

Ö.F. Sönmez¹, B.G. Sarsenbayeva², A.Zh. Aplashova³, A.B. Rakhimzhanova², B.A. Matayev^{2*}

¹Tokat Gaziosmanpaşa University, Tokat, Turkey

²Pavlodar Pedagogical University named after Alkei Margulan,
Pavlodar, Kazakhstan

³Toraighyrov University, Pavlodar, Kazakhstan

(E-mail: omerfaruk.sonmez@gop.edu.tr, sarsenbaevab@mail.ru, aplashova.arna@mail.ru,
r.arai_23@mail.ru, matayev_berik@teachers.ppu.edu.kz)

PSYCHOLOGICAL DETERMINANTS OF PROFESSIONAL SELF-DETERMINATION: THE ROLE OF TEMPERAMENT AND SELF-ESTEEM

Abstract

This article investigates the problem of psychological determinants of professional self-determination, in particular, temperament and self-esteem. The purpose of the study is to determine the significance of these factors in the process of professional self-determination of schoolchildren. To achieve the goal, the following research methods were used: literature analysis of available sources, testing to assess temperament and self-esteem, as well as data analysis methods.

The results of the study show that temperament and self-esteem play a significant role in the formation of professional preferences of schoolchildren and other people. Professional preferences depend on individual psychological characteristics of the personality, conditioned by the type of temperament. Schoolchildren with an adequate level of self-esteem demonstrate a wider range of professional orientations, while schoolchildren with low self-esteem tend to choose traditional and social professions, thus limiting their opportunities.

Based on the obtained data, the article offers recommendations for improving the process of professional self-determination based on an integrated approach to two key psychological determinants: the influence of temperament and the development of self-esteem. This approach will allow to solve more effectively the problems faced by high school students when choosing a future profession, ensuring their successful professional orientation

Keywords: psychological determinants, temperament, self-esteem, professional self-determination, profession, personality orientation.

Сонмез О.Ф. ¹, Сарсенбаева Б.Г. ², Аплашова А.Ж. ³, Рахимжанова А.Б. ², Матаев Б.А. ^{2*}

¹Токат Газиосманпаша Университеті, Токат, Түркия.

²Әлкей Марғұлан атындағы Павлодар педагогикалық университеті, Павлодар, Қазақстан

³Торайғыров университеті, Павлодар, Қазақстан

КӘСІБИ ӨЗІН-ӨЗІ АНЫҚТАУДЫҢ ПСИХОЛОГИЯЛЫҚ ДЕТЕРМИНАНТТАРЫ: ТЕМПЕРАМЕНТ ПЕН ӨЗІН-ӨЗІ БАҒАЛАУДЫҢ РӨЛІ

Аңдатпа

Бұл мақалада кәсіби өзін-өзі анықтаудың психологиялық детерминанттары, атап айтқанда, темперамент және өзін-өзі бағалау мәселесі қарастырылады. Зерттеудің мақсаты – мектеп оқушыларының кәсіби өзін-өзі анықтау процесіндегі осы факторлардың маңыздылығын анықтау. Осы мақсатқа жету үшін келесі зерттеу әдістері қолданылды: қол жетімді дереккөз-

дерден әдебиеттерді талдау, темперамент пен өзін-өзі бағалауды бағалау үшін тестілеу, сондай-ақ деректерді талдау әдістері.

Зерттеу нәтижелері көрсеткендей, темперамент пен өзін-өзі бағалау мектеп оқушыларының және басқа адамдардың кәсіби бейімділігін қалыптастыруда маңызды рөл атқарады. Кәсіби бейімділіктер темперамент типімен анықталатын жеке тұлғаның жеке психологиялық ерекшеліктеріне байланысты. Өзін-өзі бағалаудың адекватты деңгейі бар мектеп оқушылары кәсіби бағдарларының кең ауқымын көрсетеді, ал өзін-өзі бағалауы төмен мектеп оқушылары дәстүрлі және әлеуметтік мамандықтарды таңдауға бейім, сол арқылы олардың мүмкіндіктерін шектейді.

Алынған мәліметтерге сүйене отырып, мақалада екі негізгі психологиялық детерминанттарға: темпераменттің әсері мен өзін-өзі бағалаудың дамуына кешенді көзқарас негізінде кәсіби өзін-өзі анықтау процесін жетілдіру бойынша ұсыныстар ұсынылады. Бұл тәсіл жоғары сынып оқушыларының болашақ мамандығын таңдауда кездесетін мәселелерін тиімді шешуге, олардың табысты кәсіптік бағдар беруін қамтамасыз етуге мүмкіндік береді.

Түйін сөздер: психологиялық детерминанттар, темперамент, өзін-өзі бағалау, кәсіби өзін-өзі анықтау, мамандық, тұлғаның бағыты.

О.Ф. Сонмез¹, Б.Г. Сарсенбаева², А.Ж. Аплашова³, А.Б. Рахимжанова², Б.А. Матаев^{2}*

¹Токатский университет Газиосманпаша, Токат, Турция.

*²Павлодарский педагогический университет им. Ә. Марғұлан,
Павлодар, Казахстан,*

³Торайғыров университет, Павлодар, Казахстан

ПСИХОЛОГИЧЕСКИЕ ДЕТЕРМИНАНТЫ ПРОФЕССИОНАЛЬНОГО САМООПРЕДЕЛЕНИЯ: РОЛЬ ТЕМПЕРАМЕНТА И САМООЦЕНКИ

Аннотация

В данной статье исследуется проблема психологических детерминант профессионального самоопределения, в частности, темперамент и самооценка. Целью исследования является определение значимости данных факторов в процессе профессионального самоопределения школьников. Для достижения поставленной цели применялись следующие методы исследования: анализ литературы по доступным источникам, тестирование для оценки темперамента и самооценки, а также методы анализа данных.

