

## DIAGNOSTIC AND CORRECTIONAL TECHNOLOGIES IN THE PROJECT-BASED DEVELOPMENTAL EDUCATIONAL PROCESS OF VOCATIONAL TRAINING

<https://doi.org/10.5281/zenodo.20554627>

**Bazarbayeva Mexribanu Raximnazarovna**

*1st year of Master's degree*

*Nukus state pedagogical institute named after Ajiniyaz*

*(Republic of Karakalpakstan, Nukus)*

### **Abstract**

This article substantiates the need to introduce a project-based developmental paradigm as the methodological foundation for the psychological and pedagogical support of an individual's professional maturation within the vocational education system. The primary support functions are examined, including diagnostic, informational, educational, advisory, correctional, and organizational-psychological-pedagogical. A modular model for developing students' individual characteristics is also proposed, which considers neurodynamic, psychophysiological, intellectual, and socio-psychological indicators. Special emphasis is placed on the preventive nature of correctional work, the importance of training aimed at developing adaptation, self-regulation, and creative potential, and the role of an interdisciplinary team of specialists in ensuring students' social adaptation and comprehensive development. The article argues that a priority task is to develop the substantive components of psychological and pedagogical support for all stages of vocational education within a competency-based framework. This is crucial for equipping future specialists with the ability to independently resolve professional and personal issues and for effectively implementing project-based developmental practices in the educational environment.

### **Keywords**

project-based developmental approach; psychological and pedagogical support; professional maturation; competency-based approach; diagnostic module; preventive correction; person-centered training; socio-professional adaptation.

**INTRODUCTION:** Enhancing the professional skills and potential of participants in the educational process is a leading principle in the development of the modern educational environment, taking place against the backdrop of intense

innovative changes in the socio-economic sphere. In the context of accelerating socio-economic changes, the modernization of vocational education necessitates the reform of the training system for future specialists. The continuity and flexibility of educational pathways task specialists with clearly understanding the developmental priorities and directions of their professional field and rapidly adapting to the fast-changing conditions of life and professional activity. The professional field of the future demands the constant enrichment of professional competencies, as well as the formation of personal qualities in accordance with cultural, ethical, and professional norms. This can only be achieved through a high level of socio-professional training and the active realization of the creative potential of educators, who are the subjects of educational and upbringing practices. Consequently, an urgent need is emerging to develop innovative approaches and methods that serve to address new educational and upbringing tasks within the vocational education system.

**LITERATURE REVIEW AND METHODOLOGY:** Under the conditions being considered, it is advisable to frame the task of developing the personality of a future specialist based on a project-based developmental paradigm, which serves as a methodological platform for formulating the innovative problems of vocational education pedagogy. The essence of the project-based developmental approach to the educational process in a vocational education organization is to create conditions and opportunities for an individual's self-expression, to integrate educational tasks into the scope of real-life problems, and to ensure the priority of subject-content responsibility aimed at the development, maturation, and formation of the individual, as well as their physical, mental, and social well-being.

Within the framework of the project-based developmental approach, it is important not only to organize a favorable external and internal environment for activities in vocational education institutions but also to purposefully cultivate the individual as a person. In this sense, the introduction of a project-based developmental approach into the educational practice of vocational education should be viewed as a dual process – that is, a simultaneous process of professional formation and personal development.

In this regard, a priority task is to develop the substantive components of psychological and pedagogical support, structured in accordance with the principles of a project-developmental approach and integrated into the system of general competency paradigms of vocational education.

Psychological and pedagogical support is a holistic, systematic organizational activity in which socio-psychological and pedagogical conditions are created and

maintained within vocational education institutions to ensure the student's professional and personal development. In the process of mastering professional competence, supporting the subject is understood as moving alongside a changing individual, promptly indicating possible paths, and providing targeted assistance where necessary. Thus, the psychological and pedagogical support for a student in the vocational education system is a holistic process of researching, forming, developing, and correcting the individual's professional maturity.

