

MECHANISMS FOR FORMING CAREER CHOICE MOTIVATION AMONG GRADUATING CLASS STUDENTS

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Abstract

This article discusses the pedagogical, psychological, and social factors influencing the formation of career choice motivation among graduating class students. It presents ideas and considerations about the necessary pedagogical mechanisms, methods, and tools for strengthening professional motivation.

Keywords: Career choice, motivation, graduating class students, career guidance, pedagogical mechanisms, psychological approach, professional motivation, cooperation between family and school, learner-centered education.

Introduction

All forms and methods of vocational guidance activities should serve to help students make purposeful career choices. In organizing career guidance work in schools, it is recommended to make effective use of new pedagogical technology elements—such as traditional practical exercises, interviews, dialog-based discussions, as well as pedagogical games, conferences, independent opinions, and events conducted in cooperation with local communities and production enterprises. These approaches certainly contribute to the development of students' professional motivation.

Professional motivation is an internal psychological state related to a student's interest in, inclination toward, and conscious decision-making about a specific profession. This motivation is shaped by the social environment, family conditions, school upbringing, and individual characteristics. The main factors influencing the formation of motivation include the family, school, personal interests, and social demand.

Pedagogical Mechanisms for Forming Professional Motivation

The following pedagogical mechanisms play an important role in the effective formation of career motivation:

1. Career Choice Diagnostics

Determining students' inclinations through psychological tests and interest surveys.

2. Career Guidance Interviews and Seminars

Organizing meetings with specialists from different fields to help students form realistic views about various careers.

3. Development of Professional Portfolios

Students prepare portfolios that reflect their achievements, interests, and aspirations.

4. Practical Training and Excursions

Organizing visits to enterprises and institutions to provide opportunities for students to interact directly with professionals.

5. Interactive Methods: Role-Plays, Debates, Projects

Students develop interest in professions by independently analyzing occupational issues and defending their viewpoints.

A psychological approach plays a crucial role in guiding students. Additionally, the encouraging and guiding role of teachers significantly enhances students' professional motivation.

Conclusion

Choosing the right profession is a key factor in achieving success. Therefore, students' interests should be taken into account when providing career guidance in schools. If individuals are guided properly toward a profession from an early age, they will grow into socially useful members of society. Developing career choice motivation among graduating students requires a consistent, systematic, and learner-centered pedagogical approach. It is essential to find a balance between each student's personal abilities, interests, and the needs of the labor market.



The following recommendations are considered relevant in this regard:

- Establish career guidance centers in schools
- Conduct career-related events every academic quarter
- Organize seminars and consultations with parents
- Introduce specialized courses on the psychology of career choice

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