

RESEARCH CONDUCTED ON THE PROFESSION

*Fergana vocational educational school specialized school
for persons with disabilities Teacher of general education*

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Abstract. *The article provides information about the methods of teaching guidance to the choice of profession, the researches related to the profession.*

Key words: *profession, research, quality of education*

Demonstration methods are also of special importance in improving the quality of education. There are following types of visual method:

The need to use these methods is seen in the fact that it is appropriate to follow the principle of guidance. It is known from the results of pedagogical and psychological research that 85% of knowledge acquired by a person is acquired with the help of visual receptors.

Demonstration methods - demonstration of instructional weapons, demonstration of working methods; independent observations of students; educational and production excursions.

With the help of the method of demonstration of instructional weapons, a specific and clear image of labor actions is formed in students. They imitate him and compare their actions. The application of this method is a clear example of the demonstration principle in vocational education. The use of different types and forms of instructional tools in vocational education classes helps to better understand and master the teacher's explanations, as well as solid formation of skills. In addition to the display of posters, schemes, models, layouts, it is also important to show working tools, tools, devices, raw materials, samples of products, etc. [A.1].

Practical methods include exercises, instruction (guidelines), work with training manuals, laboratory experiments, formation of professional skills and competencies.

Laboratory works are the methods of conducting experiments by students using equipment, special equipment, weapons and various technical molds, which are mostly used in learning the basics of natural sciences. The method allows students to develop the skills of working with equipment, measuring and processing their results. Carrying out laboratory work requires special devices and equipment, materials and time, to prepare them for work.

The practical work differs from the laboratory in that it organizes students' theoretical knowledge into solving practical problems. The method forms students' skills to deepen their knowledge, control cognitive activity, and correct deficiencies.

Cognitive activity in practical training is organized in five stages:

1. Teacher's explanation, theoretical understanding of the essence of the activity
2. To instruct, guide

3. Organization of the experiment (in which two or three students perform practical actions, and the rest of the students observe their activities)

4. Organization of the activity (the student performs the task independently, attention is paid to struggling students and assistance is provided to them)

5. Supervision (in which students' works are accepted and evaluated; attention is paid to the quality of the work, appropriate selection of the material, time saving, correctness and efficiency of the task execution system)

In the educational process, didactic games are used to form practical skills and competencies based on students' theoretical knowledge. is a type of training activity. Games prepare children for active participation in the process of social relations, reduce their various psychological stress.

2. Ways of choosing educational methods. When choosing educational methods, the following should be taken into account:

leading ideas of modern didactics, general goals of education, upbringing and development;

the content and methods of the studied science, the uniqueness of the topics;

the specificity of the methodology of special subjects and the interrelationship of the requirements for the selection of general didactic methods;

the purpose, tasks and content of a particular lesson material;

the time allocated to study this or that topic;

age characteristics of students, knowledge capabilities, level;

students' preparations for the lesson;

availability of material support of educational institutions, auditoriums, equipment, instructional weapons, technical means;

teacher's capabilities, level of theoretical and practical professional training, pedagogical skills, personal qualities;

establishment of interdisciplinary cooperation in educational institutions.

3. Forms and methods of career guidance in classes. In the course of education, regular work on introducing students to various professions is an important condition for guiding them to choose a profession.

Pupils can be introduced to all types of labor activities through the production environment of each collective farm: district, city, therefore, every teacher of labor education can learn about the production environment around the school, outside the scope of the subject studied at school. should be familiar with.

For example: a labor education teacher working in the schools of a neighboring city can introduce the city's metal manufacturing plant while doing locksmith work in the metalworking class. It also introduces students to the enterprise, that is, when the industrial enterprise was named, the name of the product it produces, and a short list of the main professions and specialties.

However, introducing students to the enterprise can be more detailed. It is necessary to introduce students to the main production departments (shops), their equipment, specific products of each shop, and a complete list of professions and specialties in this shop.

Students' technical work in educational workshops creates great opportunities for introducing them to the labor profession.

According to their task, school workshops connect students with the production of educational work. Students work for the first time on a metalworking machine in educational workshops, where they develop basic skills and competences in material handling, increase their technical thinking, creative activity and independence, deepen and expand their knowledge of the profession.[A .2;3].

Suggestions based on experience:

a) Based on the received materials, the teacher should carefully draw up a table reflecting the connection of labor education with a concrete industrial enterprise, as well as a list of leading labor professions that this enterprise is in great need of.

b) In the process of passing one or another topic of the program in the labor lesson, the teacher, in particular, when the students master the operations of marking, straightening, bending, cutting, and sawing of metals, they become workers. Let's take a closer look at how it was introduced with an example. The labor teacher should show the correct methods of these operations and draw the students' attention to the convenience, productivity and quality of these methods.

c) The teacher tells the student that he should complete these tasks within the specified time without reducing the quality.

When considering the question of students' interest in the profession, it is necessary to consider four qualitatively different levels of changes that occur.

