



## **Pedagogical And Psychological Factors Of Organizing Vocational Education And Education On The Basis Of Youth Psychological Characteristics In Continuous Education**

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**Annotatsiua:** In this article, socio-pedagogical-psychological factors related to young people's choice of profession are theoretically analyzed, paying attention to young psychological characteristics, carrying out education of the child's interests and abilities on the basis of continuity in the family, MTT and school, youth in adolescence It is analyzed to coordinate and support the trajectory of a stable professional and educational direction with educational content.

**Key words:** Education, career trajectory, architecture of social activity, pedagogical-psychological support, adolescence, young age, family, school, professional interest and ability, self-awareness , the image of "I".

## **Uzluksiz Ta'limda Yosh Psixologik Xususiyatlar Asosida Kasbiy Ta'lim-Tarbiyani Tashkil Etishning Pedagogik-Psixologik Omillari**

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**Annotatsiya:** Ushbu maqolada, yoshlarni kasb tanlash bilan bog'liq ijtimoiy pedagogik-psixologik omillar nazariy jihatdan tahlil etilib, yosh psixologik xususiyatlarga e'tibor qaratish, oila, MTT va maktabda uzluksizlik asosida bolaning qiziqish va qobiliyatini tarbiyalashni amalga oshirish, o'smirlik davrida



yoshlarda barqaror kasbiy va o'quv yo'nalganlik trayektoriyasini muvofiqlashtirib ta'lim mazmuni bilan qo'llab-quvvatlab borish tahlil etilgan.

**Kalit so'zlar:** Ta'lim-tarbiya, kasbiy yo'nalganlik trayektoriyasi, ijtimoiy faollik arxitekturasi, pedagogik-psixologik qo'llab-quvvatlash, o'smirlik, yosh davri, oila, maktab, kasbiy qiziqish va qobiliyat, o'z o'zini anglash, "men" obrazi.

**Аннотация:** В данной статье теоретически анализируются социально-педагогические-психологические факторы, связанные с выбором молодыми людьми профессии, уделяя внимание психологическим особенностям юных, осуществляя воспитание интересов и способностей ребенка на основе преемственности в семье, МТТ и школа, молодежь в подростковом возрасте Анализируется с целью согласования и поддержки траектории устойчивого профессионально-образовательного направления с образовательным содержанием.

**Ключевые слова:** Образование, карьерная траектория, архитектура социальной деятельности, педагогико-психологическое сопровождение, подростковый возраст, молодой возраст, семья, школа, профессиональный интерес и способности, самосознание, образ «Я».

Today, it is more important than ever to ensure the active participation of adolescents in the educational process and to take into account their interests and abilities in order to take them into promising professions. First of all, it is necessary to pay attention to the fact that the trajectory of content acquisition based on pedagogical and psychological factors is based on a comprehensive system of teenagers' self-awareness, interests and abilities, as well as the compatibility of goals with the prospects of professional activity in the future.

At this age, teenagers are highly interested in various types of activities, unstable approaches to choosing a specific career trajectory and the need to acquire deep and fundamental scientific knowledge necessary to master this profession prevail.

Adolescents independently choose a profession, determine the direction of their activities based on their interests and abilities, and not by well mastering social norms, behavioral criteria and rules, and moral values, but by their individual formation, their own Social activity in relation to the future is determined by the level of perceived activity. The architecture of independent



social activity in adolescents begins in childhood. It is carried out on the basis of the child's independent decision-making, free movement in activities, compatibility of interests and abilities, and this process provides the child with certain pedagogical and psychological support, learning, studying and mastering in the family, MTT and school education. is characterized by the mechanism of conscious provision of stimulation of the need.

Self-awareness in a person is characterized by spiritual maturity instilled in youth, feeling of responsibility, increasing self-demand, independent decision-making is a process that is manifested in the harmony of continuous education and upbringing.

It should be noted that vocational training in teenagers is a pedagogical process that is inculcated from a young age on the basis of family and social work, and it is a conscious activity supported by psychological motives. Pedagogically and psychologically encouraging a person's orientation towards self-realization from the family is one of the guarantees of his professional maturity.

A person's needs related to self-respect, self-management and upbringing, development of social virtues and functions are formed in the family from a young age. Pedagogical-psychological implementation of education and training related to self-awareness of a person in family upbringing from a young age, his spiritual and moral growth, social experience, acquisition of life knowledge, intellectual development as a basis for his future acquisition provides an opportunity to coordinate the necessary profession in harmony of interests and abilities.

