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PSYCHOLOGICAL AND PEDAGOGICAL ASPECTS OF EARLY CAREER GUIDANCE FOR PRESCHOOLERS

Abstract

This article discusses the psychological and pedagogical aspects of early career guidance in preschool age. The psychology of children in the adult group is always eager to be united, curious, and quickly adapts to a developing environment. It is a condition for a child to work from an early age, taking into account the peculiarities of his age before conducting career guidance work. In particular, it is necessary to take individual steps, taking into account the psychological state of the child. In kindergarten, children are familiar with the development and development of a professional. This simple education helps children expand their understanding of their work, fathers and grandfathers, as well as better understand the workplace of their fathers and grandchildren as they work in their work. Currently, career guidance is an important direction in the work of educational institutions. The established system of professional work helps to form a long-term approach to Labor results, as well as in creating a diverse presentation of World Labor and professionals, which includes the importance of professional work for the life and development of society.. Developed technologies are the basis of all preschool education. Child knows about professionals, in no case do not need to play! The game is a special, memorable form of overcoming it in real (or highly effective) activities for the purpose of improvement, creation, activity, inconsistency, self-realization.

Keywords: child, career guidance, game technology, organisation, competence, preschool institution.

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МЕКТЕП ЖАСЫНА ДЕЙІНГІ БАЛАЛАРДЫ ОЙЫН АРҚЫЛЫ ЕРТЕ КӘСІПТІК БАҒДАРЛАУДЫҢ ПСИХОЛОГИЯЛЫҚ-ПЕДАГОГИКАЛЫҚ АСПЕКТІЛЕРІ

Аңдатпа

Бұл мақалада мектепке дейінгі жастағы ерте кәсіптік бағдарлаудың психологиялық-педагогикалық аспектілері қарастырылады. Ересектер тобындағы балалардың психологиясы әрқашан біртұтас болуға ұмтылады, қызығушылық танытады, дамып келе жатқан ортаға тез бейімделеді. Бұл баланың кәсіптік бағдар беру жұмыстарын жүргізер алдында оның жас ерекшеліктерін ескере отырып, жастайынан еңбек етуінің шарты болып табылады. Атап айтқанда, баланың психологиялық жағдайын ескере отырып, жеке қадамдар жасау қажет. Балабақшада балалар кәсіби маманның дамуы таныс болуы керек. Бұл қарапайым білім беру балаларға ата-аналарының жұмыстары, әкелері мен аталарының еңбек дағдылары туралы түсініктерін кеңейтуге көмектеседі. Қазіргі уақытта кәсіптік бағдар беру оқу орындары жұмысындағы маңызды бағыт болып табылады. Кәсіби жұмыстың қалыптасқан жүйесі еңбек нәтижелеріне ұзақ мерзімді көзқарасты қалыптастыруға, сондай-ақ қоғамның өмірі мен дамуы үшін кәсіби жұмыстың маңыздылығын қамтитын әлемдік еңбек пен кәсіпқойлардың алуан түрлі

көріністерін ойын арқылы қайталауға көмектеседі. Дамыған технологиялар барлық мектепке дейінгі тәрбиенің негізі болып табылады. Бала мамандар туралы біледі, ешқандай жағдайда ойнаудың қажеті жоқ! Ойын-жетілдіру, жасау, белсенділік, сәйкессіздік, өзін-өзі жүзеге асыру мақсатында оны нақты немесе жоғары тиімді әрекеттерде женудің ерекше, есте қаларлық түрі.

Кілт сөздер: бала, кәсіптік бағдар беру, ойын технологиясы, ұйымдастыру, құзыреттілік, мектепке дейінгі ұйым

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ПСИХОЛОГО-ПЕДАГОГИЧЕСКИЕ АСПЕКТЫ РАННЕЙ ПРОФЕССИОНАЛЬНОЙ ОРИЕНТАЦИИ ДОШКОЛЬНИКОВ ЧЕРЕЗ ИГРУ