The general essence of psychological and pedagogical support within the framework of a competency-based approach is to form the future specialist's ability to independently resolve professional and personal issues. The goals of psychological and pedagogical support are as follows:

- To ensure favorable socio-psychological and psychological-pedagogical conditions for learning in a higher educational institution within the context of the competency paradigm's practice;
- To form students' psychological culture and strengthen their mental well-being;
- To facilitate the realization of students' personal potential, self-development, and self-expression;
- To provide psychological assistance in difficult personal situations.

One of the primary tasks of providing psychological and pedagogical support for an individual's professional development is not only to offer timely assistance and support but also to form the skills to effectively overcome various difficulties. Additional tasks include:

- identifying the professional inclinations of future specialists during the implementation of project-based developmental activities;
- preserving and developing the creative potential of teachers and students;
- preventing and assisting in the resolution of relevant communicative conflicts between classmates and educators during project activities, as well as the prevention of disorders in the emotional-volitional sphere;
- providing psychological support for the implementation of social and educational projects aimed at forming civic identity and developing civic and professional responsibility;
- improving professional and psychological-pedagogical competence, ensuring the organization of project-based developmental activities within a team of like-minded individuals.

A project-based developmental approach to the educational process entails the implementation of a set of psychological and pedagogical support functions through the following:

- developmental diagnostics, based on which individual recommendations are formulated for the student and the conditions for the successful mastery of their educational program are determined;
- personal and professional development training aimed at self-improvement and enhancing professional skills;
- monitoring of socio-professional development, which provides a systematic assessment of the dynamics of professional growth;
- psychological counseling on issues of socio-professional advancement;
- designing alternative career scenarios that aid in the conscious selection of professional trajectories;
- person-centered training to enhance socio-professional competence;
- adaptation, self-management, and self-regulation training aimed at strengthening the emotional-volitional sphere and restoring the individual's psychophysiological balance.

**RESULTS AND DISCUSSION:** Psychological and pedagogical support, carried out within the framework of the functions listed above, is elevated to the level of a socio-psychological technology, in which interconnected stages of work with students and educators are consistently implemented. These stages manifest as components of the technology and can be classified into types such as analytical-diagnostic, informational, teacher-educational, consultative, correctional, and organizational-psychological-pedagogical.

To implement the analytical-diagnostic stage, a diagnostic toolkit designed for the comprehensive study of students and teachers is utilized. Conducting an in-depth, comprehensive psychological assessment ensures a more precise identification of each participant's individual capabilities, which must be considered when planning and implementing the project's various stages. This also allows for the anticipation of potential difficulties and the development of recommendations that minimize risks and barriers to introducing a project-based developmental approach into educational practice.

During the informational stage, it is advisable to use a modular system for creating and presenting final individual profiles. A profile is constructed from separate standard blocks, and their number and content can vary depending on the priorities of the current training stage or the instructor's requirements. When creating individual profiles, the following parameters should be considered:

- neurodynamic and psychophysiological characteristics;
- intellectual and professional abilities;
- individual personal qualities;
- socio-psychological characteristics.

Such a modular structure helps to flexibly adapt the content of the profile to the specific objectives of the educational project and ensures its practical application in the context of vocational education.

To implement the analytical-diagnostic stage, a specialized diagnostic toolkit designed for the comprehensive study of students and teachers is used. Conducting an in-depth, comprehensive psychological study allows for a more complete identification of each participant's individual resources. These resources must be taken into account when planning and implementing the project's various stages, anticipating potential difficulties, and developing practice-oriented recommendations. Following these recommendations reduces the likelihood of complications that may arise when introducing a project-based developmental approach into educational practice.

During the informational stage, it is recommended to use a modular system for creating and presenting final individual profiles. The final profile consists of individual standard blocks, the number and substantive enrichment of which can vary depending on the priorities of the current training stage or at the educator's request. When compiling individual profiles, the following parameters must be taken into account:

- neurodynamic and psychophysiological characteristics;
- intellectual and professional abilities;
- personal and individual qualities;
- socio-psychological characteristics.

The modular system allows for the adaptation of the profile's content to the specific objectives of the educational project and ensures its practical relevance in the context of vocational education.

