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Determination of the pedagogical design of the organization of Early Career Guidance work for preschool children through the game

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Abstract

Relevance. In the context of modern educational challenges and changes in the world of work, understanding the significance of early childhood for the development of ideas about future professional activity becomes more relevant, as this period lays the foundations for future career decisions.

Purpose. The purpose of the research is to expand the understanding of the significance of career guidance in early childhood and to explore methods of its effective implementation using pedagogical design, considering the current challenges and needs of children.

Methodology. Analytical methods and systematisation were used in this research.

Results. As a result of the research, it was established that the application of pedagogical design based on game techniques can have a significant impact on the process of career guidance of older preschool children, which is particularly significant in the conditions of the modern world, where stability gives way to uncertainty, complexity, dynamic change and ambiguity. The work highlights that conventional career guidance methods, in this context, may be ineffective and therefore new strategies need to be developed, in particular through pedagogical design, which can promote the development of key skills necessary for successful adaptation to a changing environment.

Conclusions. The research examined the different forms and types of career guidance games applicable to preschool children, which adds to the knowledge of possible strategies in career guidance work and provides early career professionals and educators with a wide range of tools to establish individualised and adapted approaches to work with children of this age group.

Keywords: career choice; motivational-value sphere; key skills; preschool education; career decisions.

Introduction

Play activities in the older preschool age take an essential place in a child's life. Therewith, games can help children

better understand the world of professions and develop the necessary skills and beliefs. It is crucial to diversify career guidance games to allow children to explore different

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aspects of future careers and ultimately make an informed choice. In this context, the research of different forms of pedagogical design of early career guidance in the play activities of older pre-schoolers becomes a key issue. The problematic of this research is that the modern world offers a huge variety of professions, many of which may be unfamiliar to children. It is essential to explore the aspects of acquaintance of senior preschool children with different professions and help them make an informed choice.

According to the studies of G.O. Abdullayeva and I. Menglibay [1], the process of choosing a future profession is complex and multifaceted, depending on many factors. However, scientists have drawn attention to the significant role of the motivational and value sphere of the subject, which includes interests, values, beliefs and needs, and individual-personal characteristics and social influences. Researchers note that interest in a certain profession can be stimulated by its popularity in society, while low demand for a profession can reduce interest in it. Researchers note that the choice of profession depends on many factors, and each person develops their idea of future activity based on their own beliefs, interests and opinions about the world and themselves in it. Therefore, it is essential to conduct more detailed research on early career guidance of preschool children, considering their differences from adults, such as their lack of established stereotypes, motivational and value sphere and other aspects.

Researchers S.A. Barnes et al. [2] highlight the role of parents in children's career guidance as parents are the first and closest educators for children and their attitudes, beliefs and expectations can have a profound impact on children's career choices. In addition, researchers are convinced that parents may be knowledgeable about the world of occupations and the labour market, enabling them to provide useful information and resources for their children's career guidance. The aspects of parents' influence on early career guidance of older preschool children need to be explored more thoroughly. In the research of scientists from Kazakhstan D.N. Issabaeva and N.A. Kurmangalieva [3], devoted to pedagogical design in early career guidance through play activities of older preschool children, noted that the key stages of creating educational materials for such career guidance include analysis, design, development, implementation and evaluation. Researchers are convinced that these stages are fundamental in establishing effective methods and educational materials for children of this age group. The features and aspects of early career guidance for older preschoolers need to be explored more thoroughly.

A research study by S.H. Aprinal et al. [4] emphasises that early career guidance is an essential element of the education of older pre-schoolers to support informed choice of future careers. Researchers highlight the role of the career guidance teacher-counsellor, who plays an essential role in guiding and supporting children in their first steps towards career choice. Further research and analysis are needed to better understand this aspect and to effectively implement pedagogical design in early career guidance. The research conducted by I.B. Shmigirilova et al. [5], emphasises that in the conditions of digital transformation of education, teachers need to develop educational strategies that will promote students' motivation, their active participation in the learning

process, development of their ability to generate new knowledge and successfully assimilate it. In addition, this includes the development of socio-professional skills that meet the modern requirements of society and the economy. To solve the above tasks, according to researchers, it is recommended to use pedagogical design as a methodological tool, which helps to systematise and plan the educational process considering modern requirements and needs of students, which requires more thorough research.

