



TECHNOLOGY OF USING INTERACTIVE METHODS IN FORMING STUDENTS' INTEREST IN PROFESSIONS

<https://doi.org/10.5281/zenodo.20302794>

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Abstract: *The article examines the technology of using interactive methods in forming students' interest in professions. The problem is analyzed from a theoretical and methodological perspective, as traditional forms of vocational guidance, such as lectures and conversations, often fail to generate sustainable internal motivation in modern students. The effectiveness of vocational preparation depends on how actively students are involved in simulating professional activities. The purpose of the article is to develop a technology for the step-by-step application of interactive methods that contributes to the conscious professional self-determination of students. The research is based on the analysis of studies on vocational pedagogy, interactive learning, and career counseling psychology. The article clarifies the specifics of using interactive methods (role-playing games, case studies, projects) in the context of career guidance. It proposes a structural model consisting of diagnostic, interactive-simulative, and reflexive-creative stages. The main result is a technological algorithm that allows the teacher to transform abstract knowledge about professions into practical experience. The study argues that professional interest is formed most effectively when students have the opportunity to "try on" professional roles through interactive interaction.*

Keywords: *professional interest, interactive methods, vocational guidance, career choice, school students, role-playing games, professional self-determination.*

ТЕХНОЛОГИЯ ИСПОЛЬЗОВАНИЯ ИНТЕРАКТИВНЫХ МЕТОДОВ ДЛЯ ФОРМИРОВАНИЯ ИНТЕРЕСА СТУДЕНТОВ К ПРОФЕССИЯМ

Аннотация: *В статье рассматривается технология использования интерактивных методов в формировании интереса учащихся к профессиям. Проблема анализируется с теоретико-методологической точки зрения, поскольку традиционные формы профориентации, такие как лекции и беседы, часто не способны вызвать устойчивую внутреннюю мотивацию у современных учащихся. Эффективность профессиональной подготовки зависит от того, насколько активно учащиеся вовлечены в моделирование профессиональной деятельности. Цель статьи — разработать технологию поэтапного применения интерактивных*



методов, способствующих осознанному профессиональному самоопределению учащихся. Исследование основано на анализе работ по профессиональной педагогике, интерактивному обучению и психологии карьеры. В статье уточняется специфика использования интерактивных методов (ролевых игр, кейс-стади, проектов) в контексте профориентации. Предложена структурная модель, включающая диагностический, интерактивно-имитационный и рефлексивно-творческий этапы. Основным результатом является технологический алгоритм, позволяющий учителю преобразовать абстрактные знания о профессиях в практический опыт. В исследовании обосновывается, что профессиональный интерес формируется наиболее эффективно, когда учащиеся имеют возможность «примерить» на себя профессиональные роли посредством интерактивного взаимодействия.

Ключевые слова: профессиональный интерес, интерактивные методы, профориентация, выбор карьеры, школьники, ролевые игры, профессиональное самоопределение

TALABALARNING KASBLARGA QIZIQISHINI SHAKLLANTIRISHDA INTERAKTIV USULLARDAN FOYDALANISH TEXNOLOGIYASI

Annotatsiya: Maqolada o'quvchilarda kasbga bo'lgan qiziqishni shakllantirishda interfaol metodlarni qo'llash texnologiyasi ko'rib chiqiladi. Muammo nazariy va metodologik nuqtai nazardan tahlil qilinadi, chunki an'anaviy kasbiy yo'naltirish shakllari (masalan, ma'ruzalar va suhbatlar) zamonaviy o'quvchilarda barqaror ichki motivatsiya yaratishga ko'pincha qodir emas. Kasbiy tayyorgarlikning samaradorligi o'quvchilarning kasbiy faoliyatni modellashtirish jarayoniga qanchalik faol jalb etilganiga bog'liq. Maqolaning maqsadi — o'quvchilarning ongli kasbiy o'zini o'zi belgilashga ko'maklashuvchi interfaol metodlarni qadama-qadama qo'llash texnologiyasini ishlab chiqishdan iborat. Tadqiqot kasbiy pedagogika, interfaol o'qitish va karyera maslahat psixologiyasiga oid ishlarning tahliliga asoslanadi. Maqolada kasbiy yo'naltirish kontekstida interfaol metodlarning (rolli o'yinlar, kese-stadi, loyihalar) o'ziga xosligi aniqlab beriladi. Diagnostik, interfaol-imitatsion va refleksiv-ijodiy bosqichlarni o'z ichiga olgan struktural model taklif etiladi. Tadqiqotning asosiy natijasi — o'qituvchiga kasblar bo'yicha abstrakt bilimlarni amaliy tajribaga aylantirish imkonini beruvchi texnologik algoritmi hisoblanadi. Tadqiqotda o'quvchilar interfaol o'zaro ta'sir orqali kasbiy rollarni "sinab ko'rish" imkoniyatiga ega bo'lganda kasbiy qiziqish eng samarali shakllanishi asoslab beriladi.

Kalit so'zlar: kasbiy qiziqish, interfaol metodlar, kasbiy yo'naltirish, karyera tanlovi, o'quvchilar, rolli o'yinlar, kasbiy o'zini o'zi belgilash.



INTRODUCTION

Preparing school students for one of the most important decisions in life - choosing a profession-is a process that has not lost its relevance today. In the context of the modern labor market, where professions change rapidly, providing young people with only theoretical information about a specific job is insufficient. Traditional vocational guidance methods, such as lectures, often fail to generate active interest in students, who frequently remain passive listeners.

