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PSYCHOLOGICAL FACTORS AFFECTING PROFESSIONAL SELF-DETERMINATION OF HIGH SCHOOL STUDENTS

Abstract

The relevance of this article is due to the complexity of decision-making in choosing a future profession. Today, the world around us is more changeable than ever and the requirements it dictates for a specialist's personality are constantly changing, which makes the problem of professional self-determination even more urgent. The purpose of the article is to theoretically reveal and clearly show the degree of influence of various factors on the professional self-determination of high school students in a secondary school. This study was conducted on the basis of theoretical analysis, which included comparative and comparative analysis; The experimental part of the study was carried out using the empirical survey method. As a result of the research work, systematic data on the degree of predominance of certain factors in the professional self-determination of high school students is shown.

Keywords: *self-determination, profession, professional self-determination, factors, high school students.*

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ЖОҒАРЫ МЕКТЕП ОҚУШЫЛАРЫНЫҢ КӘСІБИ ӨЗІН-ӨЗІ АНЫҚТАУЫНА ӘСЕР ЕТЕТІН ПСИХОЛОГИЯЛЫҚ ФАКТОРЛАР

Аңдатпа

Бұл мақаланың өзектілігі болашақ мамандықты таңдауда шешім қабылдаудың күрделілігіне байланысты. Бүгінгі таңда бізді қоршаған әлем бұрынғыдан да өзгермелі және маманның жеке басына қойылатын талаптар үнемі өзгеріп отырады, бұл кәсіби өзін-өзі анықтау мәселесін одан сайын өзекті етеді. Мақаланың мақсаты – орта мектептегі жоғары сынып оқушыларының кәсіби өзін-өзі анықтауына әртүрлі факторлардың әсер ету дәрежесін теориялық тұрғыдан ашып, нақты көрсету. Бұл зерттеу салыстырмалы және салыстырмалы талдауды қамтитын теориялық талдау негізінде жүргізілді; Зерттеудің эксперименттік бөлімі эмпирикалық сауалнама әдісі арқылы жүзеге асырылды. Зерттеу жұмысының нәтижесінде жоғары сынып оқушыларының кәсіби өзін-өзі анықтауында белгілі бір факторлардың басымдылық дәрежесі туралы жүйелі деректер көрсетілген.

Кілтті сөздер: *өзін-өзі анықтау, кәсіп, кәсіби өзін-өзі анықтау, факторлар, жоғары сынып оқушылары.*

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ПСИХОЛОГИЧЕСКИЕ ФАКТОРЫ, ВЛИЯЮЩИЕ НА ПРОФЕССИОНАЛЬНОЕ САМООПРЕДЕЛЕНИЕ СТАРШЕКЛАСНИКОВ

Аннотация

Актуальность данной статьи обусловлена сложностью принятия решения в выборе будущей профессии. Сегодня окружающий нас мир как никогда изменчив и диктуемые им требования к личности специалиста постоянно меняются, что ставит проблему профессионального самоопределения еще более актуальной. Целью статьи является – теоретически раскрыть и наглядно показать степень влияния различных факторов на профессиональное самоопределение старшеклассников в условиях общеобразовательной школы. Данное исследование проводилось на основе теоретического анализа, которое включало в себя сопоставительный и сравнительный анализ; экспериментальная часть исследования проводилась с использованием эмпирического метода анкетирования. В результате исследовательской работы показаны систематизированные данные о степени преобладания определённых факторов при профессиональном самоопределении старшеклассников.

Ключевые слова: самоопределение, профессия, профессиональное самоопределение, факторы, старшеклассники.

INTRODUCTION

The problem of studying professional self-determination is one of the most important scientific and practical problems, since the choice of profession, the clarification of this choice arises from time to time throughout a person's working life, because a person constantly reflects, rethinks his professional realization and self-affirms in the profession. In addition, due to the development of the economic, political and socio-cultural situation in the country, the search for new theoretical approaches and the practical implementation of various forms of youth support has become an urgent issue.

