

THE ROLE OF THE SOCIO-PSYCHOLOGICAL CLIMATE IN AN EDUCATIONAL INSTITUTION IN CAREER GUIDANCE

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Annotation: Considering the choice of profession by students as a social process, the Teacher will also have to take into account their individual aspects in choosing a profession. To do this, it will also be necessary to take into account the gender, age and characteristics of young people.

Keywords: career guidance, profession, teacher, youth, pedagogical activity, activity, abilities.

Annotatsiya: O'qituvchi o'quvchilarni kasb tanlashlariga ijtimoiy jarayon sifatida qarar ekan, ularning kasb tanlashlaridagi individual tomonlarini ham hisobga olishi kerak bo'ladi. Buning uchun yoshlarning jinsini, yoshini va ularga xos bo'lgan xususiyatlarini ham e'tiborga olishi zarur bo'ladi.

Kalit so'zlar: kasbga yo'naltirish, kasb, o'qituvchi, yoshlar, pedagogik faoliyat, faollik, qobiliyat.

Аннотация: Рассматривая выбор профессии учащимися как социальный процесс, Учитель также должен будет учитывать их индивидуальные аспекты в выборе профессии. Для этого необходимо будет также учитывать пол, возраст и характерные для них особенности молодых людей.

Ключевые слова: профориентация, профессия, учитель, молодежь, педагогическая деятельность, активность, способности.

Introduction. Every individual desires to live in well-provided conditions, prosperity, and abundance. Therefore, each person strives to engage in labor activities that ensure a comfortable life and seeks to acquire professions and specialties that provide access to material wealth. By nature, a human is an active being and cannot exist without engaging in some form of activity. There are many types of human activity, but the most important among them is productive labor, which holds social value. In some cases, a person may not have sufficient opportunity to choose and master a particular profession. Especially today, becoming a skilled expert in a specific field is increasingly becoming a demand of the time. Choosing a profession that does not align with an individual's interests or psychological capabilities can negatively impact their personal development and growth. Before selecting a specific career path, it is crucial for a student to analyze whether the profession is suitable for them. Motivations related to career choice can be divided into three main groups: first, motivations for working; second, motivations for choosing a profession; and third, motivations for selecting a place of study (and future workplace). A specific type of activity can be explained as a synthesis of all these motivations. The labor education of school students is also formed in connection with these motivations. Career choice is a complex motivational process. Vocational self-identification includes five stages:

The process of vocational self-identification comprises five distinct stages.

The Initial Stage of Career Choice: At this stage, the child begins to form a basic understanding of the world of professions but has limited awareness of their internal abilities. Their vocational inclinations remain weak and undeveloped. This stage corresponds to early school age, during which children

The Stage of Vocational Self-Identification: This stage corresponds to late school age (15–17 years). During this period, initial professional aspirations emerge and begin to develop. Students start exploring various fields of labor and gradually engage in the process of selecting a profession that aligns with

During the stage of vocational education, individuals begin the process of acquiring and internalizing the skills and knowledge required for their chosen profession.

The stage of vocational adaptation is defined by the formation of a personalized approach to professional tasks and the individual's assimilation into both the production environment and the broader network of social interactions.

The stage of self-expression in labor is characterized (either partially or entirely) by the extent to which the individual meets or fails to meet the demands and expectations associated with professional activity.

chosen profession should correspond to the student's capabilities. For example, today, based on the interests and aspirations of youth, various educational institutions, sports boarding schools, art schools, and military academies operate in different regions. Such opportunities exist depending on the direction in which the child intends to pursue a career. For instance, a student with a strong interest in literature may not become a specialist in physics. Similarly, good athletic performance does not necessarily guarantee strong writing skills. In such situations, the role of the educator becomes particularly important.

Analysis of the literature on the topic (Literature review). The demand for the chosen profession in the labor market (its level of demand) is also a critical factor. “You can predict and discuss in advance the success of your child’s future career based on the conveniences and opportunities in the profession”. [1] People pursue certain careers not only to develop their abilities but also to earn a good income. Therefore, it is important to analyze which professions people are willing to pay for. When guiding students in their career choices, attention must also be paid to the family’s financial situation. In some cases, there may be no educational institutions in the local area offering training for a particular profession, requiring the child to be sent to regions where that field is more developed. In such instances, the family’s economic status plays a significant role. Questions about who the student wants to become require some explanation. It is necessary to openly discuss the future profession with the student rather than leaving it unaddressed. Vocational self-determination of secondary school students often happens unconsciously under the influence of parents and friends, which can lead to staff turnover in enterprises and disruptions in young people’s professional choices. Negative consequences of an incorrectly chosen profession, due to individual psychological characteristics, affect both the child and their internal environment. These may manifest as depressive states, negative worldviews, aggression, and despondency. This underscores the importance of informing secondary school students about conscious motivations in vocational self-determination and career choice.

