

THE IMPORTANCE OF NEUROPEDAGOGICAL CHARACTERISTICS IN GUIDING CHILDREN TOWARDS A PROFESSION

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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.*

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 haqida 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 нейронедагогических 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, нейронедагогический подход, эмоциональное состояние, когнитивное развитие.*

INTRODUCTION

Neuropedagogical characteristics are of great importance in guiding children towards a career. Neuropedagogy is a field that combines 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 their careers, 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.

Neuroplasticity and developmental potential. Children go through a period of very high brain development. Neuropedagogy helps to understand the changes and developments that children's brains undergo. This, in turn, helps to improve children's opportunities in the career guidance process. It is very important to take into account brain changes in order to develop their abilities and form the necessary skills.

Emotional and motivational state. A child's emotional state and motivation play an important role in career guidance. Neuropedagogy can help children manage their emotional state and stress levels, increase their motivation to learn, and understand the connection between the brain and emotions, which can help children understand how they feel about their career choices.

Early childhood education and training. Before starting career guidance, it is important to train the neuropedagogical properties of the child's brain, namely attention, memory, and motor skills. Neuropedagogical methods, such as games and exercises, can help children develop logical thinking, creative abilities, and other professional skills.

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.

The importance of neuropedagogical approaches in career guidance is that these methods take into account the individual characteristics of children, brain activity and learning styles. In other words, they create opportunities to guide them to the best profession, in accordance with the child's developmental stages and cognitive-emotional state. This helps children choose a successful and happy future profession.

Psychological aspects of career guidance create an important foundation for children's future professional lives. Children and adolescents should consider psychological factors when choosing a career based on their abilities and interests. The psychological approach also has a positive impact on their personal and social

development. The main psychological aspects to consider when providing career guidance are:

Personal interests and motivation. The interest and motivation of children and young people in a profession are key factors determining their future success. Identifying personal interests and needs is very important when guiding a child towards a career. If a child wants to work in a field that interests them, this will increase their motivation to work and increase their chances of achieving long-term success. **Psychological aspect.** It is important to understand the child's internal motivation when choosing a profession. Choosing an activity that is interesting and meaningful for the student will help him/her be satisfied and successful in his/her future working life.

Self-awareness and personal identity. Self-awareness is the process by which children become aware of their own personal characteristics and needs. In career guidance, a child's understanding of their own abilities, interests, and needs directly influences their career decisions. Children with high levels of self-confidence and self-awareness often strive to work in careers that interest them.

Psychological aspect: A child's self-confidence, personal goals, and their connection to their future profession play an important role in the career guidance process. Self-awareness and confidence in career choices also affect children's social and emotional development.

IQ (Intelligent Intelligence) and Skills. A child's intellectual abilities and learning ability are important factors in choosing a career. Every person has unique mental abilities, such as analytical thinking, creative approach, or technical and mathematical knowledge.

Taking into account the high intellectual abilities of children in career guidance and recommending suitable professions for them will contribute to their future success.

Psychological aspect: IQ and other cognitive abilities shape children's approach to careers. Through psychological analysis, identifying a child's intellectual capabilities and abilities can help find the best career fit for them. **Social skills and teamwork.** A child's social skills and ability to communicate with others are also important in career guidance. Many professions, particularly in management, marketing, medicine, and service industries, require good communication and teamwork skills to succeed.

Psychological aspect: Social skills and teamwork are important in a child's choice of future profession. 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 emotions, stress, and problems affects their approach to a career. A child who develops emotional intelligence will be effective in solving problems in social environments and achieving success in professional life.

Psychological aspect: In career guidance, studying children's emotional intelligence, stress management skills, and emotional decision-making helps strengthen their decisions about choosing a career.

Social pressure and family influence. Family and society play an important role in choosing a career for children. Sometimes parents or society impose their own expectations on the child, which can hinder the child's personal choice. In career guidance, it is necessary to study how children overcome social pressure and family influences and make their own decisions.

Psychological aspect: Pressure from family, friends and society can prevent children from choosing a career according to their abilities and aspirations. Therefore, it is necessary to analyze social pressure and family influences psychologically in career guidance.

A psychological approach to career guidance should be implemented in accordance with the child's personal and emotional development, social and cognitive abilities. When guiding students to a career, taking into account psychological aspects such as their internal motivation, interests, level of self-awareness, social skills and family influence will help children to be successful in their future professional lives. This approach is important for the development of the child's personality and choosing a profession that matches their dreams and aspirations.

LITERATURE ANALYSIS AND METHODOLOGY

This issue was first addressed in the scientific research of the Russian scientist I.P. Pavlov, who paid special attention to the connection between changes in the human nervous system and speech. Speech plays a key role in the development of higher nervous activity in humans and in qualitative changes in which many reflex connections are formed.

Based on the results of his research, Pavlov called speech the “**second signal system**” and recognized its superiority over the first signal system. Human behavior is the result of the combined functioning of both signal systems and subcortical structures.