Of course, the choice of profession should be based on the abilities and preferences of students, but this is not the only factor of choice. The definition of a specialty is also influenced by a wide range of other reasons - from the interests, desires, physical and psychological characteristics of the student himself, the opinions of parents, financial opportunities to the demand for this profession in the labor market. In this regard, it is necessary to search for a promising direction for individual professional self-determination of a personality by identifying, developing and using abilities, personal activity, revealing the motivational sphere and life orientation of young people. In addition, the main educational goal of the school should be individual adaptation to social life and an informed choice of profession. But in most cases, the choice of profession is made by itself, without reflection or under the influence of other people (parents, friends, idols). In this regard, the problem of the influence, to a greater extent, of external factors is relevant from the theoretical and practical study point of view.

MATERIALS AND METHODS

The study of this problem by specialists from different fields of psychology, career guidance, sociology, pedagogy, etc. causes the lack of an unambiguous interpretation of the concept of "professional self-determination", therefore, we consider it advisable to present formulations of the concept from the reference and encyclopedic literature, as well as the views of some authors on understanding the content of this concept. According to psychological and pedagogical dictionaries, professional self-determination is:

- a person's conscious choice of profession;
- the process of finding and acquiring a profession, which is carried out as a result of analyzing one's abilities and capabilities in relation to the requirements of the profession;
- the process of making a personal decision about choosing a future job;

- the process of forming a personality's attitude to professional activity and the way it is implemented through the coordination of personal and socio-professional needs [1].

N.S. Pryazhnikov suggests considering the concept of "professional self-determination" as a two-way process of interaction between an individual and a profession in a broad sense. Professional self-determination consists not only in finding and achieving personal meaning in the chosen, mastered and undertaken professional activity, but also in finding meaning in the process of self-determination. Also, the paradox of self-determination is revealed here, and the found meaning devalues life. That is why the process of searching for meaning is so important that individual meanings are only an intermediate stage in this process. So the process itself becomes the main meaning. Life is a process, not a separate "achievement" [2].

Due to D.A. Leontiev, "professional self-determination" is a complex and dynamic process of building a system of relationships between an individual and his profession and work environment, developing psychological and physical abilities and self-realization, formulating appropriate professional goals and plans, showing the correct image of a person as a professional [3].

J.A. Beisenbayeva and O.S. Sangilbayev adhere to this interpretation of the definition, professional self-determination is the process of forming a person's attitude to the professional and work environment and a way of its self-realization. This is a long process of reconciliation of intrapersonal and socio-professional needs, which occurs throughout life. In their opinion, the process of professional self-determination is built in two ways [4]:

1. The process of professional self-determination, in which only socio-psychological determinants are taken into account, and personal characteristics are not a determinant;

2. The process of professional self-determination based on individual psychological characteristics that affect success in professional activities.

According to B.G. Sarsenbayeva, personality is formed not only by the social environment and objective circumstances, but also by the person himself, actively changing the environment, living conditions, he changes and develops himself, i.e. the formation of professional self-determination is a controlled process that is conditioned by specific professional, social requirements of society [5].

Summarizing all of the above, we can formulate a general definition : professional self-determination is a complex cognitive process that shapes a person's decisions when choosing a future profession based on an analysis of a person's abilities, attitude and attitude towards future work, taking into account the socio-economic situation, the requirements of professional activity, the search for meaning in the activity being carried out and the unlimited opportunities for development throughout life.

Research on professional self-determination shows that there is no certainty in the study of both the process of professional self-determination and the factors influencing it. We consider it advisable to present the views of some authors on the understanding of the age period of high school age (early adolescence) and their psychological characteristics.

According to A.B. Mukasheva and A.A. Kamitova, despite extensive research, the issue of the relationship between age and profession is still insufficiently studied. In our work, we consider the above-mentioned relationship in the context of "professional self-determination". One of the key points of this relationship between the two spheres can be considered the sensitivity of the age period and the choice of a future profession in a person's life [6].

L.I. Bozhovich suggests that adolescence should be viewed from the point of view of its leading activity and new role - educational and professional. It is proven that the main qualitative processes occur in early adolescence, which represents the final stage of human formation. When considering social development, it is important to note that high school students must take important steps towards independent living. During this period, students face the task, as M.I. Kalinin says, "... to outline their life path, develop their character and

beliefs, and find their vocation." This is the main feature of the senior school period in terms of requirements for the student, where his personality is formed.