The purpose of this research is to better understand how early childhood can influence the development of children's career beliefs and how career guidance can be effectively implemented using pedagogical design methods.

Materials and Methods

Within the framework of this research, analysis and systematisation methods were applied, which allowed exploring the subject of using pedagogical design in the context of early career guidance in the play activities of older preschool children. These methods provided an opportunity to consider a wide range of information and approaches, to analyse both positive and adverse aspects of this area of research.

The application of the analytical method in this research allowed both to assess the subject at a deeper level and literally "dive" into the essence of the problem related to using pedagogical design in the early career guidance of older preschool children. This method allowed for a detailed research of various approaches, methods and practices existing in this field. This research method allowed identifying both general trends and the most important key aspects that influence the effectiveness of career guidance work with children of this age. Using the analytical method of research in this scientific work, a variety of forms of pedagogical design specifically focused on early career guidance in the play activities of older preschool children were identified, namely, educational games, professional excursions, creative workshops, interactive web resources and parental support, which provide unique opportunities for children to get acquainted with the world of professions, develop their interests and skills, and prepare for future professional activities. The analytical method, through which the forms of pedagogical design were explored, allowed identifying ways of effective early career guidance and stimulating the development of professional interests in older preschool children.

The systematisation method applied in this research allowed establishing a structured overview of the subject and identifying general patterns and principles that are critical for optimising the process of early career guidance. This method allowed exploring career guidance work with preschool children. By applying the method of generalisation in scientific work, it was possible to highlight various types of play activities that can be used in the early career guidance of preschool children, in particular, two main types of games: creative games based on ready-made plots (theatrical games, imitation games and drama games), which allow children to get into different roles and scenarios, contributing to the development of their imagination and creativity, and

creative games, where children themselves invent plots and scenarios (director games, fantasy games and plot games). The research, based on the systematisation method, highlights the significance of using such games in early career guidance, as they both promote the development of imagination and creativity and help children to better understand themselves and their interests, which may be important in the development of future professional perceptions.

Using this integrated methodological approach has contributed to the development of a holistic and effective strategy designed to improve children's early career guidance and optimise their future professional orientation, which includes both a variety of forms of play activities and consideration of children's psychological characteristics, and parental involvement and support from educational institutions.

Results

The modern world with its constant changes and challenges does not remain indifferent even to the youngest participants of the educational process, including older preschool children. They are forced to master the world around them, which is significantly different from the world presented to their parents. An essential point of reference in this process is play activity, and it is in this activity that children begin to be interested in questions about various professions and what they would like to become in the future. This period is the starting point for the development of ideas about professional activity. In the light of these changes, modern approaches to career guidance take on a new meaning. Game methods and interactive learning offered to older pre-schoolers become key tools for developing both professional ideas and key competencies that children need in the modern world. Such approaches actively prepare children for the challenges of modernity and equip them with the skills and knowledge necessary for successful adaptation and implementation in the modern world. Career development is a long-term process that leads to self-actualisation and involves successive stages of individual development. Advancement through these stages is key to achieving a successful career path. Successful development at earlier stages determines success at later stages. Therefore, career guidance work in childhood is essential for children to make more informed choices about their future career path. In this regard, the educational counsellor plays a significant role in guiding and supporting students in educational settings [4].

Nowadays, people have witnessed global changes and transformations that have disrupted the usual frameworks and standards. The term "VUCA" is an acronym that combines four key characteristics of contemporary reality: volatility, uncertainty, complexity and ambiguity. These features of the environment have become commonplace, and they pose several challenges for education and professional orientation [6]. In such an environment, it is difficult to succeed with conventional career development methods and models. Stable career paths, as they used to be, no longer guarantee successful professional implementation. It is essential to consider that young people face a variety of challenges that include a rapidly changing labour market, the emergence of new professions

and technologies, and the need for continuous learning and adaptation. In this context, educational institutions, career guidance services and educators are faced with the task of both providing information about professions and developing in students key competencies such as the ability to solve complex problems, analyse information, work in uncertain situations and adapt quickly to new conditions. The development of these skills from an early age becomes an essential factor for successful professional orientation and career development.

