



SPECIFIC ASPECTS OF PROFESSIONAL TRAINING DEVELOPMENT IN PROFESSIONAL EDUCATION

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Abstract. This article analyzes the specific aspects of developing professional training in vocational schools. Emphasis is placed on the importance of practice-oriented curricula, the implementation of modern technologies, the preparation of qualified teachers, and the development of students' professional skills. The article also explores the adaptation of vocational education to labor market demands and social needs, along with challenges and solutions for preparing students for the workforce.

Keywords: vocational school, professional training, practical education, technologies, qualified teachers, labor market.

Introduction

The unique characteristics of the 21st century significantly influence various aspects of society. In particular, the economic development of regions is closely related to the strategies for training skilled personnel. There is a growing demand for professions that are relevant to the labor market, as well as specialists who are trained in specific fields. This situation calls for a targeted approach to vocational education, ensuring that training is aligned with the demands of the labor market and the needs of society. Addressing these challenges is essential for fostering skilled workers and meeting the economic demands of the community.

Literature Review

A. N. Leontiev addresses the complex dynamic process by which individuals develop a set of professional attitudes within a collective, highlighting how people, guided by their own intellectual and physical capacities, shape their professional vision in line with the era they live in [1].

The essence of professional development is examined in depth in the works of V.V. Chebisheva [3], Y.A. Klimov [2], N.S. Pryazhnikova and Y.Y. Pryazhnikov [2], and E.F. Zeer [4]. They describe professional development as a complex and prolonged process directly connected to an individual's growth, driven by the activities that characterize them as subjects of labor. This journey enriches them with progressively diverse content.

Y.A. Klimov views professional development as "...a manifestation of intellectual development, where individuals actively seek opportunities, striving to be full-fledged members of the 'community of practitioners' and professional community as valuable participants." In his view, "this choice is not a one-time event but rather an ongoing process, especially important in adolescence and young adulthood" [6].

N.S. Pryazhnikov emphasizes in his research that professional development is intricately connected to self-awareness in other significant areas of life, stating, "The essence of professional development lies in finding meaning in one's work and life as a whole through



autonomous and conscious effort, especially in a given cultural-socioeconomic environment and in determining one's own fate" [7].

A.A. Bodalev and L.S. Vygotsky focus on how personal qualities, interests, inclinations, and involvement in specific labor activities shape personality development. These local psychologists also analyzed the effects of age characteristics on professional growth.

Similar observations are seen in the research of foreign scientists like L.I. Bozhovich [3], M.K. Ginzburg [8], [9], and D. Super [9]. In their studies, they emphasize the role of shaping the inner attitude of vocational school students as a fundamental component of professional development. According to L.I. Bozhovich, "the choice of professional activity is a central factor in the life of vocational school students because a new social status can change the entire motivational sphere" [10]. D. Super considers professional choice as a sequence of events forming a process, encompassing various potential models and emphasizing continuity and integration into one's professional biography [11].

Since the 1960s and 1970s, professional development began to be considered an educational issue. T.M. Gordian identifies three main approaches in her research.

The first approach involves revealing the potential of all elements in the pedagogical system to foster professional development in students, found in the works of V.F. Sakharov, V.V. Serikova, A.S. Nisimchuk, and others.

The second approach examines professional development within cognitive activities, seen in the research of T.V. Kudryavtseva, Y.M. Pavlyutenkova, A.V. Sukhotseva, and E.A. Fapanova.

The third approach focuses on understanding the student's personal growth as the subject of professional development. This perspective is evident in the studies of B.G. Ananieva, L.I. Antsiferova, A.G. Asmolov, and others.

N.I. Babkin, S.Y. Batishev, E.G. Kostyashkin, and M.N. Skatkin examine the theoretical aspects of professional development in the context of continuous general and polytechnic education and labor education.

Currently, there is an integrated approach to economic and student-centered orientations in organizing career guidance activities, along with interdisciplinary approaches to understanding personality development in the context of professional growth. I.V. Andryanchuk [8], S.N. Chistyakova, N.F. Kadicheva, E.O. Chekmashina [9], I.I. Kobzareva [10], and V.N. Komakova [5] have addressed this issue as a psychological-pedagogical concern, highlighting professional development as an interdisciplinary phenomenon.

Thus, S.N. Chistyakova considers professional development as a multi-stage and multi-faceted process, where, through gradual acceptance of this journey, individuals create a balance between their interests and needs, seen in various approaches: socio-psychological and differential-psychological approaches.

Methodology of Research. In our research, based on existing approaches, we present self-determination as an integral concept that relies on the learner's personal relationship with their future profession. We argue that successful implementation is achievable only through advanced knowledge and motivation, forming throughout all stages of a person's life.