According to V.I. Slobodchikov, youth covers the age from 13.5 to 18 years. Youth is the final stage of physical maturation, primary socialization and the period of self-determination. The main social, personal, professional, spiritual and practical task of senior school age is self-determination. The choice of professional activity is an integral part of social and personal self-determination, the formation of life prospects, the idea of one's future, i.e. at this age there is a search for an answer to the questions: who to be? And what should I do? During the transition from adolescence to adolescence, the attitude towards the future changes: if a teenager looks at the future from the perspective of the present, then a young man from the perspective of the future.

In the works of E.A. Lazareva, D.A. Zhanserikova, R.S. Sabirova, the social situation of youth development is characterized by professional self-determination. The leading activity of this age is educational and professional, i.e. the whole system of scientific concepts is mastered primarily through the prism of professional self-determination. The choice of a specialty includes a period of pre-selection and decision-making. High school students determine the required level of qualification for the chosen specialty and the form of professional training. The result is the formation of professional intentions [7].

According to S.K. Zhantikeev, adolescence separates childhood from adulthood. Early adolescence covers the period from 15 to 18 years. By this age, the formation of biological and psychological functions necessary for an adult is already completed, for this reason, many scientists argue that personality development ends in adolescence. The main task of this age is to choose a profession. General education is complemented by social and professional knowledge. Self-determination in adolescence is different from simply predicting one's future. It is based on the already stable interests and aspirations of the subject, taking into account the possibilities and external conditions. In addition, the professional self-determination of girls and boys differs significantly. For girls, life and professional self-determination are not interconnected. For girls, the choice of specialty is characterized by a less holistic worldview, emotionality and situationality prevail. The immediate plans of girls are determined by cognitive interests and the level of emotional excitability. For young men, professional self-determination is formed within the framework of a common view of life prospects. The level of intellectual abilities and self-control have a great influence on the planning of immediate intentions [8].

I.V. Shapovalenko in his work stated that the maximalism of youth encourages the younger generation to move forward with the belief that everything will work out and will be better. According to him, the desire for the future is the very essence of adolescence. An important aspect of personality development in adolescence is the desire to make life plans, express opinions about life and make career decisions. The new priority of young people is to discover their own inner world and free it from the world of adults.

Along with the above, during the graduation period, high school students face a number of problems related to the choice of:

- profession;
- subjects for the exam;
- educational institution.

At this stage, the professional self-determination of an individual is influenced by 2 large groups of factors: subjective (individual-personal) and objective (social) ones shown in Figure 1.

