



EMPIRICAL RESEARCH OF PSYCHOLOGICAL FACTORS OF PROFESSIONAL ORIENTATION IN TEENAGERS

Makhliyo B.Yuldasheva

PhD in psychological sciences, associate professor

Department of Psychology, Fergana state university, Uzbekistan

ORCID: 0000-0002-4624-7039

myuldasheva229@gmail.com

Abstract. Every person is faced with the question of choosing a profession several times in his life. Choosing a profession is the process of determining not only a professional path, but also the formation of a person's entire lifestyle, determining his worldview, social status and personal success. In today's era of global economic and social change, career choice has become a more complex and important process that depends on various factors. Choosing a profession is a decision that is made taking into account the individual's potential, abilities, interests and needs. In this process, it is necessary that a person takes into account not only his intellectual and creative potential, but also psychological and social aspects. This article focuses on highlighting the main areas, problems and possibilities of the career selection process, while analyzing the results of empirical research on the profession.

Keywords: profession, choosing a profession, professional development, interests, abilities, specific psychological characteristics

Introduction

The process of choosing a profession is a social process that is the contribution that a person makes to society through his chosen profession. The choice of profession is associated with the process of self-realization of a person. Because a person realizes that he will grow older and feels the need to work in a certain profession in the future. This happens through the realization that the chosen profession satisfies a person, satisfies his needs and becomes the basis for his future life. This process was studied by many psychologist thinkers around the world. Behind the choice of profession lies a person—it will be associated with his needs, interests, abilities and specific psychological characteristics. This idea means that each profession needs an individual approach based on the psychological characteristics of the contestant.



Many factors influence the career choices of career selectors. In this, the first place is occupied by the person's need for a profession, his motives, competence, interest, talent and ability. It is also important to say that when choosing a profession, it is also important to focus on professions, based on the gender of a person. Giving direction to the choice of profession of a student, taking into account such a factor, is visible on specific sides. It is considered to give knowledge of professional skills or professions. In this, the reader is introduced to the essence of the profession, the requirements and tasks that put each profession before a person, such as the necessary levels for society. Professional education is carried out in a variety of ways, mainly on such sides as age, gender, level, knowledge, intelligence of a person [3].

One of the main factors affecting the choice of professions for young people is family members, while the other is their mentor, who is their educator. Professional counseling is a process that involves students in their choice of profession, the deep delivery of the essence and goals of this profession to their minds and the formation of a certain interest in them. Professional counseling is the process involved in creating important objective and subjective conditions for an individual to choose a career that suits their passion, air, ambition, abilities. The choice of a profession by an individual will depend on the motives that arise from his knowledge.

METHODS

In our study we initially carried out the study of the state of professional predisposition in upper-class students. For this, we used the “Definition of professional orientation” provided by Russian psychologists L.Yovaish and G. Rezapkina [2]. The survey includes the following scales:

- I- tendency to work with people
- II- tendency to intellectual work
- III- predisposition to practical activities
- IV- predisposition to aesthetic activity
- V- tendency to extreme activity
- VI- predisposition to Planned economic activity.

When the problem of intelligence has to be analyzed in relation to the learning necessity of teenagers in relation to Career Orientation and career choice activities, then it is important to rely on the idea put forward by Howard Gardner. At the next stage of our study, we tried to determine the Coordination of intelligence and professional orientation of teenagers. For this, we used Gardner's methodology of “Professional activity and human intelligence” [1].



There is a long historical period when the study of the intelligence of a person, the fact that the mind occupies a special place in his daily life, work and professional activities is one of the most pressing problems of psychology. In parallel with the formation of psychology as a modern science, the study of the mind and intelligence of a person, the determination of the impact on the effectiveness of his activities, caused the opening of a number of scientific laws (F.Galton, Ch.Spirmen, A.Bine, T.Simon, M.Kettell, J.Guilford, G.Y.Eisenk, R.Thyrstown) [4]. Preliminary scientific research was carried out on the nature, structure and methods of measurement of human intelligence. In the next stage of research, however, issues of dependence with intelligence on the level of human awareness, professional activity in the socio-cultural environment in which they live and other aspects are studied.

