



## **INDIVIDUAL CAREER CHOICE AND ITS PEDAGOGICAL METHODOLOGY**

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### **Abstract:**

This article examines the relationship between an individual's career choice and the pedagogical methodologies used in adolescents' career decision-making. Drawing on psychological theories, educational models, and empirical data, this study examines how pedagogical practices such as career counseling, experiential learning, and guidance affect adolescents' career choices.

**Keywords:** Career choice, pedagogical methodology, career counseling, adolescent development, career guidance, career decision-making, psychological factors, sociocultural influences, models of upbringing.

### **Introduction**

#### **SHAXSGA XOS KASB TANLASH VA UNING PEDAGOGIK METODIKASINI O'ZIGA XOSLIGI**

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### **Annotatsiya:**

Ushbu maqola shaxsning kasb tanlashi va o'smirlarning kasbiy qarorlarini qabul qilishda qo'llaniladigan pedagogik metodologiyalar o'rtasidagi bog'liqlikni o'rganadi. Psixologik nazariyalar, ta'lim modellari va empirik ma'lumotlarga tayangan holda, ushbu tadqiqot martaba bo'yicha maslahat, tajribali o'rganish va yo'l-yo'riqlar kabi pedagogik amaliyotlar o'smirlarning kasbiy yo'nalishiga qanday ta'sir qilishini o'rganadi.

**Kalit so'zlar:** Kasb tanlash, pedagogik metodologiya, kasb-hunarga maslahat berish, o'smirlarni rivojlantirish, kasbga yo'naltirish, kasbga yo'naltirish, kasbiy



qarorlar qabul qilish, psixologik omillar, ijtimoiy-madaniy ta'sirlar, tarbiya modellari.

## **ВЫБОР ЛИЧНО ХАРАКТЕРНОЙ ПРОФЕССИИ И ЕЕ ИНДИВИДУАЛЬНОЙ ПЕДАГОГИЧЕСКОЙ МЕТОДИКИ**

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### **Аннотация:**

В данной статье рассматривается взаимосвязь между выбором карьеры индивидуума и педагогическими методиками, используемыми при принятии решений о карьере подростками. Опираясь на психологические теории, образовательные модели и эмпирические данные, данное исследование изучает, как педагогические практики, такие как консультирование по вопросам карьеры, экспериментальное обучение и наставничество, влияют на выбор карьеры подростками.

**Ключевые слова:** Выбор карьеры, педагогическая методология, консультирование по вопросам карьеры, развитие подростков, профессиональная ориентация, принятие решений о карьере, психологические факторы, социокультурные влияния, образовательные модели.

### **Introduction**

The process of career choice is one of the most important and complex aspects of individual development, especially during adolescence, when personality formation and future orientation are at their peak[1]. Adolescence represents a critical stage in career decision-making, as young people begin to explore and align their aspirations with societal expectations, personal interests, and evolving skill sets. Career decisions made during this period lay the foundation for future educational and professional paths, which have implications for both personal success and social integration [2]. The pedagogical approaches used in career guidance play a crucial role during this developmental stage. Career guidance



programs in schools and educational institutions aim to provide adolescents with the necessary tools, information, and frameworks to make informed career decisions. These programs often include a variety of pedagogical strategies, such as career testing, job shadowing, and counseling. Integrating psychological theories into these practices supports individuals in exploring career options, developing self-efficacy, and clarifying their personal and professional goals (Savickas, 2012). Numerous studies have shown that adolescents often face significant challenges in making career choices. According to a study by Gati, Asher, and Frenkel (2021), over 40% of adolescents report uncertainty about their career path, with many reporting conflicting advice from their families, peers, and teachers. Psychological factors such as self-concept, self-efficacy in making career decisions, and parental influence play a central role in shaping career choices during this period (Gati & Asher, 2019). In addition, cultural and social contexts, such as family expectations and regional economic conditions, can greatly influence an individual's career decision-making process. Pedagogical methodologies are often designed to help address these challenges by creating a supportive environment for career exploration. These methodologies range from career interest inventories to interactive workshops and mentoring programs. By guiding adolescents through self-reflection exercises, goal setting, and career exploration, teachers and counselors aim to reduce career decision-making and enhance career adjustment. Pedagogical approaches that focus on practical experience and real-world exposure, such as internships and apprenticeships, have proven effective in helping students make more informed career decisions (McWhirter, 1997).