Early childhood represents an essential stage in the development of children's career perceptions. At this age, they begin to recognise occupations and develop their perceptions of them. Researchers argue that the information about occupations that children receive in preschool through their educational environment has a significant impact on their future career decisions [7]. Play activities in the older preschool age, and information received from others, become the foundation for developing professional beliefs and choosing a future profession. Parental involvement and availability of training programmes in the preschool education system contribute to the effectiveness of vocational training in early childhood. Introducing elements of vocational education into the preschool system plays an important role in developing children's future vocational orientation. However, parents expressed a preference for a gradual and consistent introduction of these elements. It is due to the awareness of some difficulties in various spheres of professional activity, which emphasises the significance of protecting children from excessive workload [8].

Vocational guidance in childhood is highly relevant and requires attention from educational and training structures, as it allows children to familiarise themselves with a variety of professions, and understand their characteristics, requirements and opportunities. Children need to develop an idea of their future careers. In this process, the role of educators and parents is of paramount significance, as they will have to conduct conversations about various professions, their attractions and peculiarities. In addition, children aged 5-6 years old can be involved in a variety of games and exercises that will help them understand their interests and preferences [9].

Career guidance – it is a much deeper and more multifaceted process than simply providing information about different professions. It is active support and counselling designed to help people identify their professional interests and purposes and to ensure that they have the necessary knowledge and skills to make a successful start in their chosen field. The term career guidance can be considered synonymous with career counselling, where a professional helps a person to identify the most appropriate profession or career path, considering their interests, abilities, interests and life purposes [10]. However, in a broader context, career guidance can include a variety of activities, such as organising visits to workplaces, providing information about the current labour market, conducting professional training and games, particularly when it comes to early career guidance. The purpose of such initiatives is both to help in choosing a career path and to establish conditions for the development of professional skills and competencies, and to encourage personal growth and self-development.

Pedagogical design forms can work together to foster older preschoolers' positive attitudes toward future careers and help children develop the skills needed for potentially successful careers (Table 1).

Table 1. Forms of pedagogical design for early career guidance in play activities of senior preschool children

No.	Form of pedagogical design	Description	Examples
1	Developmental games	Games and activities designed to develop skills and interests related to specific occupations. For example, role-playing games in which children can play different professions.	Role-playing game "Hospital", "Shop"
2	Professional tours	Organised visits to businesses and institutions for children to witness different types of work in real life and to ask questions of specialists.	Tour to the fire station
3	Creative workshops	Masterclasses and lessons designed to develop specific vocational skills such as drawing, needlework, cookery.	Drawing masterclass
4	Interactive web-resources	Using online educational resources and games to present different professions and allow children to explore them through interactive activities.	Virtual game "Doctor Simulator"
5	Parental support	Holding information meetings and workshops for parents to help their children explore and understand their interests and preferences.	Seminar for parents "Career guidance support"

Source: compiled by the authors.

A variety of methods and tools can be used effectively to develop interests and understanding of occupational aspects at an early age. It is essential to establish an environment in which children can actively explore the world of occupations, develop their passions and talents, and understand what skills and knowledge can be useful in the future. Pedagogical design includes both play and activities, and interaction with the external environment, such as field trips and use of web resources, and parental

support. The process of early career guidance must be systematic and adapted to the individual needs and interests of each child.

Play remains the leading activity for older preschool children, particularly in the context of career guidance. Games have great potential for learning and development at this stage of childhood. Several types of career guidance games can be particularly useful for older pre-schoolers (Figure 1).