G.Gardner has been able to interpret through intellect what types of activities humans, specifically students, are qualified for and what profession they can help choose. The questionnaire “Professional activity and human intelligence” developed by the scientist, allows you to determine the competence, inclinations of a person with intelligence. G.Gardner [1] classified from his idea devoted to intelligence seven types of personality according to human intelligence: linguistic, mathematical-logical, visual-spatial, musical, interpersonal, understanding the inner world of personality, kinesthetic. In secondary schools, in the process of vocational education, it is important to take into account the belonging to the types of intelligence advanced by the scientist in the provision of mutually effective activities of teachers with students. In many cases, not noticing the belonging of students to the types of intelligence or not having pedagogical-psychological information about it creates difficulties in the teaching process of teachers.

Results and Discussion

Based on the analysis of the results of the methodology, it was expressed in the following table:

Table 1
Results of the “Definition of professional orientation”

Gender	Scale	N	Average value	Dispersion	t
Female	I	63	6,111111	3,390681	1,98*
Male	I	41	5,341463	5,030488	
Female	II	63	5,269841	8,555044	-0,28
Male	II	41	5,439024	9,302439	
Female	III	63	6,52381	11,41475	-4, 5**



Male	III	41	9,780488	15,67561	
Female	IV	63	7,126984	13,43523	
Male	IV	41	5,560976	12,00244	2,2*
Female	V	63	11,26984	22,26472	
Male	V	41	11,5122	23,4561	-0,25
Female	VI	63	8,285714	18,78802	
Male	VI	41	7,390244	17,1439	1,04

Note: * $p < 0,05$; ** $p < 0,01$; *** $p < 0,001$

From this table, we can see that although there are differences between the middle arithmetic value of scales among teenagers such as “tendency to intellectual work”, “tendency to extreme activities” and “predisposition to Planned economic activities”, but these indicators are not statistically significant. A significant difference was found between scales such as “tendency to work with people”, “predisposition to practical activities” and “predisposition to aesthetic activities” ($t=1,98$; $t=4,5$; $t=2,2$). So, on such scales as “tendency to work with people” and “predisposition to aesthetic activity” a high level was determined in guys. On the “predisposition to practical activity” scale a clear advantage is seen in girls, that is, girls are more interested in practical activities than guys and believe that they will succeed in similar activities.

At this point, we tried to find out what indicators of professional inclinations of students of the upper class are based on the point of view of the age limit. The results were listed in Table 2.

Table 2

Age differences according to the results of the “Definition of professional orientation”

Age	Scale	N	Average value	Dispersion	t
16 years old	I	52	5,961538	3,723982	
17 years old	I	52	5,653846	4,58371	0,7
16 years old	II	52	5,057692	6,878959	
17 years old	II	52	5,615385	10,6727	-0,96
16 years old	III	52	7,692308	14,02112	
17 years old	III	52	7,923077	17,28808	-0,29
16 years old	IV	52	6,480769	13,27413	
17 years old	IV	52	6,538462	13,66516	-0,1
16 years old	V	52	11,5386	19,46908	
17 years old	V	52	11,19231	25,96229	0,37



16 years old	VI	52	7,903846	19,069	-0,1
17 years old	VI	52	7,961538	17,60633	

Note: * $p < 0,05$; ** $p < 0,01$; *** $p < 0,001$

As can be seen from this table, it was found that there was no discrepancy between 16 and 17 year olds according to the above level of professional inclination. We expressed the results obtained according to the methodology in the diagram.