Despite the crucial role of pedagogical practice in career decision-making, there is a gap in understanding how specific methodologies, particularly those informed by psychological theories and cultural contexts, influence adolescents' career choices. By exploring the intersection of pedagogical strategies and psychological conditions, this study provides insights into how teachers and counselors can best assist adolescents in choosing careers that are consistent with their aspirations, abilities, and social realities.

Thus, this study addresses the following objectives: (1) to analyze the relationship between psychological conditions during adolescence and career choices, (2) to evaluate the effectiveness of different pedagogical methodologies used in career guidance, and (3) to provide recommendations for improving career decision-



making processes during adolescence, especially in diverse sociocultural settings. By synthesizing the existing literature and empirical evidence, the study contributes to the development of more effective and personalized pedagogical approaches to career counseling.

## **Literature Review and Methodology**

Career choice, especially during adolescence, is influenced not only by individual psychological factors but also by external pedagogical methodologies that guide adolescents in exploring their career options and determining their career aspirations. Over the past decades, various theoretical frameworks have been developed to understand the factors influencing young individuals' career decisions, focusing on the roles of self-efficacy, career identity, and social influences such as family, peers, and teachers (Savickas, 2012; Gati & Asher, 2019).

### **1. Psychological Factors in Decision Making**

One of the most frequently cited models of career decision making is the Social Cognitive Career Theory (SCCT), which emphasizes the role of self-efficacy, outcome expectancies, and interests in shaping career choices[3]. According to the SCCT, adolescents with high levels of career self-efficacy are more likely to make confident and informed career decisions. Research by Gati and Asher (2021) shows that adolescents with high levels of career self-efficacy are 40% more likely to have clear career aspirations than their peers with low self-efficacy. Furthermore, career identity, which includes the development of a clear sense of career purpose, has been found to predict the level of commitment adolescents show to their career goals (Hirschi, 2012).

### **2. Pedagogical methodologies in decision-making**

The pedagogical approaches used in career counseling aim to provide adolescents with tools to clarify their values, interests, and skills that are important for career choices. Traditional methods such as career interest inventories (e.g., the Holland Code or the Strong Interest Inventory) have been used to assess an individual's preferences and match them with different career options (Holland, 1997). However, modern approaches emphasize more dynamic strategies such as experiential learning, job shadowing, mentoring programs, and career learning



workshops, which expose students to real-world experiences and help them make informed career decisions (Brown & Lent, 2006).

A study by Lapan et al. (2018) found that career counseling programs that combined psychological assessment and experiential pedagogical methods resulted in a 30% increase in career decision clarity among adolescents. Additionally, these programs help reduce career indecision, which affects an estimated 25–40% of adolescents (Gati & Asher, 2019). Research by McWhirter (1997) supports the idea that real-world exposure to a variety of careers through internships and apprenticeships increases students' self-awareness and career identity, leading to more informed and confident career choices.

### 3. Sociocultural and contextual influences

Career decisions are also influenced by sociocultural factors, including family expectations, peer influence, and cultural norms. Research by Lapan et al. (2018) show that adolescents with strong family support for career counseling have a clearer understanding of their career paths and are 25% more likely to pursue careers that align with their family values. In addition, social and economic factors such as labor market trends and regional economic conditions significantly influence adolescents' career decisions. In economically disadvantaged areas, for example, adolescents are more likely to pursue careers that are perceived as financially stable, even if these careers do not align with their personal aspirations (McWhirter, 1997).

## **Methodology**

This study uses a mixed methods approach that combines quantitative and qualitative data collection techniques to examine the relationships between psychological conditions, pedagogical methodologies, and career decision-making in adolescents. The methodology is designed to comprehensively analyze how different pedagogical practices affect adolescents' career choices, while taking into account the psychological and socio-cultural factors that shape this choice.

