

The Role of Vocational Guidance of Secondary School Pupils in Development of Society

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Abstract:

This study is aimed at identifying the impact of vocational guidance of the secondary schools in Uzbekistan in process of teaching English. 291 pupils were exposed to this experiment in order to clarify their attitudes towards professions. Almost half of the pupils were from rural areas in the country while other half of them were from Namangan city. Furthermore, it is given the results of decision of pupils according to the types of the professions.

Key words: intellectual abilities, secondary schools, pupils, teachers, interests, teaching, English lessons, methods, profession.

Introduction:

Comprehensive study of the problem of vocational guidance gives an opportunity to determine its place in the

process of training personnel and reflect on development of the role of vocational guidance in the future. Determinations of need of the state in personnel and study of modern demand of society for them are the main factors of society development. In the report of the president of Uzbekistan Sh.Mirziyayev the importance of developing intellectual abilities of pupils in secondary schools is emphasized. “We all know that we should implement a huge range of affairs based on improving the system of working with the personnel in order to solve a range of problems. Nowadays, it is revealed that the division of functions and authority of personnel are not divided properly in governmental and local organizations. This trend is disturbing our affairs badly. In some organization people work passively. In another organization there are plenty of

functions, but there is need for specialists” (Mirzizyoyev, 2016).

From this it follows that the state should specify its intellectual potential which gives an opportunity to determine perspectives of development. In his statement the president of the Republic of Uzbekistan pointed out the ways of developing intellectual abilities of pupils of secondary schools to the teachers.

Determination of the level of intellectual abilities has important significance in the process of vocational guidance work. One of the main tasks of this system is to analyze abilities and interests of pupils. With a view to vocational guidance in the process of lessons of English, especially in diagnostics of interests of pupils and with accordance to their abilities, different methods of teaching can be applied and particular place among them belongs to so-called “triangle of vocational guidance”. This triangle includes three basic directions of vocational guidance work:

- revealing to pupils demand of society for the given professions;

- giving information about different professions;
- forming abilities of pupils in the selected professions (Muhammad Nafees, Ghulam Farooq, Palwasha Malik, 2012)

Interests of pupils in one or another profession can be specified by means of conversations on various themes (Творожникова В.А, Ширяева Т.В, Костромина М.Н, 2011). For example, to hold a discussion with pupils of 7-9 forms on the themes “My favorite job”; “My hobby”; “My friend”; “My family” at the lessons of English. It is necessary in the process of discussions to clarify which profession is more interesting than others, why somebody is exactly interested in a certain profession, which useful aspects of these professions he knows.

In the process of discussing professions with pupils in English lessons it is necessary to pay particular attention to the principle of sequence of teaching.

Contents of themes for discussions can be presented in this way:

Table 1

№	Themes of discussion	Aim of discussion
1.	My family	Teaching vocabulary on the professions of family members
2.	My friend's hobby	Exposure pupils to professions chosen by their friends, determining their interests, comparing with own interests.
3.	Stories from the magazines	Comparing the interests with the professions chosen by peers by means of familiarization with the experience of pupils from foreign countries.
4.	My parents' job	Having pupils pay attention to different aspects of the professions while studying their parents' professions
5.	My favourite job	Making out a clear idea of one's favorite profession with support of discussions held in English lessons

In the process of discussion with pupils of secondary schools it was specified that some pupils could not estimate their abilities. It can signify that they cannot take right decision in vocational guidance. The results of questionnaire poll held with a view to determine efficiency of vocational guidance work indicate it. In most cases

it was revealed that when choosing professions pupils tend to select professions familiar to them, especially those professions which functionate in their areas. Abilities of pupils in one or another profession are developed under the influence of family members or relatives. Decisions on choosing professions among pupils of village

schools differ from decisions of urban pupils. It is mainly related to lack of relevant spheres in villages. The

questionnaire poll held in 2011-2017 years in the schools of Namangan region indicated the following results:

