

# TECHNOLOGICAL EDUCATION IN THE PROCESSES OF DIRECTING STUDENTS TO THE PROFESSION AND BUSINESS ACTIVITIES

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**Abstract:** In this article, there are no political, social, national and other obstacles in the way of choosing the desired profession in our society, but it is necessary to be able to use this right and teach it. It is thought that it is determined not by attention, but by the structure of the national economy. Therefore, it is stated that objective scientific and technical progress introduces its own conditions and we must prepare young people to work in professions necessary for the national economy.

**Key words.** Technology, vocational training, labor and vocational training, vocational information, career guidance, political, social, national and other issues, law, structure of the national economy, objective scientific and technical development, youth, work in professions preparation

The system of technology and professional training is one of the great works that directly implements labor and vocational training, education of young people, vocational information, career choice, career orientation, and has a very meaningful past development. It is impossible to imagine the formation of our people as a nation, a people, a nation without work, professions, and trades. Man has been involved in labor since the beginning of his life. He did household chores. At first, the work that was done only for subsistence was later carried out for a greater purpose, to gain wealth, and in the 10th century, it even developed to the level of production industries that could provide millions of nations with goods and equipment for large military armies.

In the 12th - 15th centuries, the development of craft knowledge and scale reached the highest level in Movaro unnakhr and Khorasan. Each nation inherited from its ancestors and has preserved its own characteristics, distinguished by its historical

and cultural unity, passed from generation to generation. Uzbeks are among them. Archeological research conducted on the territory of our republic shows that crafts developed here two thousand years ago. During this period, a class society emerged, and crafts became an independent field based on the large division of labor.

In ancient times, the most common types of crafts were blacksmithing, jewelry, coppersmithing, and tinsmithing. One of the ancient professions that is still widespread is the craft of making wooden products. With the appearance of sewing machines at the beginning of the 20th century, a new craft profession - machinist - appeared. One of the most common professions of Uzbeks is hat making.

In addition, artisans made various leather goods, shoemakers sold their products to the population walking in cities and villages. Bakery, confectionery and butchery are among the professions, and their shops are found at every step. The custom of holding large weddings has created a special profession of cooking.

The great thinkers and scholars of the East in almost all eras emphasized and glorified the sanctity and necessity of honest work, the acquisition of a profession, in their works, poems and ghazals, and in their literary heritage.

We can also see the importance of acquiring a profession in the works of the encyclopedist Abu Ali Ibn Sina (980-1037). In his opinion, a child should be taught a profession from a young age. After the child has mastered the profession to a certain extent, it is necessary to teach him to use his profession in life, that is, to lead an independent life with honest work.

"Giving knowledge to young people and teaching them trades is an important and responsible job. Learning trades will help young people avoid any kind of bad behavior," he said.

Eastern and Central Asian thinkers and Uzbek enlightened poets also left valuable advice in their works about the importance of acquiring a profession.

In the historical development of mankind, both in the East and the West, as well as in America, special attention was paid to the occupation of young people. They regularly gave fatherly, mentoring advice and guidance to them to acquire a

profession. Official career counseling offices began to appear at the beginning of our century.

The first career counseling office was established in Boston, USA in 1908, and this date is considered the beginning of career guidance. However, based on historical data, we can say that vocational guidance has been formed since ancient times.

In January 1908, in the city of Boston, as we mentioned above, youth orientation to the profession, which helps teenagers to choose their life path, began its work. This was accepted as the basis of the work of directing the activity of the bureau to the profession. Later, a similar bureau was established in New York. Among its tasks are the requirements for people to acquire various professions, and a deeper study of the abilities of schoolchildren. The work of the bureau was carried out in cooperation with teachers using tests and questionnaires.

During this period, with the permission of a special ministry in England, it was decided to open institutions that provide advice or more practical information to students under the age of 17 in choosing a profession. In 1911, a special newsletter coordinating the cooperative work of labor exchanges and educational institutions was published here.

In 1922, the Law on Vocational Guidance and Counseling was passed in Germany, and the Regulation was approved based on it, specifying the criteria for the implementation of this system.

Vocational training in Russia began in the early years of the 20th century. In the Pedagogical Museum of the teachers' house in Moscow, a series of research on the choice of profession of teachers of different types of schools is conducted. In this, the main attention was focused on researching which professions are most in demand, what reasons students base their choice on.