First of all, the formation of the image of "I" in the child is of great importance and serves the formation of individual characteristics related to self-awareness. Forming the image of "I" in a child is a product of a continuous educational process, and it is necessary to build educational factors in the family, MTT and school on the basis of free, explanatory and reasoning. The process of education and training focused on the personality of the child is a complex part of the educational work of the family, MTT and school, and it is a multi-component process in terms of pedagogic-psychological and spiritual-educational aspects. According to L.F. Shavir, the most effective approach to ensuring a person's professional orientation is to educate his "I" from a young age, to decide on self-awareness as an important pedagogical integral life reality, and with self-recognition described.[6]



A person's "I" and self-awareness, which has been developed in the family from a young age, is the ability to make independent decisions, express one's opinions, respect one's personality, approach everything responsibly, and realize that one's interests and abilities are directed to professional activity. becomes important and encourages the desire to study and learn.

This approach serves to develop self-awareness, talent development, independent training of abilities, and development of individual leading professional qualities from an early age.

The stages of the youth period, which are characteristic of the person, have been studied by researchers and they have put forward different approaches.

D. B. Elkonin finds it necessary to divide age periods into the following stages:

1. Infancy period - from birth to 1 year - leading activity - direct emotional communication;
2. Early childhood - from 1 to 3 years old - leading activity - making delicate movements with objects;
3. Preschool period - from 3 to 7 years old - role-playing games;
4. The period of junior school age - from 7 to 10 years old - study;
5. Early adolescence - from 10 to 15 years old - intimate (loving, sincere) communication of a person.
6. The period of senior adolescence or early adolescence - from 16 to 17 years old - the period of leading activity - study, choosing a profession. Although D. B. Elkonin's classification is recognized by most psychologists, it has some controversial aspects. This theory of D. B. Elkonin occupies an important place in the science of psychology, especially in the psychology of young people.

A.A. Lyublinskaya approaches the division of human maturity into young periods from the point of view of activity and describes the following periods in detail:

1. Infant period - from birth to one month;
2. Pre-school period - from 1 month to 1 year;
3. The period before preschool education - from 1 to 3 years;
4. Preschool period - from 3 to 7 years old;
5. Junior school age period - from 7 to 11, 12 years old;
6. High school age period (adolescent) - from 13 to 15 years old;
7. Senior school age period - from 15 to 18 years old.

L.V.Petrovsky approaches human development and personality development from a socio-psychological point of view and emphasizes that personality formation takes place in the following stages:



1. Early childhood (period before preschool age) - from birth to 3 years;  
2. Kindergarten period - from 3 to 7 years old;  
3. Junior school age period - from 7 to 11 years old;  
4. High school age (adolescence) period - from 11 to 15 years old;  
5. The period of high school student (early adolescence) - from 15 to 17 years old. Although A. V. Petrovsky's classification is perfect, it does not represent the intermediate stages of maturity and their specific characteristics. From this point of view, regardless of whether the growth is in accordance with social rules or vice versa, it is possible that there are intermediate aspects of both directions. It is known that each age period is defined by its own characteristics, including; it is possible to introduce such processes as the change of the child's condition in the family and school, the change of the forms of education and upbringing, as well as the new types of activities of the child, the maturation of certain characteristics of the organism. In modern psychology, it is appropriate to classify age periods from this point of view:

- 1 Early childhood - from birth to 3 years;
2. Kindergarten period - from 3 to 6, 7 years old;
3. Junior school age period - from 6, 7 to 10, 11 years;
4. High school age (adolescence) - from 10, 11 to 14, 15 years old;
5. Early adolescence (college and high school students) - from 14, 15 to 17, 18 years old. [2]

E.V. From Volobueva's point of view, the choice of a profession characteristic of a person is characterized by several age periods and stages, and its duration depends on external conditions and individual characteristics of the subject of the career choice.[7]

From this point of view, we put forward a scientific hypothesis that the first stage of the formation of the quality of professional interest in a child begins with the family and is developed during the educational process. Based on this approach, we think that it is appropriate to classify the training of adolescents in the professional direction ability and the realization of the trajectory of interests, understanding the age and psychological aspect, and the implementation of pedagogical support as follows:

- the period from 3 to 7 years. During this period, the child forms the first ideas about the surrounding world in the family environment. In the process of verbal and non-verbal communication with family members, they learn the necessary concepts and information as an unconscious activity. Also, he shows it in the



game activity and in his own actions, and after mastering it, he turns to adults with questions to get additional information. At this age, play is a priority period for children, and children want to play and interact with toys based on their individual interest and unconsciously (within their childish imagination and their own world) engage in this profession. performs self-expressive actions. Taking into account the fact that at this age children receive education and upbringing in family and preschool educational institutions, parents and educators, realizing their abilities, should increase measures to ensure continuity of communication with "objects" that serve to reveal the compatibility of activities.