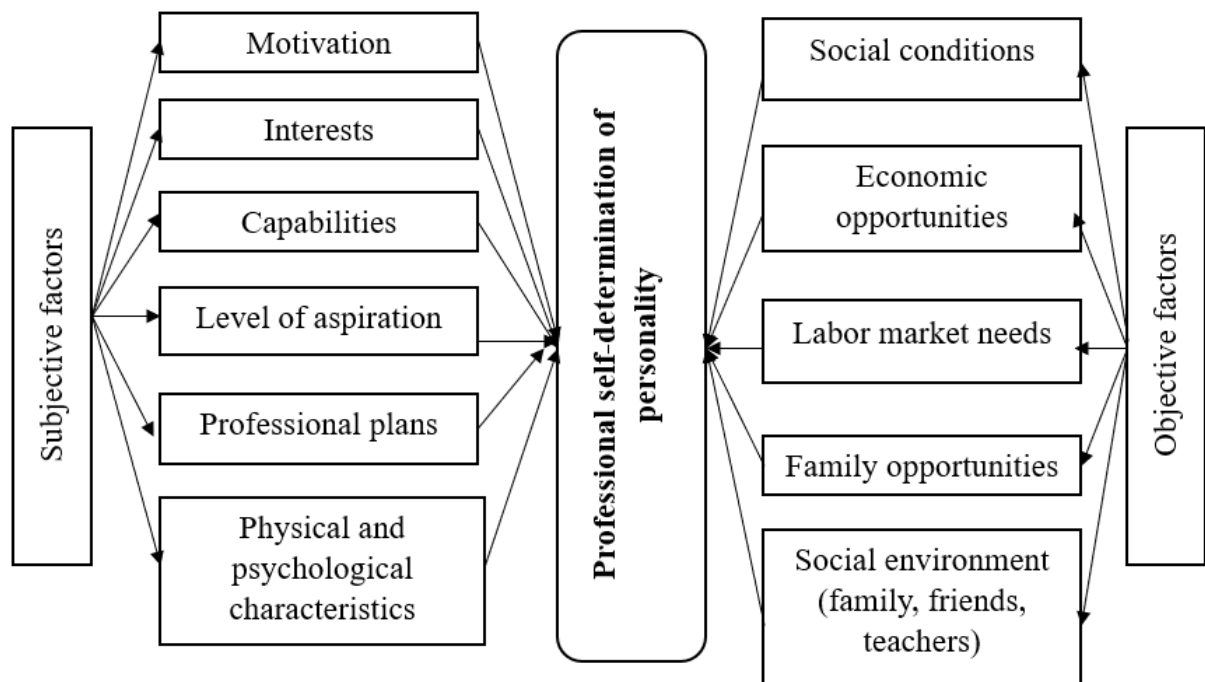


Figure 1 – Factors influencing professional self-determination

According to Gut Yuliya N., objective (social) factors have a significant impact on the professional self-determination of schoolchildren. Social factors are the foundation of a person's ideas about himself, about the world of professions, about his individual qualities and his awareness. In her opinion, the social factor has the greatest influence on the formation of all other factors of human self-determination in the professional sphere [9].

In her work, M.V. Ososova especially notes that in recent years, family opportunities have become the prevailing factor in the professional self-determination of high school students. When planning the future, young people take into account the financial support of their family in their professional development, because different financial opportunities largely determine which university a graduate can enter.

Analysis of psychological and pedagogical literature related to the study of various aspects of the formation of professional self-determination allows us to determine criteria and indicators. The qualitative situation of preparing professional self-determination for high school students is explained. The selected criteria make it possible to determine the important properties of the study, gain an idea of the position of the structural elements of the object and its professional self-determination.

According to I.A. Yurieva, the criteria and indicators of professional self-determination include [10]:

1. Cognitive indicators: knowledge of one's own individual abilities, inclinations, interests, psychological and physical characteristics; a sufficient level of pretensions and self-esteem;

2. Motivational indicators: knowledge about the requirements for a future profession; availability of professional knowledge; informed choice of specialty; influence of the social environment; knowledge of the economic situation and the labor market;

3. Activity indicators: the choice of a learning trajectory after graduation; the possibility of obtaining a chosen specialty (university location, UNT scores, availability of grants, financial opportunities, etc.); readiness for action.

According to E.A. Klimov, there are 8 positions for choosing a profession [11]:

1. Position of family members. Parents are responsible for the fate of their children until they reach adulthood. The position of parents in choosing a profession can be ambiguous. Some parents give their children complete freedom of choice. Because this is the life and choice of the child. Other parents, on the contrary, prefer a certain professional activity and I think that the child should be engaged in it. The third position is that parents consider their child not old enough and independent enough for such an important choice, or try to compensate for their own expectations or failures in a particular profession at his expense. Various studies show that children often choose a profession imposed by their parents, but at the same time completely reject the idea that they, and not their parents, should study and work in this direction.

2. The position of friends (peers). Youth friendship is already strong. Therefore, placement in a small group often plays a decisive role in choosing a profession. For a young man, it doesn't matter where and with whom he studies, the most important thing is to be with his friends.

3. The position of teachers. The teacher's position plays an important role in their professional self-determination. Every child at school has a "favorite" subject and a "least favorite" subject, which is greatly influenced by the personality of the teacher. Teachers may also advise or encourage students to choose a specific major.

4. Personal professional plans. Each person has specific goals, desires and ideas about what he wants, which is a way of shaping his behavior and implementing professional plans.

5. Abilities. Students' abilities are important not only in academic but also in other activities. Ultimately, assessing the level of a person's abilities also reflects his professional competence.

6. The level of claims to public recognition. Work gives a person status and power. Therefore, for many young people, education is important for a decent and socially acceptable career, because the opinions of others are very important to them.

7. Awareness. A person's awareness is one of the important conditions for choosing a profession. A candidate may choose the wrong profession due to lack of information. As a result, they are faced with unreasonable expectations and are unable to achieve what they want and strive for.

8. Inclinations. Pre-professional hobbies are extremely important for professional self-determination. Inclinations are formed in activity. By engaging in various types of activities, a person can change their hobbies, which means the directions of their future specialty.