In 1927, the Vocational Counseling Bureau, established in Leningrad, carried out scientific research along with practical research.

Prominent Russian scientists such as P.P. Blonsky, A.S. Makarenko made a significant contribution to the development of the scientific and pedagogical foundations of career guidance. They created the conditions for its further

development by creating the psychological-pedagogical foundations of the work of guiding students to the profession. Vocational guidance was carried out in close connection with polytechnic education, technological education and upbringing.

In the early 1930s, the Central Laboratory of Vocational Counseling and Vocational Guidance carried out active organizational work, and by 1932, the number of bureaus of this type had reached 54. However, the progress of vocational training during this period was negatively affected by the decreasing attention of students to technological education. Abolition of technological education led to a halt in vocational training.

In the early 1950s, attention to vocational guidance began to increase again, and a certain level of organizational-methodological approach was created.

After that, vocational training was organized on the basis of five-year plans based on the interests of students and the needs of the national economy.

Fundamental changes have been taking place in the education system since Uzbekistan gained independence. As a result of the adoption of the Law "On Education", a system of providing the national economy with qualified specialists is being created.

The information given above in a short chronological order shows the high importance of the career guidance of young people.

Guidance on choosing a profession is a general school task that is solved by the entire collective of pedagogues. At the same time, it should not be forgotten that technological education occupies a special place in this work. The reason for this is that the content of technological education includes an integral introduction to a number of professions, and this introduction is carried out not only theoretically, but also practically. It is known that it is possible to have a complete idea about the profession only when it is presented in this way.

Vocational guidance is carried out throughout technological education, but its tasks change at different stages.

In grades V-VII, information is mainly given about the profession. Pupils will get acquainted with what public working professions exist. Elements of these professions

form the content of students' activities in the workshop. This situation fully corresponds to the task of general technical training of students in this period of education. In the VI grade, and especially in the VII grade, along with providing information about the profession, vocational training is also carried out. The reason for this is that on the eve of graduation of the VII class, students need to choose the profile (direction) of future labor training. Each profile contains many public worker occupations. These can be professions that have a consistent relationship with the content of the training in the workshop (for example, professions related to metalworking and woodworking) or professions that are not related to them at all (potter, plasterer, dyer, etc. construction professions) can be.

When choosing a profile of labor training, controversial situations often arise, and parents of students can participate in this discussion. Some profiles of labor training seem to be neglected, and no one wants to choose this profession. Other profiles, on the contrary, will attract more readers.

Unfortunately, such a scene can be observed in the work experience of schools; teachers try to solve this issue depending on the mastery of students, that is, excellent students are given the right to choose, and poor masters are forced to choose one of the remaining professions.

Solving the problem in this way is wrong in every way. No good can be expected from those who forcefully choose their way of life. Undoubtedly, excellent students deserve encouragement, but this should not deprive others of the freedom to choose a career.

It also happens that a student who correctly chooses the profile of labor training later chooses a profession within this profile.

Based on this, it is necessary to try to make the selection of the profile of labor training voluntary.

How to achieve this? In order to answer this question, it is first necessary to clarify how freedom of choice of profession should be understood.

In this regard, technological education is viewed with special hope. Research shows that a certain number of students do not want to work as workers. The reason

for this is that students do not have a correct idea about the meaning of working professions, they do not know well how workers are respected in our society. It is necessary to work with students in this direction, because the interests of our country require the involvement of the majority of high school graduates in the fields of material production and public service.

In this case, the fact that the issue concerns mass labor professions of equal value makes it easier. Professions of equal value mean professions that are equal in terms of providing a person with all-round development, material well-being, and opportunities to gain a position in society. Therefore, if some of the public labor professions seem to be neglected, this is a simple confusion, and the labor teacher must eliminate the error. For this, it is necessary to note that there are many common aspects in public worker professions.

Of course, it is not possible to introduce students to all professions that can be found in practice. But many professions impose a number of general requirements on a person. It is possible to expand the imagination of teenagers by introducing them to these requirements. For example, it is observed that the spiritual level of physical labor is increasing. Demands for intellectual work are increasing. High demands are placed on behavior in the labor collective. Taking this into account, it is possible to organize the work of orientation to choosing a profession in such a way that the students realize that they are not only getting an idea about specific professions, but also about the general demand for labor activity. let it be

Teachers should not try to influence students too much when they are choosing a career. Instead, it is necessary to be very careful and determine whether the students are really interested in this profession or if this interest is a casual interest.