Результаты исследования показывают, что темперамент и самооценка играют значимую роль в формировании профессиональных предпочтений школьников и других людей. Профессиональные предпочтения зависят от индивидуальных психологических характеристик личности, обусловленных типом темперамента. Школьники с адекватным уровнем самооценки демонстрируют более широкий спектр профессиональных ориентаций, тогда как школьники с низкой самооценкой склонны выбирать традиционные и социальные профессии, ограничивая тем самым свои возможности.

На основании полученных данных в статье предлагаются рекомендации по улучшению процесса профессионального самоопределения, основанные на комплексном подходе к двум ключевым психологическим детерминантам: влиянию темперамента и развитию самооценки. Такой подход позволит более эффективно решать проблемы, с которыми сталкиваются старшеклассники при выборе будущей профессии, обеспечивая их успешную профессиональную ориентацию.

Ключевые слова: психологические детерминанты, темперамент, самооценка, профессиональное самоопределение, профессия, направленность личности.

INTRODUCTION

Professional self-determination is one of the persistent problems in modern psychology. This is due to the fact that professional self-determination seems to be an important and obligatory stage that occurs in everyone's life. Since the process of determining the profession has a significant impact on his specialization in professional activity and on the indicators of life well-being. The most important and problematic is considered professional self-determination as a stage of organized professionalization of the individual, as it is considered a significant problem in any society and is manifested in the education system of all countries of the world and the Republic of Kazakhstan in particular. For everyone professional self-determination play an important role as a means to ensure his entry into the socio-economic processes of society, the conditions for living, as well as a way to become a person's personality, his self-realization and self-development. Based on the fact that every person will have to face the problem of choosing a future profession in his life. Quite often high school students, who most often face this question, assesses their desires, abilities and opportunities incorrectly and as a result the choice does not meet the conditions of its further realization.

Despite the importance of the process of professional self-determination, many people experience great difficulties when choosing a profession. They are quite often mental and depend on the main psychological determinants, which should include such factors as temperament and self-esteem, which differently affect the formation of a person's personality. This is often due to the fact that people because of their temperament or low self-esteem, they do not always make the right decisions. All this leads in later life to untenable results in the field of career and in general dissatisfaction in life. On this basis, the consideration of such psychological indicators of professional self-determination as temperament and self-esteem in high school students should be recognized as particularly relevant.

It should be noted that in a large number of studies on professional self-determination, such problems as the influence of temperament and self-esteem on it remains insufficiently considered. Since mainly researchers emphasize one of these psychological indicators or do not take into account the importance of interaction of such complex and different characteristics of human psychology. All this confirms the need and importance of conducting a comprehensive study, which will allow us to consider the two factors and show their overall impact on professional self-determination.

Literature review. Earlier studies on the topic of professional self-determination dealt with its different aspects and showed the influence of various personal characteristics of a person. They mainly studied personal interests, motivation and social reasons. However, it is the influence of temperament and self-esteem on professional determination remains to date still insufficiently studied. Although some works on temperament and self-esteem can be distinguished, but most of them put their emphasis on temperament or self-esteem.

The purpose of the study is to establish the role of temperament and self-esteem in the process of vocational self-determination in students.

Objectives of the study:

1. To establish the relationship between temperament, self-esteem and professional self-determination and to determine the role of temperament self-esteem in the process of professional self-determination.

2. To investigate the influence of temperament and self-esteem on career choice.

3. Develop recommendations to improve the process of professional self-determination

The object of the study is professional self-determination in students. The subject of the study is temperament and self-esteem as psychological indicators of professional self-determination.

Research methods: literature analysis of available sources; testing to assess temperament and self-esteem; data analysis methods.

The research has theoretical and practical significance. Theoretical - expansion of knowledge in the designated research topic. Practical - the results of the study can be used in the practice of professional self-determination, in the development of educational programs, and used for further research.

MATERIALS AND METHODS

Various primary and secondary sources became the materials of the research on the topic: monographs, dissertations, textbooks, scientific articles and others. They include the works of the following authors. Works by Andrienko O.A. [1], Syzdykbaeva A.D. [2], Zeer E.F. [3], Urumbaeva A.N. [4], Chekaleva N.V. [5], which considered the features of professional self-determination. In the works of Tikhomirov Y.L., Bubnova Y.A. [6], Matayev B.A. [7], Molchanova O.N. [8], Shvatsky A.Y. [9], Starov M.I. [10] and Potměšilová, P [11] The role of temperament in professional self-management is revealed in the works of Acar I., Veziroglu-Celik M., [12] Nemov R.S. [13], Pershina K.V. [14], Grishina I.A. [15], Mykytenko N. [16] and others. All of them are used in order to obtain the required information to analyze and obtain results on the issue under study.

The methods of research are defined: literature analysis; methods of research of self-esteem and temperament, in the form of testing, analytical and statistical methods.

Literature analysis based on the study of important contexts is aimed at obtaining a better understanding of two important psychological determinants of professional self-determination (temperament and self-esteem) as important factors in the decision-making process of career choice.