Аннотация

В данной статье рассматриваются психолого-педагогические аспекты ранней профессиональной ориентации в дошкольном возрасте. Психология детей в старшей группе всегда стремится к единому, проявляет интерес, быстро приспосабливается к развивающейся среде. Это условие для того, чтобы ребенок с раннего возраста трудился перед проведением профориентационной работы с учетом его возрастных особенностей. В частности, необходимо предпринимать индивидуальные шаги с учетом психологического состояния ребенка. В детском саду дети знакомы с развитием и развитием профессионала. Это простое образование помогает детям расширить свое понимание своей работы, отцов и дедушек, а также лучше понять рабочее место своих отцов и внуков, когда они работают над своей работой. В настоящее время профориентация является важным направлением в работе учебных заведений. Сложившаяся система профессиональной работы помогает сформировать долгосрочный подход к результатам труда, а также создать разнообразную презентацию мирового труда и профессионалов, которая включает в себя важность профессиональной работы для жизни и развития общества... Развитые технологии являются основой всего дошкольного воспитания. Ребенок знает о специалистах, играть ни в коем случае не нужно. Игра-особая, запоминающаяся форма преодоления ее в конкретных (или высокоэффективных) действиях с целью совершенствования, созидания, активности, несоответствия, самореализации.

Ключевые слова: ребенок, профориентация, игровые технологии, организация, компетентность, детский сад.

INTRODUCTION

Early career guidance for children in the pre-adolescent (pre-teen) group is crucial for several reasons, as it helps lay a foundation for future personal and professional success. Career guidance at this stage should focus on self-exploration, developing essential skills, and broadening perspectives, rather than pushing specific career choices. Here are some key reasons why early career guidance is important for this age group:

- children in the pre-teen years are at a stage where they are developing a sense of identity. Career guidance helps them explore their interests, strengths, and weaknesses. By engaging in various activities, hobbies, and projects, they begin to understand what they enjoy and excel in. This self-awareness is essential for making informed career choices later on.

- in today's job market, skills like communication, teamwork, problem-solving, and adaptability are highly valued. Early career guidance encourages children to develop these soft skills through participation in group activities, creative projects, or even simple responsibilities like helping out at home or in the classroom.

- by introducing children to the idea of lifelong learning and showing them that careers evolve, early guidance helps instill a growth mindset. Children learn that their abilities are not fixed and that with effort and practice, they can improve in various areas. This mindset is vital for future success, as it prepares them to face challenges with resilience and adaptability.

- children often have a limited understanding of the world of work, typically influenced by what they see in their immediate environment (parents' jobs, teachers, etc.). Early career guidance introduces them to a wide range of professions, including those in science, technology, the arts, and other fields they may not be familiar with. This broadens their horizons and allows them to consider careers that match their interests and talents.

- by starting early, children develop a more relaxed approach to career exploration. They are not pressured to make decisions but are encouraged to discover and explore at their own pace. This can help reduce anxiety about the future, as they will feel better prepared and informed when the time comes to make career decisions.

- when children see the connection between their studies and potential career paths, they may become more motivated in school. Understanding that doing well in certain subjects could lead to exciting opportunities can drive academic engagement and persistence.

- finally, early career guidance can build confidence. When children feel supported in exploring their interests and strengths, they gain confidence in their ability to make decisions. This confidence will serve them well as they continue their education and, eventually, enter the workforce.

MATERIALS AND METHODS

Organizing early career guidance for pre-adolescent children through games can be an effective and engaging way to introduce them to various professions, skills, and concepts related to career planning. Games help children learn through fun, hands-on activities, making the experience enjoyable and memorable. Here are several methods to incorporate career guidance through games:

1. Role-playing Games «Career Days»

Children love to imagine themselves in different roles. Organizing role-playing activities where they can "become" professionals in various fields is a great way to introduce career concepts. For example:

- *Doctors:* Set up a mini-clinic where children role-play diagnosing "patients" (their peers or dolls).

- *Engineers:* Provide building kits (LEGO or similar) and challenge them to create structures or solve engineering problems.

- *Artists:* Set up a small studio where they can create paintings, sculptures, or crafts. These activities allow children to explore different professions, practice communication skills, and discover their talents and interests.

2. Career-related Board Games

There are board games specifically designed to introduce career skills and knowledge, such as «Life» or «Cashflow for Kids». These games teach financial literacy, goal-setting, decision-making, and career development in a fun, interactive way. You can also create customized board games where players move through different career paths, encounter job challenges, and make career-related decisions.

3. Simulated Work Environments

You can organize a "mini-city" simulation where different children play different roles, from shop owners to journalists or police officers. Set up different stations representing workplaces, and allow children to rotate between them, learning different tasks associated with each role. This helps them experience a variety of careers and responsibilities firsthand.

4. Interactive Digital Games

There are educational computer games and apps that simulate career experiences. Games like "SimCity" (city planning), "Minecraft" (creativity, engineering), or specific educational apps allow

children to solve real-world problems related to different professions. Look for apps that emphasize creative problem-solving, resource management, and strategic thinking.