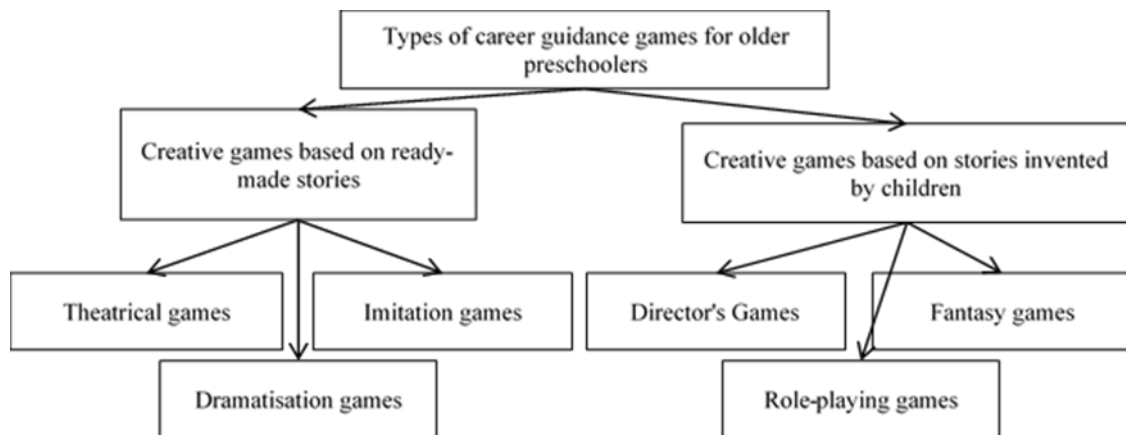


Figure 1. Types of play activities for early career guidance of preschool children

Source: [11].

These career guidance games have the potential to enrich children's play experiences and promote the development of skills and interests that can develop a foundation for their future professional orientation and career development. Creative story-based games – include games that allow children to experience different roles and scenarios. Such games may include theatrical performances where children play the roles of characters and develop acting skills. In addition, they can engage in mimic play, imitating the actions and behaviours of adults or professionals, which promotes the learning of skills related to different occupations. Dramatization games allow children to establish their own stories and scenarios, which helps to develop their creative thinking. The second

type – creative games based on stories invented by children – focuses on developing children's imagination and creativity. Here they can act as a director and control the course of the game, which contributes to the development of leadership and organisational skills. Fantasy games allow children to embody their fantasies and see the world in a non-standard light. Role-playing games allow children to establish and act out their own stories, which contributes to the development of their creativity and interests.

Play activities in the context of career guidance remain an integral part of developing older preschool children's ideas about their future profession and developing key skills necessary for a successful career. This process becomes more meaningful as a variety of career guidance

games contribute to a deep understanding of the world of professions and provide children with the opportunity to understand their interests and abilities. Therewith, such games contribute to the development of creativity and imagination, and increase the activity and learning level of children in the educational process. It is essential to emphasise that creative career guidance games can both interest children and enrich their understanding of the educational material, making it more accessible and interesting. Such games, being a kind of educational tool, can effectively develop key skills and competencies from a very early age. Therefore, it should be acknowledged that play activities in the context of children's career guidance are essential and should be considered as an integral element of their learning and development [12].

For the development of children's cognitive processes, it is significant to incorporate nature elements and activities into playful pedagogical design for older pre-schoolers, which can stimulate professional perceptions related to nature and the environment, which develops the child's cognitive interests [13; 14]. Games and activities related to nature and the environment can help children develop interests in specific professions related to the natural environment, such as biologist, ecologist or geologist. Early childhood represents an essential stage in the development of children's career perceptions and occupational beliefs. The information and experiences gained at this age have a significant impact on future career decisions. Educational programmes and active parental involvement are essential in developing children's career guidance [15]. However, effective implementation of career guidance requires a deep understanding of children's psychological characteristics and needs. In a modern world characterised by uncertainty and complexity (VUCA), conventional career guidance methods may not be sufficiently adaptive. Successful career guidance requires children to develop key skills such as analysing information, solving complex problems and adapting to changing environments.

Game-based pedagogical design is a promising area of development of the education system and professional orientation. Using play-based methods helps older preschool children to better understand professional aspects and develop the necessary competencies. Various forms of pedagogical design for early career guidance, including career guidance games, provide teachers and career guidance specialists with tools to establish individualised and adapted approaches to working with preschool children. In general, the pedagogical design of early career guidance in the play activities of older pre-schoolers has the potential to help children better understand the world of occupations and develop the skills necessary for successful adaptation in the modern environment. It contributes to a deeper comprehension of professional aspects and the development of stable ideas about the future career.

Discussion

In the modern educational context, the issues of career guidance for senior preschool children are becoming more and more significant. The process of developing ideas about future professional activity is necessary for children's successful adaptation to modern challenges. In

this context, research and practical developments related to the pedagogical design of early career guidance through play activities acquire special significance [16-18]. Comparing the positions of world researchers in this field with the results of this research is of strategic significance, as it allows identifying agreements and differences in approaches, and discovering the prospects for the development of methodology and practical recommendations in the field of early career guidance. Notably, the world scientific community is already actively engaged in the problem of career guidance at the preschool age, exploring various aspects such as using games and interactive methods. Such studies have valuable scientific conclusions and practical experience that can be useful for educational institutions and specialists working with older preschool children. Comparing the findings of this research with the work of international scholars and practitioners allows identifying similarities and differences in approaches, and clarifying which innovative methods and strategies may be most effective in a particular educational context. Such an analysis can contribute to the research of effective and individual-oriented methods of career guidance for older preschool children.