The main methods of the practical research were:

1. Eysenck's Personal Temperament Inventory (EPI), which allows us to determine which type of temperament a person has
2. E. Klimov's differential-diagnosis to establish professional preferences according to the proposed types of occupations.
3. S.V. Kovalyov's test-questionnaire according to the method "Determination of the level of self-esteem" [17]
4. J. Holland's methodology "Study of professional self-determination" [18]

The Eysenck Personality Inventory (EPI), adapted by Shmelev A. G. It is used to establish the degree of manifestation of properties that are the most important elements of the psyche: extraversion, introversion, neuroticism and psychoticism. It is used to establish the [type of](#) temperament and its main characteristics. The questionnaire includes 57 questions, of which, on the scale of extroversion and introversion - 24 questions, on the scale of neuroticism - 24 questions, on the scale of psychoticism or social desirability - 9 questions.

The methodology of E. Klimov's differential-diagnostic questionnaire is used to establish a person's propensity to types of certain occupations. For this purpose, the respondents are offered a questionnaire, from twenty 20 judgments of which it is necessary to choose one type of occupation out of two designated in the question. The obtained results allow, with the help of a key, to establish professional orientation on five main types of occupations: directed to nature; directed to technology; directed to man; directed to sign technology or images. The questionnaire makes it possible to determine a person's professional orientation.

S.V. Kovalev's methodology is used to establish a person's level of self-esteem. 32 judgments are offered, to which it is necessary to express one's attitude to five variants of answers, from 4 to 0 points. The results are formed based on the sum of scores: -from 0 to 25 - high level of self-esteem; -from 26 to 45 - average level of self-esteem; from 46 to 128 - low level of self-esteem.

The method of J. Holland "Study of professional self-determination" is based on the text of 42 pairs of professions, the respondent has to choose one profession from each pair. The number of coincidences on all six scales is counted when calculating scores. The predisposition to this or that type of activity is determined by a large number of coincidences with one of the six types of scales.

The test was administered to 50 high school students using digital technology and included the following steps.

1. Preparing for the test, where all those involved could familiarize themselves with the test instructions, test goals and objectives.
2. At the testing stage, participants had to answer questions according to the proposed tasks. The important condition is to answer honestly and without influence from other people.

3. The results are processed automatically, and after the test is completed, the data are sent for processing. The answers of all participants are summarized and scores for each criterion are calculated, which allows for further interpretation of all obtained data.

4. Analyzing the results helps to understand what types of temperaments, self-esteem are noted and what type of activity suits them best.

5. The last stage summarizes the results and draws conclusions. Recommendations are developed on the basis of the conclusions.

RESULTS

The main results of the literature analysis. The analysis of the above-mentioned literary sources that comprehensively consider the problem of professional self-determination in the education system allowed us to reveal this concept. Professional self-determination, as Andrienko O.A points out, is presented as a long and complex process, which takes a significant amount of life of an individual [1, p.125]. Zeer E.F understood professional self-determination as an independently obtained and conscious representation of a person's psychological abilities coordinated with the content of the main professions and requirements regarding the activity in the context of the profession, as well as the establishment of the content and value of the realized work in a specific industrial, economic and social situation" [3, p.14]. Professional self-determination is characterized as a process aimed at the formation of a person's personal attitude to professional activity, and it is also defined as a method of implementation used by a person through the coordination of his personal and professional and social needs [9, p.87].

The obtained materials allow us to outline the main approaches that reveal professional self-determination:

— the process of active and long-term career choice, including internal psychological factors and the results of this process;

— human activity, which can take different content depending on the stage of its development as a laboring subject;

— the process of a person making a decision about the choice of his/her future professional activity;

— independent and conscious comparison of professional-psychological capabilities of a person with the content and requirements of professional activity and selective attitude of an individual to the professional world;

— a complex dynamic process of formation by a personality of the system of his/her important relations to the professional-labor environment, development and self-realization of spiritual and physical capabilities, formation of appropriate professional intention and plans, realistic idea of himself/herself as a professional, as possible scenarios of the future;

— search and discovery of personal meaning in the chosen, mastered and performed labor activity, as well as in the process of self-determination.

— not limiting human development, and not falling into professional limitation, but finding limitless opportunities for development;

— is not a single action, but a long, multi-year process that has different goals and content at different age stages.

The content of professional self-determination includes such important elements as: a person's awareness of the professional sphere; knowledge about the possibilities of choosing a profession and ways of its mastering; self-analysis and self-assessment.

In practice, as Andrienko O.A. notes, students do not fully understand the content of professional self-determination, so when choosing their professional future they do not take into account their real chances and social needs presented in the labor market. Quite often schoolchildren are not sufficiently provided with knowledge and practices developed by science for professional self-determination. They do not have information about training opportunities to determine a suitable field of professional activity. As a result, school leavers pay their attention to the external side of the chosen profession without knowing anything about its internal content" [1, p.126].

The structure of professional self-determination contains three components:

1. Cognitive, responsible for a person's ability and skills to perceive the information they receive and process it well;
2. Behavioral, consists of the possible reactions of the individual to actions and events;
3. Emotional, characterized in a person's ability to recognize and evaluate their own emotions.

The features of professional self-determination are considered to be:

- present uncertainty and anxiety about the future;
- lack of confidence in the right choice.

The main characteristics and factors of professional self-determination are shown in Figure 1.