5. Escape Room Games

Organizing an "escape room" game with career-related puzzles is another engaging method. You can design challenges where children must use math, science, or logical thinking to solve problems related to specific professions, like cracking a scientist's code, solving an architect's blueprint puzzle, or finishing a journalist's investigation before time runs out. This enhances teamwork, critical thinking, and quick decision-making—skills vital for any career.

6. Story-based Career Exploration

Storytelling can introduce children to different careers while capturing their imagination. Create a story-based game where they need to help various characters (representing different professions) to overcome challenges in their jobs. For example, a firefighter may need help rescuing animals, or an astronaut may need assistance building a rocket. This method is particularly useful for integrating career exploration into literature, helping children make connections between fiction and real-world jobs.

7. Career Scavenger Hunts

Organize a scavenger hunt where each clue leads to a different job-related challenge. For instance, one clue could take children to a station where they need to complete a simple experiment as a "scientist," and another could involve solving a math problem as an "engineer." At each stop, they learn something new about the profession and its tasks.

8. Job Marketplace Simulation

Create a game where children set up their own "businesses." They could run mini-companies, trade goods or services, and manage finances. This can be done in a classroom or playground environment, teaching them about entrepreneurship, resource management, teamwork, and leadership.

9. Art and Media Projects

Use creative arts as a platform for career exploration. Children can design posters, films, or presentations about different careers. You could gamify the process by awarding points or prizes for the most creative or accurate depiction of a profession. For example, they could make "commercials" for different jobs or draw "career maps" showing the steps to achieving a dream job.

10. Quizzes and Competitions

Create quiz games where children answer questions about different jobs or career skills. You could set up a trivia-style competition where teams compete to answer questions like, «What does a scientist do?» or «What tools does a carpenter use?» This enhances knowledge retention and sparks curiosity about different fields.

LITERATURE REVIEW

Several scientists and educators have explored the concept of early career guidance through play for children, especially in pre-adolescence. Their research focuses on how play-based learning influences children's career awareness, skill development, and understanding of the professional world. Below are some notable figures and studies related to this field:

1. Jean Piaget – *Cognitive Development Theory*

Jean Piaget, a Swiss psychologist, is known for his theory of cognitive development, which highlights the importance of play in learning. Piaget's work focused on how children develop logical thinking through stages, emphasizing that play is crucial in learning new concepts, including career-related ideas. Although he did not specifically focus on career guidance, his theories support the idea that children at the pre-adolescent stage are in the concrete operational stage of cognitive development, where hands-on, role-playing activities help them understand the world of work.

2. Lev Vygotsky – *Sociocultural Theory and Play*

Lev Vygotsky, a Russian psychologist, is famous for his *sociocultural theory*, which posits that children learn best through social interactions, including guided play. Vygotsky emphasized the role of "guided participation" and "scaffolding" in learning, where adults help children explore concepts they might not yet fully understand on their own. His ideas support the notion that play-based career

exploration, especially when guided by teachers or mentors, can effectively introduce pre-adolescent children to different professions.

3. John Dewey – *Learning Through Experience*

American philosopher and educator John Dewey advocated *for learning through experience*, particularly in the context of progressive education. Dewey believed that children learn best when they are actively engaged in tasks that reflect real-world situations. His principles align with the idea that children can explore careers through experiential learning and play, allowing them to connect theoretical knowledge with practical skills.

4. Howard Gardner – *Theory of Multiple Intelligences*

Howard Gardner's *Theory of Multiple Intelligences* emphasizes that children have different strengths and ways of learning. His work suggests that career guidance should be adapted to each child's unique set of intelligences, which can be explored through play. For example, a child with high *kinesthetic intelligence* might thrive in role-playing games related to physical tasks (e.g., sports, engineering), while a child with high *linguistic intelligence* might enjoy storytelling or writing-based career games.

5. David Kolb – *Experiential Learning Theory*

David Kolb developed the *Experiential Learning Theory*, which highlights the importance of hands-on experiences in learning. According to Kolb, children learn by doing, reflecting, and applying knowledge, which is why career exploration through play is so effective. His theory underpins many modern educational approaches that use games and role-play to help children understand different career paths.

6. Maria Montessori – *Montessori Method*

Maria Montessori, an Italian physician and educator, developed the **Montessori Method**, which emphasizes self-directed learning through play. Montessori believed that children learn naturally when they are given the freedom to explore their interests. Her approach supports the idea that early career guidance can be embedded in play activities, allowing children to discover their talents and interests organically.

