

Personal Professional Plan Of Students As A Factor Of A Targeted Organization Of Proforientation Work And A Conscious Profession Choice

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Abstract: The article considers the issue of improving professional orientation work with school students.

Key words: personal professional plan, professional orientation, professional development, intentions, interests, socially and professionally significant qualities.

In the modern world space, the strategic task of forming an educated society, creating an international educational environment of a new type is being solved, where the social situation dictates the need for a graduate of a secondary educational institution as a person who owns the methods and means of preserving and developing himself as a person, the skills of transforming society and social relations, capable of translating samples of cultural interactions in all the variety of social relations with people, nature. The solution to this problem is not limited to sectoral reforms and narrow departmental transformations, since the educational environment is not an ordinary set of educational systems and levels, but is a complex phenomenon through which the task of transforming education into a means of social development is solved.

Speaking about ordering the society for education, it is supposed to build such an educational space in which each student can realize himself, self-determine, find himself in business, feel and live in the school a “situation of success” in solving educational problems and problem situations; to realize creative requests by various means of developmental activities both at school and in production and / or university. Professional orientation, as a stage of professional development, being itself a constantly changing process, cannot but take into account and perceive the influence of new socio-economic trends - the humanization of social relations, the attitude towards the individual as the highest value of society. Taking into account these high requirements in the Republic of Uzbekistan, education is considered as the most important factor in the progress of society and the state.

Our observations show that at the present time, modern psychological and pedagogical mechanisms of vocational guidance of students are not sufficiently developed, most school graduates experience difficulties in choosing the direction of their future professional activity. This further exacerbates the problem of both the professional development of young people and their socialization in general.

The overwhelming majority of scientists (E.A. Klimov, S.N. Chistyakova, V.A. Slastenin, F.R. Yuzlikaev, etc.) agree that professional development implies not only the improvement of labor and professional skills, but also self-improvement personality and consists of several stages - preliminary, preparatory, adaptation and professionalization. At the preliminary stage, a young person gets a general idea of the profession, realizes his needs and abilities, receives information about the professions and their peculiarities during the training sessions and educational activities at school. During this stage, professional intentions are formed, and at the end of schooling, he makes a decision in terms of choosing a future professional activity. At the next - preparatory stage, as a future specialist, he receives secondary and / or higher education, acquires the necessary knowledge, skills and abilities, and undergoes professional training. At the stage of adaptation, as a beginner specialist, he learns practical skills and algorithms of actions, masters the main social roles, adapts to the rhythm, character, characteristics of work, masters the rules and norms of the profession - an entry into the profession takes place and the formation of professional competence begins. At the stage of professionalization, the professional formation of a specialist takes place, the result of which is the formation of professional skills and creativity. A person realizes himself as a professional and his personality develops by means of a profession [4; 6; 7; nine].

In the holistic professional development of the personality (E.F. Zeer, A.M. Pavlova and N.O.Sadovnikova) there are seven stages:

1st stage. The emergence of professionally oriented interests and inclinations in children under the influence of relatives, teachers, role-playing games and school subjects (0-12 years old).

2nd stage. Option period. The formation of professional intentions takes place, which ends with a conscious, desired, and sometimes forced choice of profession.

Stage 3. Admission to an educational institution to obtain professional knowledge, skills and abilities.

Stage 4 Professional adaptation.

5-stage. Primary professionalization and development of a specialist.

6-stage. The second level of professionalization, at which further professional development takes place, individualization of the technologies for performing activities, the development of one's own professional position, high quality and labor productivity - the transition of the individual to the formation of a professional.

7-stage. Professional skill [3].

As you can see, the end of stage 1 - the emergence of professionally oriented interests and inclinations in children under the influence of relatives, teachers, role-playing games and school subjects, and stage 2 - the period of option and the formation of professional intentions ends with a conscious, desired, and sometimes forced choice the profession must be carried out in schools.

Vocational guidance is a wide range of measures that go beyond pedagogy and psychology to assist in choosing a profession, and professional advice is an individually oriented assistance in a person's professional self-determination. In general, vocational guidance and vocational counseling guide a person in choosing a direction and a field of professional activity (specialty). Here, the concept of "professional self-determination" is more related to the "self-orientation" of the student, who acts as a subject of self-determination [5].

