



O'QUVCHILARNI MEHNAT TA'LIMIGA JALB QILISHNING PEDAGOGIK ASOSLARI

PEDAGOGICAL BASES OF INVOLVEMENT OF STUDENTS IN LABOR EDUCATION

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Annotasiya:

Ushbu maqolada o'quvchilarni mehnat ta'limiga jalb qilish va ularda mehnat ko'nikmasini shakllantirish masalalari yoritilgan. Mehnat ta'limini shakllantirish va o'quvchilarda mehnat ko'nikmasini hosil qilish eng zarur hayotiy vazifalardan biridir.

Kalit so'zlar:

Mehnat, mehnat ta'limi, ko'nikma va malaka, mehnat ta'limiga jalb qilish, hamkorlik.

Annotation:

This article addresses the issues of engaging students in labor education and developing their work skills. One of the most important vital tasks is to form labor education and develop work skills in students.

Keywords:

Labor, labor education, skills and competencies, involvement in labor education, cooperation.

Umumta'lim maktablarning bugungi kundagi eng zarur hayotiy vazifalaridan biri o'quvchi –yoshlarni kasb tanlashga, jumladan keng profildagi mehnat kasblariga yo'naltirishdan iborat. Qishloq o'quvchi yoshlarini zamonaviy texnika turlari, ularning ishlash texnologiyalari bilan yaqindan tanishtirish, ularda mustaxkam amaliy ko'nikmalarni shakllantirish va rivojlantirish, texnikaga oid bilimlarni mustaxkam egallash oliy va kelajakda kasb faoliyatini ilmiy asosda tashkil qilishga o'rgatish kabi muhim vazifalar maktab tizimi oldidagi dolzarb masalardan biri bo'lib turibdi. Bugungi kunda jahon fani texnikasi mehnat texnologiyasi va psixologiyasi tezkorlik bilan rivojlanmoqda. Shuning uchun ham ayni damda barcha ishlab chiqarish, iqtisodiyot, qishloq xo'jaligi sohalarini tezkor rivojlantirish imkonini beradigan muxandis- texnik va keng tarmoqli mexanizator kadrlarni yangi avlodini tayyorlash zarurati sezilmoqda. Darhaqiqat, raqobatga bardosh beradigan muhandis, texnik, mexanizatorlar tayyorlamasdan turib, qishloq xo'jaligida raqobatbardosh iqtisodiyotni barpo etish ham mumkin emas. Bu islohatlarning hammasi inson omilini har qachongidan ham yuqori saviyaga ko'tarib, uning kuchi, idroki, salohiyati, ruhiyati hamda ma'naviy barkamolligini bevosita taraqqiyot, rivojlanish va svilizatsiya bilan uzviy bog'ladi. Bu esa shakllanayotgan o'smir o'zining psixologik imkoniyatlarini bilishi, o'zligini anglashi, har qanday sharoitda ham turli o'zgarishlarga psixologik jihatdan tayyor turishi, yangicha fikirlash va mulohaza qilishi, mehnat sharoitida ro'y berayotgan psixologik jarayonlarni to'g'ri idrok etishi, qobiliyatini rivojlantirish kabi vazifalarni kun tartibiga qo'ymoqda. Shunday qilib, qishloq yoshlarini kasbga yo'naltirish ishlariga ilmiy jihatdan qaraganda kasb

