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- 13.00.00 Pedagogika fanlari
- 13.00.01 Pedagogika nazariyasi. Pedagogik ta'limotlar tarixi
- 13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
- 13.00.03 Maxsus pedagogika
- 13.00.04 Jismoniy tarbiya va sport mashg'ulotlari nazariyasi va metodikasi
- 13.00.05 Kasb-hunar ta'limi nazariyasi va metodikasi
- 13.00.06 Elektron ta'lim nazariyasi va metodikasi (ta'lim sohaları va bosqichlari bo'yicha)
- 13.00.07 Ta'limda menejment
- 13.00.08 Maktabgacha ta'lim va tarbiya nazariyasi va metodikasi
- 13.00.09 Ijtimoiy pedagogika
- 07.00.00 Tarix fanlari
- 19.00.00 Psixologiya fanlari
- 01.00.00 Fizika-matematika fanlari
- 02.00.00 Kimyo fanlari
- 03.00.00 Biologiya fanlari
- 09.00.00 Falsafa fanlari
- 10.00.00 Filologiya fanlari
- 11.00.00 Geografiya fanlari

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THE ROLE OF QUALIFIED TEACHERS IN STUDENTS' CAREER CHOICES

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Abstract: The role of preschool education and educators in children's intellectual development, the early identification of their abilities, and appropriate educational guidance is examined. Based on Jean Piaget's theory of cognitive development, the main stages of children's thinking are analysed, with particular attention given to the significance of education and upbringing during the pre-operational stage. The experiences of China and Japan in preschool education are considered as examples of approaches aimed at the comprehensive development of children.

The importance of identifying and developing different forms of intelligence in children is substantiated through Howard Gardner's theory of multiple intelligences. Special emphasis is placed on the role of educators in recognising children's interests, abilities, and talents and in directing them towards suitable educational and professional pathways. Early identification of individual potential, broad exposure to diverse fields of knowledge, and systematic support of intellectual development are regarded as important factors in preparing qualified specialists and strengthening human capital.

Key words: preschool education, intelligence, ability, talent, cognitive development, educator, child development, Jean Piaget, Howard Gardner, multiple intelligences theory, human capital.

Annotatsiya: Maktabgacha ta'lim va tarbiyachilarning bolalar intellektual rivojlanishidagi o'rni, ularning qobiliyatlarini erta aniqlash hamda to'g'ri yo'naltirish masalalari yoritilgan. Jan Piajening kognitiv rivojlanish nazariyasiga tayangan holda bolalar tafakkurining asosiy bosqichlari tahlil qilinib, ayniqsa, operatsiyagacha bo'lgan davrda ta'lim va tarbiyaning ahamiyati asoslab berilgan. Bolalarning har tomonlama rivojlanishini ta'minlashga qaratilgan yondashuvlar Xitoy va Yaponiya maktabgacha ta'lim tizimlari misolida ko'rib chiqilgan.

Govard Gardnerning ko'p qirrali intellekt nazariyasi asosida bolalardagi turli intellekt turlarini aniqlash va rivojlantirish zarurligi asoslangan. Tarbiyachilarning bolalarning qiziqishlari, qobiliyatlari va iste'dodlarini aniqlash hamda ularni mos yo'nalishlarga yo'naltirishdagi roli alohida ta'kidlangan. Shaxsiy salohiyatni erta aniqlash, turli faoliyat yo'nalishlari haqida keng tasavvur berish va intellektual rivojlanishni izchil qo'llab-quvvatlash kelajakda malakali mutaxassislarni tayyorlash hamda inson kapitalini rivojlantirishning muhim omili sifatida baholangan.

Kalit so'zlar: maktabgacha ta'lim, intellekt, qobiliyat, iste'dod, kognitiv rivojlanish, tarbiyachi, bola rivojlanishi, Jan Piaje, Govard Gardner, ko'p qirrali intellekt nazariyasi, inson kapitali.

Аннотация: Рассматривается роль дошкольного образования и педагогов в интеллектуальном развитии детей, раннем выявлении их способностей и обеспечении правильного педагогического сопровождения. На основе теории когнитивного развития Жана Пиаже анализируются основные этапы формирования детского мышления, особое внимание уделяется значению воспитания и обучения на дооперациональной стадии развития. В качестве примеров комплексного подхода к развитию ребёнка исследуется опыт систем дошкольного образования Китая и Японии.

