

THE IMPORTANCE OF NEUROPEDAGOGICAL FEATURES IN CHILDREN'S CAREER DIRECTION

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ANNOTATSIYA Ushbu maqolada bolalarni kasbga yo'naltirishda neyropedagogik xususiyatlarning ahamiyati, bu sohada olingan bilimlar bolalarni kasbga yo'naltirishda ularga qanday qilib samarali ta'sir qilish, ularning individual xususiyatlari va ehtiyojlarini hisobga olish muhimligi xaqida so'z borgan.

Kalit so'zlar: Kasbiy mahorat, psixologik bilimlar, pedagogik mahorat, kasb-hunar, neyropedagogik yondashuv, emotsional holati, kognitiv rivojlanish.

АННОТАЦИЯ данной статье говорится о значении нейропедагогических особенностей в профориентации детей, о том, как знания, полученные в этой области, могут эффективно влиять на детей в профориентации, а также о важности учета их индивидуальных особенностей и потребностей.

Ключевые слова: Профессиональное мастерство, психологические знания, педагогическое мастерство, профессия, нейропедагогический подход, эмоциональное состояние, когнитивное развитие.

ABSTRACT This article talks about the importance of neuropedagogical features in career guidance of children, how the knowledge gained in this field can effectively influence children in career guidance, and the importance of taking into account their individual characteristics and needs.

Keywords: Professional skill, psychological knowledge, pedagogical skill, profession, neuropedagogical approach, emotional state, cognitive development.

INTRODUCTION Neuropedagogical characteristics are of great importance in the vocational guidance of children. Neuropedagogy is a field that combines knowledge of neuroscience and pedagogy, studying the role of brain activity in improving children's developmental processes and learning activities. The knowledge gained in this field is important in how to effectively influence children in vocational guidance, taking into account their individual characteristics and needs.

The theory of career guidance recognizes that success in choosing a career is related to the alignment of a person's characteristics, such as abilities, interests, character and temperament, with the requirements imposed on a specialist by the profession. Accordingly, neuropedagogical characteristics are important in career guidance in the following aspects:

Individual approach. Each child is unique and special. Using the neuropedagogical approach, each child's learning style, abilities, memory and concentration characteristics are studied. Based on this, an individual approach can be used when choosing a suitable profession for the child or choosing teaching methods.

Identifying abilities and talents. Using a neuropedagogical approach, children's natural abilities and talents can be identified. For example, some children are successful in analytical thinking, while others may excel in creative and artistic areas. These

abilities should be taken into account when guiding children to a profession, as children are more likely to succeed in the field that interests them.

Emotional and motivational state. A child's emotional state and motivation play an important role in career guidance. Understanding the connection between the brain and emotions allows us to know how a child feels during the process of choosing a career.

Cognitive and emotional development. It is important to consider a child's cognitive development (i.e., thinking, reasoning) and emotional development (i.e., self-awareness, communication with others) during career guidance. Neuropedagogy can help improve these processes and increase children's interest in careers in solving social and emotional problems.

Arousing interest in the profession. Neuropedagogical methods are of great help in developing children's interest in professions. In accordance with the child's brain activity, various practices and interactive approaches can be used to increase motivation and self-confidence in learning professional skills.

Psychological aspects of career guidance provide an important foundation for children's future professional lives. Children and adolescents need to take psychological factors into account when choosing a career based on their abilities and interests. A psychological approach also has a positive effect on their personal and social development. The main psychological aspects to consider when career guidance are:

Personal interests and motivation. The interest and motivation of children and young people in a profession are key factors in determining their future success. Identifying personal interests and needs is very important in career guidance. Psychological aspect. It is necessary to understand the child's internal motivation when choosing a profession. Choosing an interesting and meaningful activity for the student will help him to be satisfied and successful in his future working life.

Self-awareness and personal identification. Self-awareness is the process by which children become aware of their own personal characteristics and needs. Self-awareness and confidence in choosing a career also affect children's social and emotional development.

IQ (Intellectual Ability) and Skills. A child's intellectual abilities and learning ability are important factors in choosing a career. Each person has unique mental abilities, such as analytical thinking, creative approach, or technical and mathematical knowledge. IQ and other cognitive abilities shape children's approach to careers. Through psychological analysis, determining a child's intellectual abilities and skills helps to find the profession that best suits them.

Social skills and teamwork. A child's social skills and ability to interact with others are also important in career guidance. The ability to work effectively with others and function successfully in a social environment is a psychological factor in children's career decisions.

Enhanced Self-Management (Emotional Intelligence). Emotional intelligence (EQ) is also very important in career guidance. A child's knowledge of how to manage their emotional state, stress, and problems affects their approach to the profession. Psychological aspect: In career guidance, studying children's emotional intelligence, stress management skills, and emotional decision-making helps strengthen their decisions in choosing a career.

LITERATURE ANALYSIS AND METHODOLOGY This issue was first noted in the scientific research of the Russian scientist I.P. Pavlov, in which special attention was paid to the connection between changes in the human nervous system and speech. Speech played a key role in the development of higher nervous activity in humans and the occurrence of qualitative changes, in which many reflex connections were formed. Based on the results of the research, I.P. Pavlov called speech the "second signal system" and recognized its superiority over the first signal system. Human behavior is the result of the combined work of both signal systems and subcortical structures.

In particular, in the scientific research of S.M. Platek, J.P. Keenan and T.K. Shackelford on the evolution of cognitive neurological knowledge, it was noted that the information received by a living organism is first adapted (by the organism), assimilated and then transmitted to the outside. In the transmission of assimilated information to the outside, behavior can take the form of physiological activity or other psychological mechanisms.