In her work, I.Y. Kulagina notes that, basically, when choosing a specialty, schoolchildren are guided by their dominant qualities. For example: oratorical, intellectual, leadership qualities, etc. According to A.V. Petrovsky, in high school age, a conscious attitude to learning appears. Many high school students view their studies as a foundation for their future careers. Accordingly, the procedure for selecting the educational subjects they need occurs. Many students are only interested in academic subjects that are relevant to their future career [12].

According to B.S. Volkov, professional self-determination of high school students includes consideration of several important personal characteristics, such as self-knowledge and self-esteem of the student [13]. Self-knowledge is an important condition for personal self-determination, without which it is impossible to make the right professional choice. Before starting to choose a profession, a high school student analyzes himself, his interests, talents, abilities, traits, character traits, forms an image of "Me" and only then can he evaluate himself, compare himself with others, realize which qualities should be formed, developed or which qualities should be changed.

Self-esteem also plays an important role in the professional self-determination of students. The concept of self-esteem is a very complex phenomenon that includes the analysis of cognitive, emotional and behavioral aspects of personality. Therefore, the success of choosing a professional activity directly depends on how a high school student evaluates their capabilities and abilities. However, many studies have shown that not all high school students can adequately and objectively evaluate themselves. Some people tend to overestimate their abilities, while others underestimate themselves, which leads to a feeling of inconsistency and disappointment in their chosen professional activity.

A.V. Solovyova, considering the personal characteristics of high school students, points out that there are students who choose a specialty and think where they should go to study in advance, while others postpone everything for later. Then parents interfere with the student's professional choice and begin to psychologically put pressure on their children. However, psychological pressure in high school leads only to negative consequences, which, in turn, increases anxiety. This often forces high school students to engage in their hobbies and hobbies, giving up professional self-determination. Therefore, parents should stop putting pressure on their children and find other ways to help their children make their own decisions. After all, the most important thing for a student is the timely support and assistance of parents (guardians, teachers) [14].

RESEARCH METHODS

130 students of 8-11 grades in a secondary school took part in the experimental part of the study. We have developed a special questionnaire for this study. The purpose of the questionnaire is to identify the degree of influence of certain factors on the professional self-determination of high school students. The study was conducted using an online survey in a Google form.

The results of the study

The results of the survey on the choice of a future profession are shown in Figure 2.