Значимость выявления и развития различных видов интеллекта у детей обосновывается с позиции теории множественного интеллекта Говарда Гарднера. Особое внимание уделяется роли педагога в определении интересов, способностей и талантов ребёнка, а также в выборе наиболее подходящих направлений его дальнейшего развития. Раннее выявление индивидуального потенциала, расширение представлений о различных сферах деятельности и системная поддержка интеллектуального развития рассматриваются как важные условия подготовки квалифицированных специалистов и укрепления человеческого капитала.

Ключевые слова: дошкольное образование, интеллект, способности, талант, когнитивное развитие, педагог, развитие ребёнка, Жан Пиаже, Говард Гарднер, теория множественного интеллекта, человеческий капитал.

INTRODUCTION

A person is born into the world and begins to receive information. Throughout life, individuals acquire, process, and analyse information. In order to survive and adapt to their environment, they develop and perform specific activities. A child possesses natural (biological) capacities; however, higher mental functions develop under the influence of education, culture, and the social environment.¹ If these influences are examined, it becomes evident that a child first receives information from parents. The information received initially serves to satisfy primary needs, such as walking, talking, eating, and performing everyday activities. As time passes, these needs expand, and the child becomes involved in the process of early education.

LITERATURE REVIEW

The Swiss scientist Jean Piaget revolutionised the fields of child psychology and cognitive development. Prior to Piaget's research, children were often regarded simply as "inexperienced, less knowledgeable little adults." Piaget was among the first scholars to demonstrate that children do not think less effectively than adults; rather, they think in a fundamentally different way. Following many years of research, he developed a comprehensive theory explaining how a child's intellect develops. Piaget divided intellectual development into four distinct stages, each characterised by specific age boundaries.²

According to Piaget's theory, each stage plays a crucial role in a child's intellectual development and serves as the foundation for the subsequent stage. In his view, a child's capacity for thought develops progressively with age through the following stages:

Name of the Stage	Age Range	How Does the Child Understand the World?	Most Significant Achievement
Sensorimotor	0–2 years	Through the senses (sight, hearing, etc.) and physical movements.	Object permanence: understanding that something which disappears from sight has not completely vanished.
Preoperational (Pre-operative)	2–7 years	Through symbols, words, and imagination. Logical thinking is still limited.	Speech development and symbolic play. Children view the world primarily from their own perspective (egocentrism).
Concrete Operational	7–11 years	Can think logically about concrete objects and observable phenomena.	Understanding the principle of conservation: realising that the volume of water remains unchanged when poured from a narrow, tall glass into a wide container.
Formal Operational	12 years and over	The ability to think logically about abstract concepts and assumptions.	Hypothetical and systematic thinking: planning for the future and finding answers to questions such as "What if...?"

During the preoperational stage, children's speech develops rapidly, and they actively engage in symbolic play while predominantly interpreting the world from their own perspective. In many developed countries, institutions responsible for child development and education strive to provide children with broader knowledge, richer experiences, and appropriate guidance during this important stage of development.

RESEARCH METHODOLOGY

Research methodology is based on the collection and analysis of secondary data obtained from scientific literature, international research publications, educational policy documents, and reports related to child development, career guidance, and the role of teachers in education. Information was gathered through a systematic review of academic sources, including studies on cognitive development, multiple intelligences, and preschool education systems in different countries. The collected data were analysed using comparative, descriptive, and content analysis methods. Comparative analysis was employed to examine different educational approaches and teacher practices, while content analysis was used to identify common patterns regarding the influence of qualified teachers on children's educational and career development. The findings were interpreted through a qualitative approach, enabling the identification of key factors that contribute to the effective guidance of children according to their abilities, interests, and future career aspirations.

