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TECHNOLOGY FOR INCREASING PRESCHOOL CHILDREN'S INTEREST IN PROFESSIONS

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Abstract: This article discusses the pedagogical and psychological foundations of the formation of interest in the profession in preschool children, teaching methods developed based on modern technologies, innovative approaches and mechanisms of integrative development. The effectiveness of technologies, game methods, STEAM, project activities, sensory integration, socio-emotional development (SEL) and competency-based approaches used to expand the profession's imagination and form their practical skills in the process of preschool education is scientifically analyzed. The article reviews the level of interest, stages of development, motivational needs and mechanisms for engaging in independent activity of children from a psychological perspective. An innovative model of vocational guidance technology is proposed, the role of the educator, principles of cooperation with the family, design of the educational environment and scientific and theoretical foundations of integrative processes are revealed in content.

Keywords: Career guidance, preschool education, profession, interest, technology, STEAM, project activities, game methods, competence, technology, engineering, observation, development, innovative model, active movement, education, quality.

Preschool education is the foundation of a child's personal development, a decisive stage in the formation of his future socio-cultural experience, desire for knowledge, work skills and professional vision. A distinctive feature of this period is that the child perceives the world through direct observation, active movement, play, imitation, sensory experiences. Therefore, the process of introducing him to professions is not limited to simple explanations; it requires a complex, game- and activity-based, integrative approach. In today's era of globalization and technological progress, changes in the labor market, modernization of professions, the emergence of new professions and a radical renewal of the system of competencies increase the need to organize vocational guidance in the process of preschool education on the basis of modern technologies.

In recent years, the Republic of Uzbekistan has been implementing major reforms to modernize the preschool education sector, bring the quality of education to international standards, and strengthen the tripartite cooperation between the state, family, and preschool educational organization. In particular, the “State Standards of Preschool Education and Upbringing” set out as an important task the development of children's labor activity, ideas about professions, understanding of social roles, independent decision-making, and creative and practical skills. This requires improving the technologies for introducing professions on a scientific basis.

The formation of interest in the profession in preschool children is directly related to the psychologically inherent in the child's nature of curiosity, the need for repetition, imitation of adults, the desire to try themselves in certain roles, and the processes of learning through active movement. As noted in L.S. Vygotsky's theory of the zone of proximal development, child

development occurs in activities under the guidance of adults; in the Montessori methodology, the child's independent activity, the right to independent choice, and the creation of experience close to real life are considered the main factors. Therefore, the effectiveness of career-oriented activities is higher in processes organized in a lively environment, in which the child actively participates, "learns by doing" in practice.

Today, the modern model of career guidance technologies includes a number of innovative approaches: STEAM, project-based learning, game technologies, creative workshops, sensory integration, mini-labs, role-playing and story-based games, social-emotional learning (SEL), experiential methods, AR/VR technologies, etc. These technologies not only form children's initial ideas about the profession, but also develop their thinking, creativity, problem-solving skills, social activity, and self-expression skills.

The formation of interest in a profession is determined not only by pedagogical technologies, but also by the developing environment of the preschool educational organization, cooperation with the family, the social experience of children, the balance of collective and individual activities. The family is an integral part of this process, it is there that the child feels the social value of labor, acquires such qualities as diligence, responsibility, discipline, self-confidence. Therefore, the process of vocational guidance should be considered as a continuous system that begins in the educational organization and continues in the family.

The relevance of the article is that, although much work is currently being done to develop interest in the profession in preschool children, a systematic model of the process, an optimal combination of pedagogical technologies, mechanisms for the formation of motivational factors, methodological approaches appropriate to the age and individual characteristics of children have not yet been developed on a fully scientific basis. Therefore, this study aims to conduct a thorough analysis of the technologies for the effective formation of interest in the profession in the preschool education system, improve them on a scientific basis and adapt them to practice.

This article scientifically analyzes the theoretical foundations, psychological mechanisms, principles of designing the learning environment, the advantages of an integrative approach, as well as the mechanism of influence of modern innovative technologies for increasing interest in the profession of preschool children. It also proposes a practical model of effective pedagogical technologies for career guidance, highlighting the possibilities of such methods as project activities, STEAM, role-playing games, creative workshops, and labor centers.

MAIN PART

The process of forming interest in a profession in preschool children requires a complex pedagogical and psychological system. Children aged 3–7 years experience a stage of active cognitive, social and emotional development. During this period, the child explores the environment, understands his needs and interests, and gains experience through movement. Interest in a profession often arises through role-playing games, imitation and practical activities. For example, by playing the role of a doctor, cook or builder, a child understands social roles, tries out labor processes, and this serves to develop his analytical thinking and social competencies. Therefore, educators need to take into account age characteristics when organizing activity-based games that interest children.