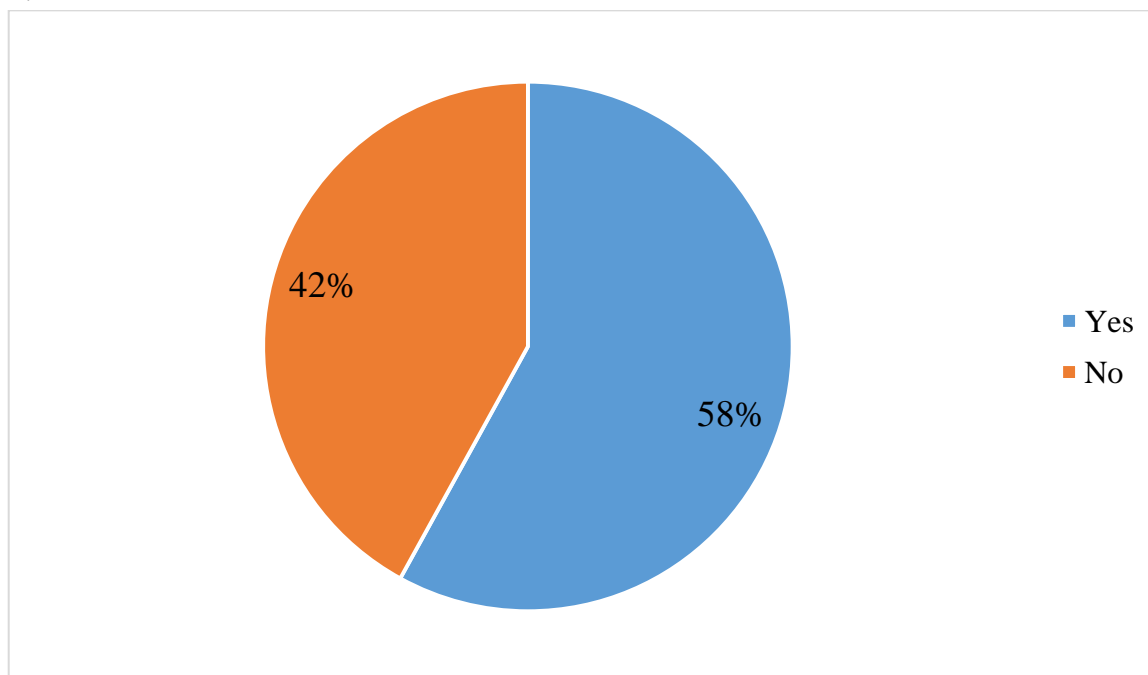


Figure 2 – Respondents' results on choosing a future profession

As can be seen from the data, 42% of schoolchildren noted that they had not decided on their future profession. 58% of students have already made a choice in favor of a certain specialty. Most likely, this result is due to the fact that in our study, most of the respondents are students of grades 10 and 11.

As a rule, after grade 9, students are aimed at entering college, and after grade 10-11, they go to university. The latter are determined to take a serious attitude towards passing the UNT (Unified National Testing) with further continuation of studies at the university in their future profession. In view of this, modern boys and girls studying in grades 10 and 11 have decided on their future specialty to a much greater extent than students in grades 8 and 9.

The following results are considered from among 58% of respondents who have decided on their future profession.

The results of the students' answers about the criteria that influenced the choice of profession are shown in Figure 3.

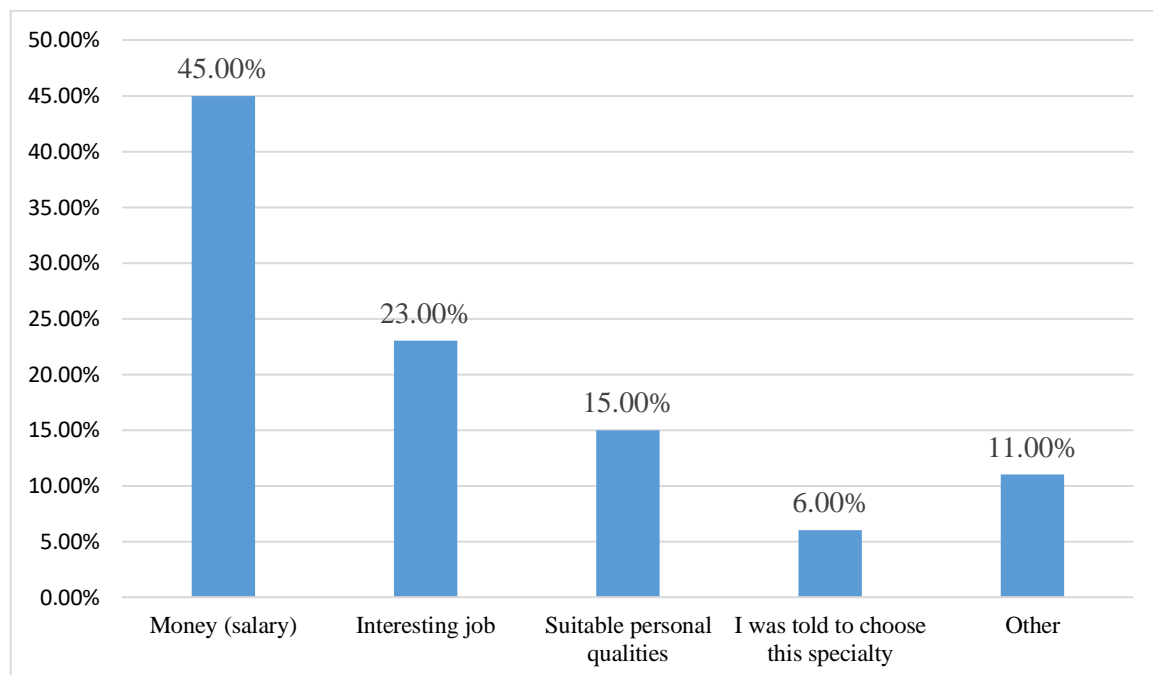


Figure 3 – Criteria that influenced the choice of profession

This question contains 5 criteria: money (salary), interesting job, suitable personal qualities, I was told to choose this specialty, other. The answer "other" was open and gathered all the other possible answers such as: the chosen specialty is beneficial for the future, I chose at least something, I can not decide whether this area attracts, is suitable for UNT subjects for admission, I was told about it, etc. The "other" option was chosen by 11% of the respondents. Based on other categories of responses, it can be seen that material criteria (money) have a decisive role in choosing a specialty, since 45% of respondents chose this criterion.

