

Clinical psychology direction of the Faculty of international education 401
group of students

Annotation: In this article, the issues of career guidance and career choice of young students in the educational process, as well as the features of taking age stages into account during career guidance are described.

Keywords: career guidance, career guidance methods, career counselor, counseling service, production practice, labor market.

Enter. In economically developed countries, attention is paid to improving the quality of educational services in career orientation, ensuring adaptation of graduates to modern production, solving problems related to the use of international cooperation opportunities based on the use of non-traditional forms of education, such as mathematical modeling methods, improvement of modern materials. World experience shows that education of exact sciences serves as the basis for the professional formation of an engineer.

During the years of independence, special attention was paid to the creation of a regulatory, material-technical and informational base that ensures the required level and quality of education in the new socio-economic conditions, the priority of the practical operation and stable development of the personnel training system. As a result of the ongoing reforms, effective mechanisms of integration of education with science and production, technologies and means of individualization of study and independent learning are being developed in the higher education system. At the same time, there is a need to improve the efficiency of career guidance on the basis of specific subjects in technical higher educational institutions. In the Action Strategy for the further development of the Republic of Uzbekistan, "increasing the quality and efficiency of the activities of higher educational institutions based on the introduction of international standards for assessing the quality of education and teaching" is defined, in this regard, based on the specific content and methods of implementing the training of students of engineering specialties of technical higher educational institutions.

The main part. The theoretical materials of solving the problems of professional orientation of students related to educational and research activities and the methodology of

implementing the system of assignments are also described. The shortcoming of this work is that the author did not dwell on the specific specialization of the technical university in the theoretical part. This indicates that the presented methodology is generally described. At the same time, issues of practical orientation in higher education were studied based on the topics of Fouré series, Fouré integral.

The principle of professional orientation in higher education was first introduced by R.A. Nizomov, but it was fully defined by M.I. Makhmutov. He sees the implementation of this principle as clarifying the content of education and using special methods, methods and forms of education. Most researchers consider professional orientation to be a didactic principle of education, because it satisfies the requirements for didactic principles proposed by I. Ya. Lerner:

- a) validity of the pedagogical condition in planning instrumentality, description and direction of education;
- b) universality, applicability to education or its element, without which there can be no integrity in education;
- c) independence, not to be replaced and covered by other principles;
- g) necessity, which is not seen in other principles and without which the educational process cannot exist.

They believe that this principle is one of the main principles of the didactics of higher education. The main functions of professional orientation are: systematic, integrative, differentiated, humanitarian, motivational, social, economic, diagnostic and educational. The principle of professional orientation should perform methodological, constructive, formative and developmental functions. The purpose of the principle of professional orientation in teaching mathematics is to form a mathematical aspect in preparing a graduate of a technical specialty for professional activity in production. This concept can include the development of the thinking process, the formation of methods of mental activity related to the profession, the provision of mathematical equipment necessary for the study of specialized sciences, as well as professional training and methodological preparation for independent continuous learning in the field of specific sciences.

In the description of fundamental sciences, it is possible to indicate career-oriented materials: factual, theoretical and practical levels. At the factual level, the material is clarified with illustrative examples and problems taken from special or general professional subjects. In theory, the possibilities of applying the acquired knowledge in the future specialty are carefully considered. The purpose of the practical degree is to develop practical knowledge, skills and competences that can be put into practice.

The analysis of the content of knowledge directed to the profession made it possible to set specific requirements for the content of specific subjects:

the content of specific sciences is formed and implemented by means of structural components of the methodical system: motivational-objective, methodological, meaningful, procedural-technological process, diagnosis;

the content of general professional training of students should be formed based on the integration of specific subjects;

in higher technical educational institutions, academic subjects in the exact and natural scientific block should be considered together with meaningful and procedural-technological process components;

it is necessary to group the content of the courses of general professional sciences within the framework of clear and scientific and technical theories, which gives the opportunity to implement the integrity of professional education;

educational-methodical complexes aimed at forming the ability of engineering activities in students should be in the form of electronic textbooks, a package of practical programs and other software tools presented through the information computer system of the course together with traditional structural elements (work programs, teaching-methodical material of lectures, etc.) students should have the opportunity to learn independently.

Interdisciplinary connection in mathematics is considered as the main means of career orientation, in which practical problems of two types are distinguished: the first type - mathematical problems of a special content that use professional concepts and terms; when constructing a mathematical model, it is often considered as a motivational issue in the presentation of new material, the second view is to put the student in a problematic situation that requires knowledge of mathematical methods and their application, which may be encountered in the profession; such situations allow students to develop their professional thinking through mathematics.

The choice of educational methods is determined by the orientation of students to engineering activities and the formation of professional qualities in them - mathematical modeling and independent education.

According to the analysis of our methodical research, it is possible to strengthen career guidance in higher technical educational institutions in the following cases:

1. By perfecting the content of the theoretical material, it implies the following:
 - a) motivational support of educational work;
 - b) diagnosis of the future state of use of theoretical material;
 - c) enrichment of the course with questions of problematic description, organization of problem situations important in educational and practical aspects.
2. Making clear changes to the set of examples and problems to be solved in practical training, that is, it implies the following:
 - a) increasing the comparative volume of issues;
 - b) focusing students' attention on solving specially selected case problems through mathematics.
3. Development of research and research skills of students through educational and research work.

On the other hand, we believe that the task of the teacher in organizing students' acquisition of knowledge is to arouse their interest in the subject to be mastered and in the active performance of various educational tasks. And then the task of the teacher is to form such motives of education in the educational process, which is to develop the ability to apply the acquired knowledge in students, to connect them with life, to strive to expand their opportunities for knowledge, learning, etc.

In our practical work, we use the following methods to motivate educational activities:
questions and assignments related to students' life observations, future professions;
to reveal the practical, scientific, worldview importance of knowledge;
use of interdisciplinarity;
introducing students to the purpose of the activity;
supporting and stimulating students' independent activities, initiatives to ask questions and tasks.

Motivation is often combined with the fact that knowledge of the studied material is a professional necessity.

Noting that the information presented is necessary in the future professions of students activates their actions, because it leads to a better understanding that this information is presented not so much because it will be needed somewhere, but because how an engineer should act in specific situations.

In our opinion, the most important thing to perfect the content of the theoretical material is problem-based learning. M.I. Makhmutov considers such situations as problematic, i.e., the student is not required to record previously presented information in such a situation, but to be able to creatively use and apply the acquired knowledge. A problematic question is posed in such a way that the student is forced to look at evidence, events, concepts and their connections.

In conclusion, it can be said that . The analysis of historical-pedagogical, psychological-pedagogical and scientific-methodical literature on the problem of career guidance in higher educational institutions, improvement of career-oriented education is one of the promising directions.

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