Modern pedagogical approaches to career guidance include STEAM, project-based learning, game technologies, sensor integration, mini-labs, creative workshops, AR/VR elements, and

social-emotional learning (SEL) methods. For example, the STEAM approach develops scientific and technical thinking and creativity in children, while project-based learning helps them gain responsibility and independence through the implementation of their own projects [2]. Game technologies make the process of introducing children to professions interesting and interactive, and in role-playing games, the child tries out different professions and acquires practical skills. Through sensor integration and mini-labs, children develop hand-eye coordination, attention, and memory skills.

Children's interest in professions is not only dependent on pedagogical technologies, but also closely related to the family and social environment. Studies show that when parents stimulate children's interests, they absorb knowledge about professions faster and become socially active [4]. Therefore, a system of continuous cooperation between educators and parents is important. For example, small role-playing games, professional activities and everyday experiences organized in the family create a stable interest in children. At the same time, a career center created in a preschool educational organization allows children to learn professions through practical activities. These centers have stations such as a cook, builder, doctor, engineer or designer, where children perform various tasks, and educators observe and assess the level of interest during the process.

An integrative approach serves to combine children's knowledge, skills and interests. For example, in the process of project-based learning, children work together in mathematics, art, scientific experiments and work activities. This develops their analytical thinking, increases the duration of interest and forms independent decision-making skills. At the same time, AR/VR technologies give children the experience of virtual professions and allow them to perform various professional tasks in a safe environment. Through pedagogical mobile applications and interactive tablets, interest tests, tasks and an assessment system are introduced, which develops technological competence in children and allows them to monitor their level of interest in the profession in real time.

In the process of implementing pedagogical technologies, the developmental characteristics and individual interests of children are taken into account. Children's social activity, curiosity, and independent decision-making skills increase their interest in professions. At the same time, when STEAM, project-based learning, game technologies, sensor methods, and AR/VR platforms are combined, the level of interest in the profession increases significantly, children are involved in activities, and find opportunities for self-expression.

Scientific studies show that with the help of STEAM and project-based learning technologies, children's interest in the profession increases by an average of 30–40%, their social skills and ability to solve problem situations improve significantly. At the same time, game technologies and sensory methods ensure the continuity of interest and involve children in practical activities [8]. In this way, an integrative, innovative pedagogical approach increases the level of interest in the profession of children, stimulates independent and creative activity, and ensures their psychological development.

The process of forming interest in a profession in preschool children is a complex, integrative and multidisciplinary system in which psychological, pedagogical and social factors are closely interconnected. The results of the study show that children's interest is directly related to their socio-cultural experience, motivation, personal characteristics and pedagogical conditions. In this regard, the harmonious use of STEAM, project-based learning, game technologies, sensory methods and integrative approaches in the process of career guidance gives effective results.

Pedagogical technologies develop children's analytical thinking, increase creativity, form problem-solving skills and significantly increase the level of interest in professions.

Game technologies and role-playing activities form in children such qualities as independent decision-making, understanding of social roles, responsibility and diligence. At the same time, project-based learning expands children's opportunities for independent thinking and creative research, connecting them with practical activities. Sensory integration and mini-laboratories serve to develop children's hand-eye coordination, attention and memory skills. All this ensures the sustainable formation of interest in the profession in children with the help of integrative pedagogical technologies.

Cooperation with the family is an important part of the career guidance process. When parents support children's interests, they learn about professions faster, become active in social activities, and have the opportunity to express themselves. In this regard, educators need to establish a system of continuous cooperation with parents.

Modern technologies, in particular AR/VR platforms, interactive applications and tablets, allow children to get acquainted with various professions in a safe environment, and allow educators to monitor the level of interest in real time. This develops children's technological competence, strengthens their practical skills and makes the process of interest in a profession interactive and effective.

It should be noted that in order to increase the effectiveness of the system for developing interest in the profession in preschool children, it is necessary to combine pedagogical technologies with age characteristics, individual interests and the social environment. This process should be organized not only on the basis of pedagogical, but also psychological and social principles. The results of the study show that integrative, innovative and interactive pedagogical approaches are the most effective mechanisms for forming interest in the profession in children.

CONCLUSION

In conclusion, the process of career guidance in preschool education is not only a preparation for future career choices, but also an integral part of the formation of children as individuals, the development of social and emotional competencies. At the same time, the harmonious use of modern pedagogical technologies and innovative methods allows to increase children's interest in professions, strengthen their practical skills and involve them in independent activities. The results of the study show that when STEAM, project-based learning, game technologies, sensor integration and AR/VR methods are used together, the level of interest in professions in children increases significantly, which also has a positive effect on their personal development.

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