

## MODERN PEDAGOGICAL METHODS FOR IDENTIFYING PROFESSIONAL APTITUDES OF 4TH GRADE GRADUATES

Asila Khasanova

3<sup>rd</sup>-Year Student of Karshi International University

### ABSTRACT

The article analyzes the issue of identifying the professional aptitudes of 4<sup>th</sup>-grade graduates and the theoretical and practical foundations of using modern pedagogical methods in this process. The study examines ways to organize career guidance for students of this age group based on their interests, inclinations, and psychological preparedness. The author employed test, survey, observation, and diagnostic methods in the experimental work. The results were analyzed based on modern approaches, including differential pedagogy and learner-centered education concepts. According to the research findings, using an individual approach and interactive methods in identifying professional aptitudes yields positive outcomes. The article presents scientifically-based recommendations.

**Keywords:** Professional aptitude, 4<sup>th</sup>-grade students, pedagogical methods, differential education, learner-centered approach, career guidance, diagnostics.

### INTRODUCTION

In modern society, the task of education is not limited to imparting knowledge, but also involves uncovering the individuality of the student, identifying their interests, and directing them correctly for holistic development. Especially, the primary education stage plays a crucial role in shaping a child as a person. Therefore, the early identification of the professional abilities of 4<sup>th</sup>-grade graduates remains a relevant issue. In the 21<sup>st</sup> century, approaches to education are radically changing. Traditional methods are being replaced by individual, interactive, and innovative pedagogical methods. In this context, it is important not only to equip students with knowledge, but also to identify their abilities and inclinations and guide them in choosing a career.

This article explores the role and effectiveness of modern pedagogical methods in identifying the professional abilities of 4<sup>th</sup>-grade students. The article follows this structure: first, a review of existing literature is provided, then the research methods, results, and discussion are presented. Finally, important conclusions and recommendations are made.

**In pedagogical psychology, ability** is understood as a set of personal-psychological traits that allow an individual to successfully adapt to a specific type of activity and perform it effectively (Gardner, 1983). Every child has innate potential, which develops under certain conditions and in an educational environment. According to Vygotsky (1978), a child's development is activated through external factors such as the environment, education, and upbringing. Recent studies on career orientation (Salomova, 2019; Yuldasheva, 2021) emphasize the necessity of identifying abilities at an early stage. At the same time, pedagogical methods that are person-centered, interactive, and based on real-life situations can increase effectiveness. Many foreign studies (Krumboltz, 1996; Super, 1980) recommend using tests, project methods, and role-playing games to identify children's interests and personal traits. In the context of

Uzbekistan, career choices are still largely influenced by the student's role in the social environment, family values, and available opportunities. Therefore, methodological work to manage, monitor, and guide this process in schools is necessary.

### RESEARCH MATERIAL AND METHODS

The research was conducted in 4 general education schools in Karshi city. A total of 120 4th-grade students were selected as the research subjects. The following methods were used to work with them:

- **Tests:** Psychological tests aimed at identifying interests and abilities.
- **Survey:** A set of questions for students and their parents to study their attitudes toward careers and preferences.
- **Observation:** Students' participation in lessons, their activity in class, and completion of independent tasks were observed.
- **Interview:** Discussions were held with students about their perceptions and dreams of a profession.

For analysis, statistical methods, inter-group comparisons, and diagrams were used. The results were discussed based on pedagogical theory.

### Results of Tests and Surveys

More than 65% of students expressed interest in artistic, sports, or technical activities. 25% imagined themselves in social professions, such as doctors, teachers, or military personnel. The remaining 10% showed interest in multiple professions or were uncertain. 70% of parents emphasized the importance of choosing a profession based on their child's abilities. Diagrams were used to analyze the indicators, and the match between the students' interest in activities and their psychological characteristics at this age was identified.

**The results showed that** the initial manifestations of professional abilities are clearly evident in 4th-grade students. However, these abilities may change over time, so it is necessary to monitor this process dynamically. Modern pedagogical methods, especially person-centered approaches, differentiated instruction, and role-playing games, are effective in identifying professional abilities. Encouraging students' participation, giving them the opportunity to freely express their opinions, and ensuring their involvement in various activities are important factors. Identified abilities can be developed both in class and through extracurricular activities. This helps to provide each student with a conscious and purposeful direction in choosing their future profession.

### CONCLUSION

Identifying professional abilities at an early stage is crucial. 4th-grade students already show interest in certain professions through life experiences, family environment, and the learning process. These interests are the initial step in choosing a profession in the future. Modern pedagogical methods are effective tools for this. Person-centered approaches, project methods, role-playing games, and diagnostic tests reveal the individuality of students and help identify the most suitable professional direction for them. The cooperation of parents and educators is

essential. Career guidance is not just a responsibility of the school. Regular conversations, consultations, and seminars with parents are beneficial. Career orientation should be an ongoing process. A child's abilities develop and change over time, so the identification, observation, and development of these abilities must be done systematically.

### RECOMMENDATIONS

- Introduce career-oriented activities (career week, career exploration trips, meetings with professionals) into primary education programs.
- Form a special group consisting of a psychologist, class teacher, and methodologist in each school.
- Organize clubs, project works, and interdisciplinary activities that align with students' interests and abilities.

### REFERENCES

1. Gardner, H. (1983). *Frames of Mind: The Theory of Multiple Intelligences*. Basic Books.
2. Vygotsky, L. S. (1978). *Mind in Society: The Development of Higher Psychological Processes*. Harvard University Press.
3. Krumboltz, J. D. (1996). A Learning Theory of Career Counseling. In: Brown & Brooks (eds.), *Career Choice and Development*.
4. Super, D. E. (1980). A Life-Span, Life-Space Approach to Career Development. *Journal of Vocational Behavior*.
5. Salomova, N. (2019). Shaping Professional Interests in Primary School Students. *Education and Development*, 4(2), 33-40.
6. Yuldasheva, M. (2021). The Role of Primary Education in Career Choice. *Science and Progress*, 6(1), 75-80.
7. Nazarov, U. (2020). Pedagogical Diagnostics and Individual Approaches in Education. *Pedagogy*, No. 5.
8. OECD (2020). *Career Readiness in Primary Education*. OECD Publishing.
9. Shomurodova, N. (2022). The Role of Pedagogical Monitoring in Identifying Student Abilities. *Scientific Research*, 2(3), 57-63.
10. UNESCO (2018). *Global Education Monitoring Report: Meeting our Commitments*. UNESCO Publishing.

### Appendices

#### Appendix 1: Career Interest Test for Students (Sample):

1. Which of the following activities do you like the most?
  - a) Drawing pictures
  - b) Working with computers
  - c) Helping people
  - d) Building things
2. What activity can you spend the most time on without getting tired?
3. What do you want to be when you grow up? (Explain why).

**Appendix 2: Survey for Parents:**

- What profession is your child most interested in?
- Do you want your child to develop in this field?
- What is your opinion about your child's abilities?