# The Role Of Digital Technologies In Professional Development And Professional Choice In The Process Of Professional Choice.

**Saparniyazova Rakhima Makhsetbaevna**

Doctoral student of Nukus State Pedagogical Institute named after Ajiniyaz

raximasaparniyozova3@gmail.com

**A B S T R A C T**

This article analyzes the role of digital technologies in career development. My research shows that digital technologies are changing the professional context of the younger generation and the available opportunities for career support. The impact of digital technology on career choices depends in part on the interaction of technology with society. They can be seen as tools, shapers of society or as social practices. For individuals, digital technologies can be understood through six metaphors: (1) library, (2) media channel, (3) surveillance camera, (4) marketplace, (5) meeting place, and (6) arena. Opting for referrals is using them to provide information, automated interactions, or communications. The article concludes by noting that three main pedagogical positions (instrumental, relational or critical) can be oriented. Ideas and proposals for career development in the harmonization of various information technologies and in solving the opportunities and problems presented to young people in choosing their profession are reflected in this article. Determining the training needs of young people and being able to clearly see their abilities is the most urgent problem in directing them to the profession. The use of digital technologies to solve such problems makes the work of specialists much easier.

**Introduction:** In the 21st century, the professional development of young people has consistently utilized and been influenced by technology. The development of new technologies has opened up new forms of work, learning, and living for individuals. Digital technology affects the availability of any forms and methods of practice aimed at guiding the younger generation in their professional orientation. In this context, "technology" refers to all tools, machines, containers, weapons, instruments, shelters, clothing, communication, and transportation devices, as well as the skills needed to produce and use them. From the era of extinguishing fire with conveyor systems and automobiles to the smartphone age, technologies have the potential to open up some opportunities for career choices while closing others. For example, the invention of aviation technology and its use in mass transportation directly impacted the creation of new professions, such as pilot, cabin crew, and ground crew, yet also had unexpected consequences for the globalization of the labor market, expanding the psycho-social horizons of career opportunities for future generations. Just as digital technology has always interacted with personal career development, it also has a dynamic relationship with professional growth through various interventions. The intellectual and emotional makeup of today's youth requires the use of digital technology, which plays a central role in education, employment, work, civic

engagement, and leisure time. With digital tools integrated into social life, it is often challenging to distinguish between digital and non-digital experiences. For instance, using a YouTube video in a lecture context places digital content at the center of face-to-face learning experiences. Similarly, the regular use of tablets and smartphones in workplace meetings for information checking—even by physically absent participants—creates a profound integration of information gathering and interaction methods, both physical and digital. Despite their deep integration into daily professional practices, there are certain unique roles of digital technology that intersect with societal impact.

In this study, I propose six methods that describe the roles of digital technologies in shaping individuals' professional paths: (1) digital library, (2) media channel, (3) surveillance camera, (4) online marketplace, (5) meeting place, and (6) arena based on a number of scientific findings.

**Digital Library:** Digital technologies provide young people with access to a broad range of information that they can use to reflect on their careers and professions. Information available on the internet often reflects the intentions of those who created it. Seeing people who have achieved high career success and a good lifestyle can serve as a strong motivator. In this sense, digital information acts as a career resource (library), strongly facilitating students' ability to find, emulate, and evaluate such content as they develop career goals and aspirations.

**Media Channel:** Digital technologies allow people to broadcast whatever they want without requiring permission or editing. Individuals can control how they present themselves online, choosing to hide their identity or adopt pseudonyms if desired. In a career context, individuals may deliberately or unintentionally use this media channel to create narratives about themselves that either support or hinder their career choices.

**Surveillance Camera:** The reverse side of the media channel is that digital technologies expose people to surveillance by everyone, especially those in positions of power. From a career perspective, such surveillance has the potential to turn every online portrayal or action into material that can be used in selection or management processes. Educational institutions, including career development services, are increasingly capturing and utilizing data about students. Perhaps even more troubling is that the perception of constant surveillance, even if not real, may shape people's behavior in ways that align with what employers or others desire.

**Marketplace:** Digital technologies also serve as a marketplace for career opportunities and choices. Through various forms of electronic recruiting and selection, they create new opportunities for people to connect with opportunity providers (employers and educators). They also increasingly shape how the labor market operates by allowing individuals to continuously "market" themselves through tools like LinkedIn or directly engage in platform-based work via services like Uber or TaskRabbit. Additionally, employer advertisements shared through social networks help develop and sustain this marketplace, enhancing career orientation through online advertisements and platforms.

**Meeting Place:** Digital technologies provide a "meeting" space for people to establish connections. Such interactions allow individuals to discuss, share information and connections, and build and support career-related networks. This can occur on career-specific sites like LinkedIn or Twitter, but also through interest-based platforms like Reddit or YouTube, where young people can connect with individuals influencing their career aspirations and ideals.

**Arena:** Finally, digital technologies create an arena where individuals and groups with various interests can engage in competition, establish or contest norms, and assert influence. This interaction can be both individual and collective, engaging with existing power structures in multiple ways. For students, this setting encourages critical thinking, allowing them to weigh the advantages and disadvantages of their career choices and make well-informed decisions.