Current scientific research in cognitive neuroscience suggests that one of the most effective ways of guiding students toward professions is to consider individual differences in their nervous systems, particularly the functional organization of the cerebral hemispheres.

In particular, scientific research conducted by S.M. Platek, J.P. Keenan, and T.K. Shackelford on the evolution of cognitive neuroscience indicates that information received by a living organism is first adapted by the organism, then assimilated, and finally transmitted to the external environment. During this process, behavior may appear as physiological activity or other psychological mechanisms.

Researchers conclude that studying brain structure helps define the metatheoretical boundaries of psychological knowledge that allow for a comprehensive study of the individual, since human behavior and

psychophysiological characteristics depend on the nervous system, brain activity, and social environment.

RESULTS

Identifying children's different talents 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 talents in different areas. Talents are not only academic or intellectual, but also social, emotional, motor and creative. Below we will look at the main types of children's talents and how to identify them:

Intellectual (cognitive) abilities. Cognitive abilities include a child's thinking, reasoning, remembering, problem-solving, and general mental functioning. These abilities are measured by a child's success in reading, writing, solving math problems, and acquiring new knowledge.

Ways to determine:

-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 can manifest in a child's creative fields such as art, music, design, writing, and more.

Ways to determine:

-Creative Activities: Assessing a child's creative abilities through activities such as creating artwork, playing music, drawing, or writing stories.

-Problem Solving: Observing how a child tries to solve problems in new and unique ways.

-Thinking Level: How does a child develop new ideas and creatively use available 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.

Physical (motor) abilities. Motor skills are the child's ability to perform physical movements, especially fine and gross motor movements. Gross motor skills are movements involving large muscle groups (running, jumping), while fine motor skills are movements involving small muscles (hand and finger movements).

Ways to determine:

-Physical activity and sports: What physical exercises does the child do, what are his abilities? Observe his achievements in sports competitions, physical games.

-Coordination and balance: How the child balances his movements, for example, when walking, running or in various physical games.

-Fine motor skills: How the child grasps small objects, writes or does artistic work.

Social Skills. Social skills are a child's ability to communicate with others, work in groups, and behave in social situations. These skills are necessary for self-awareness, working effectively with others, and being successful in social situations. Ways to determine:

-Teamwork: How the child works in a group, how they cooperate with others.

-Communication: How the child interacts with others, how they approach speaking, listening, and problem-solving.

-Assessing social skills: How does the child interact with others, their relationships with friends, and how they 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:

-Inquiry: 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 information and makes decisions.

Leadership Skills.

Leadership skills are a child's ability to lead, inspire, and guide a group to success. This ability typically indicates that children are willing to guide others in changing and challenging situations.

Ways to determine:

-Leadership in a group: How does the child lead within the group, make decisions, and direct the group?

-Responsibility and initiative: How does the child take responsibility and actively participate in solving problems.

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-symbolic thinking, they are more prone to perform analytical, classification, abstract, algorithmic, and inductive operations. Since they prefer to work with problems in analysis and solve problems logically, they are more communicative and active people than others. When directing children to a profession, it is necessary to take into account that people whose left cerebral hemisphere is the basis can successfully master theoretical fields such as engineering, mathematics, logic and philosophy, and linguistics, and can actively adapt to them socially and professionally. Therefore, it is advisable for left-brained leaders to choose professions related to speech, logical thinking, and analysis of processes and situations. They tend to look for concrete evidence in their work, draw conclusions based on this evidence, and put forward new ideas. 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 problems intuitively. Since the right hemisphere allows them to perceive the world as a whole, they are characterized by figurative thinking. Since right-brainers are characterized by figurative-intuitive thinking, they are more likely to display vivid and diverse emotions, as well as visual-spatial modeling and design, and are active in inventing and identifying key ideas. The peculiarity of the thinking strategy of right-brain dominants is their ability to direct the information given to them in complex, contradictory and difficult-to-understand situations, i.e., in professions that require a creative approach and creative qualities. Therefore, right-brain dominants have a high chance of achieving success in professional activities in the field of art and music. In addition, as leaders and organizers, such individuals prefer to review the information they receive and follow established rules. In this way, they can demonstrate personal initiative through goal-oriented ideas.

3. People with mixed hemispheres use both left and right hemisphere strategies depending on the situation. The synchronous operation of both hemispheres allows for a significant increase in the efficiency of the human brain. Because in mixed hemispheres, data analysis is performed simultaneously using both the left and right hemispheres. It is worth noting that there are several advantages to analyzing data in a mixed type. For example, while the left-hemisphere approach is reflected in the accuracy of details and texts, the right-hemisphere approach plays an important role in social relationships.

At the same time, we believe that it is worth emphasizing that a person should try to actively work both hemispheres. Otherwise, the hemisphere that is less involved in work becomes "lazy" and, as a result, does not develop well. If the hemispheres are not developed in children, they may grow up to be difficult to educate or be at risk, and as a result, they may create various negative problems that are harmful to society.

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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