RESULTS Identifying the different types of abilities in children is an important step in their development and future success. Each child is unique and special, so it is important to identify and develop their abilities in different areas. Abilities are not only manifested in academic or intellectual areas, but also in social, emotional, motor and creative areas. Below we will look at the main types of children's abilities and how to identify them:

Intellectual (cognitive) abilities. Cognitive abilities include a child's ability to think, reason, remember, solve problems, and general mental activity. These abilities are measured by a child's ability to read, write, solve math problems, and learn new things.

Methods of assessment:

-IQ tests: Standard mental tests can determine a child's general intellectual abilities.

-Intellectual development level: Observe factors such as how well a child solves mathematical problems, how quickly they think logically, and how quickly they learn.

-Cognitive development: How well a child understands complex concepts and is able to apply knowledge to new situations.

Creative abilities. Creative abilities include a child's ability to generate new ideas, think creatively, and solve problems in unique ways. This may be demonstrated in a child's creative fields such as art, music, design, writing, and more.

Methods of assessment:

-Creative activities: Assess the child's creative abilities through activities such as artwork, music, drawing, or story writing.

-Problem solving: Observe how the child tries to solve problems in new and unique ways.

-Thinking level: How does the child develop new ideas and creatively use existing resources?

Emotional intelligence (emotional intelligence). Emotional intelligence refers to a child's ability to understand and manage their own emotions and to communicate effectively with others. A child may excel in areas such as self-regulation, social situation analysis, and adaptation to others.

Ways to determine:

-Self-awareness and management: Assess how well the child is able to express and manage their emotions (for example, how they express their interests, concerns, or joy).

-Empathy and social skills: How well the child understands and responds to the emotions of others. This ability is demonstrated in social play or group activities.

-Stress management: How well the child responds to and resolves stressful situations.

Ways to Assess:

-Teamwork: How well does the child work in a group, how does he/she cooperate with others?

-Communication: How does the child interact with others, how does he/she approach speaking, listening, and problem-solving?

-Assessment of Social Skills: How does the child interact with others, how does he/she interact with friends, and how does he/she participate in social situations?

Research and analytical skills. Research or analytical skills are the child's ability to learn knowledge, generate new ideas and conclusions. The child is successful in learning new facts, analyzing data and making decisions based on them.

Ways to determine:

-Research activities: How the child learns new knowledge, approaches scientific and research methods.

-Problem analysis: How the child analyzes complex situations and develops new methods.

-Analytical thinking: How the child systematically analyzes data and makes decisions.

Leadership Skills. Leadership skills are the child's ability to lead, inspire, and direct others to success. This ability typically indicates a child's readiness to lead others in challenging and challenging situations.

Ways to Assess:

-Leading a Group: How does the child lead, make decisions, and direct the group?

-Responsibility and Initiative: How does the child take responsibility and actively participate in problem-solving.

Identifying children's different talents plays an important role in supporting their personal and academic development. In other words, improved cooperation between teachers, parents and psychologists is necessary for children to identify and develop their individual talents. Early identification of their talents helps in finding suitable professions and areas of activity for them.

DISCUSSION When guiding children towards a profession, taking into account their dominant hemisphere is one of the important factors in their professional development. To do this, when guiding children towards a profession, attention should be paid to the following distinguishing features observed in people with dominant right hemisphere, left hemisphere and mixed types:

1. Since left-brainers are characterized by rational-specific thinking, they are more inclined to perform analytical, classification, abstract, algorithmic, and inductive operations. They are more communicative and active people than others, since they prefer to work with problems in analysis and solve problems logically. When directing children to a profession, it is necessary to take into account that people whose left hemisphere is the basis can successfully master theoretical fields such as engineering, mathematics, logic and philosophy, linguistics, and actively adapt to them socially and professionally. Therefore, it is advisable for left-brained individuals to choose professions related to speech, logical thinking, and analysis of processes and situations. It is worth noting that a person's education and upbringing depend on the left hemisphere.

2. Right-brain dominants prefer to review information and find solutions to complex questions in intuitive ways. Since the right hemisphere allows them to perceive the world as a whole, figurative thinking is characteristic of such people. Since right-brainers are characterized by figurative-intuitive thinking, they are more likely to display vivid and diverse emotionality, as well as visual-spatial modeling and design, and are active in inventing and identifying key ideas. In this way, they are able to demonstrate personal initiative through goal-oriented ideological thinking.

3. People with a mixed hemisphere type use the strategy of the left and right hemispheres depending on the situation. The synchronous operation of both hemispheres allows you to significantly increase the efficiency of the human brain. For example, if the left-hemisphere approach is reflected in the accuracy of details and texts, the right-hemisphere approach plays an important role in social relationships.

A person, in some cases, unconsciously tries to overcome some of his qualities that prevent him from achieving professional success or to compensate for them with other qualities. However, the fact that professional activity does not correspond to the psychophysiological characteristics of a person undermines his psychosomatic health. For example, engaging in professional activity that requires sociability from a person

who is not very talkative or agility from a person who is not very active can lead to nervous tension, which in turn can lead to a decrease in working capacity, and constant emotional stress can cause nervous disorders.

CONCLUSION In conclusion, it is important to take into account the functional asymmetry of the cerebral hemispheres when directing children to a profession. The wrong choice of profession by children can harm their psychosomatic health and make it difficult for them to integrate into the social environment. Therefore, when directing students to a profession, it is necessary to comprehensively and deeply study their psyche and take into account their individual characteristics and neurological capabilities.

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