Next, students pay attention to how interesting the work is (23%) and whether their personal qualities are suitable for the profession (15%). At the same time, 6% of respondents indicated that they were told to choose a certain specialty, respectively, they did not take into account other criteria.

Thus, the dominant criterion that schoolchildren took into account when choosing a future profession was money (salary), i.e. a material and economic factor. In view of the rapidly changing economic situation, market requirements for professions and specialists, social and political changes, young people are concerned about the financial side of their future professional activities.

The results of the respondents' answers about the factors influencing the professional self-determination of high school students are shown in Figure 4.

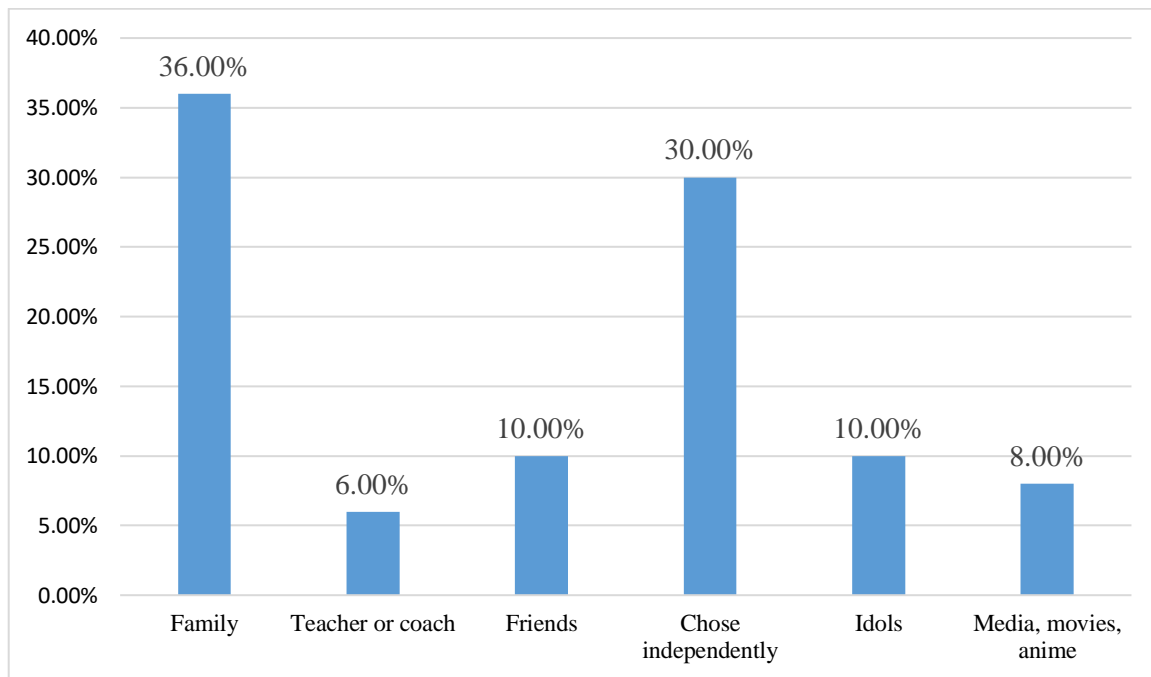


Figure 4 – Factors influencing the professional self-determination of high school students

Based on the data obtained, it can be seen that 30% of the respondents chose their future specialty independently. 36% were dominated by family, 6% by a teacher or coach, 10% by friends, 10% by idols, 8% by media, movies, anime. Thus, the prevailing number of students are guided not by their own aspirations and desires, when choosing a future specialty, but rely more on other guidelines or the opinion of significant people, because in general, 70% of students were influenced by various objective factors (family, teacher, coach, friends, idols, media, films, anime).

The results of the students' answers about the degree of support they receive in the field of their chosen profession are shown in Figure 5.