The vocational guidance work carried out in schools aimed at forming a general understanding of the professions among students, their awareness of their needs and abilities, comparing their abilities with the requirements of the professions for a specialist should end with the formation of a conscious desire to choose a field of future professional activity. In other words, professional orientation is a subsystem where the intention in relation to the forthcoming professional activity occupies a certain place, on which all other links of the system of professional development are built. Therefore, the work on organizing vocational guidance for schoolchildren should aim them at continuous improvement of their knowledge, skills and abilities.

FR Yuzlikayev emphasizing the importance of compliance of vocational guidance work with modern requirements, notes the need to make significant changes in the content of vocational guidance work - analysis and consideration of trends in the development of industry, technology and production processes, foreseeing the withering away of some professional functions and the revival of innovative [9].

SN Chistyakova and NN Zakharov [7, P.8-10] distinguish the components of the vocational guidance system - professional information (vocational education), professional advice, professional selection, professional suitability and professional adaptation. Scientists argue that professional diagnostics can be carried out through professional consultation and professional selection.

According to VA Slastenin, professional diagnostics in the vocational guidance system, in addition to vocational education (professional information), individual professional advice, professional selection and professional adaptation, should take place as a separate component [6, C.191]. We believe that in modern conditions the system of professional orientation proposed by V.A. Slastenin is the most acceptable for us.

As a result of the analysis of the works of the aforementioned researchers and taking into account the complex structure of vocational guidance work with school students, we have identified as the main structural components that form this system: interest in the profession, personal professional plan, professional intentions, professional orientation, "test of strength", professional competence and professionally important qualities.

The listed components should be considered in organic unity with the content of the forthcoming professional activity, the target setting and the content of educational and educational work, etc. This contributes to successful professional self-determination by students at the end of school.

Successful professional self-determination is closely interconnected with the self-determination of the individual [5, C.480]. For example, in the United States, a child from an early age is oriented toward a "successful career," which presupposes a special attitude towards everything connected with the choice of people as clients in the future, on the one

hand, and on the other hand, the responsibility of specialist consultants. So, E. Erickson considers them as two interconnected processes of formation of personality identity [8].

In Uzbekistan, work on vocational guidance of students, carried out in schools, is part of the educational process. By now, teachers and psychologists have carried out in-depth research on the choice of profession and vocational guidance of students of educational institutions (Sh.S. Sharipov, K. Davlatov, G. Nasriddinova), professional diagnostics and training of students, as well as young specialists for future professional activities (R.T.Yuldashev, F.R.Yuzlikaev, N.A. Muslimov).

The named authors unanimously affirm that the correctly chosen profession corresponds to the interests and inclinations of a person, is in complete harmony with the vocation. Only in this case the profession brings joy and satisfaction to the specialist. However, the mechanisms of professional development of school students are currently insufficiently developed.

The social significance of a profession increases if it meets the modern needs of society, is prestigious, has a creative character and is highly paid. When a student understands what kind of profession he has chosen and considers it worthy and significant for society, this, of course, affects the quality of his learning process. Research (N.V. Bordovskaya, A.A. Rean) carried out in the system of primary vocational education and in higher education fully confirms this position. Therefore, we fully agree with the statement of N.V. Bordovskaya and A.A. Rean that fostering a positive attitude to the profession is an important factor in increasing the educational performance of young people [1, p.192]. However, a positive attitude in itself cannot be essential if it is not supported by competent ideas about the ways to achieve this profession, as well as about the requirements of the profession to a specialist, about career growth, etc.

The contradictions between the insufficient development of modern psychological and pedagogical mechanisms of career guidance work for schools and the difficulties of most graduates in choosing the direction of their upcoming professional activity allowed us to formulate a working hypothesis - the presence of a personal professional plan will allow students to form a conscious, justified and sustainable interest in the chosen profession, the most complete understanding about the content of the forthcoming professional activity and the ways of mastering it.

We believe that the complete and detailed drawing up of a personal professional plan (hereinafter LPP) by students is an indicator of the awareness of the choice of a professional path and the quality of the organization of career guidance work.

