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QUALITY CRITERIA FOR PROFESSIONAL GUIDANCE OF STUDENTS IN THE CONTINUING EDUCATION SYSTEM

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Abstract: The article analyzes the quality criteria for vocational guidance of students in the system of continuing education and presents the author's approaches.

Keywords: continuing education, system, students, profession, guidance, quality criteria, experience, qualification.

The "Uzbekistan-2030" strategy sets and implements the tasks of achieving quality education and summarizing national experience in this regard[1,17]. In this regard, it would be appropriate to establish quality criteria for directing students to a profession in the continuing education system. Here, we draw your attention to the analysis of this issue.

Qualitative criteria for vocational guidance. In the continuing education system, students are guided to a vocational path at each grade level. This takes into account the developmental characteristics of students and ensures that students are guided to a vocational path at the end of general secondary education[2,470]. In this regard, it is urgent to determine the qualitative criteria for guiding students to a vocational path in the continuing education system.

Our approach to the issue of qualitative criteria for directing students to a profession is as follows:

1. The criterion of providing students with complete information about existing and current professions;
2. The criterion of fully explaining the content of professions to students;

3. The criterion of natural direction of students to a profession.

Based on these quality criteria, it is appropriate to direct students to professions. The main quality criterion in this regard is to provide students with complete information about existing and current professions. According to data, today there are more than five thousand professions in our country, which are constantly being enriched with new types [3,7]. In this sense, when providing students with information about professions, it is appropriate to pay attention to professions that are modern and suitable for their capabilities. For example, today, providing students with information about new professions such as robotics and IT information technology is the most important basis of the quality criterion. Also, activities are carried out in each academic year to provide students with information about professions.

The next qualitative criterion for guiding students to a profession is to give them a complete understanding of the content of professions. A primary school student or a high school student should have complete knowledge of the content of popular professions within their capabilities. For example, professional activities carried out on the basis of computer programs require a full understanding of the basics of technology. In this sense, a harmonious explanation of the content of professions and technical safety rules to students ensures the effectiveness of their guidance to a profession. Therefore, the main attention should be paid to practical actions.

One of the next quality criteria for directing students to professions is naturalness. According to it, it is required to direct students to real opportunities, existing conditions and promising professions. On the contrary, students can be directed to promising professions in grades 10-11. In this regard, it would be appropriate to proceed from the principle of naturalness when directing students in grades 1-9 to professions. For example, there are plans to engage in the profession of nanotechnology in the future. It would be appropriate for such promising professions to be presented to senior students. The main issue is to direct students to real conditions and specific professions.

It should be noted that the quality criteria for directing students to a profession in the continuing education system are natural and precise. Therefore, teachers are required to act purposefully in this matter.

The system of using quality criteria for vocational guidance of students. In the system of continuous education, it is necessary to apply the system of using quality criteria for vocational guidance of students. The foundations of such a system are as follows:

- a system of vocational guidance using quality criteria in the process of teaching academic subjects;

- a system of vocational guidance using quality criteria in the process of group classes;
- a system of vocational guidance using quality criteria through the demonstration of various audio and video films;
- a system of vocational guidance using quality criteria directly at production sites;
- a system of vocational guidance using quality criteria based on the individual initiatives of students.

Using these systems to guide students to a profession in the continuing education system will yield the expected results. For this, quality criteria must be known first and it would be advisable to establish joint action between teachers and class leaders.

Exchange of experience in directing students to professions based on quality criteria. Experiences in directing students to professions based on quality criteria should be popularized in the continuing education system. For this, it is advisable to pay attention to the following:

- A) exchange of experience between classes;
- B) exchange of experience between schools;
- C) exchange of experience between districts and cities;
- D) exchange of experience at the republican level.

In this case, the experience of directing students to a profession based on the quality criteria of each educational institution is disseminated. As a result, a unique typical system of directing students to a profession will be formed in the continuous education system of our country. Because mutual exchange of experience is one of the main factors in finding solutions to problems arising in the field of vocational guidance [4,18].

Thus, the orientation of students to a profession in the continuing education system based on quality criteria is notable for its practical orientation. The main focus is on achieving the effectiveness of orientation of students to a profession, and quality criteria serve as a basis for this.

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