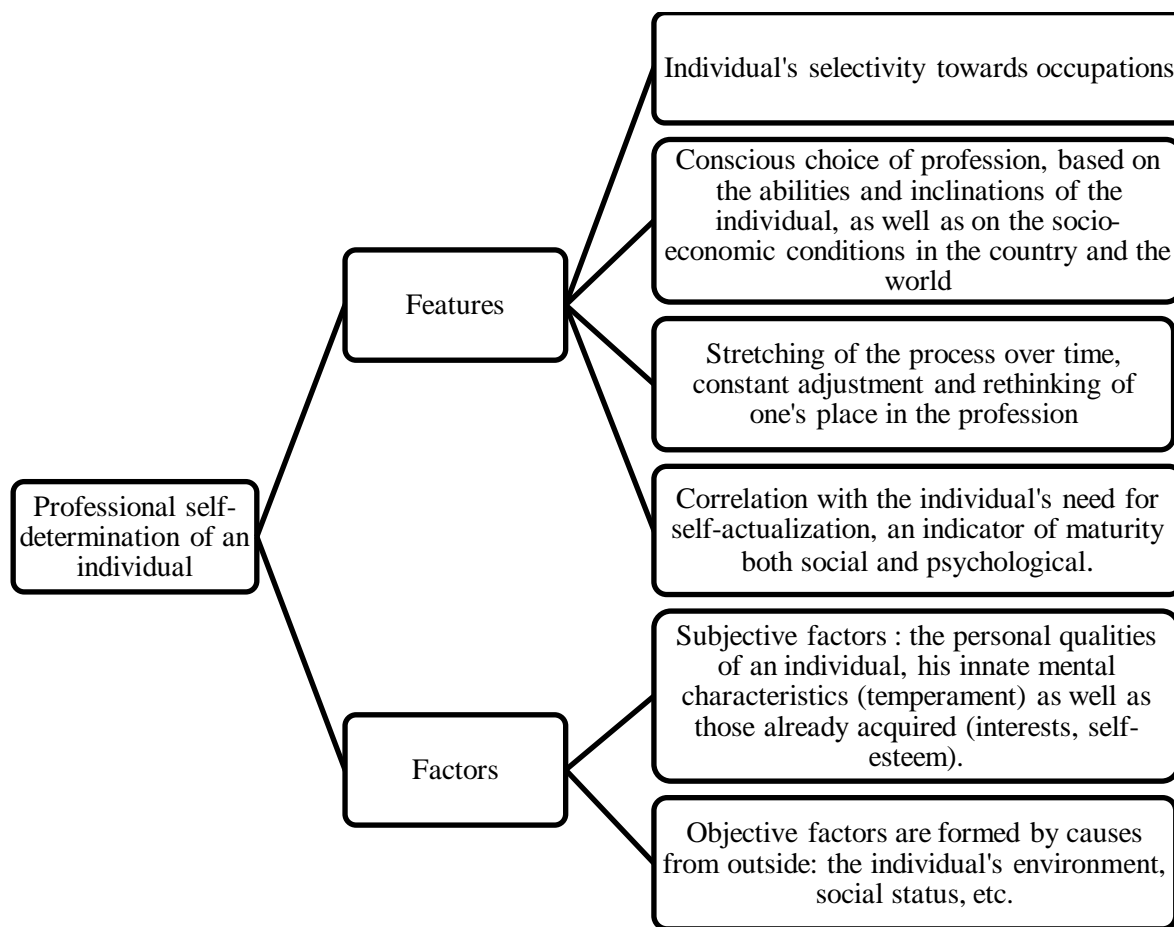


Figure 1. Characteristics of professional self-determination and factors influencing it [9, p.88]

The features are defined as: selectivity of the individual; conscious choice; duration of the process and the relationship with the need for self-actualization.

Determinants or factors of professional self-determination or its psychological determinants, two groups are designated: subjective and objective factors.

Subjective factors include the following: personal qualities of a person, expressed in his temperament, as innate mental characteristics; acquired qualities of a person, which include his interests and self-esteem.

Objective factors are formed by external conditions: social status, external environment and others. These factors are responsible for the procedure of a person's realization of his/her professional self-determination.

The level of professional self-determination of an individual depends on the factors that influence it both directly and indirectly. All together they determine the dynamics of professional self-determination

of an individual, in terms of defining oneself as one's own self or a separate unit belonging to a certain part of society.

It should be noted that determinants in psychology are also defined as factors that have an important influence on the development of personality [10, p.79]. Determinants provide the researcher with certain information about the characteristics of a person regarding his behavior. The application of this concept in psychology is connected with the realization of the principles of determinism as one of the currents of philosophical orientation about the existing cause-and-effect relations between material or immaterial indicators. Determinants show the connection of some personal characteristics of a person with the process of professional self-determination. All this allows us to attribute temperament and self-esteem to the determinants in the field of decision-making regarding the choice of profession.

There is a connection of professional self-determination of an individual with the peculiarities of his/her age and the process of making a decision to choose a profession. The following principles are emphasized in this process:

— the process of choosing a profession is based on the influence of a set of moral values that a person has previously received;

— at the second stage, preferences are determined regarding suitable areas of further professional activity: natural-scientific; humanitarian and technical;

— at the last stage there is the formation of trusting attitudes towards specific professions in relation to oneself and attitudes towards others. At this stage it becomes obvious that personal and professional self-determination exist together.

Allocation in the process of professional self-determination of such subjective factors as innate mental features of personal qualities of an individual and already acquired characteristics allow us to designate its relationship with temperament and self-esteem.

It is marked by the fact that temperament and self-esteem are referred to the psychological determinants responsible for decision-making, including the choice of profession. Studies of such individual-personal variables as temperament and self-esteem related to the decision-making process of professional self-determination are characterized by significant disagreements. Since decision making is determined not only by these variables, but also by situational factors [11, p.292].