On January 20, 2023, our President Shavkat Mirziyoyev, at a meeting dedicated to the “Development of Foreign Language and Vocational Training Systems in Schools,” specifically emphasized the issues mentioned above[2]. It was highlighted that raising youth who are comprehensively competent, knowledgeable, and skilled as they step into adulthood is a pressing necessity of today. According to our President, “A child who graduates from school with knowledge of a profession and languages is a great asset to our society; ignorance is a problem.” If our student has not yet chosen a field or does not know what to do, we must understand the reasons behind this. Perhaps they are hesitant, afraid, or lack confidence. In any case, we should assure them of our support. If you do not like the direction your student has chosen, never resort to prohibition, pressure, or coercion. Instead, try to understand why they chose that profession and show genuine interest. While enthusiasm may be present, lack of experience can lead to mistakes, which should be explained patiently. Forcing a student into a profession will not make them a master of it. Even at ages 14–15, if a student remains inactive and indulges only in dreams, the social environment can also influence this. Psychologically supporting the child, clarifying their true goals, and helping them develop a concrete plan to achieve these goals is essential. Moreover, the child should be taught to always have alternative options ready. Teachers and parents can guide and assist the child in choosing a career, but they should not decide for them.

Research Methodology. Previously, it was customary and sufficient for children to decide on a profession by the end of grade 11. Naturally, there is a difference between the thinking of a 15-year-old and a 17-year-old. However, with the advancement of time, our children need to choose their professions earlier. In this process, the participation of parents, the skillfulness of educators, and the stability of the social environment must be active. Nevertheless, this process should be based on advice and guidance rather than pressure or coercion. We should not fear mistakes or failures. Mistakes are necessary and serve as lessons. Children are still young and have time to correct their errors. The worst scenario is forcing them to do work they do not want to do every day, which brings neither material benefits nor spiritual satisfaction. Therefore,

provide support and nothing more. "Participation and responsibility in career choice should be distributed between parents and children in a 60/40 ratio, or at most 50/50. Naturally, the greater responsibility and desire should lie with the child" [3:561-567]. A child's proper career choice is realized only in conditions of trust between the parents and child and a stable family environment. Thus, the role of parents and educators is not to impose ready-made decisions on the child but to help the child make their own decisions. How this can be achieved remains a key question.

Firstly, write down a list of professions and their characteristics on one sheet of paper. When choosing a profession, a person selects not only a means of livelihood but also a lifestyle and social environment. The child should consider what requirements their future profession must meet (should it bring high income, allow quick career advancement, gain social recognition, etc.). This helps to clarify future goals.

Secondly, explore what kinds of professions exist. Find answers to questions like: what does the owner of each profession do? For example, we know common professions such as doctor, teacher, journalist, baker. However, there are narrow specialties that are always in demand, such as automotive engineers, microbiologists, nanotechnologists, and so on. Learn about these as well.

Thirdly, gather information! Collect data about the labor market together with your child. Various reference materials, job advertisements in periodicals, and internet sites will help you. Also consider the prospects of professions: demand for a certain field today may decline in 10 years. Take this into account.

Fourthly, move from talk to action. Empty conversations are not enough. As we know, teenagers do not always agree with their parents' opinions. In this case, their own experience is more valuable. If the child is interested in a particular direction, provide opportunities to engage in this profession for some time in a club or enterprise: for example, let them try repairing cars, drawing up a business plan, etc.

Fifthly, have the child take career choice tests. Such tests are conducted in schools to evaluate the child's aptitude, abilities, and thinking style for certain professions. If these tests are not available, the internet can help. They assist in accurately assessing your child's inner potential.

Sixthly, organize excursions to other educational institutions. Nowadays, vocational and secondary specialized education centers, as well as the Ministry of Higher Education and Innovations, hold open house days at various educational institutions. Take your child to these events and let them decide whether they want to study there or not.

Seventhly, discuss alternative options. What if they cannot get into this institute? Or what if they enroll on a contract basis but funds are insufficient? You should have backup plans for such situations. For example, try again next year while learning a trade in the meantime. Perhaps this trade will become your child's future profession.

In any case, do not neglect the issue of career choice. This is one of the greatest mistakes made by parents and educators. Forget about choosing a profession solely based on earning money, family traditions, or just working somewhere to avoid unemployment — neither you nor your child should accept this! Such an approach is not a solution but rather the root of future problems.