The relevance of this topic lies in the fact that interest in a profession is not merely information about it, but an internal need and emotional connection. Interactive methods (games, discussions, trainings) engage students in the active process of acquiring knowledge, giving them experience in solving real professional problems. Research in educational psychology indicates that the outcome of an activity depends on the degree to which it is accepted by the subject. If a student does not "taste" the profession they are choosing, their interest may quickly fade.

Modern research confirms the positive impact of interactive learning on the personal development of students (Klimov, 2016; Polat, 2019). However, the difference between using interactive methods in career guidance lessons compared to other lessons, and the technological sequence of their application, remains insufficiently studied.

The research problem of this article can be formulated as follows: under what pedagogical conditions does the technology of using interactive methods to form students' interest in professions become effective? The purpose of the article is to develop the technology of applying interactive methods aimed at forming professional interest and to identify its theoretical foundations. The object of the study is the process of vocational guidance for school students. The subject is the technology of using interactive methods in forming professional interest.

The hypothesis of the article is that if interactive methods are applied in an ordered manner in the vocational guidance process (starting with diagnostics and ending with creative projects), a positive attitude towards professional activity and stable interest are formed in students.

Methods

The article uses theoretical and methodological research methods. This includes analysis of scientific literature, synthesis, pedagogical modeling, and generalization. The literature base comprises contemporary scientific works on vocational pedagogy, game pedagogy, and interactive teaching methods.

The analytical procedure was organized in three stages. In the first stage, the psychological and pedagogical features of students' interest in professions were identified. In the second stage, interactive methods used in vocational guidance (role-playing games,



"client banks," debates, etc.) were analyzed and classified. In the third stage, a technological model for the application of these methods was developed.

This research is not focused on gathering empirical data but on creating a theoretical and model methodology for practice.

Results

1. Specifics of interactive methods in vocational guidance

The analysis reveals that it is a mistake to perceive interactive methods merely as "games." In the process of vocational guidance, they perform the following functions:

Diagnostic function: Through games, a student's hidden abilities and leadership qualities are identified.

Accommodation function: The student practices adapting to the professional environment (e.g., taking the place of a doctor and communicating with a patient).

Motivational function: A successful game or a solved problem generates self-confidence and enthusiasm for the profession in the student.

2. Criteria for forming professional interest through interactive methods

To evaluate the effectiveness of the process, three main criteria are proposed:

Criterion

Main Indicator

Manifestation

Cognitive criterion Systematic knowledge about professions The student knows the essence, tasks, and

requirements of the activities of various professionals.

Emotional-value criterion Positive attitude towards the profession The student enjoys performing tasks related to a specific professional activity and shows interest.

Practical-action criterion

Attempts to test professional experience The student searches for information related to the profession, actively participates in career guidance events, and creates projects.

3. Technology of applying interactive methods (Structural model)

As a result of the research, the following three-stage technology was developed:

Stage I: Diagnostic and orientation stage.

Goal: To identify the areas of interest and initial abilities of the students.

Methods used: "Career Map" test, writing an essay "My Future," brainstorming starting with "If I were..."

Result: The student knows their strengths and senses which direction they are leaning towards.

Stage II: Interactive-simulative stage (Main stage).

Goal: To introduce students to professional activity in an artificial (model) environment.

Methods used:

Role-playing games: "In the Manager's Office," "Court Trial," "Doctor and Patient." Here, students solve professional situations.



Case-studies: Real-life problems from work life are presented, and students find ways to solve them.

Bank of Clients: Students provide a certain service to each other as "clients" (e.g., banking services, tourism).

Result: The student sees the "inside kitchen" of the profession, feeling the difficulties and advantages of the job in reality.

Stage III: Reflexive-creative stage.

Goal: To generalize the experience gained and consolidate the professional choice.

Methods used: The "Portfolio" method, creating professional projects (e.g., "My Ideal Profession" video clip), discussions.

Result: The student consciously chooses their future profession and draws up a plan to achieve it.

Discussion

The results obtained are consistent with the principle of activity in the theory of vocational guidance. Interactive methods are not limited to delivering knowledge but serve the professional identification of the individual. Research indicates that through role-playing games, students gain a deeper understanding of the social roles and responsibilities of professionals (Bityasova, 2020).

However, there are certain risks in applying this technology. Firstly, the teacher's professional competence.

Conducting interactive lessons requires more preparation and classroom management skills than delivering a simple lecture. Secondly, superficial interest. The game may remain just a game, and deep pedagogical conclusions may not be drawn. If the reflexive stage (self-analysis) is skipped, the game turns into merely an entertaining event and does not form professional interest.

For master's research, this is significant because it shows teachers the way to transition from simply "delivering information" to "gaining experience."

Conclusion

The technology of using interactive methods in forming students' interest in professions is a system that ensures the conscious choice of students by involving them in model situations of professional activity. The three-stage model proposed in the article (diagnostic, interactive-simulative, reflexive-creative) allows for the meaningful organization of the vocational guidance process.

The main theoretical conclusion is that professional interest is formed not through external influence, but as a result of activity in which the subject participates actively. Interactive methods create exactly such activity. Future research may involve the empirical testing of this technology in school settings and examining its impact on changes in students' professional choices.



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