As a result of the analysis of scientific literature, the experience of educators-innovators and personal experience, we came to the conclusion that an effective means of career guidance work with students to form their stable interest in choosing a profession, its development into professional interest is the presence of a personal professional plan. This is achieved under the following conditions: an individual approach to students, taking into account the psychophysiological characteristics of each of them; differentiation of teaching, a variety of teaching material, as well as forms and methods of teaching and educational work; providing students with ample opportunities for a practical test of strength, their inclusion in independent educational, labor, play, artistic, sports, social and organizational activities; the formation of students' attitudes towards professional and personal self-determination. To do

this, the school needs to accomplish two main tasks - the creation of informational (from what to choose) and motivational (why choose one and not another) foundations. The student's personal professional plan is built on these foundations [2], which will allow:

- 1) to form in the student an idea of the professions most suitable for him and about the corresponding educational institutions in which he can receive the necessary education in these specialties;
- 2) systematize each step of your future professional path, think over in advance the options for achieving the goal and the algorithm of actions in case of failure;
- 3) balance the professional interests of the student with his psychophysiological characteristics;
- 4) predict professional success in any area of professional activity and the provision of social guarantees in the field of free choice of profession.

To do this, in the process of drawing up a BIB, the formation of the following professional knowledge, skills and abilities in a student should be taken into account:

- knowledge - an idea of the content and working conditions, possible difficulties in achieving the set goal, ways of obtaining a specialty and advanced training; knowledge of the requirements of the profession for a specialist, as well as knowledge of their capabilities; an understanding of the needs of society and industries for specialists in this profession;
- skills - striving to obtain good knowledge in academic disciplines relevant to future professional activities; striving to generate the necessary information about the chosen profession and professional activity; a stable positive attitude towards the chosen profession and towards oneself, as towards the future subject of professional activity;
- skills - determination of ways to acquire a profession and ways to overcome possible difficulties; the ability to correlate the requirements of the profession and their interests, capabilities, abilities, inclination, professionally and socially significant qualities.

When compiling the LPP and assessing the effectiveness, it is possible to rather productively use the methods of professional diagnostics, which study the features of a person's higher nervous activity, his state of health, features of thinking, memory and attention, interests and motives, value orientations and attitudes in choosing a profession. The information obtained is compared with the requirements of the profession for a specialist and working conditions, the levels and dynamics of mental development, as well as compliance with a particular direction of professional activity, are determined. In professional diagnostics, the levels of formation of professionally and socially significant personality traits serve as normalization criteria. Only after that, the compiled BOB of the student will start to work productively, and the vocational guidance work of the school - as a preliminary stage of the professional development of schoolchildren.

Knowledge of the distinctive features of the student's personality will allow for effective pedagogical guidance of the process of drawing up their BOB and, if necessary, make rational adjustments. Such an approach to the compilation of LPP activates the activities of schoolchildren in terms of professional self-determination and development. It is also important to analyze the motives for learning and the motives for choosing a profession: to find out whether they coincide, whether they correspond to the needs of the student himself and the needs of society in personnel; what character traits prevail, whether they correspond

to the requirements of the chosen profession; what are the spiritual and moral values, orientation and ideals of the student.

In order to test our working hypothesis, we carried out experimental work in secondary schools of the city of Navoi and the Navoi region of Uzbekistan, where 256 students of grades 8-11 took part.

At the ascertaining stage of the experimental work, our observations, as well as the answers of the class teachers to the questions of the questionnaire, aimed at studying the state of the organization and carrying out vocational guidance work with students, showed that the majority of students did not have a personal professional plan. This was evidenced by the students' answers to the questions "What professions attract you?", "What profession would you like to choose?", "What are you going to do after finishing 9th grade?", "What are your plans after finishing 11th grade?", "Do you have a personal professional plan? ", "When and with whom did you draw up your personal professional plan? ", "In your opinion, how much does your Personal professional plan correspond to your interests and desires? ". The results of the poll are shown in table No. 1.

Table № 1
FORMATION OF BOB STUDENTS

№	Formation of BOB	To the beginning of the experiment	
		Control classes (CC)	Experimental Classes (EC)
1.	BOB formed	19 %	17 %
2.	BOB is not fully formed	35 %	33 %
3.	BOB is not formed	26 %	27 %
4.	Has no idea about the BOB	20 %	23 %

As a result of the analysis of the respondents' answers, it was found that in the experimental classes 17% of the respondents have a sufficient idea of their future professional activity and the ways of obtaining professional education (in the control classes this category was 19% of the respondents). This category of schoolchildren, who, when choosing their professional path, take into account their professional inclinations, abilities, levels of aspirations, as well as public interests, they are informed about the world of professions and the position of their close social environment. This group of respondents, both in the written survey and in the course of the conversation, noted the presence of a personal plan for professional self-realization.

