

MODERN APPROACHES TO THE ORGANIZATION OF THE MECHANISM OF VOCATIONAL GUIDANCE IN THE MANAGEMENT OF THE SCHOOL EDUCATION SYSTEM.

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Annotation: This article highlights the issues of effectively organizing the process of career guidance for students within the management of the school education system. In particular, by analyzing the experience of foreign countries, effective mechanisms of career guidance and the possibilities of their integration into the national education system are presented. The article also emphasizes the importance of cooperation with parents, local authorities, industrial enterprises, and various social institutions in the process of career orientation. The results of the research serve to develop practical recommendations for improving career guidance in the management of the school education system based on modern approaches.

Keywords: school education, management, career guidance, modern approach, competency-based approach, digital education, cooperation mechanism, innovation.

Today, in the process of developing the educational system, the issue of vocational guidance of students and young people is manifested as one of the pressing problems. Vocational guidance in school education serves not only to introduce students to the world of professions, but also to help them choose the right direction based on their abilities, interests and needs of the labor market. Also, this process is considered as a strategic task in the management of the school education system and is closely related to the socio-economic development of society.

Vocational guidance not only helps students choose the world of professions and their professional path, get acquainted with the socialization of labor, but also affects the country's labor resources, the employment system and, ultimately, the socio-economic development of society as a whole. Therefore, in economically developed countries, special attention is paid to professional orientation work (Table 1).

Table 1

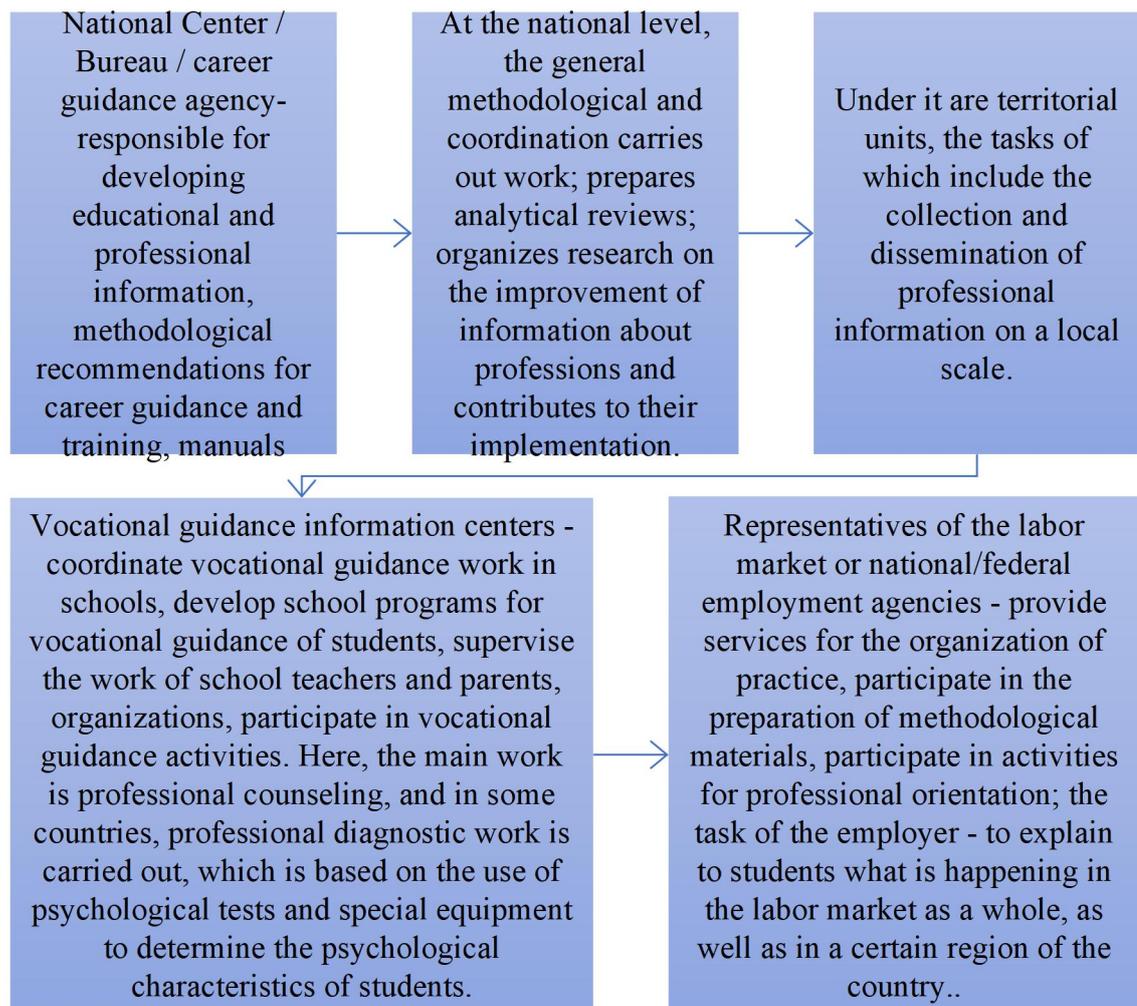
Foreign experience of professional orientation.