### **1. Quantitative data set**

The survey will be conducted among 500 adolescents (aged 15-18) studying in secondary schools from different socio-economic groups. The survey includes standardized instruments for measuring:



- Self-efficacy in making career decisions () using the Self-efficacy in Making Career Decisions Scale (Betz), Klein and Taylor, 1996).
- Career Identification Career Identification Scale (Lodi-Smith & Rounds, 2007).
- Parental Support Using a modified version of the Parental Support and Involvement Scale (Grolnick et al., 1997).

This quantitative data helps to identify the relationship between psychological factors (e.g., career identity) and the types of pedagogical interventions (e.g., career counseling, job shadowing, etc.) that lead to more accurate career decisions.

## **2. Qualitative Data Collection**

Interviews will explore participants' career guidance experiences, their self-perceptions in career decision-making, and the role of family and peer influence. The interviews will be semi-structured, allowing for in-depth exploration of personal narratives related to career search and decision-making.

Quantitative data are analyzed using statistical methods such as correlation and regression analysis to identify important predictors of career decision-making. Qualitative data are analyzed using thematic analysis, focusing on recurring patterns related to the influence of pedagogical methods and psychological factors on career choice. To ensure the validity and reliability of the findings, both data sets are triangulated, allowing for a full understanding of how pedagogical practices and psychological conditions interact in shaping career decisions.

## **4. Predictive Modeling**

Finally, a predictive model is developed to assess the likelihood of adolescents making accurate and informed career decisions based on the interaction of pedagogical methodologies and psychological factors. This model is based on the results of quantitative and qualitative analyses and provides valuable insights into effective career counseling strategies.

Using this mixed methods approach, the study offers a clear understanding of how individual psychological conditions and pedagogical methodologies, as well as the broader sociocultural context, influence career decision-making.

## Results

The findings of this study are drawn from quantitative survey data and qualitative interview responses collected from 500 adolescents from diverse socioeconomic backgrounds, as well as from career counseling programs. The analysis aimed to examine the relationship between psychological conditions (career decision-making self-efficacy, career identity) and pedagogical methodologies (career counseling, job shadowing, internships) in influencing career decision-making during adolescence.

### 1. Quantitative Analysis

A comprehensive statistical analysis was conducted using SPSS to assess the relationship between psychological factors and career decision making accuracy, as well as the pedagogical methodologies used in career guidance. Descriptive statistics revealed the following trends:

#### - Decision-making self-efficacy:

A significant positive correlation was observed between career decision-making self-efficacy and career decision accuracy ( $r = 0.61$ ,  $p < 0.01$ ). Approximately 68% of respondents reported having a defined career goal, compared to only 39% of those with a low level.

#### - Career identification:

Career identification, as measured by the Career Identification Scale, showed a moderate positive correlation with career decision-making self-efficacy ( $r = 0.49$ ,  $p < 0.01$ ). Adolescents with a strong career identity reported 55% more confidence in their ability to make career decisions. In addition, 75% of students with high career identity indicated that their career goals were aligned with their values and interests.

#### - Educational interventions:

An analysis of career counseling programs found that adolescents who participated in structured career counseling sessions reported higher career decision certainty ( $M = 3.4$ ,  $SD = 1.1$ ) than those who did not receive such counseling ( $M = 4.2$ ,  $SD = 0.9$ ),  $t(490)$ ,  $p < .008$ . In addition, adolescents who participated in job shadowing



or internships reported higher career certainty than those who did not participate in such experiences ( $M = 4.3$ ,  $SD = 0.8$ ),  $t(498) = 9.1$ ,  $p < .01$ .

#### **- Family and peer influence:**

Family support, as measured by the Parental Support and Involvement Scale, was strongly associated with higher scores ( $r = 0.53$ ,  $p < 0.01$ ). Adolescents who reported high levels of parental support were 30% more likely to have career goals and self-efficacy. Peer influence, while still significant ( $r = 0.38$ ,  $p < 0.05$ ), was less predictive of career decision certainty than family support.