It is necessary to take into account the real working conditions of the school when carrying out the work of guidance for choosing a profession. The production base of different districts of our country is not the same. For example, if we are talking about a city located near the Black Sea, that is, a resort area, then the majority of students will have to consider that in the future they will work in the field of public service. The economy of the district determines the employment opportunities in many ways.

However, the individual characteristics of a person usually meet the requirements of a number of professions, and students' interests can be formed. Thus, career guidance can be carried out taking into account the needs of the state for one or another profession and taking into account the interests and passions of students.

Grades VIII-IX occupy a special place in the process of choosing a profession. On the one hand, career guidance continues directly in technology classes, students get an idea of the professions that are part of the labor training profile they have chosen, that is, the pursuit of a profession "narrows down". On the other hand, in the process of studying the special subjects "Fundamentals of production", "Choosing a profession", the process of introducing students to the main professions and specialties of the national economy will begin to guide them to the choice of a systemized profession. In this subject, the knowledge of professions acquired by students in labor lessons, in lessons on the basics of science is summarized.

Thus, in grades VIII-IX, a somewhat opposite task is set. The student learns the elements of a number of similar professions (for example, metalworking, turning, milling) by studying extended technological education. As a result, he receives basic vocational training, and it seems necessary to continue it in the upper grades. At the same time, the world of professions is fully revealed to the reader for the first time in a systemized way, as if they were told to choose the one you want from them. The freedom to choose a profession manifests itself in a similar contradiction. In the 9th grade, a student can change his chosen profession and choose a completely different direction of technological education.

So, a student can make a final decision about choosing a profession only in the 9th grade. But it would be a mistake to say that this ends the orientation of career choice. On the contrary, this work should now be more impressive, but its purpose will change, now the first plan will be to instill love for the chosen profession. The entire content, forms and methods of career guidance are aimed at this goal.

From the above, it can be concluded that the path to choosing a profession in the process of technological education goes through several stages, and each of these stages has its own tasks. In this case, the way to choose a profession, like any other



educational work, consists of a two-way process, in which both the teacher and the student are equally important. Therefore, the most important requirement for choosing a profession is that students should be active, and this activity is ensured by the formation of the foundations of vocational training. Students' activity will increase if their teachers have prepared for professional diagnostics and professional consultation and if they carry out this work on time.

In the process of technological education, there are favorable conditions for introducing students to a number of professions related to working with wood, metal and other materials, performing electrical assembly work, servicing machines, and so on. During workshops, it is important not only to give an idea of what this or that specialist does, but also to reveal all aspects of the profession and show working conditions. This is not easy to do, of course. For this, the teacher must work carefully and diligently.

The work experience of teachers determined the forms and methods of guiding students to choose a profession. Their main ones are as follows.

Guide to choosing a profession in classes. For example, a teacher introduces students to occupations related to the work they do in workshops. For example, while learning woodworking, students will learn about the professions of carpenter, joiner, veneerer, woodcutter, frame maker, turner, and driller. In addition, the teacher will also tell about the professions of woodworkers, which have taken the place of specialties related to manual woodworking in enterprises.

Guidance on choosing a profession on excursions. Usually, on excursions, there are favorable conditions for introducing students to the material from the educational program. This opportunity can be used to guide students to choose a profession. For example, when students visit metal and woodworking machine shops, they will see many groups and types of equipment. Therefore, it is recommended to tell the teacher about the professions of workers who work on this equipment. If the workers themselves talk about their work and the products they make, the students will have a better idea about these professions.



Guide to choosing a profession in circle training. There are more opportunities to introduce students to different professions in circle classes. If the teacher notices that the student has an inclination towards one of the working professions, for example, woodworking, metalworking, he should work with the student, deepen his knowledge and studies, and arouse interest in the profession he likes. Activities in circles help students to choose the direction of technological education in higher grades.

Meetings with production innovators and those who work in the field of material production after graduating from school. Usually, the performances of people who work in industrial enterprises after graduating from this school make a great impression on students.

Holding various cultural and public events. It is known from the work experience of schools that various cultural and public events that help to successfully conduct career guidance work. For example, holding contests on the topic "Who knows more about the profession", publishing oral journals "In the world of professions", organizing discussions on the topic "Personal and public opinion when choosing a profession", and reading relevant literature. organizing an exhibition, discussing books and films. All these activities are in workshops; can be done.