In the course of the literature analysis the results were obtained regarding such concepts as self-esteem and its relationship with professional self-determination. In modern psychology there are many approaches to understanding the problem of self-esteem and temperament in the designated area. So according to A.N. Urumbaeva, B.A. Matayev and O.N. Molchanova it is necessary to consider self-esteem, an important element of personality development, participating in the regulation of active behavior of an individual. Self-esteem contains the process of studying one's own characteristics, qualities and one's attitude to one's own mistakes and achievements, as well as personal social position.

Self-assessment, if we refer to the opinion of O.N. Molchanov, is expressed in the ability of an individual to collect and formulate a certain personal idea of the quality, meaning or value of their sides of the personality, as well as their actions, individual deeds [8, p. 50].

Currently, two main types of self-esteem are distinguished:

— adequate self-esteem of the person, which corresponds to reality and makes it possible to eliminate successfully all existing shortcomings and improve the capabilities identified as positive;

— inadequate self-esteem of a person, based on a non-objective evaluation of oneself. People with this type of evaluation can show two types of inadequate self-esteem: underestimation and overestimation. All of them interfere with a person's ability to correctly evaluate himself, his problems and achievements and to communicate effectively with other people [9, p.88].

A person who has inadequate overestimation of his or her self-esteem will not realize the consequences of his or her personal mistakes. The stereotype of overestimation of one's personality is usually expressed in the effect of inadequacy, leading to a difficult emotional state, the main cause of which is considered to be the stability of a misshapen ego. While underestimated self-esteem leads quite

often to such indicators as excessive shyness, insecurity, lack of importance, which prevents a person from realizing their capabilities and abilities and using their potential [10, p.81]

According to many researchers, underestimated or distorted self-esteem regarding one's own perception can have a negative impact on personal development in general and on professional self-determination in particular. At the same time, most researchers agree that teenagers and high school students, based on the peculiarities of their age, cannot correctly assess their skills and abilities and have a need for self-esteem development.

Temperament is a complex of innate features that determine the individuality of a person through the manifested emotional excitability and response to external conditions. Temperament characterizes the dynamic and emotional side of human behavior and activity [11, p. 294]. For a working definition can be taken as follows, according to which it is understood under temperament individual features of a person, characterizing the dynamics of human psyche. And manifested temperament in human behavior, based on the type of nervous system, conditioned by psychological features of the individual personality, which are manifested in the form of balanced or unbalanced mobile nervous processes [12, p.878].

Temperament affects, relative to, psychological self-determination on the following indicators of the human psyche:

— speed of mental processes and their stability, manifested in the rate of reproduction, duration of attention concentration and speed of its switching, plasticity of thinking;

— speed of reaction to sensory stimuli (strength of emotional feelings, sensitivity, dynamics of emotional states);

— speed and motor activity of motor processes (speech, gestures, gait, facial expressions, motor skills, etc.);

— selectivity in the activity of the psyche and selectivity of behavior (activity, reticence, desire for noisy companies, to active communication, to solitude).

Knowledge of the features of one's temperament is necessary when choosing a professional activity, since the personal characteristics often depend not only on the course of work performance, but also on the final result [13, p.214]. They are important for everyone, including when choosing a profession, because the order of performance of many professional works and their result largely depends on the personal characteristics of a person

The main characteristics of temperament that can influence professional self-determination are outlined in Figure 2.

