

THE EMOTIONAL STATE OF STUDENTS AND PEDAGOGICAL APPROACHES IN THE PROCESS OF CAREER CHOICE

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Abstract: This article analyzes the psychological and pedagogical characteristics of emotional orientation affecting the career choice process in adolescent children. In modern society, career choice is directly related not only to economic or social factors, but also to the internal psychological state of the individual, the level of self-awareness, and the processes of emotional decision-making. The article explores how adolescents' personal interests, values, and emotional needs shape their attitude towards the profession, and the supporting role of educators and psychologists in this process.

Keywords: career choice, adolescent psychology, emotional orientation, motivation, self-awareness, psychopedagogical support, social adaptation, professional orientation.

Introduction

Career choice is one of the most important turning points in every person's life. Especially during adolescence, the process of professional orientation is considered a complex and multi-factored process. Adolescents envision their future careers based on their personal interests, dreams, and emotional needs. At this stage, wrong decisions can negatively affect their life path. Therefore, the process of career choice is not just a decision based on information, but relies on deep internal processes such as personal psychological state, emotional balance, and self-awareness.

Although systematic work is being carried out on vocational orientation in Uzbekistan, the issue of psychological preparation remains urgent. Factors such as emotional stability of adolescents, family environment, influence of teachers and friends play an important role in these decisions. In this sense, it becomes necessary to determine the emotional orientation of students and, based on this, to develop a pedagogical approach, and to strengthen the system of providing psychological support.

Adolescence is a period of identity formation, development of independent thinking and decision-making abilities. During this age, children often experience internal contradictions, doubt, anxiety, the need for self-affirmation, and uncertainty about the future. In this process, decisions regarding career choice are mainly made on an emotional basis. For example, someone may choose based on the wishes of their parents, while someone else may follow the path of their friends. Such decisions are often superficial, unclear, and unstable.

The relationship between emotional orientation and career choice in adolescents

Type of Emotional Orientation	Psychological Characteristics	Impact on Career Choice
Positive orientation	Self-confidence, interest, initiative	Inclination toward creative and people-oriented

Negative orientation	Doubt, fear, lack of confidence	professions Uncertainty in career choice, decisions made under external pressure
Stable emotional background	Emotional balance, clarity of thinking	Independent and conscious career decisions
Emotional lability	Rapid mood changes, impulsiveness	Instability in professional decisions, frequent changes of mind
Type of Emotional Orientation	Psychological Characteristics	Impact on Career Choice

Emotional Orientation refers to an adolescent's internal emotional interest, aspiration, and sincere attitude towards a particular activity. This state directly influences the student's motivation in acquiring knowledge and their self-concept in professional activities. Educators and psychologists should delve deeply into the inner world of students at this stage, revealing their personal qualities and serving as guiding tools in the career selection process. In modern psychology, the method of "emotional profiling" is becoming increasingly popular in vocational orientation. Through this method, not only the student's knowledge and skills are assessed, but also their emotional state, interests, stress tolerance, communication level, empathy, and social responsibility. This approach helps determine which type of activity suits them best.

From a pedagogical perspective, during the career preparation process, it is crucial for educators to possess psychological knowledge and employ methods (such as discussions, essay writing, role-playing, case studies) that allow students to express independent opinions, test themselves, and understand their inner world. This not only guides them in making the right career choices but also contributes to their emotional development. Parents also play a significant role in this process. Unfortunately, in many cases, parents impose their views on the child. This can lead to emotional dissatisfaction, passivity, and alienation from the future. Therefore, it is necessary to make parents more sensitive to their children's emotional needs through psycho-pedagogical consultations and seminars.

During adolescence, the attitude towards career choice is largely determined by the individual's emotional state. At this stage, the child strives to understand themselves, attempts to make independent decisions, but faces many psychological challenges due to a lack of experience and knowledge. It is precisely at this point that emotional orientation—i.e., the child's feelings, interests, and internal motivation towards a particular activity—becomes a key internal tool in career selection.

Modern scientific approaches, particularly constructivist pedagogy and cognitive psychology, recommend creating educational and developmental environments that align with the student's inner world, interests, values, and aspirations. In such an environment, the adolescent can express their interests and strive to choose a profession that suits them. For example, students with high creativity are more inclined towards fields like art, journalism, or design rather than technical directions. However, if these choices are not emotionally supported, the student may feel insecure and become more dependent on others' opinions.

In today's digital age, social media and popular culture have a strong influence on adolescents' consciousness. In some cases, social norms or "fashionable professions" can

become psychological pressures. Therefore, educators and psychologists should use modern tools—such as psychodiagnostic tests, self-assessment questionnaires, and interactive exercises—to identify the student's internal aspirations when assessing emotional orientation. Additionally, the "career portfolio" approach, widely used in international practice, helps in systematically assessing emotional orientation. In this method, the student reflects on their interests, abilities, dreams, and personal strengths and weaknesses in written or visual form. Through this portfolio, the student's emotional readiness for a profession is observed.