tanlash kasbiy shakllanish davrining dastlabki bosqichi bo'lib, rivojlanayotgan o'simlikning muhit va jamiyat bilan hamkorligida uzoq vaqt davom etadigan murakkab psixologik jarayondir. Boshqacha aytganda, nafaqat umumiy va maxsus qobiliyatlar, shaxs xususiyatlari, balki, shu bilan birga, shaxsga moddiy va ma'naviy, ijtimoiy va iqtisodiy jihatdan ta'sir etuvchi tashqi muhit ham kasb tanlashga o'z ta'sirini o'tkazadi. Ushbu jarayonlarda har bir o'smirda bo'lajak kasbga ongli va to'g'ri, muayyan sohaga nisbatan ozmi-ko'pmi ijtimoiy, ijobiy munosabatlar shakllanadi. Shu sababli o'quvchining kasb tanlashga tayyorligi deganda, kasbni to'g'ri tanlashga imkon beradigan kasbiy ta'limning muvaffaqiyatini ta'minlaydigan, qulay imkoniyatlarni yuzaga keltiradigan shaxs rivojlanishining muayyan bosqichi yoki holati tushuniladi. Bu esa kasbga yo'naltirish faoliyatining maqsadi asosan o'quvchi yoshlarning bo'lajak kasbini ongli va mustaqil ravishda to'g'ri tanlashlariga qaratilgan bo'lishi kerak, degan fikrga kelishga asos bo'ladi.

Kasbiy tarbiyaning davlat ahamiyatiga molik bo'lgan yana bir muhim jihati uni mamlakat miqyosida tashkil etish, nazorat qilish va boshqarish masalasidir, yani kasbga yo'naltirishning maqsad va vazifalariga asoslanib ishlab chiqilgan yagona davlat siyosati hamda joylardagi shart-sharoit, amaliyotchi mutaxassislarning salohiyati hamda imkoniyatlaridan kelib chiqib, kasbiy tarbiyani yo'lga qo'yish, tartibga solish jarayonida ko'plab muammolar yuzaga keladi. Ularni quyidagicha ta'riflash mumkin:

Birinchidan, hozirgi paytda mamlakat xalq ta'limi va o'quv muassasalari tizimida kasbiy tashxis va kasbga yo'naltirish faoliyati bilan shug'ullanayotgan mutaxassislarning aksariyati yetarli malakaga ega emas.

Ikkinchidan, ko'pchilik o'quv muassasalari haligacha kasbga yo'naltiruvchi mutaxassislardan to'liq ta'minlanmagan. Achinarlisi, ularning ta'lim tuzimidagi moilaviy hamda huquqiy mavqeyi faoliyat doirasida belgilanmagan. Shuningdek, kasbga yo'naltiruvchi pedagoglarning puxta bilim olishi, ularning metodik qo'llanma, tashxis vositalari va tegishli adabiyotlar ta'minlanish masalasi ham talab darajasida emas.

Haqiqatdan ham pedagogik-psixologik adabiyotlar mushohadasi shuni ko'rsatadiki, muayyan kasbni tanlashi lozim bo'lgan o'quvchi shaxsining shakllanishi bu kasb, yani paxtakor-mexanizatorlik kasbga o'quvchining shaxsiy munosabati, bu munosabatning qachalik ongli darajada ekanligi, o'quvchi faoliyatining o'quv va ishlab chiqarish jarayonidagi birligi, ma'lum ishlab chiqarish borasida mehnat sharoitining ustoz-shogirdlik, murabbiylik ishlarining to'g'ri yo'lga qo'yilishi singari muhim omillarga bog'liqdir.

Bizning fikrimizcha, kasbga yo'naltirish samaradorligi quyidagi sharoitlarga, bog'liq bo'lishi mumkin:

O'quvchi qishloq xo'jalik mehnatining ijtimoiy qimmatini yaxshilash tushunsa;

Mehnat sharoitlari fermer jamoa xo'jaliklari mehnatkashlarining hozirgi zamon talablariga to'la javob bera olsa;

O'quvchilar o'z qurlari yetgan mehnatni jamiyatga foydasi tegadigan darajada bajara olsalar;

Oilalarda va murabbiylik harakatlarida o'quvchilarda bu kasbga nisbatan ijodiy intilish hosil qilinsa.