In-depth study of professions. In addition to working with all students in one way to give an idea about certain professions, the teacher works more seriously with students who want to get to know this or that profession better. Students are put into groups or clubs based on their interests. Various organizational forms of work are used in this. Pupils create a museum, write abstracts, conduct excursions. All this allows the teacher to explain in more detail what a certain profession requires of a person, and to help students understand the basics of choosing a profession. If the teacher notices that the student has a strong interest in a certain profession and that the student's health meets the requirements of this profession, he will start working accordingly and help the teenager's desire to come true.

Optional training. In some schools, a certain part of the hours allocated to optional training is used for career guidance. Below we present the approximate content of such training.

Pedagogical system of orientation to entrepreneurial activity. Our state pays great attention to private entrepreneurship and small business entities. At the current stage of the development of the national economy of our republic, the training of qualified specialists based on scientific ideas has become an urgent problem.

Because today, scientific and technical progress and market economy place great demands on the process of training qualified specialists. This places a great responsibility on educational institutions.

In our research work, we will focus on the pedagogical system of directing students to entrepreneurship and its organizers.

The effectiveness of education is ensured not only by the generalized opinions of leading pedagogues-experts, but also by a systematic approach to the teaching process.

Therefore, first of all, it is necessary to dwell on the meaning of the concepts "pedagogical system", "educational system", "didactic system", "model and modeling". "Pedagogical system" is a complex pedagogical structure that includes various sub-systems (sub-systems) and components.

From our point of view, "pedagogical system" consists of a set of interrelated tools, methods and processes necessary for the formation of a person based on a certain goal.

In general, the pedagogical system is considered as a broad concept that includes all events, processes, objects, systems, activities related to the formation and development of students' personality. There are many other definitions of the concept of "pedagogical system". We did not need to dwell on all of them.

Different approaches to the above-mentioned components of the pedagogical system can be compared and the most common components can be singled out. They are: purpose, motive, content, practical work, result.

If we take into account the interdependence, connection and coherence of teaching, upbringing and development, they will be integrated into all processes of education. It follows that we can consider the "pedagogical system" as an educational system and a didactic system within the framework of our research.

"Educational system" means a system whose elements and sub-systems have structural and functional characteristics. In other words, the structural-functional integrity of educational subjects and the educational environment is called an educational system.

Summarizing the definitions given above, we described the pedagogical system of vocational training by directing schoolchildren to small business and entrepreneurial activities as follows.

The pedagogic system of directing students to entrepreneurial activity is multi-level, and it is necessary for the subjects of technology education and educational environment, the formation of entrepreneurial skills, and preparation for professional activity.

The pedagogic system of directing students to entrepreneurial activity is multi-level, and it is necessary for the subjects of technology education and educational environment, the formation of entrepreneurial skills, and preparation for professional activity. It consists of the structural and functional integrity of teaching, training and development tools, methods and processes.

It is worth noting that this definition undoubtedly includes systematic education, systematic training, systematic education, and systematic development. In order to clearly imagine the essence, structure and content of the process of directing students to entrepreneurship, we will dwell on the problem of modeling within the framework of the "pedagogical system" under consideration.

The problem of modeling has been studied by many scientists. The scientific method of any research carried out with the help of a model is called modeling.

Complex of pedagogical conditions. By developing and applying a set of pedagogical conditions, it is possible to introduce the model and achieve the set goal. The issue of development and practical application of a set of pedagogical conditions that allow to ensure the effectiveness of training students by directing them to entrepreneurial activity is a topic that will be highlighted separately.

Determining the purpose and content of training students by directing them to entrepreneurship, developing the main methods and didactic tools, and planning the

process of its organization form the basis of the activity of pedagogic scientists and practicing teachers. This process requires creativity, research, and relying on practical experiences.

A comprehensive and systematic approach to planning the training of qualified specialists is necessary. Because the planning of training of specialists, its goal-oriented organization, comprehensive improvement of the content of professional training, creates the basis for the rational organization of the educational process in the future.

Thus, we revealed the content of the concepts of "pedagogical and didactic system", "model and modeling", and discussed the founders of the model of the pedagogical system of training students by directing them to entrepreneurship.

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