Country	Forced professional orientation	From elementary grade	Note
USA	✓	✓	In 1984, Perkins became an actor, and in 1985 he was nominated for an Emmy Award for Best Supporting Actor in a dramatic television series.
Great Britain	✓	✓	Profession studies at Ajratiladigan minimum time: 11-12 hours: 12 hours Eat 12-13: 15 hours Eat 13-14: 24 hours Eat 14-15: 24 hours Eat 15-16: 20 hours Eat 16-17: 20 hours Eat 17-18: 12 hours

Germany	✓		Individual vocational guidance is part of the compulsory learning component in the last 2 years of school education. However, orientation to an individual profession can begin earlier.
Norway	✓	✓	The subject of study of Labor life is included in the elementary school curriculum, however, the main focus on practice falls on the upper classes, the following time norms are established: 6 hours in 8th grade 8 hours in 9th grade 10 hours in 10th grade
Russia		✓	In order to determine their professional interests, it is organized to conduct a psychological test in the upper classes and, as a result, to educate students on the basis of variative programs.
Finland	✓	✓	In grades 1-2, vocational guidance group training is organized. Orientation to compulsory occupation 2 hours a week in Grades 7-9.
France	✓		Professional orientation broadband centers operate. Vocational guidance counseling is provided to students and their parents.
Japan	✓	✓	Vocational guidance in Japanese public schools from completing mandatory high school Starts 2 years ago (in grades 8-9).
Kazakhstan			Schoolchildren who have made a decision on the choice of a profession remain outside the state policy currently being implemented on vocational guidance.

In developed countries, there is a strong emphasis on vocational guidance for students, and in most cases, vocational guidance work for students begins with school. In most of the models being analyzed, a systematic approach is used, in which vocational guidance and employment are considered an integral part of the educational complex and are aimed at promoting the correct choice of their profession. Career guidance services in these countries include providing information and advice, career selection, and assistance in entering OTMs or colleges.

What is common to the above occupational orientation models is that the various institutions of the educational system, in cooperation with the network of public and private employment services, form the basic elements of the implementation of career orientation policies. Thus, the structure of professional orientation work in most cases has the following appearance (Scheme 1):