Ta'lim tarbiya jarayonini shunday tashkil etish, bizning nazarimizda, o'quvchilarda ishlab chiqarish topshiriqlarini bajarishda yuksak mas'uliyatni his qilish qat'iyat ko'rsatish va pirovard natijaga erishish, o'z-o'ziga talabchanlik, qishloq xo'jalik texnikasiga havas, ona zamin va tabiatga nisbatan ehtiyotkorlik bilan munosabatta bo'lish, o'z kasbga ijodiy yondashish kabi zarur fazilatlarni tarkib topdiradi. Ko'p yillik pedagogik tadqiqotlar va olib borilgan ommaviy tajribadan kelib chiqqan holda quyidagi muammolarni bajarishni oldimizga vazifa qilib qo'ydik.

1. Respublikamiz qishloq umumta'lim maktablari va muassasalarida kasb tanlash va kasbga yo'naltirish sohasining tarkibiy-funksional tuzilish tahlilini amalga oshirish.

2. Qishloq maktablari yuqori sinf o'quvchilarining hayotiy rejalarini tahlil etish, bu rejalarining bolaning qishloq xo'jaligi kasblaridan birini tanlash yo'lidagi o'ziga xos jihatlarini aniqlash.

3. O'quvchilarning mexanizatorlik kasbini tanlashida pedagogik-psixologik ta'sir shakllari va usullarining qanchalik samara berish darajasini;

4. Qishloq maktabi va ommaning hamkorlikdagi ijodiy ta'sirida o'quvchiga mexanizatorlik kasbga qiziqishning ortishi jarayonini o'rganishi;

5. O'quvchi qiziqishini mexanizatorlik kasbga yo'naltirish psixologik-pedagogik tizimni ishlab chiqarish, tarkib topayotgan tadqiqot vositasida qiziqishning samaradorligi va mustahkamligini aniqlash;

6. Qishloq umumta'lim maktablarida kasbga yo'llash ishlari borasida tavsiyalar ishlab chiqish.

Pedagogik-psixologik tuzim tavsiyalarini ishlab chiqishda ularning ilmiy-ommaviy ishlariga suvandik va umumta'lim maktabi o'quvchilarining kasbga qiziqishlari samarali bo'lish uchun quyidagilar talab etiladi.

O'quvchilarda kasbga qiziqishni bosqichma-bosqich o'stirib borish.

Ularni bosqichma-bosqich kasb haqidagi bilimlarga ega qilish.

Aniq tasavvur etuvchi kasbiy faoliyati haqida o'simirlarda dastlabki kasb ko'nikmasi hosil qilish, bu ko'nikmaning o'smir psixologik rivojlanishiga mos bo'lishini ta'minlash.

Kasbga yo'naltirish asosini ishchi kuchlaridan omilkorona foydalanish, sog'liqni saqlash, insonning mehnat va ijodiy qobiliyatini o'stirish, kasbiy mehnat jarayonida shaxsning har tomonlama rivojlanishini ta'minlash, hamda kishining o'z kasbini ongli ravishda, o'z ma'naviy ehtiyoji talabi bilan tanlashiga erishishi kabi muhim omillar tashkil etadi.

Tarbiya jarayonida o'quvchining qobiliyatlari, bu qobiliyatlarning rivojlanish bosqichlari, u yoki bu kasb haqida muayyan ma'lumotga ega bo'lish, bolalar psixologiyasini hisobga olish talab etiladi.

Kasbga yo'naltirish ishlarining tarixan shakllangan bosqichlari asosida quyidagi tizimlarni asoslasak maqsadga muvofiq bo'ladi:

1. Tashkiliy-texnik.

2. Tibbiy-psixologik.

3. Pedagogik-psixologik.

Hozirgi qishloq xo'jaligini mexanizator kadrlar bilan ta'minlashning asosiy va birdan bir manbai mexanizatorlik kasbini tanlayotgan qishloqdagi o'smir o'quvchi- yoshlardir. Chunki bugungi kunda fan texnika taraqqiyotiga bo'lgan talab jismoniy jihatdan sog'lomligi, maktabdagi ma'lumot darajasining yuqoriligi bilan ham yoshlar ajralib turadi. Shunga ko'ra, yoshlarni mehnatga, kasbga tayyorlash masalalari, o'rta maxsus kasb –hunar ta'limi muassasalarining diqqat markazida bo'lishi kerak.