¹ Mind in Society: The Development of Higher Psychological Processes, Cambridge, Massachusetts London, England 197

² Piaget, The Origins of Intelligence in Children, translated by Margaret Cook, 136.72 p580 66-00634



ANALYSIS AND RESULTS

Identifying and nurturing a child's abilities from nursery school is a fundamental task. This issue plays an important role in a child's life. Educators undertake this vital responsibility. They must not only impart knowledge but also recognise a child's talents and provide appropriate guidance. Certain forms of knowledge and understanding develop with age; therefore, it is important for educators, drawing upon their experience and professional perspective, to recognise a child's talents and communicate their observations to the child's parents. This contributes to social development and serves as an important step in helping children find their place in life.

If the teacher is compared to a carpenter, a carpenter can determine at a glance what can be created from a piece of wood. Similarly, educators should understand children's abilities and identify the fields to which they are best suited so that they can realise their potential. In society, individuals are most successful when they choose fields that correspond to their talents and interests. Guiding children in accordance with their abilities contributes to both personal fulfilment and social development. Therefore, the role of educators in helping children discover their strengths and interests is highly significant. Fields led by competent and dedicated specialists tend to develop more effectively and sustainably. When individual talents are recognised and supported appropriately, both personal and professional development can be achieved more successfully.

Each country's preschool education system possesses distinctive features while also sharing certain common characteristics with others. In China, state preschool education institutions began to emerge in the mid-19th century.

The aim of preschool education is to prepare children for school and enable them to master the school curriculum effectively. In Chinese kindergartens, children are taught the fundamentals of literacy, reading, and numeracy. In addition, they learn drawing, singing, dancing, and other creative activities. The curriculum may vary depending on the type of preschool institution. In private fee-paying nurseries, additional subjects, including English, may be offered at the request of parents. In state nurseries, curricula are generally developed by regional education authorities.³

In Japan, programmes involving participation in sports, educational excursions, visits to zoos, and practical activities such as planting crops are systematically organised across preschool education institutions. In other words, although children may attend nurseries in different cities, they often grow up learning the same songs, poems, and daily routines. Preschool education institutions are usually managed by local authorities or private organisations and are commonly located within residential areas. One of the primary objectives of the Yochien system is to foster children's independence and self-esteem. The curriculum places particular emphasis on activities designed to develop creativity, imagination, and social skills. Children learn through play and are encouraged to explore their surroundings and express their thoughts freely. Furthermore, considerable attention is devoted to the development of cognitive abilities, including literacy and numeracy. Japanese children are taught to read and write using the 'hiragana' writing system, a phonetic alphabet unique to Japan. They also acquire basic mathematical skills, including counting, addition, and subtraction. Another important feature of the Yochien system is its strong emphasis on physical activity and health.⁴

It is evident that early education in developed countries is oriented towards providing children with broad knowledge and diverse experiences. One of the primary objectives of this approach is to help children develop an understanding of different professions and life pathways from an early age. The more areas of knowledge children are exposed to, the greater their opportunities for intellectual and personal development. In his Theory of Multiple Intelligences, Harvard University professor Howard Gardner identified eight distinct forms of intelligence.

Each type of intelligence presented in the model is characterised as follows:

Type of Intellect (Scientific Name)	Name in the Graphic	Description and Characteristics	Suitable Professions/ Fields
1. Linguistic	Word Smart	Excellent command of words, grammar, rhetoric, and written expression.	Writers, journalists, lawyers, translators.
2. Logical-Mathematical	Logical-Mathematical Smart	Working with numbers, constructing logical chains, systematically analysing problems, and thinking abstractly.	Mathematicians, programmers, economists, scientists.

3 Xaydarova Ra'no Anvarovna, On The Improvement Of The Preschool Education System The Chinese Experience// Education and Innovative Research (2023 No. 3)

4 Mo'ydinova Malohatxon, "The distinctive features of the Japanese preschool education system: development, problem-solving and prospects," Proceedings of the Republican Scientific and Practical Conference. Andijan. 9-10 April 2025 <https://doi.org/10.5281/zenodo.15230444>

3. Visual–Spatial	Picture Smart	Visualising spatial objects and working with maps, charts, and 3D shapes.	Architects, designers, pilots, artists.
4. Physical–Kinesthetic	Body Smart	Excellent control of body movements and physical objects, combined with a strong sense of balance.	Athletes, surgeons, dancers, artisans.
5. Musical	Musical Smart	A highly refined sense of rhythm, melody, timbre, and musical tones, as well as the ability to compose and recall tunes.	Composers, musicians, singers, sound engineers.
6. Interpersonal (Social)	People Smart	Understanding other people's feelings, motivations, and intentions, and establishing effective relationships with them.	Politicians, diplomats, educators, managers.
7. Inner Self	Self Smart	A deep understanding of one's own feelings, strengths, weaknesses, and goals, together with the ability to manage oneself effectively.	Psychologists, philosophers, strategists, entrepreneurs.
8. Ecological Intelligence	Nature Smart	The ability to recognise, classify, and systematise the environment, animal and plant kingdoms, and natural phenomena.	Biologists, ecologists, geologists, farmers.