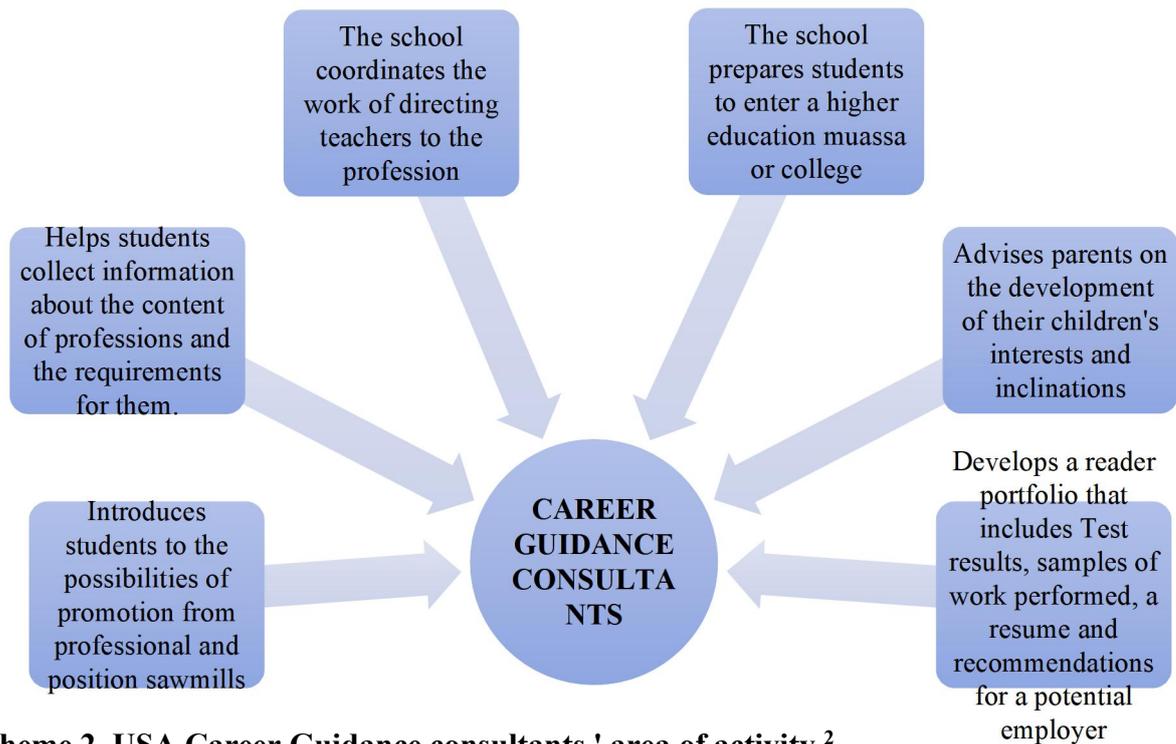


Scheme 1. Structure of professional orientation work.¹

The largest influence on career selection for American school graduates is the Occupational database (Occupational Outlook Handbook), developed in 1998. This resource provides the following information about professions:

- activity content;
- working conditions;
- qualification requirements;
- requirements for professional qualities;
- minimum level of professional education;
- average annual salary.

¹ Developed by the author.



Scheme 2. USA Career Guidance consultants ' area of activity.²

In the United Kingdom today, vocational guidance is enshrined in the Education Act 1997 (Department for Education, UK. Career Guidance and Inspiration in Schools, 2021).

The inclusion of vocational guidance courses and activities in curricula is mandatory during the study period from year 8 to year 13 (Department for Education, UK. Career Guidance and Inspiration in Schools, 2021).