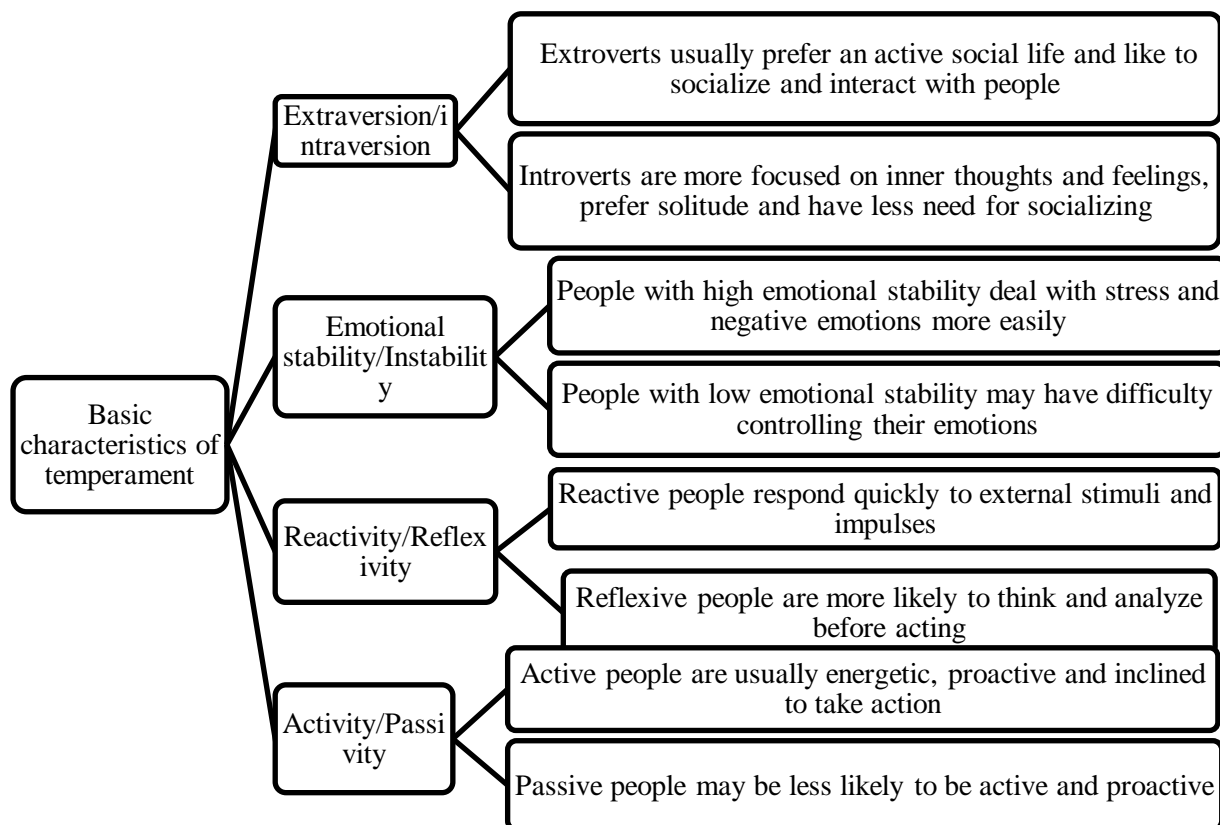


Figure 2. The main characteristics of temperament [14, p.61]

Extraversion or introversion: jobs that involve socializing with a large number of people are more suitable for extroverts. For introverts, the best jobs are those based on independence and concentration.

Emotional stability or instability: jobs that require resistance to stressful situations are better suited to a more emotionally stable person. Unstable people should not choose a job as a pilot, rescuer, etc.

Reactivity or reflexivity: for people with a reactive plan, professions involving quick decisions and proactive actions are better suited. For a reflective person, the best professions are those involving careful planning and constant analysis.

Active or passive: for more active people it is better to offer professions that require initiative and a high degree of activity, for passive people - jobs that require special care and attention.

To get a more complete picture of the influence of temperament and self-esteem on professional self-determination, other indicators should also be considered: the level of education and qualifications, which allow determining the options that are more suitable for professional choice; socio-economic conditions, which reflect their influence on career advancement and further development; personal goals and interests of a person, which determine the choice of profession; the level of stress and the degree of psychological well-being, which influence the ability to choose a profession; the level of psychological well-being, which influence the ability to choose a profession; and the level of psychological well-being, which influence the ability to choose a profession.

DISCUSSION

The results of temperament testing according to the method provided in the personal questionnaire of Eysenck G., adapted by Shmelev A.G, are shown in Figure 3.

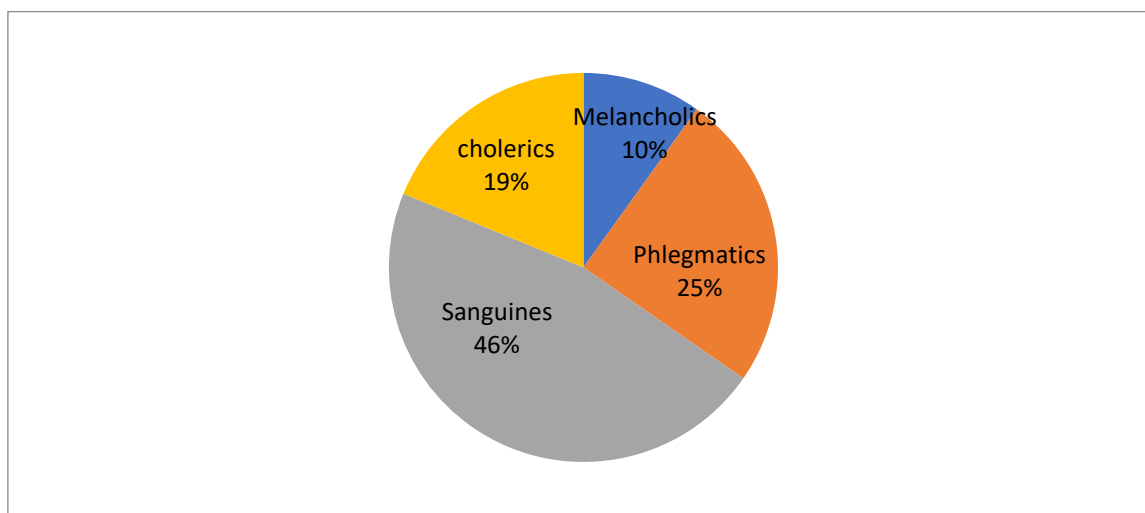


Figure 3. Structure of respondents by temperament

Of the total number, melancholics account for - 10%; phlegmatics - 25%; sanguines - 47% and choleric - 19%, which in turn act as: intraverts - phlegmatics and melancholics; extroverts - sanguines and choleric.

Results of professional preferences according to Klimov's E.A. methodology, defined according to the classification of occupational types. When correlating the type of temperament with the definitions of professional fields of activity gave a greater preference:

- choleric - to the "person - person" type (38%);
- melancholic - "A person-artistic image" (36%);
- sanguine - "Man to Man" (57%);
- phlegmatic - "Man - artistic image" (52%).

Quite high preferences of choleric regarding the type of professions as "man to man" indicate that they seek more active work, interesting interaction with people in their professional activity. They want to be leaders and seek dynamic occupations. Their professional preferences are closely related to a high mental level, expressed both in initiative and in special energy.

Sanguines also showed their high preference for more of a human-to-human occupational type. Since they do seek professions related to sociability, with other people. Since they have the ability to make contacts easily, are optimistic. All this makes sanguine people, in professions closely related to people, become more successful.