1. The previous interest is strengthened and developed in the next class.
2. Identification of previous interest and imagination of the profession appears.
3. The initial interest is replaced by the one chosen based on connecting with another.

4. The initial interest in one or another type of work begins to fade due to not being chosen carefully, another may appear in its place, and, on the contrary, interest in the profession may disappear completely. This situation is explained by the fact that young and middle-aged students are not yet able to consciously choose a profession for themselves, and the desire for a profession is gradually developing, and in order to strengthen it, it is necessary to constantly carry out work related to choosing a profession.

Good implementation of labor training in rural schools allows students to be interested in agricultural professions, that is, they acquire agrotechnical knowledge and skills, prepare for labor activities that can be used in various fields of agriculture. . In particular, it is noted that rural youth aspire to the mechanization profession, which is the most common in agriculture. The interesting aspect of the mechanization work is that the machines are created taking into account the developmental biology of unsystematic plants and the

seasonality of agricultural work, so the technical knowledge and skills of the students should be carried out together with the agrotechnical knowledge.

The use of artificial intelligence in mental health has undoubtedly had a great impact on psychological practice and research. It is known from history that psychology has made a great contribution to the field of artificial intelligence. For example, Frank Rosenblatt was a psychologist who created the Mark 1 Perceptron, a self-learning machine based on the concept of a neuron type. David Rumelhart and his colleagues (Rumelhart, McClelland & PDP Research Group, 1986) studied the neuron-type memory model and influenced the development of machine-like learning. In addition, in the 1960s, the whole cognitive revolution in psychology, that is, the human-like cognitive nature of the computer model, aroused interest.

Artificial intelligence technology has skilled applications and can benefit patients, healthcare providers, and highways to improve service delivery and improve efficiency. However, there is a risk of negative consequences when using this technology. In the course of the same professional activity, the specialist begins to develop important professional qualities. The fact that a person is his own professional master affects the productivity of the activity. How to maintain and sometimes restore the ability of a specialist to work. It is known that a specialist regularly needs professional psychological help.

From the above points, it can be seen that psychological researches on labor activity do not give a complete picture of people's professional goals, professional self-awareness, professional formation, reasons for choosing and changing a profession, and stages of professional development. They, in turn, form the subject of professional psychology. It is necessary to know the knowledge of this science in order to correctly set up work on choosing a profession, to choose a conscious profession, to overcome professional crises and difficulties. Therefore, there is a need for professional psychology knowledge.

Our republic has accumulated some experience in creating such methods of diagnosis. For example, methods of psychological study of students (V.A. Tokareva S.Sh. Aytmetova), methods of personality study (developed by B.R. Kadirov and K.B. Kadirov under the editorship of M.G. Davletshin), diagnostic methods for students to solve the tasks of choosing a profession, R.Z. These are basic professionograms for various professions created under the leadership of Gaynutdinov.

The system "Man-occupation-production environment" is multi-level, multi-faceted, very complex, and in this system, the human factor is taken care of at the state level in our republic. The state policy in the field of personnel training envisages the education of a well-developed citizen through the continuous education system.

Thus, the study of the problems of professional formation of a person is considered one of the urgent tasks of both fundamental and applied research. Under the leadership of R.Z. Gainutdinov, a number of studies on various problems of professional rehabilitation were carried out.

In the dissertation research of D.N.Arzikulov, the main attention was paid to the study of the psychological characteristics of the stages of professional formation of the students of the Agrarian University.

In Sh.G. Saparov's research on the personal and professional characteristics of teachers, it is noted that their formation and development takes place in their professional activities, that is, the level and quality of their manifestation depends on the age and work experience of teachers. depends.

Dissertant B.N.Sirliyev's research work on the topic "Psychological aspects of professional maturity of masters of secondary vocational educational institutions" is devoted to the research of the actual problems of professional maturity and professional self-determination in the case of masters of vocational educational institutions. processed. The psychological aspects of the problem of training production masters at the stages of professional adjustment, adaptation and professional skills and improving their personal and professional growth are revealed in the research work.

Thus, in the analysis of the researches of the psychologists of our country devoted to the study of different stages of professional recovery, the main attention is paid to the personal factors of development, the decisive role of the individual's recovery within the professional activity. It can be seen from the above points that psychologists of our republic have conducted a number of scientific researches on the issues of career guidance and career choice. The use of artificial intelligence in mental health has undoubtedly had a great impact on psychological practice and research. It is known from history that psychology has made a great contribution to the field of artificial intelligence. For example, Frank Rosenblatt was a psychologist who created the Mark 1 Perceptron, a self-learning machine based on the concept of a neuron type. David Rumelhart and his colleagues (Rumelhart, McClelland & PDP Research Group, 1986) studied the neuron-type memory model and influenced the development of machine-like learning. In addition, in the 1960s, the whole cognitive revolution in psychology, that is, the human-like cognitive nature of the computer model, aroused interest.

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