From a psychological point of view, children at this stage have a high need for knowledge and learning, they ask adults many questions and learn quickly.

Determining the ways of rational organization of education, taking into account the mental processes and characteristics of children, their capabilities, mastering education requires voluntary activity, and this voluntary activity activates the processes of attention, perception, memory, thinking and speech.

[9]

From this point of view, the family members are directly involved in answering children's questions correctly and clearly, ensuring their early orientation to professions in accordance with their interests and abilities.

A child's psyche is formed only during his life. He attaches special importance to education. The knowledge and ideas of adults are not given to them ready-made, they are the result of upbringing and are formed as a result of the intellectual and spiritual attitude of adults to the child. Locke concludes that all human knowledge is gathered on the basis of emotional experience. [8]

In this period, it is necessary for MTT organizations to coordinate the national programs aimed at forming the professional skills of children from an early age with innovative technologies, based on the current state and society reforms and the socio-political reality in the world.

Creative approach to this process, early understanding and orientation of children's professional interests and abilities are psychological and pedagogical factors and are considered urgent issues.

The possibilities of education in the formation of the psyche of a person throughout life are wide, and the impact on the mental development of a child is not limited. The development of human psyche and the formation of behavior should be used in the education of children, assimilation of knowledge through analogy. Because their future depends on what the people around them tell the



child about. Therefore, how a child grows up, what profession he chooses, how he thinks and behaves depends only on adults. [8]

This young period is the stage of formation of individual elements of professional interest and ability direction, professional ability is encouraged and moral feelings provide a process of coordination with conscious behavior. Based on the above scientific considerations, we can emphasize that stable foundations of professional interests and abilities are formed in the period from 3 to 7 years old.

The period from 7 to 11 years strengthens students' positive thoughts about professional interest, includes the processes of professional ability formation and ensures that the educational process is active. This process is the basis for the conscious formation of feelings characteristic of professional interest in young people, and is characterized by the essence of conscious activity.

These feelings represent the essence of the relationship to the objective phenomena of reality, which is characterized by the relative stability characteristic of a person. Also, the formation of these professional feelings is a product of a conscious approach to the conditions necessary for the development of a person as a person, and serves as a motive and locomotive for interest in learning and research. It should be noted that a child's transition to school brings him many new, complex and often conflicting emotions and feelings, and deep changes occur in the field of moral feelings.

According to B. T. Likhachev, the character traits formed in children at this age serve as the basis of the integral and multifaceted process of forming their spiritual world. It also determines the development of self-awareness, self-respect, love for one's favorite profession, which is one of the leading moral feelings that affect all the qualities of a person, and ultimately determines his civil and social position in society. [3]

From this point of view, it would be an exaggeration to say that ensuring that a person is oriented on the basis of professional interest and ability that arose in his youth is a factor that ensures his stable social position and that the available resources serve the perspective of the state and society, and the development of the individual. not

According to the scientific opinions of N.M. Amosov, L.A. Nikitin and D.D. Voronov, an important psychological factor determining a person's social success is the correct organization of education and training that serves to acquire a certain profession based on the direction of professional interests and



abilities. The choice of profession made by a person as a result of analyzing internal resources and connecting them with professional requirements is a vital factor that becomes the basis for self-affirmation of a person in society.[1]

In short, to ensure that a person is oriented according to his professional interests and abilities from a young age, to develop his modern pedagogical and psychological mechanisms, the inability of the individual to express himself in most professions in society today, professional dissatisfaction, professional qualifications and skills serves to eliminate indecision and passivity in the scientific-creative approach. The development and implementation of this mechanism will be highly effective if it fully covers the family, MTT and school system, which are the subjects of continuous education, and is carried out in accordance with special pedagogical-psychological diagnostic-corrective approaches at the age stages specific to the development of the individual.

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