Melancholics choose in the majority of professions based on mutual relations "a person - an artistic image" that testifies that these psychotypes have a tendency to professions with deep level of emotional receptivity and creative spheres of activity. Melancholics seek themselves most often in art and some humanitarian professions.

Phlegmatics also choose a professional orientation along the lines of "human being - artistic image". But their approach is different, it should be explained by such characteristics as psychological stability and the ability to conduct deep analysis, which makes them valuable in fields that require attention to detail, special patience and creativity.

The results of determining the level of self-esteem according to Kovalyov's S.V. methodology are shown in Figure 4.

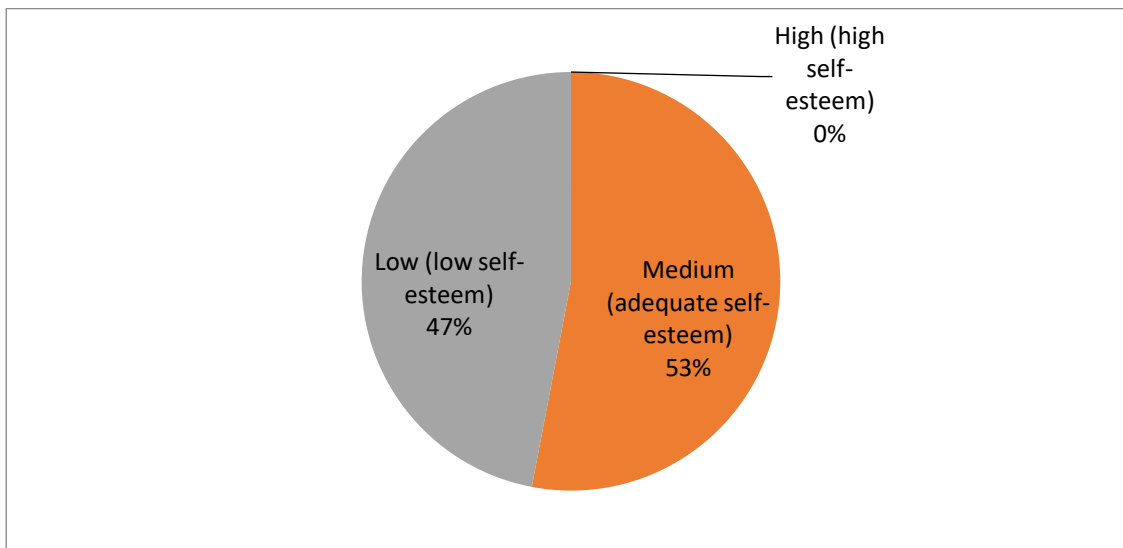


Figure 4. Results by level of self-esteem

Two levels of self-esteem have been established: a greater number or 53% have adequate self-esteem, and 47% have low self-esteem, overestimated self-esteem has not been established in any of the respondents.

Self-esteem has an important role in students' professional self-determination. The absence of students with high self-esteem tells us that they are not yet fully confident in their choice of profession and are not ready to take risks when choosing a profession, they like.

Adequate self-esteem, indicates that the majority of students can realistically assess their capabilities and needs. They are critical of themselves, set relatively realistic goals and behave quite correctly in conflict situations.

Whereas low self-esteem may indicate that a person is dissatisfied with his or her relationships with others, is largely dependent on the opinions of others, is sensitive to criticism, is emotionally vulnerable and has high emotional sensitivity. The presence of a high percentage of individuals with low self-esteem indicates that students may be avoiding career paths that require a specific degree of confidence.

The results of determining professional self-determination according to J. Holland's methodology are shown in Figure 5.

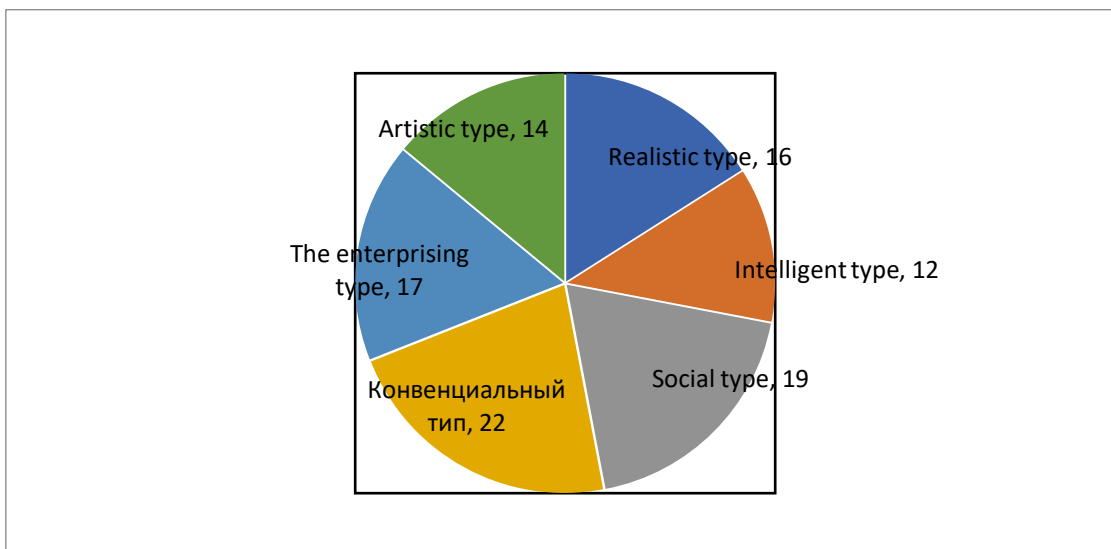


Figure 5. Structure of professional self-determination in percentages

The conventional type (22%) and social type (19%) have the highest proportion, followed by enterprising (17%), realistic (16%) and artistic (14%) and intellectual type at 12%.