In the experimental classes, 33 percent of the respondents had a DFI formed to one degree or another, their interests in choosing a profession are formed, but unstable and insufficiently substantiated. Having a fairly complete idea of their abilities, they do not have detailed information on mastering the upcoming profession, which they would like to choose after finishing the 9th grade. In the control classes, this group was 35% of the respondents.

In the experimental classes, 27 percent of the surveyed noted that they did not have a personal professional plan. In this category, interests in choosing a profession are unstable and unreasonable, do not take into account their abilities and needs of society when choosing a future professional activity, do not have an accurate idea of modern professions, ways of

obtaining professional knowledge, skills and abilities, as well as appropriate professional education. In the control classes, 26% of the respondents did not have a personal professional plan.

23% of the surveyed experimental classes and 20% of the surveyed control classes had no idea about their personal professional plan. This contingent of respondents has either very superficial or absent ideas about the chosen field of professional activity, about the methods of mastering a future profession and the prospects for professional growth. They have chosen their future profession and have not decided what they will do after completing their studies - work in production or study at a university, where and how to get an education, etc.

At the formative stage of the experimental work, vocational guidance of students in control classes was carried out according to the traditional plan.

In the experimental classes, vocational guidance work was aimed at a conscious and informed compilation by students of their LPP. So, before starting to draw up a plan, vocational guidance with students was carried out taking into account two sides of their chosen professions - meaningful and dynamic. The content side of professions was explained to the students, which is determined by a set of corresponding tasks, goals of activity, required knowledge, skills and abilities, which makes specific requirements for the development of perception, memory, attention, thinking. For example, the architect must have developed spatial concepts, the driver must have good attention and reaction, etc. etc.

The dynamic side was characterized by the human qualities necessary for the successful performance of activities in each profession. Since any work requires a certain speed and pace of its execution, the ability to switch from one type of work to another, concentration of attention, emotional stability. Moreover, in some professions, the requirements for certain dynamic characteristics of the psyche come to the fore and create restrictions for the formation of professional suitability in persons whose psychophysiological characteristics do not correspond to the requirements of the profession. To increase the efficiency and effectiveness of vocational guidance work, vocational guidance cards were introduced for each student, individual vocational consultations and vocational guidance games were held.

In the experimental classes, in order to provide students with a large amount of vocational guidance information in the development of LPP, we took a differentiated approach to the content of vocational guidance work. So, classes with students in grades 8-9 included information about the classifications and characteristics of professions, about the extreme conditions of some specialties, about the general and special requirements of professions, about the role of abilities and professionally important qualities in choosing a profession, about the professional suitability of a person, about the conditions for optimal choice. profession and possible difficulties, as well as the needs of society in qualified personnel. This content of group and individual career guidance activities contributed to the formation of students in grades 8-9 the ability to classify professions, to correlate their interests, inclinations and abilities with the requirements of the chosen profession and, most importantly, they learned to draw up their professional plan independently determining the reasons for possible difficulties and obstacles when choosing a future profession.

Conducted vocational guidance classes with students in grades 10-11 differed in greater specificity of attention for the near future. They were sufficiently aware of modern professions and specialties, their characteristics and ways of acquiring in modern conditions,

the importance of matching interests, inclinations and abilities to the requirements of the profession, the professional suitability of a specialist, the role of professional and socially important qualities in professional growth, as well as about the ways of professional development and self-improvement. The classes were aimed at developing students' skills to act in accordance with their BOB, and, if necessary, make adjustments, where it was required to search for the necessary and additional information about the ways of mastering the chosen profession, to be active in preparing for the choice of a profession.

It should be emphasized that drawing up a personal professional plan was not an end in itself, but a means of ensuring a reasonable choice of the field of professional activity, the formation of professional intention and readiness for professional self-improvement and self-realization in the chosen profession among schoolchildren, while having a stable and conscious desire. Such preliminary career guidance training contributed to the most competent development of a personal professional plan by schoolchildren, and, ultimately, to the formation of students' readiness for professional self-improvement and self-realization in their chosen profession.