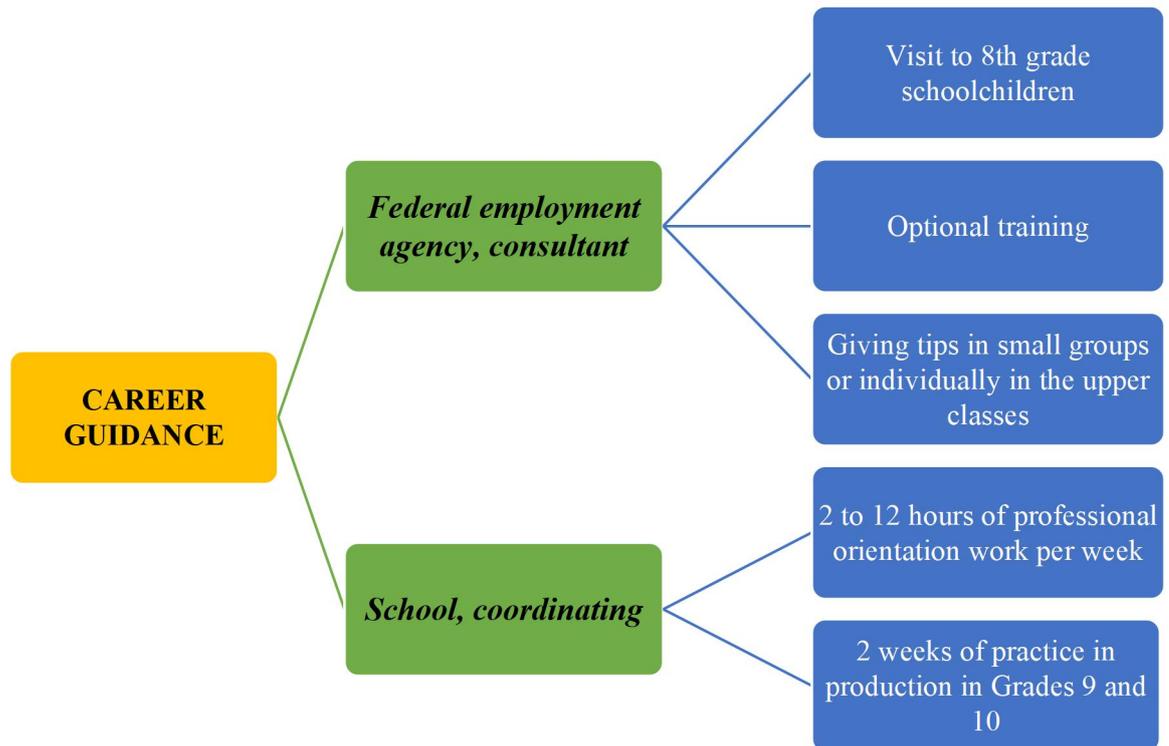
Career guidance consultants:

- career selection activities (occupation day);
- educational fairs;
- professionals with professional achievements;
- Organization of meetings with lectures of representatives of various companies;
- responsible for conducting individual consultations with students (Department for Education, UK. Career Guidance and Inspiration in Schools, 2015).

They harmonize career guidance services and employment assistance. This feature of the British career guidance system distinguishes it from similar employment services in other countries that operate separately from career guidance services.

Vocational guidance for schoolchildren in the German state is a mandatory requirement of the Federal Employment Agency, and vocational guidance work begins in the upper classes (Scheme 3).

² Developed by the author.



Scheme 3. German vocational guidance model.³

One of the distinctive features of vocational guidance in Germany is the availability of the "occupational guidance seal" (Berufswahl-SIEGEL) certificate.

Vocational guidance courses in Finland start from Grade 7. The Finnish national curriculum defines the goals and objectives of education and the amount of hours that must be allocated to vocational guidance in Grades 7, 8 and 9. The program also sets minimum hours for career guidance in high school.