While complex concepts integrate various components, career orientation is likewise expressed through a set of components. However, there is no unified trend in current psychological and pedagogical literature regarding this issue. E.M. Ivanova and V.M. Pakhomzin, for example, identify interests, inclinations, motivations, and value orientations as components of career



orientation. K.K. Platonov considers interest as a "component based on knowledge and positive emotions about the chosen profession" [10].

Y.F. Zeer not only identifies the main components of career orientation but also presents them in an integrative form: motivations, value orientations, career approach, and socio-professional status. In our opinion, L.I. Kuns has most comprehensively described the structure of career orientation elements, considering it an "indivisible phenomenon" where internal connections are formed through the system of motivation, purpose, emotional, and intellectual components [11].

Moreover, B.F. Lomov's theory describes a person's activity as a "potential and relevant subject of labor." In this context, motivation and purpose are key components, while other components are structured within their respective blocks.

A. Roe, I. Gemma, and J. Holland have also analyzed career orientation from the perspective of personal approach. A. Roe, for instance, highlights interests, values, and attitudes related to professional activity within career orientation. J. Holland characterizes people by career-related predispositions: realistic, intellectual, social, conventional, entrepreneurial, and artistic. F. Gentsberg and A. Maslow categorize the main factors within career orientation into two groups: "survival," including self-confidence, desire to overcome fear, and success, and "motivational," based on self-awareness [13].

D. Super and V. Ginzburg view career orientation as a process involving several stages throughout one's life, starting from a young age and continuing along the entire path of life [30].

In our research, we adopt L.I. Kuns' perspective and consider career orientation as an indivisible phenomenon reflecting a person's interests, motivations, preferences, abilities, and values. As noted, career orientation and self-determination accompany a person from adolescence through all stages of activity, and understanding their interconnectedness is recommended for the personal development of senior students.

Analysis and Discussions

In modern psychological-pedagogical literature, it is possible to identify two main directions in addressing this issue based on the common approach.

The first direction emphasizes the fact that professional development is primarily characterized by the recognition of its professional orientation. According to Y.I. Fadeev, the career development of students relates to the narrowing of their professional orientation, which is connected to the limitations of their knowledge and abilities. According to S.P. Ktyagyev, the entire life of professional development takes shape and the professional orientation generally manifests itself in two stages: the first stage is in vocational schools, the second in higher educational institutions. Professional orientation itself is determined by the individual's desire to master their profession and to develop their professional success.

The second approach refers to the professional orientation as a result of the formation of professional development.

In our research, we conclude that for students to develop professionally, it is necessary to establish their professional orientation at an early stage, meaning that this development relates to a person's chosen profession, reflecting their entire life. This further supports the notion that the professional development of students begins with vocational schools, followed by professional orientation and self-identification, leading to general knowledge, and ultimately influences their ongoing professional development.



The professional development outcomes also emerge from various approaches to its structuring, which serves to establish solid foundations for developing a professional personality.

According to E.M. Botiyzova, motivation in the professional field, the quality of professional activities, individual typological characteristics, and the personal understanding of the components of one's identity play crucial roles in determining the most important components of professional development.

O.V. Padalko emphasizes the components that define professional self-identification, including cognitive, emotional, and behavioral aspects. The cognitive component reflects the personal traits of an individual, while the emotional component relates to their motivations, interests, and professional responsibilities; the behavioral aspect encompasses the individual's professional skills.

As noted by I.I. Yumatov, the essence of professional development lies in identifying the meaning of professional activity and how it aligns with an individual's identity, which allows for the identification of significant components related to an individual's professional identity. Individual professional growth reflects the social needs of the individual, leading to the identification of personal and professional components.

Integrative approaches highlight the necessity of developing professional orientations as well as individual characteristics in shaping one's identity. T.V. Kudtyasev argues that the motivation for professional growth should not be solely based on the individual's personal characteristics and capabilities but must also take into account the requirements of professional and social demands.

Furthermore, this individual professional growth is not limited to purely academic skills but should also embrace comprehensive personal development and professionalism in various spheres.

S.L. Rubinstein, Y.A. Klimov, N.P. Anisimov, and I.V. Kuznetsov point out that the components of self-identification in professional development can be broken down into three main aspects: "need," "interest," and "aptitude." The "need" component refers to the necessity of pursuing a profession in life, understanding one's capability to perform and adapt to labor market conditions. The "interest" component reflects the intrinsic motivation and preferences that drive an individual, while the "aptitude" component encompasses the individual's knowledge, capability, competence, and behavioral qualities.

