

MECHANISMS FOR DIRECTING THE CHOICE OF A PROFESSION IN THE PROCESS OF QUALIFICATION PRACTICE

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ABSTRACT

They are the future builders of our independent Uzbekistan, who are mature in all aspects. What professions they will have in the future depends in many ways on the adults. Especially in this regard, the service of teachers is great. Therefore, we have made it a goal to organize future teachers' observation of students' interest in choosing a profession during the process of qualification practice, and to ensure their participation in this process. The results of the game are reflected in the article.

Keywords: Human rights, Labor, Profession, Education, Labor education.

INTRODUCTION

Article 23 of the Universal Declaration of Human Rights states that "Everyone has the right to work, to freely choose the type of work, to work in fair and favorable working conditions" (Mirziyoyev, 2018). Therefore, today it is an important task to educate the young generation of Uzbekistan in the spirit of hard work, to strengthen the country's independence, to be proud of people who selflessly work for the well-being of the people, and to attract them to follow their example (Mirziyoyev, 2018). Systematic organization of youth work is distinguished by its relevance. After all, this system starts with the family and continues through pre-school education, school education, and higher educational institutions, covering all links of the education system (Ibragimovna, 2022). Work, which is the main type of human activity, plays an important role in mastering the environment and forming personality (Khusanov, 2014). The content of a person's work is formed on the basis of knowledge and ideas about initial labor training in the educational process (Khusanov, 2014). In the process of education, students understand that studying is also a form of work (Turakulova, 2022a). In labor classes included in the curriculum, they acquire practical work skills (Turakulova, 2022a). In this process, they enjoy seeing the results of their work and strive to

improve continuously (Turakulova, 2022a). Therefore, special attention is being paid to the use of innovative technologies in labor lessons organized in schools (Khusanov, 2014). Innovative technologies that serve to provide quality education to the young generation differ from traditional education with a number of advantages (Khusanov, 2014). The main reasons for the use of innovative technologies can be indicated as follows: the breadth of opportunities to implement personality-developing education in innovative technologies (Khusanov, 2014); the possibility of wide implementation of innovative technologies into the educational process (Khusanov, 2014); innovative technology encourages the teacher to pre-design the technological chain, starting from educational goals to the creation of a diagnostic system and control process (Khusanov, 2014); since innovative technology is based on the use of new tools and information methods, it ensures the implementation of curriculum and state standards requirements (Khusanov, 2014).

Therefore, the use of any innovative technology in the educational process depends on the professional competence of the teacher and the learning needs of students (Turakulova, 2022b). Lessons conducted on the basis of innovative technology allow children to express

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their personal views on important life issues, think critically, and justify their opinions (Turakulova, 2022b). Therefore, it is becoming necessary to use modern teaching methods, interactive approaches, and innovative technologies in the educational process of educational institutions (Turakulova, 2022a). Through an innovative approach to the educational process, guiding the young generation toward choosing the right profession, finding their place in society, acting independently, and forming their own opinions plays an important role in developing responsibility and value-based thinking (Khusanov, 2014; Turakulova, 2022a). This process also contributes to the formation of skills for effective management of work activities within team and community environments (Turakulova, 2022b).

Labor collectives represent a social and spiritual environment where a significant part of an individual's life takes place, and where thinking, worldview, and attitudes toward life are shaped (Ibragimovna, 2022). Such environments foster a sense of collectivism, diligence, efficiency, justice, and responsibility, which are essential components of labor education (Khusanov, 2014). In the process of learning the fundamentals of labor education, students acquire knowledge directed toward specific goals, including the scientific basis of production processes and the development of professional interests (Turakulova, 2022a). To ensure high-quality education, it is necessary to continuously improve teachers' qualifications so that they meet contemporary educational requirements (Khusanov, 2014). Today's youth are characterized by fast thinking and a forward-looking mindset. Therefore, organizing lessons at a high pedagogical level requires teachers to continuously improve their professional skills, prepare for each lesson individually, and implement modern educational technologies and programs (Turakulova, 2022b).

In teaching the basics of labor education, it is essential to develop students' creative and intellectual potential through the integration of modern information and communication technologies, electronic textbooks, and multimedia tools into the educational process (Turakulova, 2022a). The development of an effective system for improving education quality remains one of the key priorities of national education policy (Mirziyoyev, 2018). Currently, person-centered approaches are gradually replacing traditional education systems. Therefore, it is necessary to regularly monitor students' knowledge, skills, and competencies in labor education, identify gaps, and eliminate them in a timely manner (Ibragimovna, 2022). The general secondary education system plays a crucial role in strengthening students' motivation toward career choice (Turakulova, 2022a). Teachers should develop extracurricular pedagogical plans based on their experience and methodological approaches, consistently apply modern pedagogical technologies, and effectively integrate information and communication technologies into the educational process (Khusanov, 2014). In addition, attention should be given to creating positive attitudes toward education and strengthening students' professional orientation through quality educational activities

(Turakulova, 2022b). In preparing future educators, qualification practice within higher education institutions plays an important role in sharing best pedagogical experiences from the education system (Khusanov, 2014). During professional practice, future teachers acquire both instructional and educational skills aimed at strengthening students' motivation toward choosing a profession (Turakulova, 2022a). In this regard, the subject "Education" has a special significance within teacher training programs, as it integrates both theoretical and practical aspects of professional preparation (Khusanov, 2014). In the educational manual *Scientific-pedagogical basis of career guidance*, edited by Professor U. Nishonaliev, recommendations are provided on forming the necessary knowledge and skills required for effective career guidance of students (Nishonaliev, n.d.). These recommendations emphasize the importance of systematic development of students' professional orientation competencies.