7. Donald Super – *Career Development Theory*

Donald Super, a career development theorist, focused on how individuals' self-concept evolves through different life stages, including childhood. He introduced the idea of **career exploration** during the early stages of development, emphasizing that children begin to form ideas about careers based on their interests and the role-playing they engage in. Super's theory supports early career guidance through playful activities, where children explore different roles and imagine themselves in various professions.

8. Eli Ginzberg – *Career Development Stages*

Eli Ginzberg's theory on career development states that children go through different stages of career awareness. During the fantasy stage (up to age 11), children explore careers through imagination and play. Ginzberg's work highlights the importance of fostering this exploration phase with age-appropriate activities, such as role-playing games and simulations, where children can experiment with various career roles in a playful context.

RESULTS AND DISCUSSION

An experimental indicator of early professional orientation for children of the pre-adolescent group (ages 10-12) refers to specific measurable outcomes or metrics used to assess the success and effectiveness of career guidance interventions. These indicators help researchers and educators determine whether the children have developed greater awareness, interest, or relevant skills related to future careers. Below are some key experimental indicators that can be used to measure the impact of early professional orientation activities on pre-adolescent children: 1. Career Awareness and Knowledge. This indicator measures how much children's understanding of various careers has expanded during the experiment. It can be tracked through:

- *Pre- and Post-experiment Surveys or Quizzes:* These can ask children to name different professions, describe what those professionals do, and indicate whether they have learned about any new careers during the experiment.

- *Career Role Descriptions:* Children could be asked to explain the roles and responsibilities of professionals they explored during play-based activities. This can show whether they have internalized the basic understanding of those professions.

Example Indicator: Increase in the number of professions children can identify and describe after the experiment compared to before.

2. Self-awareness and Interest in Careers

This indicator examines whether children have become more aware of their own interests, skills, and how these align with potential career paths. It also assesses whether children have identified any specific careers they might want to explore further.

- **Self-reflection Exercises:** Children can be asked to indicate which professions they enjoyed learning about and why, as well as how these align with their personal interests or strengths.

- **Career Preferences:** Measure shifts in children's interest in specific careers from the start to the end of the experiment. They can use worksheets, drawings, or simple writing tasks to express their preferences.

Example Indicator: Change in the number of children expressing interest in a particular career field or job role after the intervention.

3. Development of Relevant Skills

Many career-related skills, such as teamwork, problem-solving, communication, and critical thinking, can be developed through play. These skills are crucial indicators of children's readiness to explore more complex career paths in the future.

- **Observation and Scoring:** Facilitators or educators can observe how well children work in groups, solve problems, and communicate during role-playing activities or team projects.

- **Skill-based Tasks:** Children can be tasked with problem-solving exercises related to different professions, and their ability to complete these tasks can be scored. For example, children can build structures (for engineering) or solve simple mysteries (for detective work).

Example Indicator: Improvement in problem-solving skills, teamwork, or creativity during activities, which can be recorded by educators or assessed through skill-based games.

4. Confidence and Engagement

This indicator focuses on the children's self-confidence in exploring new professions and engaging in the activities. Play-based professional orientation often helps children feel more empowered and open to exploring unfamiliar roles.

- **Engagement Levels:** Teachers can record how actively children participate in activities, whether they ask questions, and how eagerly they approach new career-related challenges.

- **Confidence in Public Speaking:** After completing role-playing tasks or career presentations, assess how comfortable children are with presenting their "jobs" to peers.

Example Indicator: Increase in children's confidence when discussing or engaging in career-related tasks, as measured by participation rates or self-reported confidence.

5. Creativity and Problem-solving Approaches

Children's creativity in approaching career-related tasks can be an important indicator of their adaptability and future potential in various fields.

- **Project Outcomes:** Evaluate the creativity and uniqueness of the solutions children come up with during hands-on activities, such as building a structure, creating a product, or solving a job-related puzzle.

Example Indicator: Number of creative or original solutions children produce during problem-solving activities, compared to initial baseline data.

6. Social Interaction and Teamwork

This indicator examines how children interact with peers in group-based career exploration activities, which simulates real-life professional teamwork situations.

- **Collaborative Problem-solving:** During group activities, measure how well children can work together, share tasks, and communicate effectively to complete the task.