Kuzatish va tajribaning ko'rsatishicha, o'quvchilarning mehnat ta'limiga qiziqishi ko'proq ular maktab ustaxonalarida birinchi marta bo'lganliklarida vujudga kelgan tasavvurlar bilan belgilanadi. Shuning uchun ustaxona o'quvchilarda yoqimli ta'surot qoldirishi zarur. U ozoda, yorug', yetarlicha issiq va shamollatiladigan bo'lishi kerak. Ustaxonadagi butun vaziyat mehnatga jalb etilishi, unda qattiy tartib sezilib turishi kerak.

Xulosa qilib aytganda, respublikamizda amalga oshirilayotgan bunyodkorlik ishlari vohamizning turmush darajasini yetakchi demokratik davlatlar ko'rsatkichiga chiqarish bosh maqsadlardan biri qilib belgilangan. Ma'lumki Respublikamiz aholisining ko'pchiligi qishloq yerlarida istiqomat qilib mehnat bilan mashg'uldirlar. O'quvchilarga o'zlarining qiziqishlari

asosida kasb tanlashga yo'llash bugunning dolzarb masalalaridir. Mehnat ta'limi darslari va tabiiy fanlarni o'qitishda o'quvchilarni kasbga yo'llash imkoniyatlari chegaralanganligi sababli ularni to'garak faoliyatida amalga oshirish mumkin. To'garaklarda o'quvchilarni bajaradigan faoliyatidan kelib chiqib kasblarga yo'naltirish imkoniyatlari kattadir.

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One of the most important tasks of secondary schools today is to guide young people in choosing a profession, including a wide range of occupations. Important tasks such as acquaintance of rural youth with modern types of equipment, technologies of their work, formation and development of strong practical skills, solid acquisition of technical knowledge, teaching them to organize higher and future professional activity on a scientific basis are relevant to the school system. is one of the issues. Today, the technology of world science and labor technology and psychology are developing rapidly. Therefore, at the same time, there is a need to train a new generation of engineering and technical and wide-ranging mechanization personnel, which will allow the rapid development of all spheres of production, economy and agriculture. Indeed, it is impossible to build a competitive economy in agriculture without training competitive engineers, technicians and machine operators. All of these reforms raised the human factor to an higher level than ever before and linked its strength, intelligence, potential, psyche, and spiritual perfection directly with development, progress, and civilization. This means that the emerging adolescent knows his psychological capabilities, self-awareness, is psychologically ready for various changes in any situation, to think and reflect in a new way, to correctly understand the psychological processes that take place in the workplace. puts on the agenda such tasks as the development of perception, ability. Thus, from a scientific point of view, career choice is the first stage of the professional formation period in the career guidance of rural youth, a complex psychological process that takes a long time in the interaction of the developing plant with the environment and society. In other words, not only general and specific abilities, personality traits, but also the external environment that affects a person materially and spiritually, socially and economically, influences career choice. In these processes, every teenager develops a conscious and correct, more or less social, positive attitude to the future profession. Therefore, the readiness of the student to choose a profession means a certain stage or state of development of the person, which ensures the success of vocational education, creating favorable opportunities for the right choice of profession. This leads to the conclusion that the purpose of career guidance activities should be mainly aimed at making conscious and independent career choices for students. Another important aspect of vocational education of national importance is the issue of its organization, control and management at the national level, ie a single state policy and conditions based on the goals and objectives of vocational guidance, based on the potential and capabilities of practitioners. There are a lot of problems in the process of regulation.