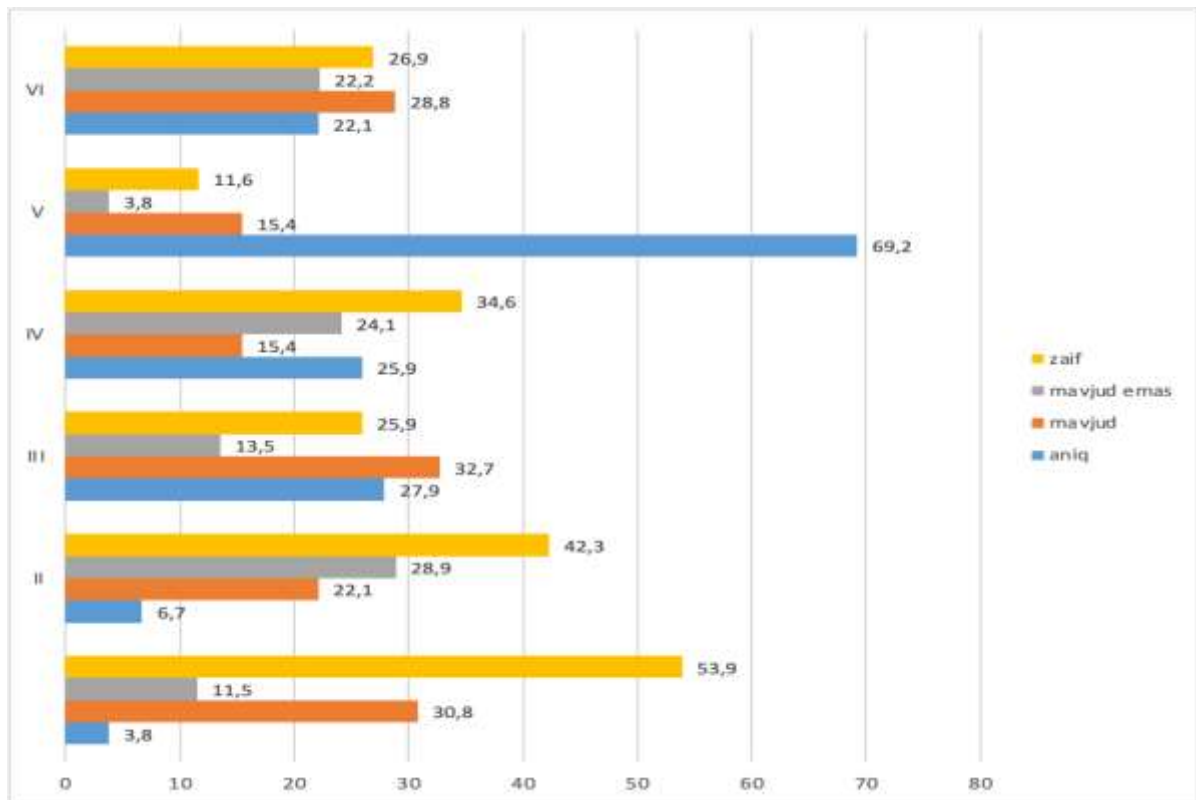


Figure 1. Results from the "Definition of professional orientation"

The diagram shows that students with kinesthetic abilities are able to work comfortably in any profession that requires other abilities, and there is a predisposition to professions related to the field of Economics. In addition, we can say that teenagers with a tendency to intellectual work and practical activities are equally inclined to work with people.

The results analysis on the methodology was expressed in the table below.

Table 3

Results of "Professional activity and human intelligence"

Gender	Scale	N	Average value	Dispersion	t
Female	Linguistic	62	2,274194	1,120307	-0,3
Male	Linguistic	42	2,333333	0,813008	



Female	Mathematical-logical	62	2,048387	0,768112	0,8
Male	Mathematical-logical	42	1,880952	1,375726	
Female	Kinesthetic	62	2,983871	0,999736	2,01
Male	Kinesthetic	42	2,547619	1,424506	
Female	Visual-spatial	62	2,741935	0,653622	0,7
Male	Visual -spatial	42	2,619048	0,924506	
Female	Musical	62	2,387097	0,536224	1,2
Male	Musical	42	2,190476	0,743322	
Female	Interpersonal	62	2,693548	1,035695	-0,3
Male	Interpersonal	42	2,761905	1,015099	
Female	Understanding the inner world of personality	62	3,209677	0,955315	2,7**
Male	Understanding the inner world of personality	42	2,666667	1,00813	

Note: * $p < 0,05$; ** $p < 0,01$; *** $p < 0,001$

From this table we can see that although there are differences between the middle arithmetic value of such scales as “linguistic”, “mathematical-logical”, “kinesthetic”, “visual-spatial”, “musical” and “interpersonal” among teenagers these indicators are not statistically significant. But a significant difference was found between the “inner world-oriented” scale ($t=2,7$). In conclusion, on the scale of “orientation to the inner world of personality”, girls are identified with a higher level, that is, girls are more oriented towards their inner worlds than guys. From this, we can realize that girls themselves prefer to operate alone and have a greater tendency to analyze their inner worlds.

