

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

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**Bazarbayeva Mexribanu Raximnazarovna**

*1st year of Master's degree*

*Nukus state pedagogical institute named after Ajiniyaz*

*(Republic of Karakalpakstan, Nukus)*

### **Abstract**

The article substantiates the necessity of implementing the project-development paradigm as a methodological basis for psychological and pedagogical support of professional development in the vocational education system. The integration of diagnostic, informational, educational, advisory, corrective, and organizational-pedagogical functions ensures systematic support aimed at developing students' professional competence and their comprehensive personal development.

### **Keywords**

project-development paradigm, psychological and pedagogical support, diagnostic and correctional technologies, modular description, neurodynamics; psychophysiological indicators, professional competence, preventive correction.

Enhancing the professional skills and potential of participants in the educational process is a fundamental principle for developing a modern educational environment, which is characterized by rapid innovations in the socio-economic sphere. In the context of rapid changes in vocational education, reforming the specialist training system is required: continuous and flexible educational trajectories compel professionals to clearly define the priorities of their field and quickly adapt to changing work and life conditions. Future professional activity demands the constant updating of competencies and the formation of personal qualities in accordance with cultural, ethical, and professional norms. This is achieved through the high level of socio-professional training of educators and the active realization of their creative potential as subjects of the educational and upbringing practice. Therefore, there is an acute need to develop innovative

approaches and methodologies aimed at solving new educational and upbringing tasks within the vocational education system.

As a methodological platform for addressing the innovative challenges of vocational training, it is proposed to structure the development of a future specialist's personality based on the design-development paradigm. The essence of the design-development approach is to create conditions for self-realization, integrate educational tasks with real-life problems, and ensure subjective responsibility aimed at the comprehensive development of the individual, including their physical, mental, and social well-being.

Within the framework of the design-development approach, the formation of a professional entails not only establishing a favorable external and internal environment in vocational education institutions but also the purposeful cultivation of the individual as a person. The introduction of this approach into educational practice should be viewed as a simultaneous, two-sided process—parallel professional formation and personal development.

The most important task is to develop the substantive components of psychological-pedagogical support, structured in accordance with the principles of the design-development paradigm and integrated into the system of general competency frameworks of vocational education.

Psychological-pedagogical support is a holistic, systematic, organizational activity aimed at creating and maintaining socio-psychological and pedagogical conditions that ensure the professional and personal development of the learner. Support is understood as the accompaniment of an individual in the process of acquiring professional competence: that is, to promptly indicate possible trajectories and provide targeted assistance when the need arises. Thus, support is a continuous process of researching, forming, developing, and correcting an individual's professional maturity.

Within a competency-based approach, psychological and pedagogical support is aimed at forming a future specialist's ability to independently solve professional and personal problems. The objectives of this support are:

- to create favorable socio-psychological and pedagogical conditions for learning in higher education within the context of the competency paradigm;
- to form students' psychological culture and strengthen their spiritual well-being;
- to facilitate the unlocking of personal potential, self-development, and self-realization;
- to provide psychological assistance in crisis situations.

The main task is not only to provide timely support but also to form students' skills for effectively overcoming difficulties. Additional tasks include:

- identifying professional aptitudes during project-based developmental activities;
- preserving and developing the creative potential of teachers and students;
- preventing and resolving communicative conflicts, as well as the prevention of emotional-volitional disorders;
- providing psychological support for socio-educational projects aimed at fostering civic and professional responsibility;
- enhancing professional and psychological-pedagogical competence for organizing project activities within a team of like-minded people.

The implementation of this support involves a complex of interconnected functions:

- developmental diagnostics, through which individual recommendations and conditions for successful program mastery are developed;
- personal and professional growth training for self-development and knowledge improvement;
- monitoring of socio-professional development for a systematic assessment of formation dynamics;
- providing psychological counseling on issues of professional growth;
- designing alternative career scenarios for the conscious selection of development trajectories;
- person-centered training on improving socio-professional competence;
- adaptation, self-monitoring, and self-regulation training to strengthen the emotional-volitional sphere and restore psychophysiological balance.

Psychological and pedagogical support is formalized as a socio-psychological technology, in which analytical-diagnostic, informational, educational-enlightenment, consultative, correctional, and organizational-pedagogical stages are implemented sequentially. These stages create a unified system of working with students and teachers, ensuring their sustainable professional and personal development.

For the analytical-diagnostic stage, a set of specialized diagnostic tools is used to ensure a comprehensive and in-depth study of students and teachers. Psychological assessment identifies the personal resources and limitations of the participants. These are taken into account when planning project stages, allowing for the forecasting of potential difficulties and the formulation of practice-oriented

recommendations that reduce the risks of implementing a project-development approach.

During the information stage, it is advisable to use a modular system for forming the final personal profile, which consists of standard blocks whose number and content vary depending on the preparatory tasks and the teacher's requirements. The following key parameters are considered when compiling the profile:

- neurodynamic and psychophysiological characteristics;
- intellectual and professional aptitudes;
- personal-individual traits;
- socio-psychological particularities.

The modular structure ensures the content's adaptability to the educational project's objectives and its suitability for practical application in vocational education.

For the implementation of the information stage, it is recommended to use a modular system for forming the final personal profile. The profile consists of standard blocks, the number and content of which vary depending on the priority areas of the stage or the teacher's request. The following main parameters are taken into account when creating it:

- neurodynamic and psychophysiological characteristics;
- intellectual and professional aptitudes;
- personal-individual traits;
- socio-psychological particularities.

The modular architecture ensures the content's adaptability to the tasks of the educational project and its suitability for practical application in vocational education.

At the corrective stage, priority is given to preventive measures: a transition is envisioned from a "rapid intervention" model to systematic actions that prevent the emergence of difficulties during project-development activities. The main goal is the early identification of risks and the implementation of measures to reduce the likelihood of complications.

Within this stage, modern congruent technologies that support the implementation of the project-development approach are introduced. The measures include: developing methodological recommendations for optimizing interpersonal relationships; conducting training on sensitivity, creativity, and the pursuit of personal growth; and carrying out scientific research on the factors of creative potential and personal maturity development. The final goal is to formulate

practice-oriented recommendations for the teaching staff on improving the integration of the project-developmental approach into educational practice.

Psychological and pedagogical support, as a multifaceted process, is carried out through the coordinated interdisciplinary activities of specialists aimed at ensuring social adaptation and the comprehensive development of the individual.

The formation of motives, values, beliefs, and the "self-concept" does not fit within the framework of traditional educational interactions; this requires a targeted system of psychological and pedagogical support mechanisms and technologies that ensure the integration of innovative, particularly project-based developmental, approaches into the entire educational process.

**Conclusion:** Thus, the project-based developmental method, in conjunction with systematic psychological and pedagogical support, is considered a promising strategy for modernizing vocational education. To confirm its effectiveness and develop practice-oriented recommendations, further methodological and empirical support is proposed.

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