Pedagogy interacts with digital technologies in various ways in the context of youth career choices and has supported the emergence of new forms of career advancement practices. This section draws on contemporary thinking in digital pedagogy to propose new ways of conceptualizing practices that develop integrated or digital career choice and career-building capabilities. This is achieved by addressing three possible approaches to technological pedagogy: instrumental, connective, and critical pedagogy. Instrumental approaches focus on meeting the career-learning needs of individuals, exploring how these can be addressed through technology. Digital technologies differ from previous technologies in several crucial ways: they are

multi-functional, constantly evolving, and often highly ambiguous in their modes of operation. Nevertheless, they remain powerful tools for educators who possess adequate technological knowledge, pedagogical knowledge, and content knowledge, enabling them to use these tools to facilitate learning. Students manage their learning independently through websites and digital environments, which creates a need for career development specialists to support their professional growth. Connectivist approaches link technology to the concept of shaping society. Students are continuing their careers in various ways, prompting career development specialists to embrace paradigm shifts and re-evaluate their roles. Instead of competing with the traditional repositories of informal knowledge maintained by institutions like schools, universities, and libraries, connectivist pedagogy promotes free access to information and networks that support individuals in their learning domains. This approach emphasizes the empowerment of the educator, positioning them in a supportive and facilitative role. Through professional studies published by colleagues focused on social media and professional practice, students who advance their careers as a transformative space can enhance their autonomy by connecting with the internet and exploring various responses to evolving technologies in career and specialization choices. After studying the various ways digital technologies can be used for career exploration, my research supports the idea that collaborative engagement benefits both educators and students in career development. This form of pedagogy (i) shifts away from merely delivering information, (ii) is non-hierarchical and student-centered, and (iii) encourages students to use digital tools independently. Participation in these networks does not require individuals to forgo privacy and offers substantial social benefits to each student in their career choices.

**Conclusion:** This article examines the complex interrelationship between digital technologies and career development. The field of career development is increasingly integrating new technologies, which both shape individuals' paths for pursuing their futures and offer new opportunities for enhancing practice. To effectively guide students in career choices, it is essential to begin by understanding how digital technologies are used in career practices and their relationship with societies. For students, digital technologies create new opportunities for career growth but also present challenges. Employment services can leverage these technologies to provide individuals with information, facilitate automated interactions, and enable connections with career development specialists and other forms of support. Educators play a crucial role in helping students understand the structure of opportunities provided by digital technologies and assist them in carefully evaluating which career paths might suit them best. Ultimately, we take an optimistic view of the opportunities digital technologies bring to career choices. Students now have greater access to information on jobs and careers worldwide, the ability to connect and collaborate without geographical or time constraints, and more control over their chosen educational paths.

<div align="center">References</div>

1. Tojiyev M. Oliy ta'limning bakalavr bosqichidagi "(Matematika) o'quv jarayonini loyihalash" turkumdagi fanlar, fan dasturlari va adabiyotlarini yaratishning metodologik asosi va metodikasi. // O'quv-uslubiy qo'llanma , – Toshkent, 2013 y, – 80 b.

2. Engle R.W., Tuholski S.W., Laughlin J.E., Sonway A.R. Working memory, short-term memory, and general fluid intelligence: A latent-variable approach // Journal of Experimental Psychology: General, 1999. -Vol. 128(3). – P. 309-331.

3. Ikromov J. Talabalarda mantiqiy isbotlashga bo'lgan ehtiyojni tarbiyalash//Matematika o'qitishni takomillashtirishga doir metodik tavsiyalar. – Chimkent, 1989 y., – B. 36-42 b.

4. Қодиров Бахтиёр Эшмурзаевич Термиз давлат университети, педагогика фанлари бўйича фалсафа доктори (PhD) //Образование и инновационные исследования международный научно-методический журнал. – 2021. – №. 1-Махсус сон. – С. 128-132.

5. Eshmurzaevich Q. B. O'QUVCHILARNING «TEXNOLOGIYA» FANIDA HUNARMANDChILIKKA OID MAXSUS KOMPETENSIYALARINI RAQAMLI TA'LIM MUHITDA RIVOJLANTIRISHNING PSIXOLOGIK-PEDAGOGIK SHART-SHAROITLARI //Наука и технологии. – 2023. – Т. 1. – №. 2.

6. Хуррамов Илхом Panjiyevich XI SUN'IY INTELLEKTNING O'ZBEKISTONDA RIVOJLANISHI VA PROFESSIONAL TA'LIMDA QO'LLANILISHI //TA'LIM VA RIVOJLANISH TAHLILI ONLAYN ILMIY JURNALI. – 2024. – Т. 4. – Yo'q. 2. – 257-259-betlar.

8.Kadirova B.R. Sposobnosti i sklonnosti. Psixofiziologicheskoye issledovaniye. – Tashkent, 1990 g., – 107 s.

7. Kolmogorov A.N. Matematika - nauka i professiY. – M., 1988 g., – 215 s.

8. Kolyagin Y.M. Zadachi v obuchenii matematike. Matematicheskiye zadachi kak sredstvo obucheniya i razvitiya uchashixsY. – M.: Prosvesheniye, 1977 g., – 112 s.