

THE IMPORTANCE OF IDENTIFYING THE PROFESSIONAL TALENTS OF 4TH GRADE GRADUATES AND GUIDING THEM TO THE PROFESSION EARLY

<https://doi.org/10.5281/zenodo.14841001>

Xasanova Asila

3rd year student of Karshi International University

Abstract: *Determining students' abilities and interests during primary education plays an important role in determining their future career paths. This article is devoted to the process of identifying and developing the interests of students in the 4th grade and directing them to an early career. The importance and effectiveness of career orientation of children, the historical development process of this topic, the main goal of early career orientation of 4th grade graduates and the main tasks performed in the implementation of this goal are analyzed. At the same time, the methodology of studying this process is shown and practical recommendations are given for guiding students to early career.*

Key words: *Vocational direction, identification of abilities, primary education, methodology, goal, success, development.*

A person's professional life is one of the most important areas in his life. The future success of each person depends on the identification and development of interests, talents and abilities, especially those formed in childhood. The period of primary education is very important in this regard, because it is at this stage that children begin to develop basic abilities and interests. Organization of the process of determining a professional direction for students of the 4th grade helps to develop their abilities. Through this, students have the opportunity to increase their self-confidence, recognize their interests and prepare for a new stage of personal development.

The subject of "early identification of professional talents of 4th grade graduates" is one of the important directions of the field of education and pedagogy, and its history is mainly related to pedagogical and psychological research aimed at developing talents and abilities at an early stage. The development of this topic was formed in different periods depending on the needs of the society and the educational system.

Stages of historical development:

1. The first stage (until the beginning of the 20th century): The first ideas about the early identification of the child's abilities and talents were put forward in Western and Eastern pedagogy, for example, by scholars such as Ibn Sina, Al-Farabi and Confucius. The importance of developing the child's personal interests and individual abilities is emphasized.

2. At the beginning of the 20th century: The idea of “experiential learning” was put forward by John Dewey and other educational theorists. It was proposed to identify children’s abilities and talents from a young age and to develop special programs in this direction. In the fields of psychology and pedagogy in Russia and other countries, L. S. Vygotsky, A. N. Scientists like Leontev studied the role of the social environment in the child’s development and methods of identifying talents.

3. The middle of the 20th century: Special attention was paid to the topic of vocational guidance and early identification of abilities in the educational system. During this period, special diagnostic tests were developed for schoolchildren. In Uzbekistan, the introduction of the subjects of labor education and career guidance has increased the relevance of this topic.

4. In the 21st century: The process of identifying talents and professional abilities is improving with the help of modern technologies and pedagogical methods. At the 4th grade level, psychological diagnostics, games, tests and other practical methods are widely used to determine the abilities of students. In Uzbekistan, the state education standards specifically cover the issues of developing students’ abilities.

The main goal of early identification of children's professional talents is to identify the interests and individual abilities of students from an early age and guide them to their future careers by developing them in the direction that matches their capabilities. This process helps children to fully reveal their personal potential, to choose a profession that will be successful in the labor market in the future.

Tasks for the implementation of this goal:

1. Determining students' abilities and interests:

Determination of intellectual, creative and professional interests of students with the help of psychological diagnostics and tests;

Monitoring the success of students in various activities (for example, art, technology, science, sports).

2. Development of personal capabilities:

Application of an individual approach aimed at developing the talent of each student;

Expanding the potential of students by involving them in creative and practical activities.

3. Professional guidance:

Forming initial concepts about various professions and offering directions suitable to children's interests;

Explaining real-life activities to children through career-related games, projects and practices.

4. Involving parents and teachers in the process:

Involving parents in the process of developing their children's abilities;

Establishing cooperation between teachers and psychologists.

5. Adaptation of school programs to professional activities:

Inclusion of career-oriented activities in the school curriculum (for example, labor education, technical or creative laboratories);

Organization of circles and clubs designed to develop talent in various professional fields.

6. Increasing professional motivation:

Formation of students' respect for work and desire for professional success;

Conducting meetings, excursions and seminars with representatives of famous professions.

7. Monitoring and monitoring of development:

Regularly assess the development of students' abilities and interests and, based on the received information, individualize and improve the educational process.

The methodology of learning this process includes various methods and approaches used to identify and develop children's abilities and interests and find suitable career paths for them. This methodology is important for the correct assessment of students' talents and the development of strategies aimed at their development:

1. Diagnostic tests and questionnaires:

- Tests to determine abilities and interests: intellectual, social, creative and professional abilities of students are evaluated with the help of psychological and pedagogical tests. For example, with the help of IQ tests, interest questionnaires and vocational orientation tests, individual characteristics of children are determined;

- Psychological tests: Psychological tests (eg, Raven's Progressive Matrices) can be used to determine the intellectual and emotional state of children.

2. Observation (Observation method):

- Observing students in various activities is an effective method for determining their interests and working methods. Through this method, students' major social and professional skills, level of responsibility and creativity can be determined;

- Observing students in classes, clubs, creative and practical activities helps to determine their physical and mental abilities.

3. Tests and test sessions (Professional skills testing):

- Measurement of professional abilities: students' abilities are determined with the help of test activities related to professional orientation (for example, computer programs, technical and creative activities, art and sports activities);

- Career-related tasks and games: By engaging students in a variety of career-related games and activities (eg, designers, programming, and creative writing), their career interests and talents are identified.