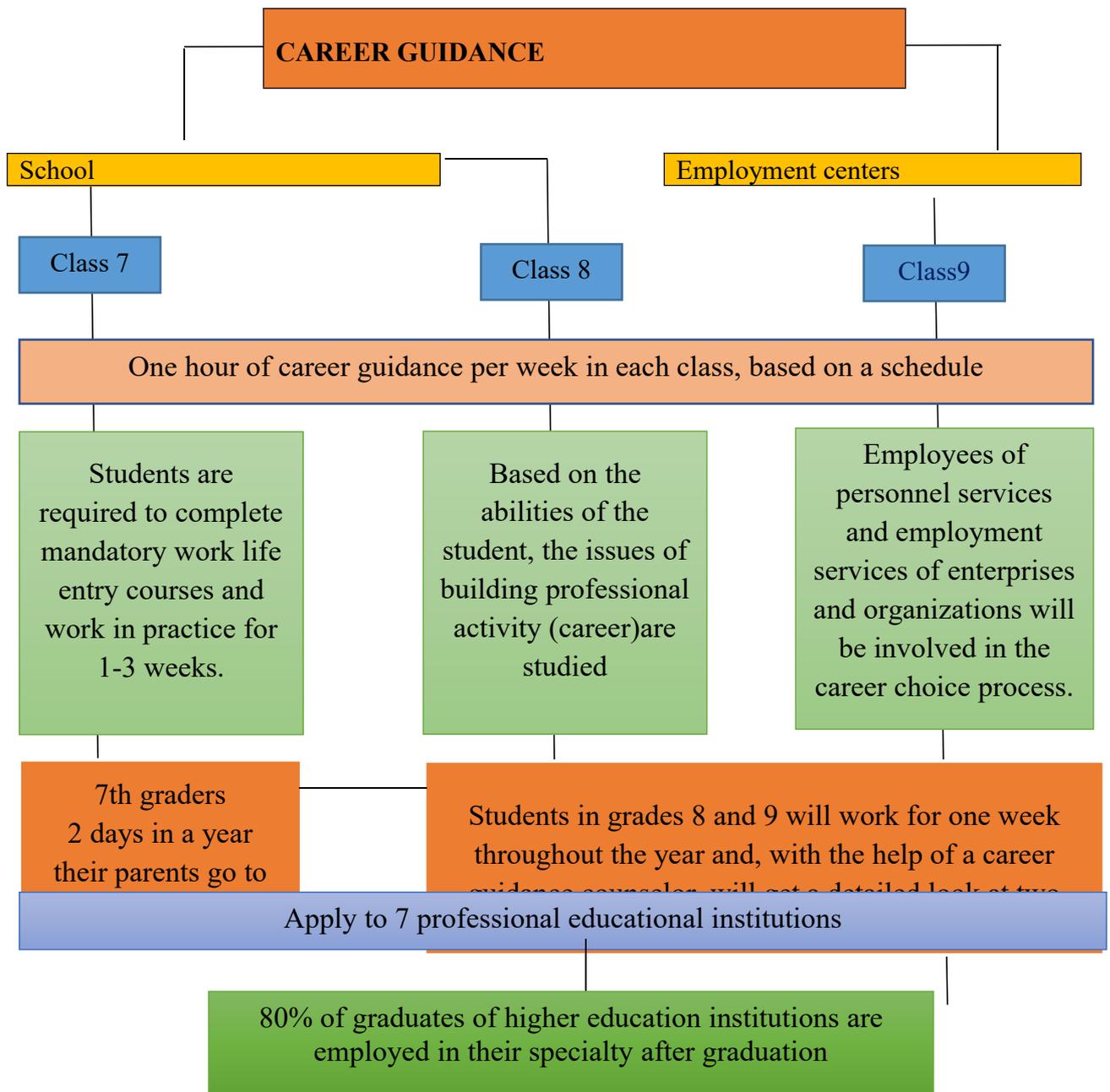
The profession of career guidance (proforientator) is an applicant in the Finnish labor market, and Finnish schools employ 2 to 4 higher education career guidance professionals.

Despite the difficulties, consultants must ensure that a (professional) choice is made by the student.

The Ministry of education of the country is in charge of vocational guidance and professional development of students (Scheme 4).

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³ Developed by the author.