When jointly drawing up a personal professional plan with students, their attention was focused on the following aspects of professional self-determination and self-expression:

- 1) the most interesting professions corresponding to educational institutions (courses, vocational college, university) in which you can get the necessary qualifications and / or education, ways to improve your skills and career growth;
- 2) working conditions, social protection, demand;
- 3) the requirements of the profession for a specialist, his knowledge, skills and abilities; compliance of psychophysiological characteristics, claims and level of knowledge of the student to the requirements of the profession;
- 4) step-by-step actions for the future profession, the timing of the beginning and completion of these actions, possible options for achieving the goal and the algorithm of actions in case of failure.

At the third, control stage of the experimental work, in order to determine the reliability of the working hypothesis put forward by us in the control and experimental classes, a study of the state of formation of a reasonable personal professional plan corresponding to the interests and aspirations of students was carried out. (see Table 2).

The conducted control section in the form of a written survey showed (see Table 2) that if by the beginning of the experimental work, 17% of the surveyed experimental classes had a formed DILI, then by the end of the experiment their number increased to 42% (positive balance by 25%). In the control classes, there was an insignificant dynamics of growth of this contingent (an increase of 2%).

Conversations conducted with this contingent of students regarding their professional self-determination and self-realization testified to the awareness and validity of their chosen professional path. In the event of difficulties and / or setbacks, they expressed their willingness to take alternative solutions. They knew what school subjects needed to be studied more deeply, what social and professional qualities needed to be developed for successful mastery and further professional growth in their chosen profession.

Table № 2
Dynamics of the formation of students' BOB

№	Formation of BOB	To the beginning of the experiment		By the end of the experiment	
		CC	EC	CC	EC
1.	BOB formed	19 %	17 %	21 %	42 %
2.	BOB is not fully formed	35 %	33 %	38 %	36 %
3.	BOB is not formed	26 %	27 %	26 %	16 %
4.	Has no idea about the BOB	20 %	23 %	16 %	6 %

The number of students with insufficiently fully realized the importance of DILI in both the control and experimental classes increased by 3%. The conversations conducted showed that this contingent of students treated the compilation of the BOB somewhat formally or superficially. They have developed an interest in choosing a profession, they know the ways of mastering a profession. However, they do not particularly deeply think about the correspondence of personal and professionally significant qualities to the requirements of the profession, about alternative ways in case of difficulties or failure, etc.

In the control classes, the number of students with an unformed BOB remained unchanged (26%). However, in the experimental classes, this contingent decreased by 9%. In addition, the respondents who have no idea about DILI in the experimental classes decreased by 17%, while the positive balance in the control classes was 4 percent.

Naturally, with students who have not developed BOB and who have no idea about BOB, one should work deeper and choose individual forms of vocational guidance that contribute to the formation of their internal positive motivation for choosing a profession.

According to educators-innovators, the use of individual vocational guidance activities, monitoring - the study and analysis of the dynamics of the choice of a profession of students, the correct choice of their upcoming professional activity will make it possible to activate the self-realization of students, their active perception of new experience, the formation of the ability to analyze and highlight the main thing in a variety of professional and social relations. , creating conditions for creativity and personal self-development.

Thus, our working hypothesis that the presence of a personal professional plan contributes to the formation of a conscious, well-grounded and sustainable interest in the chosen profession among students, the most complete idea of the content of the future professional activity and the ways of mastering it, has been confirmed.

The results of the experimental work made it possible to formulate the following conclusions and recommendations:

1. Timely organization of work on drawing up a personal professional plan by students contributes to the optimal, justified and conscious choice of the sphere of future professional activity, further professional training and, in general, ensures the success of the socialization of the individual.
2. When organizing vocational guidance work with students, it is advisable to comprehensively use the forms and methods of professional diagnostics and professional advice.

3. In grades 8-9, it is advisable to use early vocational counseling, which is carried out in advance, when there are still several years before professional self-determination. It should be of an informational nature (general acquaintance with the world of professions). In such a consultation, to increase the student's interest in their psychological qualities and their development, diagnostic techniques can be used.

4. Consulting students in grades 10-11 should presuppose the specification of their interests in the profession, as well as ways of preparation for mastering the profession and admission to the appropriate educational institution. Therefore, the main task here is to determine the professional orientation, and, if possible, to form the student's ability to independently outline the immediate, near and distant professional goals, taking into account the possibilities and prospects of their development, and also to coordinate professional goals with other goals. in life.

5. Monitoring and timely making the necessary adjustments to the personal professional plan is important. Corrections are made directly by the students themselves, having previously consulted with a teacher-psychologist or teacher who is responsible for career guidance work with students.

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