4. Interviews and interviews:

- Individual interviews or interviews can be conducted to understand students' interests and future career dreams. Through this, students' thoughts and feelings about

their future are studied. Through conversations, ask questions that guide students to different professions and determine their interests.

5. Creative and practical activities:

- Creative development: Students' creative abilities and professional interests are determined through their creative activities (painting, writing poems, creating stories);
- Practical training: It is possible to develop children's professional skills through technical and handicraft training.

6. Cooperation with teachers and parents:

- Through regular meetings with teachers and parents, information about children's abilities and professional interests is collected. Through conversations with parents, you can get information about what activities children are interested in at home, what activities they are involved in.

7. Creating a personal portfolio (Portfolio):

- It is necessary to create a personal portfolio to monitor students' abilities and achievements. This portfolio includes children's creative works, achievements and academic achievements. With the help of the portfolio, systematic information about the abilities and professional achievements of students will be collected.

8. Exhibitions, contests and critical evaluation:

- Testing students' professional directions and talents by involving them in various exhibitions, contests and creative activities;
- Determining the level of knowledge and social skills of students through contests.

9. Lesson and activity plans:

- Individually plan curriculum and activities for students. Determining career paths and development opportunities suitable for each student.

10. Personal development plans:

- Development plans are drawn up according to students' future professional dreams and abilities. These plans show the opportunities and requirements of students in their professional fields.

The advantages of identifying the vocational talents of 4th graders and their early career orientation provide several benefits for students, parents, and society. The main advantages of this process are:

1. Revealing students' natural abilities:

- ☐ If the individual abilities and talents of children are identified early, there will be more time and opportunity to develop them;
- ☐ Activities suitable for children's development are organized on the basis of abilities determined from a young age.

2. Reducing uncertainty in future career choices:

- ☐ By early identification of career paths, children will easily decide to choose a profession that suits their interests in the future;

☐ Long-term goals are set and it is possible to prepare for them.

3. Creating an opportunity to develop professional skills:

☐ Special classes and clubs suitable for children's professional abilities are organized;

☐ Necessary conditions are created for the development of each student's unique talent.

4. Personalization of the educational process:

☐ Educational programs are developed in accordance with the abilities and interests of students;

☐ Children's interest and passion for education increases through personal approach.

5. Guaranteed future success:

☐ Children who discover their abilities early are more enthusiastic about their development;

☐ Children who choose a profession according to their abilities will become successful and satisfied with their profession in the future.

6. Ensuring psychological stability:

☐ Psychological stability is created when students engage in activities that match their interests and capabilities;

☐ Stress and excitement are reduced as children choose activities that suit them and feel comfortable.

7. Effective cooperation with parents and teachers:

☐ Parents and pedagogues actively participate in the process of identifying and developing children's talents, and through this cooperation, the quality of children's upbringing and education is improved.

8. Development of social adaptation and teamwork skills:

☐ Children's social skills, teamwork skills and communication skills develop and prepare for successful activities in society in the future.

9. Benefits for the national economy and society:

☐ In the future, people who have chosen a profession suitable for their abilities can work in areas with high demand in the labor market. This process contributes to the development of competitive professionals in the society.

10. Early identification of gifted children:

☐ An opportunity to support gifted students is created by identifying them. Talented children are developed through special programs and their potential is fully realized.

There are also disadvantages to this process, which indicate that the process is complex and requires a careful approach. Below are the main disadvantages of this process:

1. Risk of incorrect assessment of children's abilities:

☐ Children in the 4th grade stage have not yet fully formed personal characteristics, so there may be errors in determining their abilities;

☐ Younger children may have errors or inaccuracies in demonstrating their abilities.

2. Limitation of other abilities:

☐ Early detection of professional talents may be directed only to certain areas and may not allow development of abilities in other areas;

☐ All abilities and general development of students may not be fully taken into account.

3. Individual development rates of each child:

☐ Every child has different development speed and abilities. Some children may not be able to demonstrate their abilities at a young age, while others may need more time. Therefore, applying the same methodology to all children may lead to biased results.

4. Normative boundaries in education:

☐ The school system may not yet be adapted to vocational guidance. This may contradict the goals of educational programs and negatively affect the quality of education;

☐ Making students interested only in certain professions can prevent them from free thinking and making decisions.

5. Psychological pressure and stress:

☐ Introducing vocational guidance to children at an early stage can sometimes cause additional psychological pressure on them, because they may not yet fully understand themselves and their abilities;

☐ Since 4th graders are still in their childhood, encouraging them to choose a career may be too early and cause them anxiety.

6. Misunderstanding between parents and teachers:

☐ Disagreements may arise between parents and pedagogues regarding the evaluation and development of the child's abilities;

☐ There are cases where parents encourage children to choose professions that are not suitable for them.

7. Volatility of the labor market:

☐ It may be difficult to take into account changes in the future labor market when providing vocational guidance to children in the 4th grade. Occupations that are important today may change in the future and new occupations may emerge.

Determining the professional talents of the 4th grade graduates and directing them to the profession early contributes not only to the personal development of the students, but also to the economic and cultural development of the society. This process is the main criterion for creating a wide opportunity for the correct development of intellectual, social and psychological abilities of students, preparing them for their future professional activities, and ensuring a positive impact on their formation as a successful person.

In order to successfully organize this process, it is necessary to include diagnostic processes aimed at developing students' abilities in the annual plan. It is also recommended to introduce special programs and educational materials to develop students' strengths. It is necessary to create conditions suitable for the needs of each child through an individual approach.

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