They can be described as follows:

First, most of the specialists currently engaged in vocational diagnostics and career guidance in the public education system of the country are not sufficiently qualified.

Second, most educational institutions are not yet fully staffed with career guidance professionals. Unfortunately, their moral and legal status in the education system is not defined in the scope of activities. There is also a lack of access to professional educators, methodological manuals, diagnostic tools and relevant literature.

Indeed, the observation of pedagogical and psychological literature shows that the formation of a student's personality, which should choose a particular profession, is a profession, that is, a student's personal attitude to the profession of cotton-mechanizer, how conscious this attitude is, The unity in the process of training and production depends on such important factors as the working conditions in a particular production, the proper organization of teaching and coaching.

In our opinion, the effectiveness of career guidance may depend on the following conditions:

- The student understands the importance of improving the social value of agricultural labor;

- Working conditions of farm workers can fully meet modern requirements;
- Students are able to do their best work to the benefit of society;
- In families and coaching activities, students develop creative aspirations for the profession.

Such an organization of the educational process, in our opinion, requires students to show a high sense of responsibility in the performance of production tasks, to persevere and achieve the end result, self-reliance, agricultural machinery. passion, a careful attitude to the motherland and nature, a creative approach to their profession. Based on many years of pedagogical research and public experience, we have set ourselves the following tasks.

1. Carrying out the analysis of the structural and functional structure of the field of career choice and vocational guidance in rural secondary schools and institutions of the Republic.

2. Analyze the life plans of high school students in rural schools, identify the specifics of these plans in the way the child chooses one of the agricultural professions.

3. The degree of effectiveness of forms and methods of pedagogical and psychological influence on the choice of mechanization profession by students;

4. To study the process of increasing students' interest in the mechanization profession through the joint creative influence of the village school and the community;

5. Development of a psychological and pedagogical system for the orientation of students' interest in the mechanization profession, to determine the effectiveness and strength of interest through the research;

6. Develop recommendations for career guidance in rural secondary schools.

In developing the recommendations of the pedagogical-psychological system, we relied on their scientific and public work, and in order for the interest of secondary school students in the profession to be effective, the following is required.

1. Gradual development of students' interest in the profession.

2. To give them a step-by-step knowledge of the profession.

3. Develop an early professional skill in adolescents with a clear idea of the professional activity, ensuring that this skill is appropriate for the psychological development of the adolescent.

The basis of vocational guidance is the effective use of labor, health, development of labor and creative abilities, ensuring the full development of the individual in the process of professional work, as well as the conscious development of one's profession, one's spirituality. important factors such as the ability to make choices on demand.

In the process of upbringing, it is necessary to take into account the abilities of the student, the stages of development of these skills, to have a certain knowledge about this or that profession, to take into account the psychology of children.

Based on the historically formed stages of career guidance, it would be useful to establish the following systems:

1. Organizational and technical.

2. Medical-psychological.

3. Pedagogical-psychological.

The main and only source of mechanization in today's agriculture is the rural youth who choose the profession of mechanization. Because today's demand for the development of science and technology is characterized by physical health and high level of education in schools. Accordingly, the issues of preparation of young people for work and profession should be in the focus of secondary special vocational education institutions.

Observations and experience have shown that students' interest in labor education is largely determined by the perceptions they have when they first visit school workshops.

That's why the workshop should make a good impression on the students. It should be clean, bright, warm enough and ventilated. The whole situation in the workshop should be labor-intensive, with strict discipline.

In short, one of the main goals of the creative work carried out in our country is to raise the living standards of our oasis to the level of leading democracies. It is known that the majority of the population of the Republic lives and works in rural areas. Guiding students to choose a career based on their interests is a topical issue today. Due to the limited opportunities for vocational guidance in vocational education classes and science teaching, they can be implemented in club activities. Clubs have a great opportunity to direct students to careers based on their activities.

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