Table 2

Professions chosen by pupils	Pupils who chose the same profession	
	Number	Persent
Teacher	37	12,7
Pilot	8	2,7
Carpenter	16	5,4
Lawyer	28	9,6
Dressmaker	41	14
Shoemaker	7	2,4
Doctor	55	18,9
Driver	10	3,4
Mountain climber	3	1,03
Manager	3	1,03
Nurse	13	4,4
Kindergartener	5	1,7
Builder	6	2,06
Banker	3	1,03
Farmer	1	0,3
Singer	1	0,3
Trader	6	2,06
Plasterer	3	1,03
Butcher	5	1,7
Accountant	1	0,3
Industrial engineer	3	1,03

Seamstress	1	0,3
Cook	6	2,06
Designer	1	0,3
Policeman	1	0,3
Businessman	3	1,03
Psychologist	1	0,3
Guard	3	1,03
Actor	1	0,3
Announcer	1	0,3
Pupils who did not choose any professions	18	6,1
In all	291	100

As it is indicated in the table, 18,9 % of pupils chose the profession of a doctor, 14 % - a dressmaker, 12,7% - a teacher, 9,6 % - a lawyer. It can be noted that main role in these results has outward motivations in mastering professions. It was noticeable in the process of conversations with pupils held after receiving personal details. It can be supposed that, as it is pointed out in the Islamic encyclopedia, a profession can be mastered through professions of their individuals as well. The sameness of

pupils` approach to choice of professions can lead to excess or deficit of some professions. In the process of teaching German with support of integral methods and in vocational guidance of pupils it is necessary to pay attention to the above – mentioned problems. The analysis of the materials of questionnaire poll on diagnostics of psychologist E. I. Klimov which were received with a view to pupils` verification of attitude towards professions the following results were yielded:

Table 3

Human-nature		Human-technology		Human-human		Human-signs		Human-artistic image		Human-nature		Human-technology		Human-human		Human-signs		Human-artistic image	
Kind of activity	The percent of choice	Kind of activity	The percent of choice	Kind of activity	The percent of choice	Kind of activity	The percent of choice	Kind of activity	The percent of choice	Kind of activity	The percent of choice	Kind of activity	The percent of choice	Kind of activity	The percent of choice	Kind of activity	The percent of choice	Kind of activity	The percent of choice
1 a	-	1 b	4,4	2 a	4,4	2 b	-	3 a	0,3	11 a	-	11 b	-	12 a	10,6	12 b	1,03	13 a	-
3 b	-	4 a	5,4	4 b	3,09	5 a	-	5 b	-	13 b	-	14 a	-	14 b	0,3	15 a	1,3	15 b	-
6 a	-			6 b	14,4			7 a	-	16 a	-			16 b	18,9			17 a	0,3
		7 b	2,7	8 a	0,3			8 b	-			17 b	-	18 a	-			18 b	0,3
		9 a	2,4			9 b	-					19 a	16,06			19 b	-		
10 a	-					10 b	1,03			20 a	-					20 b	-		

Empty fields in 1a, 2b, 11a, 11b, 13a, 3b, 5a, 5b, 13b, 14a, 15b, 6a, 7a, 16a, 8b, 17b, 18a, 9b, 19b, 10a, 20a, 20b indicate that kinds of activities in these fields weren't chosen by pupils. It can be noted that the main cause of this situation is insufficient knowledge of pupils in the field of profession. Pupils make rash decisions in choosing professions as consequence of such approach.

For example, the 20th field of the table indicates the kind of activity keyboard

machines. This field remained empty. At the same time it means that the activity of the given field is chosen by nobody. And this happens at the time when the demand for this profession in the society is increasing year by year.

Early decision of indicated problems in the field of vocational guidance in conditions of school gives an opportunity to make a correct choice of professions by school-leavers. Delusion of pupils of 7-10 forms in Uzbekistan in the field of

vocational guidance can be estimated as a natural situation. But in the 11th form they leave school and continue in different systems of education. That's why they should choose some profession in order to master it in the future. The given factor demands the choice of professions as soon as possible so as pupils will not hesitate before leaving school. The world outlook is consolidated and vital guideline becomes more exactly in developing person (Katja Driesel-Lange, Ernst Hany, 2005). Mastering a profession is considered one of the important factors in forming individual qualities of pupils (Ewonshega Joseph 2017). In conclusion we can assert that impossibility of mastering a wishful profession is the most important problem for pupils. The modern teacher must give information about various professions, the needs of society and world, train his pupils to pattern their behavior on forthcoming difficulties.

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