In the table below we can see the differences in the age limit of coherence between activities and intellect of upper-class students aged 16 and 17.

Table 4

Age differences in the results of “Professional activity and human intelligence”

Age	Scale	N	Average value	Dispersion	t
16 years old	Linguistic	45	2,089	1,082828	-1,99*
17 years old	Linguistic	59	2,458	0,873174	
16 years old	Mathematical-logical	45	1,889	0,964646	-0,8



17 years old	Mathematical-logical	59	2,051	1,049094	
16 years old	Visual-spatial	45	2,733	0,7	0,4
17 years old	Visual -spatial	59	2,661	0,814144	
16 years old	Musical	45	2,289	0,528283	-0,2
17 years old	Musical	59	2,322	0,704851	
16 years old	Interpersonal	45	2,622	1,10404	-0,87
17 years old	Interpersonal	59	2,797	0,957919	
16 years old	Understanding the inner world of personality	45	3,089	0,810101	0,86
17 years old	Understanding the inner world of personality	59	2,915	1,216832	
16 years old	Kinesthetic	45	3,044	0,725253	1,99*
17 years old	Kinesthetic	59	2,627	1,513735	

Note: * $p < 0,05$; ** $p < 0,01$; *** $p < 0,001$

As a result of the analysis of the table, we can see that among teenagers aged 16 and 17, there are correspondences and inconsistencies between their professional orientation and professional abilities. More precisely, no significant differences were found between the scale “mathematical-logical”, “visual-spatial”, “musical”, “interpersonal” and “oriented towards the inner world of personality”. But there are several significant differences in the “linguistic” and “kinesthetic” scales, that is, on the “linguistic” ability scale, 17 year old teenagers showed a higher result than 16 year old ones, that is, as teenagers grow older, linguistic ability also increases in them (abilities such as word recall, verbal, good performance of various role games, etc.). But in terms of kinesthetic ability, a higher result was found in 16 year olds than in 17 year olds, from which we can realize that young people have a predisposition to work on things, practical work and work that requires manual labor.

To reveal the essence of the independent selection of professions in the organization of the correct orientation of teenagers to the independent selection of professions; to study the basic principles that determine the choice of professions; acquaintance with profesiograms; to distinguish professionally important qualities; to diagnose personal qualities; it is necessary to focus on such edges as the choice of. Methods of working in cooperation, which include tasks such as methodical-descriptive methods of independent selection of professions, explanation of the true nature of the basic ideas about certain materials, problematic educational methods that make it possible to understand and discuss the information received, modeling specific tasks and directing professional activities, mastering reproductive methods,



important knowledge and skills that allow you to learn, it is advisable to use methods that control the process of forming competencies.

Currently, the process of rapid integration is underway at the global level. In such a situation, all societies and states are at the height of deep reforms and development. This necessitates a new phase of development, moving in a new direction. Choosing a profession is a very important process. For this reason, in our study, we focused on determining the professional inclinations of upper-class students, as well as what type of intellect professional activity is associated with in their social imagination.

According to the results of the study, the predisposition to professions oriented towards extreme activity was expressed at a clear level in 69.2% of teenagers; in 53.9% of teenagers at a weak level in professions oriented towards joint activities with humans; in 32.7% of teenagers in the presence of a predisposition to a particular type of activity compared to practical activity;

We have developed the following results from our study:

First of all, teenagers' professional orientation is expressed in relation to professions within a certain range of activities in them. It turns out that these professional inclinations have a characteristic at a certain level, at a weak level and at the level of non-expressiveness at all.