- **Peer Support:** Teachers or facilitators can observe how children help and support each other during career-related tasks, which is essential for many professions.

Example Indicator: Improvement in group collaboration skills, such as sharing roles, discussing ideas, and completing tasks as a team.

7. Curiosity and Desire for Further Exploration

A critical indicator of successful early career guidance is whether children express a desire to continue learning about careers beyond the experiment.

- **Follow-up Surveys:** After the experiment, ask children if they are interested in exploring certain professions further or if they would like to learn more about jobs they encountered.

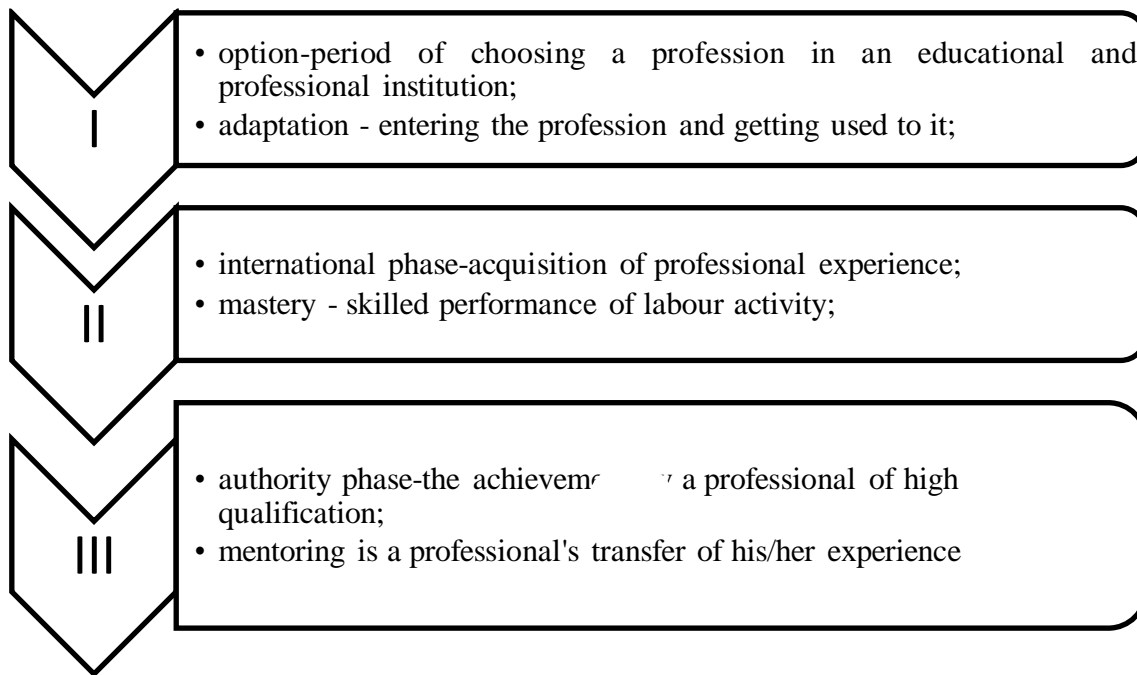
- **Home Projects:** Children could be encouraged to undertake simple career-related projects at home (e.g., interviewing family members about their jobs or researching a career that interests them).

Example Indicator: Increase in the number of children expressing a desire to pursue further activities related to specific careers.

Experimental Indicators of Early Professional Orientation for Pre-Adolescent Children

Indicator	Description
Career Awareness and Knowledge	Measures children's understanding of various professions. Example: Increase in the number of professions children can identify and describe after the experiment.
Self-awareness and Interest in Careers	Examines whether children are aware of their interests and skills related to careers. Example: Change in the number of children expressing interest in specific career fields after the experiment.
Development of Relevant Skills	Focuses on the development of teamwork, problem-solving, and communication skills. Example: Improvement in problem-solving skills during role-playing or task-based games.
Confidence and Engagement	Assesses children's confidence in engaging with career-related activities. Example: Increase in participation rates and self-reported confidence when discussing career tasks.
Creativity and Problem-solving Approaches	Measures children's creativity and originality in approaching career-related tasks. Example: Number of creative solutions children come up with during hands-on activities.
Social Interaction and Teamwork	Looks at children's ability to work with peers in career exploration activities. Example: Improvement in group collaboration skills like task-sharing and communication.
Curiosity and Desire for Further Exploration	Focuses on children's interest in continuing career exploration beyond the experiment. Example: Number of children expressing a desire to pursue further activities related to specific careers.