Researchers M. Muslihata et al. [19] emphasise that in the modern educational environment critical thinking skills, as skills integral to the 21st century, are becoming increasingly essential aspects for success in future careers. According to the researchers, the professional development of teachers specialised in career guidance and counselling plays a key role in developing effective career guidance strategies for students. Researchers say that teachers specialising in career guidance should actively use a variety of methods and tools to help students discover their interests and talents. In addition, they should help students develop skills that will be in demand in their future careers. This process may include conducting interactive quests, organising game activities, conducting training sessions and many other techniques to effectively develop career guidance skills in students. Comparing with the results of this research, it is necessary to agree that representatives of educational institutions should conduct early career guidance work considering the leading activity of a child in preschool age – play.

E. Huynh et al. [20], emphasise that story-oriented role-playing games are significant components of the process of developing visualisation skills in young children. The ability to develop visualisation literacy, according to the researchers, is critical to children's ability to understand the world around them and establish meaningful visual images. The researchers' study emphasises the role of play-based methods in educating children and developing their ability to interpret information visually. Comparing the results of this research, notably, story-based role-play is actively used to help children understand vocational pathways and create visual images of their future career opportunities, promotes the development of visualisation literacy, which can be useful for older pre-schoolers in exploring vocational aspects of the world around them, and emphasises the significance of integrating game methods, including story-oriented role-playing games, into the pedagogical design of early career guidance for older pre-schoolers.

J. Sweller [21] states that it is essential to consider the psychological characteristics of children when developing educational programmes, which becomes a key aspect in the context of pedagogical design for early career guidance of older pre-schoolers. According to the scientist's conclusions, effective learning requires both competent planning and a structured approach adapted to the specifics of age. The author emphasises the significance of adapting educational methods and strategies for deeper learning of the material by children. Notably, this principle is essential in early career guidance, where the design of educational games and activities should combine consideration of children's psychological characteristics to develop their ideas about their future professional activity [22-24]. The scientist focuses on the significance of applying psychological principles in the design of educational programmes and materials. In this context, it implies that when implementing pedagogical design for early career guidance, it is necessary to consider children's cognitive abilities, their ability to concentrate attention, and the level of complexity of the material. Consequently, the design of educational activities and games focused on career guidance for older pre-schoolers should consider the above-mentioned aspects of psychology and contribute to more effective learning and the development of ideas about future careers in children of this age group.

S. Meldrum [25] expresses an opinion about the significance of a critical pedagogical approach. She argues that such an approach is a necessity in the field of career guidance and professional development. A critical pedagogical approach means a deeper analysis and reflection on vocational choices and strategies, considering socio-cultural, economic and political contexts. In addition, this approach involves active interaction and discussion in a group context, which can greatly enrich learning and career guidance as it allows participants to consider professional development issues from multiple perspectives, which fosters deeper understanding and more informed career decisions. Within the research on pedagogical design for early career guidance for older pre-schoolers, the principle of critical pedagogy may be relevant. It is crucial to provide information about occupations and to facilitate children's reflection and dialogue through play to help them develop critical thinking and make more informed decisions about future careers [26-28].

The research of J.M. Otajonov and E. Usarova [29] raises an important question about the role of play activity in the development of communication skills in older preschool children. The researchers emphasise the significance of the play environment for the development of communication skills, which is relevant for pedagogical design focused on early career guidance. Researchers argue that play activities contribute to the development of key skills, such as the ability to express oneself, listen to others, cooperate and resolve conflicts, which, in the framework of comparison with the results of this research, are fundamental for successful communication and interaction both in role-playing games and in the process of career guidance.

Z. Xiong et al. [30] argue that using digital educational games can have a positive impact on the creative thinking of preschool children. The research of scientists identified

that such games contribute to the development of creative skills in children and can be an essential component of the educational process. In comparison with the results of this research, notably, digital educational games occupy an essential role in the development of key competencies in preschool children, which can have a significant impact on their future professional activities.