At the correction stage, the primary focus is on preventing potential difficulties that may arise during the implementation of project-based developmental activities. The core principle here is prevention (preventiveness): it is essential to transition from an "emergency intervention" model (reacting to difficulties that have already occurred) to systemic measures that prevent such situations from arising in the first place.

The organizational-psychological-pedagogical stage involves using modern, congruent technologies that facilitate the implementation of the project-based

developmental approach. This includes developing methodological recommendations for teachers on optimizing interpersonal relationships, as well as conducting training sessions aimed at fostering sensitivity, creativity, and motivation for personal growth and achievement. Research activities focused on identifying factors that influence the development of students' creative potential and personal maturity are also associated with this stage. The goal of the research is to develop practice-oriented recommendations for the teaching staff to improve the integration of the project-based developmental approach into educational practice.

Psychological and pedagogical support, viewed as a multifaceted process, should be implemented as the coordinated, interdisciplinary activity of specialists aimed at ensuring an individual's social adaptation and their comprehensive development.

Undoubtedly, the task of forming and developing personal traits such as motives, values, beliefs, and the "self-concept" cannot be resolved solely within the framework of traditional educational relationships. This requires a purposefully structured system of psychological and pedagogical support mechanisms and technologies that ensures the integration of innovative approaches, including the project-based developmental approach, throughout the entire educational process.

**CONCLUSION:** The analysis confirms that introducing the project-based developmental paradigm into the vocational education system serves as an effective methodological foundation for the psychological and pedagogical support of an individual's professional maturation. The integration of diagnostic, informational, educational-enlightenment, advisory, correctional, and organizational-psychological-pedagogical functions ensures the holistic and systemic nature of the support, aimed at forming students' professional competence and their comprehensive personal development.

The key condition for the successful implementation of the project-based developmental approach is the modular organization of diagnostic-informational procedures and the preventive orientation of corrective work. This allows for the timely identification of individual resources and risks, the forecasting of potential difficulties, and the determination of adaptive trajectories for professional growth. The practical significance of the approach is enhanced by the use of person-centered training, self-regulation programs, and mechanisms to support the creative potential of both students and educators.

The interdisciplinary coordination of specialists' activities and the systematic implementation of psychological-pedagogical technologies that ensure the individual's social adaptation and the formation of their value-motivational

components are also of great importance. Developing the substantive components of psychological and pedagogical support at all levels of vocational education and integrating them into the competency-based paradigm creates a foundation for future specialists to develop the ability to independently solve professional and personal tasks.

Thus, the project-based developmental approach, combined with systemic psychological and pedagogical support, represents a promising strategy for modernizing vocational education. Further methodological and scientific support for its implementation is recommended in order to verify the effectiveness of these practices and to develop practice-oriented recommendations for teaching teams.

### REFERENCES:

1. The main directions of integration processes of training and education in establishment of professional education: the scientific report under the editorship of G.V. Mukhametzyanovy. Kazan 2010 pages 36-38. (In Russ.)
2. Maslennikova V.Sh. Topical issues of socialization of formation of the identity of the student // Nauchnaya shkola. 1998. № 7. page 6-12. (In Russ.)
3. Maslennikova V.Sh. Conceptual approaches to the organization of educational activity of the teacher on formation of social-oriented person in system of teaching professional education. Kazan 2010. 430p. (In Russ.)
4. Kengesbayevich, R. M. (2025). PERSONAL VALUES IN THE STRUCTURE OF SPIRITUAL AND MORAL EDUCATION. *AMERICAN JOURNAL OF MULTIDISCIPLINARY BULLETIN*, 3(1), 1-4.
5. Kengesbayevich, R. M. (2025). TRADITIONS OF RELIGIOUS PEDAGOGY IN THE STUDY OF SOCIAL EDUCATION. *AMERICAN JOURNAL OF EDUCATION AND LEARNING*, 3(1), 28-32.
6. Ovcharova R.V. Technologies of the practical psychologist of education: Manual for students of higher education institutions and practical workers. M.: «Sphere» of 2000. 448 pages. (In Russ.)