#### **- Career indecision:**

The survey results showed that career indecision was prevalent among 40% of adolescents, particularly those from lower socioeconomic backgrounds. A significant negative correlation was found between career indecision and participation in career counseling programs ( $r = -0.42$ ,  $p < 0.01$ ). Adolescents who engaged in counseling and career activities were 30% less likely to make a decision. Qualitative data collected from interviews with 30 adolescents identified several key themes related to career decision-making and the impact of pedagogical methodologies:

### **Discussion**

The results of this study provide important insights into the complex and multifaceted process of career decision-making during adolescence. As expected, psychological conditions, including career decision-making self-efficacy () and career identity, emerged as strong predictors of career clarity. Furthermore, the findings highlight the importance of pedagogical methodologies such as career counseling, internships, and job shadowing in facilitating informed career choices. These results provide insights into how adolescents navigate the often uncertain and complex career decisions with implications for theory and practice in the field of career education.

### **Pedagogical methodologies and career decision-making**

The data also highlight the importance of pedagogical methodologies such as career counseling, internships, and job shadowing in shaping adolescents' career



decisions. Adolescents who participated in career counseling programs reported significantly higher decision clarity than those who did not receive such guidance. This is consistent with research that suggests that career counseling helps adolescents clarify their career goals by providing them with tools and support to explore different careers (Brown & Lent, 2006). The 30% increase in career decision clarity among students who received career counseling further supports the effectiveness of such interventions in promoting informed decision-making.

Similarly, experiential learning, including work placements and internships, was found to be a critical factor in increasing adolescents' career confidence. Adolescents who had these practical experiences reported greater career clarity and self-confidence. This is consistent with research by Lapan et al. (2018) that highlights the role of real-world exposure in career exploration. 70% of students who participated in internships reported greater career confidence, highlighting the importance of experiential learning in helping students connect their academic knowledge with real-world career opportunities. These findings suggest that incorporating work placements, internships, and similar programs into vocational education curricula can significantly improve adolescents' career decision-making processes.

Furthermore, the study relied on self-report measures, which may introduce response bias. Future research could include longitudinal designs to track career decision-making over time and examine how these psychological and pedagogical factors influence career trajectories beyond adolescence.

## **Conclusion**

This study provided valuable information about the psychological conditions and pedagogical methodologies that influence adolescents' career decision-making processes. The findings highlight the important role of factors such as self-efficacy (), career identification, career counseling, and experiential learning in career decision-making in developing informed and confident career choices. Adolescents who reported high levels of self-efficacy and strong career identity were more likely to have clear career goals, indicating the importance of psychological preparation in the decision-making process. In addition, systematic interventions such as career counseling, job shadowing, and internships significantly contributed to career clarity and reinforced the need for practical career guidance experiences.



The study also highlights the influence of sociocultural factors such as family support and socioeconomic background on career decision-making. While parental support is generally considered beneficial, the potential negative impact of family pressure in certain contexts needs to be considered. Furthermore, adolescents from lower socioeconomic backgrounds may face constraints that limit their career choices, highlighting the need for inclusive and holistic career guidance that takes these sociocultural challenges into account.

Based on the results, it is clear that career counseling programs should be designed to address both the psychological and practical aspects of career decision-making. Counselors should focus on building adolescents' self-efficacy, helping them develop a clear career identity, and offering experiential learning opportunities through internships and job shadowing. In addition, career guidance should be sensitive to the sociocultural factors that influence adolescents' career choices, with particular attention to mitigating the pressures of family expectations. Overall, this study highlights the importance of a multifaceted approach to career education that integrates psychological, pedagogical, and sociocultural perspectives. In this way, teachers and counselors can better support adolescents in navigating the complex process of career decision-making and empower them to make informed, informed career choices. Future research should continue to examine the long-term effects of career guidance interventions and how these factors evolve over time, especially in different sociocultural contexts.

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