The realistic type of professional self-determination prevails in 16% of pupils, which can be characterized as active and persistent people with practical thinking, spatial imagination and fully developed motor abilities. Such people are characterized by their inclination to professions based on the accomplishment of specific tasks and requiring physical strength. At the same time, they have low levels of social skills.

Intellectual type of professional self-determination is noted in 12% of pupils, which corresponds to their assessment of the importance of their analytical thinking, uniqueness and independence of judgments and curiosity. At the same time, they are not physically active. Interpersonal relations are not of special importance for such people. Intellectual psychotype in the field of professional orientation is characterized by the ability to solve problems requiring an abstract approach and creative abilities

Social type of professional self-determination has 19% of respondents. Social people are characterized by indicators of humanity and are very empathetic to other people. In many respects they are dependent on other people's opinion coming from society. Such people choose professions in the field of education, health care, service and social work. Their main areas of professional activity are focused on human-related decisions and depend largely on the ability to understand the proper behavior of others.

Conventional type of professional self-determination is established in 22% of pupils. People of this psychotype are characterized by conservatism, stereotypical approach to solving tasks, quite submissive and they like to be dependent on others. They usually have good mathematical abilities and a sufficient level of logical thinking. People belonging to this group, in their professional orientation choose quite often activities related to large amounts of information, are characterized by some routine.

Enterprising type of professional self-determination is noted in 17% of pupils. Such people are characterized by their activity, vigor. They are impulsive and risky. They have abilities to work in a team and be organizers. Regarding professional orientation, they are inclined to choose professions related to independent solution of complex problems, requiring the ability to communicate with people, to develop in them, and in different situations. And also possessing skills of communication eloquence.

Artistic type of professional self-determination - 14%. This psychotype is characterized by well-developed intuition, imagination, emotionality. Their views on life and profession do not always coincide with reality. Professionally, such people are most often engaged in activities in areas that require well-developed imagination and have artistic taste.

Table 1 shows the results of comparing the level of self-esteem and professional self-determination established depending on the temperamnt features of students.

Table 1 Comparison of self-esteem level and type of professional orientation of personality

Personality type	Average level of self-esteem	Low self-esteem	Total, in %
Realistic	12	4	16
Intelligent	8	4	12
Social	4	15	19
Enterprising	15	2	17
Conventional	4	18	22
Artistic	10	4	14
Total %	53	47	100

The obtained data indicate that students with an average or adequate level of self-esteem to a greater extent choose professions that correspond to the most realistic (12%), enterprising (15%), and artistic (10%), intellectual (8%). To the least extent - social and conventional.

Pupils with low self-esteem choose professions characteristic of the conventional type (18%) and social type (15%). Small indicators are observed in relation to the enterprising type (only 2%), as well as realistic, artistic and intellectual types (4% each).

It should be noted that students with adequate self-esteem choose a wider type of professional orientation compared to students with low self-esteem. All this allows the former to choose professions that correspond to their personal abilities (temperament) and career opportunities.

CONCLUSION

In the course of theoretical study of the main psychological determinants of professional self-determination, it was found that a significant role in the development of students and other people's professional preferences should be given to both temperament and self-esteem. Since they are most often used to determine the choice of profession.

Temperament determines its indirect influence on the choice of profession, as it is a personal innate characteristic of a person, affecting the perception of information, stress resistance and can determine his interactions with others.

Self-esteem shows the personal importance of a person to himself and indicates the level of self-confidence. Under such conditions, self-esteem influences many processes, including the process of professional self-determination. Adequate self-esteem usually leads to an active search for professional opportunities, while a low level of self-esteem significantly limits professional choice and can reduce motivation to achieve more effective professional goals.

In the course of practical research, it has been established that the preferences noted in persons of different types of temperament are based on their individual personal psychological characteristics. They largely influence the choice of profession. Thus, choleric and sanguine are most often successful in socially active professions, while melancholic and phlegmatic are more effective in analytical and creative professions. Based on this, the same professional choices were made by the researched people.

The study of self-esteem in the process of professional self-determination has shown that students with adequate self-esteem choose a broader type of professional orientation, which will allow them to choose professions that match both their personal abilities (temperament) and their interests. While students with low self-esteem limit their choice mainly to conventional and social professions. This may suggest that low self-esteem may be a psychological barrier in choosing realistic, creative and entrepreneurial professions.

To ensure more successful professional self-determination within the framework of psychological factors such as temperament and self-esteem is recommended:

- Work more actively, within school education, to increase students' self-esteem;
- Organize various forms of psychological support aimed at developing students' self-confidence
- organize various forms of psychological support aimed at developing students' self-confidence in order to expand opportunities for professional self-determination. These should include psychological trainings, individual psychological consultations, participation in projects, group discussions on the definition of professions, familiarization with different professions in practice and others;
- when implementing programs to develop self-esteem in the field of professional self-determination it is necessary to take into account the influence of temperament on the choice of profession. Since the types of temperament can have an impact on self-esteem and does not allow to make the right professional choice.

Thus, the systematic use of psychological determinants of professional self-determination (temperament and self-esteem), will more effectively solve the problems that are particularly acute for high school students regarding the choice of profession.

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