S.N. Chistyakov and I.N. Zakharova define professional self-identification as the personal identification within the professional sphere, the ability to understand oneself in a professional context, and significant personal qualities that embody this self-identification [14].

L.M. Katnozova, A.K. Matkova, and N.A. Svetkov's definition states that elements of professional development consist of the analytical ability to evaluate oneself as a professional, related to training, education, job placement, and the additional resources necessary for a professional's growth [7].

T.V. Kudryavtsev and A.Y. Golomshtok define professional development as a necessary requirement that relates to the established specialized requirements and the peculiarities of the individual's professional identity and potential. Thus, this indicates that professional development is not confined solely to the specific requirements of one's profession but extends



to broader aspects of personal and social life, emphasizing the need for relevant skills and capacities in a professional context.

Y.A. Klimov outlines that self-identification in a profession consists of two main aspects: the cognitive approach and the personal professional context. These aspects reflect the reciprocal relationship between self-understanding and the ability to navigate the social and professional environments effectively.

S.N. Chistyakov suggests three primary categories of professional development: the nature of the profession itself, the specific qualities of the individual, and the social and personal context that influences professional growth [4].

In our research, we can propose five fundamental components of professional development, based on current approaches: the identification of oneself in the professional context; motivation and achievement; professional self-evaluation and activity; diagnostics of professional performance; and social inclusion.

The social context of professional identity is characterized by essential criteria established by E.F. Zeyt, which are: the profession's theoretical basis, professional competencies, and personal attitudes towards professional responsibilities [7].

Professional development within organizational structures indicates that this concept involves both personal and group dynamics and the organization's structure and environment [8].

The components of professional development discussed by A.K. Matkova suggest that the personal aspect of professional identity should be considered a primary criterion. Thus, it is possible to categorize it into five aspects: competencies derived from professional experiences; specialized knowledge; professional socialization; and personal identity**.

Professional development can be understood as a necessary activity that connects individual and societal values, enhancing both personal and collective capacities. The correlation between personal development and professional growth indicates that enhancing one's professional identity can lead to significant improvements in professional effectiveness and fulfillment.

T.V. Kudryavtsev, V.I. Kovalev, O.A. Ovsyanik, E.V. Potokopyev, and S.T. Janetyan indicate that the modern criteria for professional development can be categorized based on their achievements, competencies, and the dynamics of their professional roles considerations help outline that professional development is a holistic process, integrating various dimensions of individual capabilities and the overarching socio-professional environment** .

The modern psychological-pedagogical aspects of vocational education focus on the following tasks: first, to analyze the professional orientation of students based on the psychological aspects of their activities and personal traits; second, to identify the personal attitudes and motivations that determine a student's future profession; third, to integrate concepts that support the student's individual characteristics and psychological development; fourth, to emphasize that success in the future professional field depends on the individual's motivation and psychological readiness.

Furthermore, it is crucial to address challenges related to the social and individual importance in the future professional field, requiring the integration of personality and motivations into educational contexts. The choice of a future profession is influenced by the personal qualities that students develop through education.



The development of students' professional competencies is based on their interests and the vocational education they receive. In this regard, educational institutions play a critical role in practical applications. It is essential to provide opportunities for students to apply innovative teaching methods and create a supportive environment for professional growth. Local community engagement and collaboration with industries are also significant in enhancing the quality of vocational education.

In vocational training, the role of practical applications in teaching is emphasized, focusing on the students' future professions and ensuring that they are equipped with relevant skills to meet market demands.

The goals of vocational education institutions should include:

1. Enhancing the importance of practical training in the education process and preparing students for work.
2. Improving the quality of education to align with the latest innovations in vocational training.
3. Establishing local and community-based partnerships to support vocational education.
4. Developing standardized curricula that meet labor market demands and contribute to the success of vocational education.
5. Keeping up with new trends in the field and adjusting educational content accordingly.

Conclusion. Vocational education is crucial for the economic and social development of our country. The practical training opportunities provided by vocational education institutions, innovative teaching methods, and community engagement all contribute to the success of students in their chosen professions. Moreover, professional standards must address the needs of industries and respond to the ongoing advancements in various sectors, ensuring that educational outcomes are aligned with the demands of the labor market.

In general, vocational education plays a significant role in the life of our society, serving the growth and prosperity of our people. Therefore, it is essential to ensure that students receive high-quality training and are prepared to meet the demands of their future professions. The continuous improvement of vocational education and training is vital to providing skilled labor that can contribute to the economic growth of our country.

By enhancing the skills and knowledge of our workforce, we can achieve economic growth and improve the overall quality of life for everyone. Vocational education holds significant importance in the ongoing development of our nation's economy and society.

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