Table-1. Early Professional Orientation for Pre-Adolescent Children



Picture-1. Scope of the early professional concept

The purpose of the «counsellor» exercise is to obtain generalised ideas about the professional future of each participant on the basis of group recommendations from classmates. The exercise is most effective in subgroups of 12-15 people. The duration of the exercise is 15-25 minutes. The procedure includes the following steps. Participants prepare a questionnaire.

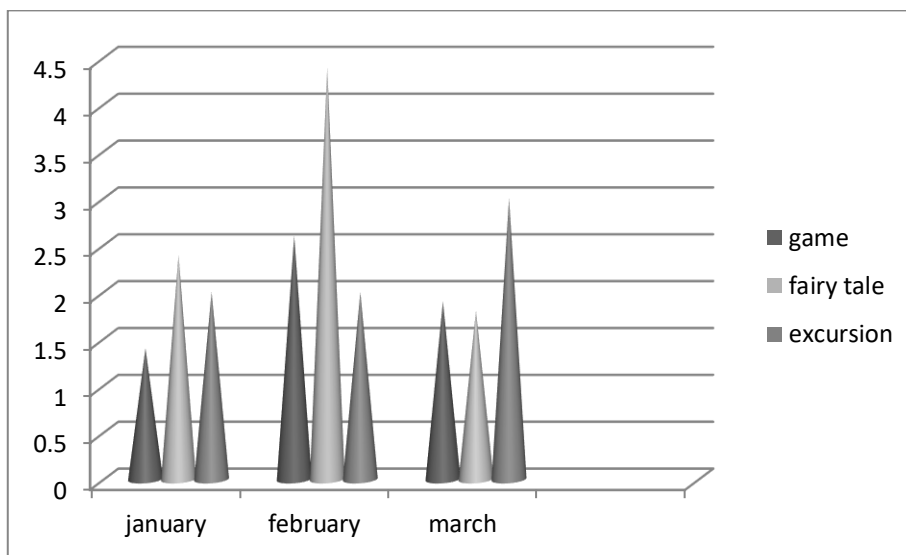


Chart 1. Indicator of interest in learning early career guidance in children at three months

	game	fairy tale	excursion
january	1,4	2,4	2
february	2,6	4,4	2
march	1,9	1,8	3

Table-2 Results of the indicator of interest in learning early career guidance in children at three months

Research proves that the most difficult thing for preschoolers is to understand the work of adults. They can more easily identify the social significance of the activities of people they know than the content of professional activities. Older preschoolers know some tools of labour necessary for people of different professions, are able to describe the labour process and highlight the qualities necessary for their activities for people of different professions. The child understands the meaning of professional activity, recognises the necessity of each profession, and respects the work of adults. Knowledge about labour, attitudes to the work of adults, motives, the direction of labour, manifested in the images of fairy-tale characters, role preferences of children in play situations, begin to regulate the activities of children, restore the motives of their own work, restore the attitude to the work of adults, to objects created by other people. Consequently, the formation of knowledge about labour and the content of professional activities of adults, that is, in fact, the early professional orientation of preschool children should occupy one of the leading places in the educational work with preschool children.

However, the idea that the formation of ideas about the world of professions in preschool children through a role-playing game can become a special way of managing the child's mental development in the process of organising its age development, harmonising the changes occurring in the child's psyche, identifying situations in which the child's professional aspirations can be developed, builds, in our opinion, new ideas about the world of professions. early career guidance allows the child to widely master the sphere of social relations and human activity, connects the child's professional development with the world of occupations. The first emotional stage of his professional self-determination is connected with the game. Acquaintance with the work and professions of adults, role-playing in a story-role-playing game, performance of labour duties form an idea of professions, develop professionally significant qualities, lead to the formation of the first professional preferences, the formation of professional interests.

CONCLUSION

In conclusion, early career guidance for pre-teens is an essential part of their overall development, helping them become more self-aware, skilled, and open to future opportunities. It sets the stage for them to make more informed choices as they grow older. These scholars and educators provide valuable insights into the importance of play in early career guidance. Their theories and studies show that children learn about careers through role-play, hands-on activities, and social interaction, making play a vital tool in introducing pre-adolescents to the world of work.

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This experiment aims to explore how organizing early professional orientation through play can positively impact children's career understanding and personal development. The use of role-play, simulations, and creative projects makes career exploration accessible and engaging, encouraging children to think about their future without the pressure of making definitive choices.

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