Another important aspect is that adolescents are in great need of emotional support. If those around them—especially parents and educators—value the child's choice, engage in consistent communication without rejection, the student will achieve stability in their choice. Otherwise, they may suppress their interests and strive for a profession more recognized by society, which can later lead to career dissonance, job dissatisfaction, and loss of motivation. Currently, in many countries, the level of "emotional intelligence" is assessed as one of the main criteria in career choice. Because individuals who possess not only knowledge but also emotional stability, self-management, and the ability to function effectively in a social environment are more likely to be successful in their careers. Therefore, in school education, the process of vocational orientation should integrate the development of students' emotional potential, formation of emotional stability, and development of skills for making independent decisions.

The process of career choice during adolescence is among the most important psychological decisions in a person's life. This process is closely linked with personal aspirations, societal pressure, family expectations, and factors in the educational environment. At this stage, emotional orientation—that is, the student's internal emotional inclination towards a particular type of activity—plays a decisive role in their future career choice. From a pedagogical standpoint, vocational orientation in school education should not only provide information but also guide the student to understand themselves, analyze their internal capabilities, and plan based on their individual interests. In identifying emotional orientation, the student's interest in school subjects, how they spend their free time, whom they imitate, and in which environment they feel comfortable are important indicators.

Psychological studies show that adolescents often make career choices with internal emotional uncertainty and lack of self-confidence. Especially when there is pressure from the environment (parents, teachers, friends), the student may abandon their true interests and strive for professions with higher social status. This can lead to psychological discomfort, lack of interest in the profession, frequent job changes, or the emergence of depressive states in the future.

In modern society, the labor market is dynamically developing. New professions are emerging in fields like artificial intelligence, IT, biotechnology, ecology, and creative industries. However, most adolescents remain unaware of these innovations. This situation leads to clinging to old stereotypes in career choice. Therefore, school psychologists, educators, and parents should collaboratively organize training sessions, seminars, specialized subject weeks, and interactive sessions introducing real professions to reveal emotional orientation.

Additionally, psychometric methods—such as the Holland model, Shmishek tests, and MBTI personality types—can be useful in assessing emotional orientation. However, if the results of these tests are not aligned with the student's real life, family environment, cultural values, and spiritual orientations, they cannot be effective.

Another important aspect is that adolescents need role models and leaders to overcome emotional uncertainty. If there are inspiring, interesting, and guiding positive figures in the school or family environment, they can transform emotional choices into conscious career decisions. For example, meetings with local entrepreneurs, artists, engineers, or doctors can shape positive feelings towards professions in students.

Uzbekistan's "Vocational Education" concept also focuses on updating the youth vocational orientation system. Especially through the "student—school—vocational training center—production" model, the opportunity for the student to test their emotional readiness in career choice and understand where they feel comfortable through practice is increasing. Thus, neglecting emotional orientation in the process of career choice during adolescence can lead not only to individual failure but also to social-economic inefficiency. Therefore, individual approaches, personal education, and vocational orientation should be implemented integrally in schools.

Conclusion

The process of career choice during adolescence is not only a decision based on external information but also a deep internal, emotional, and psychological process. Considering students' emotional orientation in vocational orientation plays a crucial role in correctly directing their personal potential and laying the foundation for their future professional satisfaction. Therefore, the collaboration of pedagogues and psychologists, the application of modern assessment methods, and the conscious involvement of parents play a decisive role in organizing the career guidance process effectively.

In an era of rapid technological advancement, increasing social demands, and a constantly evolving labor market, the emotional mindset and psychological resilience of adolescents are becoming critical to long-term professional success. Emotional orientation helps adolescents not only understand what they like but also how they emotionally relate to different professions, which boosts motivation, persistence, and job satisfaction in the future. Pedagogical strategies must therefore be developed in a way that fosters emotional awareness in students, promotes open dialogue, and encourages exploration of personal identity in relation to career choices. Schools must act not only as academic institutions but as emotionally supportive environments where students are guided to recognize and develop their strengths.

Moreover, it is essential to involve parents in awareness programs that educate them on the significance of emotional orientation and discourage career imposition based solely on social or financial status. Collaborative seminars and workshops can serve as platforms for constructive dialogue between students, teachers, and parents.

Equipping school psychologists and career counselors with tools to evaluate emotional orientation—such as tailored interviews, self-assessment instruments, and reflective exercises—can further enhance the precision and empathy of vocational guidance.

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