Research by scientists emphasises the relevance of career guidance for children from an early age. The new challenges of the modern world emphasise the significance of developing professional perceptions and key skills among older preschool children. According to the research of both world scientists and the results of this research, play activities remain an essential tool for the development of professional perceptions, which confirms the significance of integrating play methods into career guidance processes, as conventional methods of career guidance may not be sufficiently adaptive in a changing world. Nowadays, it is essential to develop and apply modern methods of early career guidance and to consider the challenges of the modern world when preparing future generations for professional activity, which is a key element of successful education and career development in modern society.

Conclusions

The research identified that early childhood is a critical period in the development of children's career perceptions and occupational beliefs. Awareness of occupational aspects and the development of ideas about future career paths begin at this stage and have a significant impact on future career decisions. The significance of educational programmes and active parental involvement in the career guidance of pre-schoolers is undeniable. However, it should be emphasised that, despite the significance of early childhood career guidance, its effective implementation requires a deeper understanding of children's psychological characteristics and needs. Game-based pedagogical design is an approach that can ensure the effective development of professional ideas in older pre-schoolers.

In addition, this research finds that in today's world characterised by "VUCA" (volatility, uncertainty, complexity and ambiguity), conventional career guidance methods may not be adaptive enough. Teaching children key skills such as analysing information, solving complex problems and adapting to rapidly changing environments is becoming an increasingly important element of successful career guidance. Thus, a pedagogical design of early career guidance that focuses on developing these skills through play activities may have significant potential to prepare children for future vocational challenges. In addition, the research highlighted the forms of pedagogical design for early career guidance with pre-schoolers and the types of career guidance games for this age, which is an essential addition to the understanding of effective career guidance strategies in older pre-schoolers. These aspects expand the arsenal of tools and strategies available to teachers and career guidance specialists and allow for more individualised and adapted approaches to career guidance work, considering the diversity of children's needs and interests at this age.

Based on the above results, notably, pedagogical design, oriented to early career guidance in the play

activities of older preschool children, is a promising direction for the development of the education system and career guidance. This tool promotes a deeper understanding of professional aspects and develops key competencies necessary for successful adaptation to the changing conditions of the modern world. Future researchers in this field should pay attention to cognitive, emotional and social aspects of preschoolers' development and their influence on career guidance activities.

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Conflict of Interest

None.

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Визначення педагогічного дизайну організації роботи з ранньої професійної орієнтації дітей дошкільного віку через гру

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Анотація

Актуальність. У контексті сучасних освітніх викликів та змін у світі праці розуміння значущості раннього дитинства для розвитку уявлень про майбутню професійну діяльність набуває більшої актуальності, оскільки саме в цей період закладаються основи майбутніх кар'єрних рішень.

Мета. Мета дослідження - розширити розуміння значущості профорієнтації в ранньому дитинстві та дослідити методи її ефективної реалізації за допомогою педагогічного дизайну, враховуючи сучасні виклики та потреби дітей.

Методологія. У дослідженні використано аналітичні методи та систематизацію.

Результати. У результаті дослідження встановлено, що застосування педагогічного проектування на основі ігрових технологій може мати значний вплив на процес профорієнтації дітей старшого дошкільного віку, що є особливо значущим в умовах сучасного світу, де стабільність поступається місцем невизначеності, складності, динамічним змінам і неоднозначності. У роботі підкреслюється, що традиційні методи профорієнтації в цьому контексті можуть бути неефективними, а тому необхідна розробка нових стратегій, зокрема за допомогою педагогічного дизайну, які можуть сприяти розвитку ключових навичок, необхідних для успішної адаптації до мінливого середовища.

Висновки. У дослідженні розглянуто різні форми та види профорієнтаційних ігор, застосованих до дітей дошкільного віку, що доповнює знання про можливі стратегії в профорієнтаційній роботі та надає фахівцям з ранньої кар'єри та вихователям широкий спектр інструментів для встановлення індивідуальних та адаптованих підходів до роботи з дітьми цієї вікової групи.

Ключові слова: вибір професії; мотиваційно-ціннісна сфера; ключові навички; дошкільна освіта; кар'єрні рішення.