

## THE ROLE OF PSYCHOLOGICAL SERVICES IN THE VOCATIONAL FORMATION OF ADOLESCENT STUDENTS

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### **Abstract:**

This article analyzes the role and significance of psychological services in the vocational development of adolescent students. The author thoroughly examines the psychological, pedagogical, and social factors of this process and identifies the key tasks of school psychologists in career guidance. Relevant decrees of the President of the Republic of Uzbekistan, educational reforms, and international experiences are analyzed, justifying the need for a modern model of psychological services. The article highlights the practical aspects of psychological approaches in shaping students' professional interests, enhancing motivation, and guiding them toward conscious career choices.

**Keywords:** competitive environment, independent thinking, psychological services, zone of proximal development, vocational guidance school.

### **INTRODUCTION**

The formation of the younger generation as well-rounded and mature individuals, particularly their ability to make informed career choices, is one of the most crucial factors in the development of any society. In today's globalized and competitive environment, individuals pursuing careers that align with their interests and abilities not only ensure personal happiness but also directly impact the economic and social stability of the country. For this reason, guiding young people toward professions, fostering a conscious approach to career choices, and shaping their vocational orientation have become strategic priorities in the education system.

The Presidential Decree of the Republic of Uzbekistan, PF-5847, dated October 8, 2019, "On Measures to Radically Improve the Vocational Education System," emphasizes the need for a career-oriented education system that directs youth toward professions based on their interests, abilities, and labor market demands [1]. Additionally, Presidential Decree PF-101,

dated April 13, 2022, highlights the importance of strengthening collaboration between schools, communities, and psychological services in career guidance for youth [2].

### **ANALYSIS OF LITERATURE**

The aforementioned presidential decrees aim to prepare young people for social life, develop their independent thinking and decision-making skills, and help them properly direct their potential. This process is particularly crucial during adolescence, as students experience a heightened need for self-awareness, independent reasoning, and career choice. School psychologists play an indispensable role in fulfilling this need by thoroughly studying students' interests, abilities, mental state, and individual characteristics to guide them toward suitable career paths. Thus, the role of psychological services in the vocational formation of adolescent students is increasingly significant. These services are not limited to counseling but also serve as an essential tool in identifying students' individual traits, assessing their capabilities, and fostering their development.

The issue of vocational formation in students is a pressing topic at the intersection of psychology, pedagogy, and sociology. Particularly during adolescence, individuals experience a heightened need for self-understanding, life goals, and career choices, necessitating a scientifically grounded organization of psychological services in the education system. Psychological and pedagogical literature (A.G. Kovalyov, L.S. Vygotsky, A.N. Leontiev, B.G. Ananyev) emphasizes that adolescence is a critical stage in shaping one's professional orientation. According to A.G. Kovalyov, vocational self-awareness is a student's aspiration to envision themselves in a specific profession, thereby defining their social role [3]. L.S. Vygotsky links vocational formation to the "zone of proximal development," asserting that a child's internal aspirations can be nurtured through external psychological support [4].

Uzbek scholars have also conducted research on this topic. Notably, M. Toshpulatova, D. Yuldashev, N. Tukhtasinov, and Z. Karimova have explored the impact of psychological counseling on students' career choices, methodologies for vocational guidance in schools, and the role of family environment [5]. D. Yuldashev argues that vocational guidance should consider not only students' potential but also real labor market demands. Furthermore, as a result of reforms implemented under presidential decrees, school psychologists have been assigned new responsibilities related to career guidance since 2020. Consequently, practical manuals and methodological recommendations for organizing the effective work of school psychologists have been developed (Ministry of Preschool and School Education, 2021).

Examining international experience, countries such as the USA, Germany, and Japan integrate vocational guidance as an essential part of their school systems. These nations employ specialized psychological tests, individual counseling, and practical career exposure to cultivate students' ability to make informed career choices [6].