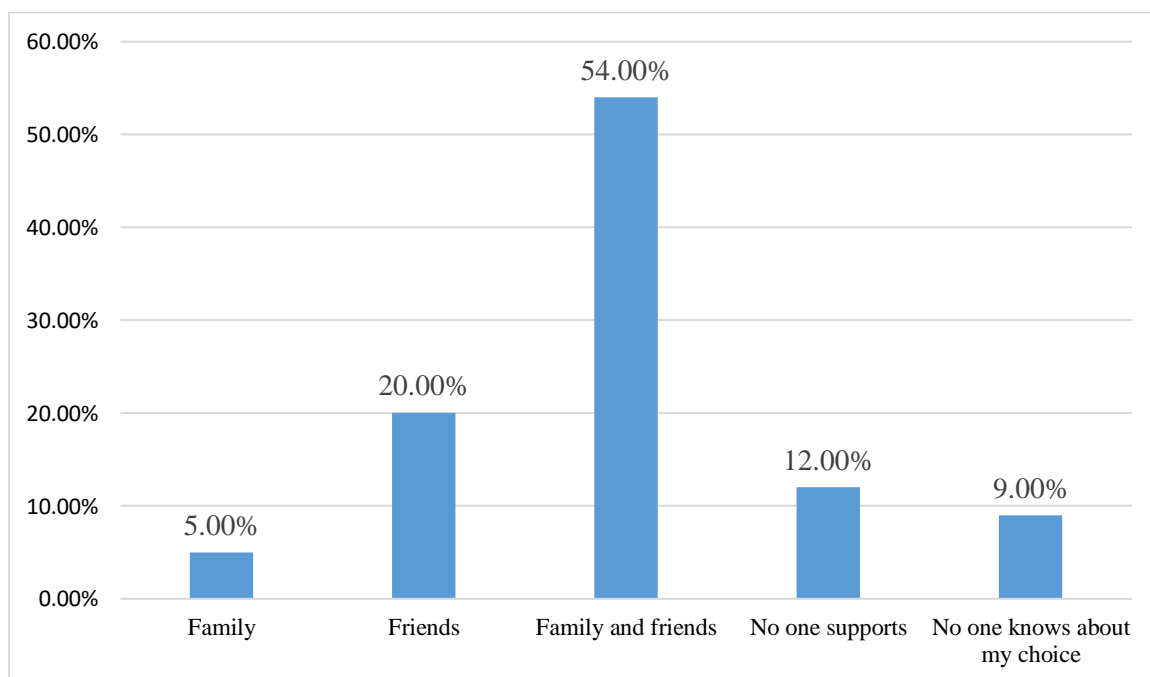


Figure 5 – Students' results on the degree of support they receive in the field of their chosen profession

According to the results, 54% of students have family and friends who support their choice of profession. 5% of the respondents found support only in the face of their family, and 20% in the face of friends. At the same time, no one supports the choice of 12% of high school students. 9% of schoolchildren, for some reason, did not tell anyone about choosing their future specialty.

DISCUSSION

1. The analysis of the results of the defining stage of the empirical study showed that most students have already decided on their future profession.

2. The dominant criteria taken into account when choosing a specialty are material. Most of the students, when making a decision about their profession, were based on money (salary).

3. The prevailing group of factors influencing professional self-determination are objective factors. The vast majority of high school students were influenced by family, friends, teachers, coaches, idols, media, TV series, anime, etc.

4. Considering the factor of students' support for professional self-determination by their social environment, it is clear that the majority of respondents enjoy universal support. At the same time, some students receive only partial support from family or friends. Some of the respondents are not supported by anyone in their choice. There is also a small part of the students who did not tell anyone about the choice of their future specialty.

CONCLUSIONS

The results of the empirical part of the project allow us to conclude that professional self-determination is a dynamic process aimed at identifying professional opportunities and developing a professional path taking into account personal characteristics, abilities and meeting the needs of today's labor market. Many factors influence high school students' career choices, including age, temperament, interpersonal relationships, and socioeconomic status. In addition, thanks to the information obtained during the study, it is possible to develop qualitative criteria for choosing a profession and factors influencing the professional decisions of high school students. Some of the most common requirements when choosing future skills are of a material nature: money (salary). The results of the study of factors influencing professional self-determination showed that high school students are more guided by external, objective factors (the opinion of family, friends, teachers, coaches, idols, the media, etc.) than by their individual personal qualities and interests.

Based on the collected data, we can conclude that the professional choice of a student includes all the problems that a person faces and that need to be solved (the influence of family and friends on the student, the financial aspect, financial situation, employment analysis, opportunities, ways to identify the most qualified specialists, conscious choice of future career). In conclusion, I would like to emphasize that the school and parents should help high school students in their independent choice of a future profession, because with timely help, negative consequences can be avoided.

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