Secondly, a clear advantage was found in guys on the "tendency to work with people" and "tendency to aesthetic activity" scales, and in girls on the "tendency to practical activity" scale. At the same time, it is worth noting that there are no discrepancies among teenagers aged 16 and 17 according to the level of professional predisposition.

Thirdly, on the "orientation to the inner world of personality" scale, girls were found to have a higher rank, meaning that girls were more oriented towards their inner worlds than boys. This means that girls themselves prefer to operate alone and have a greater tendency to analyze their inner worlds.

Fourth, on the "linguistic intelligence" and "kinesthetic intelligence" scales, 17 year olds showed higher outcomes than 16 year olds. This is evidenced by the fact that the ontogenetic development of a person affects its intellectual potential at both quantitative and qualitative levels.

Fifth, as long as the professional inclinations manifested in teenagers are determined immortally by the linguistic intelligence in them.

CONCLUSION

Choosing a profession is one of the most important decisions in life. This determines not only the future financial stability of a person, but also his level of



personal satisfaction, his place in society and successes. When choosing a profession, it is important to take into account the following factors:

First, a person's choice of a profession suitable for their interests increases his motivation. At the same time, a person must identify his strengths and be based on them.

Secondly, it is important to study market demand and determine which professions will be relevant in the future. When choosing a profession, it is necessary to take into account the dynamics of the labor market.

Thirdly, an important role in choosing a profession is played by the inner values and life goals of a person. The profession chosen only for material benefit may not bring satisfaction in the long run.

Fourth, consultation with family members, teachers or qualified professionals facilitates the process. It is also recommended to gain real experience through internships and internships.

In order to consciously choose a profession, it is necessary to develop self-analysis, data collection, and decision-making skills. This process serves to make a person succeed in his personal and professional life. The process of choosing a profession is not just a decision, but a continuous process. Even if the right direction is chosen, it is necessary to be open to new opportunities and constantly develop their abilities. And this is the key to life success.

REFERENCES:

1. Gardner H. Mind, Work and Life: A Festschrift on the Occasion of Howard Gardner's 70th Birthday — Create Space, 2014. 512 p.
2. Rezapkina G. V. Professional self-determination. Personality. Profession. Career. textbook. Moscow: Prosveshchenie, 2024. – 199 p.
3. Юлдашев, Ф. А., & Юлдашева, М. Б. (2021). Профессиональная ориентация подростков. In Личность в культуре и образовании: психологическое сопровождение, развитие, социализация: материалы международной научно-практической конференции (pp. 380-387).
Yuldashev, F. A., & Yuldasheva, M. B. (2021). Professional orientation of teenagers. In Personality in culture and education: psychological support, development, socialization: proceedings of the International Scientific and practical conference (pp. 380-387).
4. ЮЛДАШЕВА, М., & САМИНЖОНОВА, З. СОЦИАЛЬНЫЕ ПРОБЛЕМЫ МОЛОДЕЖИ: ОТ ОБРАЗОВАНИЯ ДО ЗАНЯТОСТИ. Тихоокеанский



государственный университет КОНФЕРЕНЦИЯ: СОЦИАЛЬНЫЕ ПРОБЛЕМЫ МОЛОДЕЖИ: ОТ ОБРАЗОВАНИЯ ДО ЗАНЯТОСТИ Хабаровск, 08 декабря 2023 года Организаторы: Министерство науки и высшего образования РФ, Федеральное государственное бюджетное образовательное учреждение высшего образования «Тихоокеанский государственный университет».

YULDASHEVA, M., & SAMINZHONOVA, Z. SOCIAL PROBLEMS OF YOUTH: FROM EDUCATION TO EMPLOYMENT. Pacific State University CONFERENCE: SOCIAL PROBLEMS OF YOUTH: FROM EDUCATION TO EMPLOYMENT Khabarovsk, December 08, 2023, Organizers: Ministry of Science and Higher Education of the Russian Federation, Federal State Budgetary Educational Institution of Higher Education "Pacific State University".