



**ENHANCING METHODS TO INCREASE STUDENTS' PROFESSIONAL INTEREST
THROUGH MODERN INNOVATIVE TECHNOLOGIES**

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Abstract: This work analyzes methods of enhancing students' professional interest and developing stable professional motivation using modern innovative technologies. The study highlights the effectiveness of innovative tools in the educational process, such as digital learning platforms, multimedia resources, virtual and blended learning environments, training simulators, gamification, and distance learning technologies. Additionally, it outlines the scientific and pedagogical foundations for selecting and applying innovative pedagogical methods, taking into account students' individual needs, interests, and abilities.

According to the research findings, innovative technologies stimulate students' independent learning, develop practical skills, increase interest in the subject matter, and strengthen their pursuit of professional competence. The work substantiates the role and significance of innovative approaches in the modern education system and reveals ways to effectively utilize them in developing students' professional competence and interest.

Keywords: Innovative technologies, modern education, professional interests, pedagogical innovations.

Innovative models are being implemented in global educational institutions to diversify modern and future labor market requirements, adapt to new teaching strategies, and improve methodologies for developing professional interests. Large-scale scientific projects are being carried out to modernize the organization of educational processes, focusing on intellectual development, nurturing physically healthy individuals, and harmonizing educational models (functional education, competence-based approach, competence model) with technological advancements.

Scientific research is being conducted in global educational and research institutions to activate new methodologies for organizing student activities, develop students' theoretical and practical knowledge and skills, enhance their intellectual and physical maturity, humanize education, and ensure its developmental and socializing goals. Additionally, special attention is being given to scientific research aimed at improving students' innovative educational activities by enhancing their creativity, developing individual professional interests, improving methodological activities, modernizing the school education system, introducing competency-based educational programs, creating advanced innovative technologies, and refining methods for developing students' professional interests.

In recent years, our republic has been establishing a regulatory framework to improve the content of education and implement the PISA (Programme for International Student Assessment) program for assessing reading, mathematical, scientific, and computer literacy of general



education school students. "Another important direction in the field of education is creating all necessary conditions for young people to acquire modern professions," has been identified as a priority task. Consequently, based on an innovative approach, students' interest in professions and the pedagogical possibilities for career guidance will further increase.

This dissertation research serves, to a certain extent, to fulfill the tasks stipulated in the Decrees of the President of the Republic of Uzbekistan No. UP-60 of January 28, 2022, "On the Development Strategy of New Uzbekistan for 2022-2026," No. UP-6108 of November 6, 2020, "On Measures for the Development of Education and Science in the New Period of Uzbekistan's Development," No. UP-5712 of April 29, 2019, "On Approving the Concept for the Development of the Public Education System of the Republic of Uzbekistan until 2030," the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan No. 287 of May 15, 2020, "On Measures to Organize the Activities of the National System for the Development of Professional Qualifications, Knowledge and Skills of the Republic of Uzbekistan," and other regulatory legal documents.

The importance of developing students' professional interests, creating conditions for their conscious and independent career choices, fostering their professional interests, educating them in the spirit of patriotism, implementing effective means and methods to ensure the effectiveness of engaging them in vocational training, promoting students' self-awareness and self-development, and gaining experience through various activities was studied and revealed. It was substantiated that innovative education offers great potential for students to find a worthy place in society, develop their talents and abilities, and master the intricacies of a profession based on their interests.

Current and future priority tasks for developing students' professional interests have been identified. The development of students' professional interests, in terms of its content, essence, and objectives, involves the integration and practical application of all natural, socio-economic, and technical knowledge. From this perspective, the unity of innovative education theory and practice is the main factor enabling students to apply their knowledge in practice, taking into account their interests and desires. The importance of acquiring core competencies in developing students' professional interests based on an innovative approach has been substantiated. This, in turn, necessitates considering the system of developing students' professional interests in an innovative educational environment based on a competency-based approach and focusing on developing technologies that ensure the effectiveness of this system.

A distinctive feature of the current period is that conducting in-depth and systematic work to foster students' interest in professions has become a tradition in general education schools. According to Uzbek scientists U.K. Tolipov, S.A. Boltaboev, and D.N. Razzokov, "Creatively addressing the goal of career choice is a challenge not only for teachers and psychologists but also for representatives of other scientific fields." R.H. Juraev, Sh.S. Sharipov,



O.A. Kuysinov emphasized that extracurricular activities ensure the pedagogical orientation of the educational process in students' career choices and mastery of their chosen professions. N.A. Muslimov and R.G. Mullakhmetov stress that when providing career guidance, it is necessary to determine whether students' psychological and personal characteristics align with the specifics of a particular profession. Russian scientist V.F. Afanasyev defined professional interest as "a chosen emotional-cognitive attitude and a person's orientation, expressed in the desire for a particular activity and its practical assimilation." Summarizing the definitions of professional interest, we present our own definition: professional interest is a complex set of mental characteristics and states, including cognitive, emotional, and volitional activity directed towards a chosen or potential professional activity. In our view, professional interest is the process of a student's conscious career choice and the acquisition of knowledge, skills, and abilities in the chosen field.

Based on an innovative approach, the pedagogical and psychological features of the process of developing students' interest in professions in general education schools were studied. It was found that this process should not focus on narrowly specialized professions, but rather on fostering students' lifelong pursuit of professional self-improvement, their ability to independently set goals, and organize the stages of achieving them.

Among the main psychological directions in the study of professional self-awareness, it was revealed that the following aspects should be distinguished: the connection between difficulties in choosing a profession and personal issues. In the process of deciding on future careers, it is important to consider the graduate's level of personal maturity, ability to set future plans and predict life goals in the student's personal development, ability to assess their own capabilities in developing professional interests, self-determination, and in professional self-awareness - understanding one's psychological capabilities, needs, and inclinations towards the chosen profession. It is also necessary to master practical skills of professional self-preparation based on the study of self-education characteristics.

Our study reveals the pedagogical possibilities of educating students who are knowledge-seeking, curious, logical and creative thinkers, capable of envisioning their professional activities, attentive listeners, independent actors in non-standard situations, and responsible for their actions. It was also concluded that, as a result of qualitative changes in the components of the education system, it is necessary to create an innovative environment for developing students' interests through organizational aspects of meaningful activities, general and specialized methodologies, programs, technologies, and means of social cooperation. Using an innovative approach, it is essential to effectively utilize the experience and results of educational development research conducted in our republic, as well as to provide specific tools for implementing activities aimed at positively addressing issues, developing professional interests, and guiding career choices based on an innovative approach.

In an innovative environment, the professional interests of secondary school students should be implemented in accordance with the principles of freedom of choice and variability of directions



in direct career selection. It is crucial to establish an understanding that in the modern humanistic paradigm of education, personal development, self-determination, and the creation of value-semantic, personal life content play a priority role, rather than professional social adaptation. It is substantiated that professional interest considers not only the individual characteristics and qualities of the profession but also the personal qualities of the individual and changes in professional requirements.

Based on this, the state of career choice should be divided into the following components: the general and regional structure of society's needs; the social macro- and microenvironment; a set of meaningful and technological characteristics of various types of professional activities, as well as evaluative attitudes formed towards them in society; psychological, psychophysiological, and personal characteristics; the level and direction of future awareness, the world of professions, and the increasing demand for personnel.

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