Analysis and results. The role of the school practical psychologist in the promotion and guidance of career choice is also significant. This is because the practical psychologist is someone who is more closely acquainted with the student's thinking and psychological state. Speaking about a profession itself, it is a person's labor activity, regular occupation, a type of

work that requires knowledge, skills, and experience to perform certain tasks competently. “A person’s professional development involves several stages, among which the career choice process holds an important place. It is a part of one’s life path and a decision-making process that determines their future professional destiny, where the practical psychologist plays a key role” [4:360-363].

Among professions, there are specialties distinguished by their narrow and complex fields of work. For example, in medicine, there are numerous narrow specialties such as surgeon, ophthalmologist, dermatologist, traumatologist, anesthesiologist, and others. A profession is usually the primary source of livelihood for a person, and this statement is hardly an exaggeration. It is important to note that professions can also be chosen according to gender characteristics. In fact, the gender aspects of career choice have not yet been fully studied, systematized, or clarified [5:79-84]. However, the existence of professions more commonly intended for men or women highlights the relevance of this issue. For instance, many professions have a predominant gender representation: driver, doctor, teacher, craftsman, tailor, textile worker, entrepreneur, dentist, sculptor, engineer, lawyer, marketer, breeder, archaeologist, chef, artist, barber (men and women), designer, and others. Choosing one depends on an individual’s abilities. Therefore, sooner or later, everyone faces the question: “Which profession should I pursue in the future?” This issue is not only relevant for school students and young people entering higher education institutions but also for adults who, for various reasons, seek more prestigious and higher-paying jobs.

Today, teachers are required to be familiar with concepts such as *professiography*. *Professiography* is a technology that studies the characteristics required by a profession from a person — namely their psychological abilities and psychophysiological capacities[6]. *Professiography* enables diagnosing the compatibility between a person and a profession, providing correct guidance, forming methodological manuals, and offering practical recommendations for forecasting future professions. *Professiography* ensures professional labor productivity through practical tasks and their organization. It covers specific professional activities including social, socio-economic, historical, technical, technological, legal, psychological, psychophysiological, hygienic, and social-psychological aspects. From this, it is clear that *professiography* is one of the necessary fields for teachers to help determine children’s career choices and assist them in this matter.

When a teacher approaches students' career choice as a social process, they must also consider the individual aspects influencing these choices. To do so, it is necessary to take into account the students' gender, age, and their specific characteristics. Primarily, the teacher should consider the student's professional needs, motivation, competence, interests, abilities, and preferences. Otherwise, a general guideline will not yield positive results. These aspects require knowledge of career education. Career education is the comprehensive system of knowledge about the nature of professions, the requirements that various professions place on individuals, and the diversity of professions themselves. Career education is implemented differently depending on a person's age, gender, level of education, and intellectual capacity. This is evident when teachers impart knowledge related to professions during their lessons. Career guidance or referral to a profession is a holistic psychological-pedagogical and medical process in which young people's desires, aspirations, abilities, and the needs of the national economy and society for specialists are taken into consideration. The term “career guidance” (professional orientation) originates from the French language. “Currently, many specialists—educators, psychologists, doctors, economists, sociologists, and practitioners from various

fields—have focused their attention on the urgent need to resolve numerous practical issues related to career guidance. The participation and collaboration of these experts create the foundation and conditions necessary for addressing the problem comprehensively and effectively” [7:85].

Conclusions and suggestions (conclusions/recommendations). The freedom of students in Western educational systems and their relationships with teachers do not align with our education system. Here, students must have proper upbringing along with education. As Abdulla Avloniy stated, upbringing is a crucial part of education. A student receiving education is expected to sit quietly in class, listen attentively, and follow the teacher’s instructions. A teacher's close relationship and mutual understanding with their students depend directly on mutual respect and attention in the teacher-student relationship, as well as adherence to national customs and traditions. Certainly, many factors influence the formation of this relationship. On one hand, the student’s close environment, such as family, acquaintances, and peers, should hold positive opinions about the teacher and educators in general, thereby fostering respect for them. On the other hand, the teacher must positively apply their moral and aesthetic knowledge to earn the students’ respect. A teacher can establish a close and mutually understanding relationship with a student only if they properly assess the student’s psychological characteristics and various situational factors, have information about the student’s knowledge, skills, and abilities, and if the student recognizes the teacher’s efforts and intentions to provide education and upbringing. This can even be achieved with students who have disabilities[8:168-171]. Teaching is a process connected with maintaining order, discipline, and responsibility. During lessons, a teacher should stimulate students’ interest in the subject, while the student themselves must possess internal psychological motivation and curiosity towards the lesson.

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