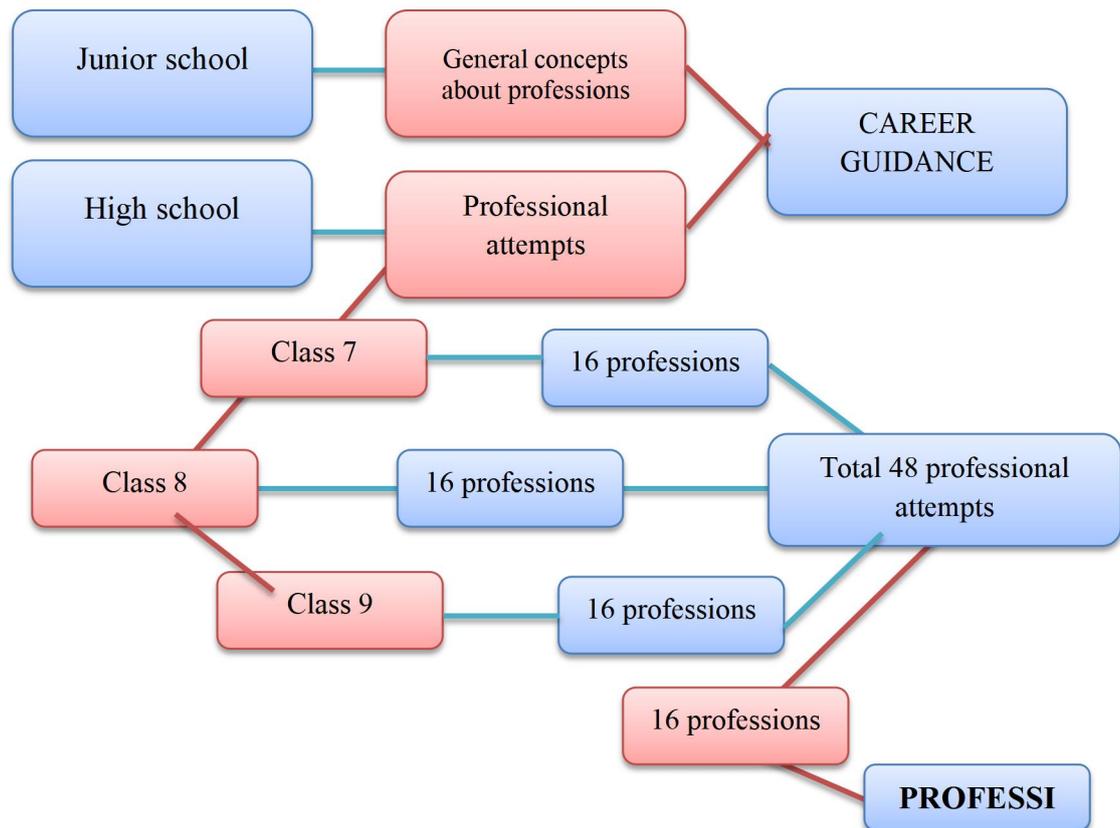
Scheme 4. Finland's career guidance model.⁴

In Japan, in the 70s of the XX century, the rector of the Asian University, professor Sh.Fukuyama created. Today, when choosing the future profession of Japanese schoolchildren, Sh.They determine on the basis of the "F – test", a vocational guidance system named after Fukuyama.

In accordance with the Fukuyama methodology, all career guidance work is included in school education, which includes 3 components:

- Self-analysis
- Profession analysis
- Professional attempts (Scheme 5).

⁴ Developed by the author.



Scheme 5. Japan's career guidance model.⁵

These 48 professions reflect the demands and needs of the current labor market and imply different types of interaction with human, nature, technology, sign systems or artistic images. Japanese employers are willing to hire students who have passed the vocational guidance program because the state pays businesses and companies for school practices. Employers attach professionals to young listeners who explain the order of the organization's work and help them master a new profession.

After students are tested in 48 professions, the results are analyzed. School teachers evaluate each of the acquired skills on a five-point scale and make their own recommendations on the choice of the field of activity and continuing education. After graduating from school, a Japanese student will have a very clear idea of who will be in the future.

The work of vocational orientation of students is a continuous process that is continuous with education, covers all aspects of it. In addition to preschool, secondary schools and school, the interaction of secondary specialized, vocational educational institutions, community organizations and parents will help to improve the effectiveness of this process.

Such cooperation makes it possible for the growing younger generation to choose a conscious profession, set their professional prospects and make a worthy contribution to the prosperity of society.

Therefore, every employee at the school should know what kind of work he will carry out on vocational guidance. Because, when carrying out vocational guidance work, not only the school vocational guidance or practicing psychologist is responsible, but the entire school team.

In conclusion, in the management of the school education system, the effective organization of vocational guidance of student-youth is of strategic importance for the sustainable development of society. Modern approaches – digital educational technologies, a competency approach,

⁵ Developed by the author.

interactive methods and mechanisms of social cooperation-serve to improve the effectiveness of the professional orientation process. Analysis of foreign experiences shows that cooperation between school, family and manufacturing enterprises is an important factor in professional orientation. Therefore, through the introduction of these mechanisms in the national education system, it is possible to establish professional directions corresponding to the abilities and interests of students, prepare them for the requirements of the labor market. This, in turn, serves as an important factor in training competitive personnel and ensuring the socio-economic development of the country.

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