The essence of Howard Gardner's Theory of Multiple Intelligences can be summarised through three key principles.

The first principle states that every individual possesses each type of intelligence to some degree. Gardner does not limit intelligence solely to IQ scores or logical–mathematical ability. According to his theory, every person possesses linguistic, logical–mathematical, visual–spatial, bodily–kinesthetic, musical, interpersonal, intrapersonal, and naturalistic intelligences. However, the level of development of each intelligence varies among individuals. For example, one child may demonstrate exceptional musical ability, while another may excel in logical thinking or sports.

The second principle emphasises the interaction of different forms of intelligence. When performing a task, individuals rarely rely on only one type of intelligence. Instead, several forms of intelligence typically operate simultaneously. For example, a teacher uses linguistic intelligence to explain concepts, interpersonal intelligence to communicate effectively with students, and intrapersonal intelligence to manage personal activities and professional responsibilities. Therefore, human success often depends on the harmonious interaction of multiple intelligences.

The third principle emphasises that intelligence can be developed. According to Gardner's theory, intelligence is not a fixed and unchangeable characteristic. Rather, it can be strengthened through regular practice, learning, and experience. For example, reading and writing activities contribute to the development of linguistic intelligence, musical activities enhance musical intelligence, and participation in sports promotes bodily–kinesthetic intelligence. Therefore, education and upbringing play a crucial role in identifying, developing, and refining an individual's existing abilities and potential.

CONCLUSION AND RECOMMENDATIONS

In conclusion, a child's development as an individual and their future success are, to a large extent, dependent on their early development. While Jean Piaget's theory demonstrates that children's cognitive development occurs through distinct stages, Howard Gardner's Theory of Multiple Intelligences scientifically confirms that every child possesses unique abilities and talents. Therefore, one of the primary tasks of the preschool education system is to create the necessary conditions for the early identification and development of children's intellectual, creative, and social potential.

The experiences of China and Japan demonstrate that providing children with opportunities to engage in a variety of activities from an early age, observing their interests and abilities, and supporting their independent thinking contribute to the development of skilled and motivated professionals in the future. In this process, the role of the educator is of particular importance, as educators should act not only as providers of knowledge but also as specialists who identify children's talents and guide them appropriately.

Therefore, the early identification of children's individual abilities, the creation of a development environment suited to their needs, and the support of their intellectual potential are important factors not only in enabling individuals to lead successful and fulfilling lives but also in promoting the sustainable development of society and enhancing human capital.



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- 13.00.00 Pedagogika fanlari
 - 13.00.01 Pedagogika nazariyasi. Pedagogik ta'limotlar tarixi
 - 13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
 - 13.00.03 Maxsus pedagogika
 - 13.00.04 Jismoniy tarbiya va sport mashg'ulotlari nazariyasi va metodikasi
 - 13.00.05 Kasb-hunar ta'limi nazariyasi va metodikasi
 - 13.00.06 Elektron ta'lim nazariyasi va metodikasi (ta'lim sohaları va bosqichlari bo'yicha)
 - 13.00.07 Ta'limda menejment
 - 13.00.08 Maktabgacha ta'lim va tarbiya nazariyasi va metodikasi
 - 13.00.09 Ijtimoiy pedagogika
 - 07.00.00 Tarix fanlari
 - 19.00.00 Psixologiya fanlari
 - 01.00.00 Fizika-matematika fanlari
 - 02.00.00 Kimyo fanlari
 - 03.00.00 Biologiya fanlari
 - 09.00.00 Falsafa fanlari
 - 10.00.00 Filologiya fanlari
 - 11.00.00 Geografiya fanlari



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