Thus, the analysis of literature demonstrates that psychological services in adolescents' vocational formation require a multifaceted approach.

By thoroughly studying students' psychological characteristics, social conditions, and the demands of modern professions, these services can ensure effective guidance. Based on the examination of scientific literature, legislative foundations, and practical observations in educational institutions, it can be emphasized that the vocational formation of adolescent students is a complex and multi-factorial process in which psychological services play a decisive role. Below, key aspects supporting these conclusions are highlighted.

#### 1. Vocational Formation in Adolescents is a Complex Psychological Process

Adolescence is a transitional stage of personal development, during which students experience heightened internal conflicts, a drive for self-awareness, and a need for independent decision-making. It is during this phase that students begin shaping their professional self-image. If timely psychological support is not provided, issues such as poor career choices, loss of motivation, and lack of life planning may arise.

#### 2. Psychological Services Have Become a Key Mechanism in Career Guidance

Today, school psychologists must not only address personal issues but also actively participate in shaping students' vocational orientation. In this regard, they can carry out effective work in the following areas:

- Administering psychological tests to identify professional interests and aptitudes;
- Providing personalized counseling based on individual traits;
- Delivering accurate and motivational information about professions;
- Encouraging active career-related thinking through trainings, discussions, and role-playing activities.

#### 3. A Systematic and Strategic Approach to Psychological Services Enhances Effectiveness

The efficacy of psychological services depends on their organization. Unfortunately, in practice, psychologists in some educational institutions are limited to paperwork or generic conversations, neglecting the principles of **individualization, consistency, and coherence** in career guidance. A modern psychological service should include:

- Maintaining a personal profile for each student;
- Consultations on short- and long-term career planning;
- Establishing a tripartite collaboration system involving parents and homeroom teachers.

#### **4. Vocational Guidance and Psychological Services Have Been Elevated to State Policy Level in the Republic of Uzbekistan**

In recent years, a series of reforms related to youth vocational training, particularly for students, have been implemented at the state policy level. These include:

- **Presidential Decree PF-5847**, which emphasizes the need to integrate vocational education systems with psychological guidance mechanisms;
- **Presidential Decree PF-101**, strengthening the role of school psychologists and outlining the development of new professional standards for them;
- The **Ministry of Preschool and School Education** has developed methodological manuals and career guidance programs for psychologists.

Based on these documents, school psychologists must adopt not only theoretical but also **practical, criteria-based approaches** in their work.

#### **5. International Experience Demonstrates the Need to Align Psychological Services with Practical Application**

In developed countries (e.g., the U.S., Canada, Germany), psychological services go beyond counseling and incorporate **hands-on career preparation methods**, such as:

- **Job shadowing programs** (practical exposure to professions);
- **Internships** (real workplace experience for students);
- **Career portfolios** to track professional development.

These practices can be gradually introduced in Uzbekistan, particularly through **enhanced collaboration with vocational schools, specialized lyceums, and colleges**.

#### **CONCLUSION**

Scientific research, analysis of legal frameworks, and practical experience demonstrate that the **vocational formation of adolescent students is directly linked to the quality, systematicity, and effectiveness of psychological services**. At this stage, students' career decisions significantly impact not only their future socio-economic status but also their **psychological stability, self-realization, and socialization**. Psychological services serve as **guiding, supportive, and coordinating forces** in this complex process.

Key aspects include:

- Identifying students' psychological traits;

- Studying professional interests and aptitudes;
- Establishing effective collaboration with parents and teachers;
- Creating a motivational environment in educational institutions.

At the state level, the **strengthening of vocational education policies** and the adoption of relevant decrees provide a **legal foundation** for the development of psychological services. Additionally, **incorporating international best practices** can enrich the system with practical solutions.

Thus, psychological services play a **central role** in:

- Preparing students for conscious and consistent career choices;
- Ensuring social adaptation and psychological stability;
- Contributing to the **economic and spiritual progress of society as a whole**.

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