According to N. A. Muslimov, labor education methodology plays an important role in guiding students toward correct professional choice, as it integrates pedagogical, psychological, and practical knowledge necessary for professional development (Muslimov, n.d.). The author also highlights that labor education is closely connected with real-life skills such as technology, agriculture, and service-related activities (Muslimov, n.d.). A number of decrees and policy documents adopted by the President of the Republic of Uzbekistan, Sh. M. Mirziyoyev, have significantly contributed to reforms in the education system and the development of career guidance practices in schools (Mirziyoyev, 2018). In the *Education* textbook for 2nd grade students, the topic "Who am I?" includes questions, film-based learning tasks, and the poem "Bilim ol, hunar tanla," which encourages students to think about professions and self-awareness (Ministry of Public Education, n.d.).

MATERIALS AND METHODS

Research conducted by scholars shows that approximately 30% of primary school students demonstrate a stable interest in specific professions at an early age (Ibragimovna, 2022). During this period, the main tasks of teachers include: early identification of students' interests (Ibragimovna, 2022); development of interests in accordance with societal needs (Ibragimovna, 2022); creating conditions for the harmonious development of the child's personality in all aspects (Ibragimovna, 2022). The study also examined the theoretical and practical significance of innovative pedagogical technologies used by future teachers during qualification practice in guiding students toward professional choice (Khusanov, 2014).

RESULTS AND DISCUSSION

All forms and methods of vocational training in school practice should serve students' purposeful career orientation (Turakulova, 2022a). Non-traditional lessons,

discussions, debates, educational games, and conferences play an important role in vocational guidance in general secondary education institutions (Khusanov, 2014).

However, these methods alone are not sufficient. It is necessary to implement modern pedagogical technologies that meet the requirements of the contemporary educational system (Turakulova, 2022b). According to state educational standards, vocational guidance is mainly implemented in grades 8–9. However, observations show that career orientation begins from primary education and is a continuous process (Ibragimovna, 2022). In this process, responsibility is shared not only by labor education teachers but also by all subject teachers, primary school teachers, school administration, parents, and society as a whole (Mirziyoyev, 2018). The use of game-based technologies during qualification practice has proven to be one of the most effective methods of vocational guidance (Turakulova, 2022a). For example, the game “Find a profession” introduces students to various occupations and their characteristics (Turakulova, 2022a). The “Shop” role-playing game helps students classify objects, develop cooperation skills, and understand basic economic concepts such as goods, money, and exchange (Turakulova, 2022b). The “Pharmacy” game expands students’ knowledge about healthcare professions and their responsibilities (Turakulova, 2022b). The “Building a house” game introduces construction professions such as builder, mason, crane operator, carpenter, and welder, while also developing teamwork skills and practical vocabulary (Khusanov, 2014). These games are particularly effective in primary education when used appropriately and purposefully, as they support both cognitive and social development of students (Ibragimovna, 2022).

CONCLUSION

Choosing the right profession is an important stage in a person’s life, and the success of the younger generation largely depends on making the correct career choice (Ibragimovna, 2022). In order to ensure that school students choose professions in accordance with their interests, inclinations, abilities, and opportunities, it is necessary to take into account their health condition, academic performance, and emotional development, which are essential factors in socially useful and productive activities (Khusanov, 2014). Experience shows that it is necessary to continuously improve the effectiveness of developing students’ stable interest in professions through systematic pedagogical work (Turakulova, 2022a). In this regard, practitioners of various specialties involved in qualification practice should focus on the following tasks: forming skills of organizing initial practical activities related to subject-specific professions through interdisciplinary integration (Khusanov, 2014); establishing continuity between theoretical foundations of teaching and elective courses in labor education (Muslimov, n.d.); ensuring correct professional orientation of students during career guidance sessions (Ibragimovna, 2022); supporting the process of adaptation to the chosen profession (Turakulova, 2022b); strengthening the integration of socially useful and

productive work with labor education and career guidance activities (Khusanov, 2014); achieving effective results in vocational orientation through the organization of game-based learning activities in cooperation with primary school teachers (Turakulova, 2022a). As a result, practitioners develop a creative approach to their professional activity, continuously improve their pedagogical competence, and foster students’ interest in their chosen professions (Ibragimovna, 2022). They also help students understand the social importance of work and develop respect for various professions, including the teaching profession, which requires dedication and responsibility (Mirziyoyev, 2018).

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CONFLICT OF INTERESTS

The authors declare no conflict of interest

ETHICS APPROVAL

Not applicable

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AI TOOL DECLARATION

The authors declares that no AI and related tools are used to write the scientific content of this manuscript.

DATA AVAILABILITY

Data will be available on request

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