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This manuscript explores the critical issue of early professional self-determination among middle school students, a pivotal stage in their educational and career development. The first part of the study analyzes various theories and approaches related to career advising, drawing on both foreign and domestic experiences to highlight best practices in early career guidance. Through a comprehensive review of existing literature, the manuscript identifies key factors influencing students' career choices and the importance of effective advising strategies.

In the second part, the research presents empirical findings from an experimental study conducted through interviews and surveys involving teachers and parents, alongside diagnostic assessments of the students themselves. The data collected provides insights into the perceptions and experiences of educators and parents regarding career advising, as well as students' understanding of their own career aspirations. The results underscore the necessity for structured career advising programs in middle schools to facilitate informed decision-making and foster early professional self-determination among students. This study contributes to the ongoing discourse on career education and offers practical recommendations for enhancing career advising practices in educational settings.

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INTRODUCTION

In the context of continuous education, career orientation becomes an important part of a person's life: at all levels of education, individuals build educational and professional pathways that allow them to fully realize their potential, determine their near future, and ensure comprehensive development. Career orientation essentially creates conditions for a successful life and productive work, making this area of activity for educators, psychologists, and sociologists relevant and in demand at both the state level and for parents and children, even at an early age. Therefore, in modern conditions, when new generations enter society, serious work is needed to successfully address career orientation tasks at all levels of education, from preschool to postgraduate.

According to the classic theory of generations, new generations emerge approximately every 20 years, and individuals born at the intersection of two generations belong to the so-called "echo generation," characterized by the values of several generations. The theory of generations allows for the analysis of different age groups based on their fundamental values. One of the leading life strategies for today's school students and college learners is the strategy of "change your life, develop, realize your creative abilities." "Technologically literate and knowledgeable about modern technologies, they crave career growth, 'devouring' all representatives of older generations in their quest for money. Hypertrophied needs have made symbols of success the Porsche Cayenne and a house in Rublyovka. They often change jobs and consider it abnormal to work for a company their entire life," which contributes to increased migration from regions to large cities, often to megacities.

It is precisely with these students that educators, psychologists, and other specialists work in educational institutions today. The extent to which they are prepared to work with new generations of students, and how successfully they help young people enter the world of professions in their home regions, taking into account not only their desires and trends in professions but also real opportunities and abilities, will determine the future of each of us and the entire country. This guide provides an opportunity for

all interested parties, especially those working in primary schools, to familiarize themselves with regulatory documents and the experience of organizing career orientation work within the education system.

In modern society, in the context of the country's transition to a market economy, the expansion of economic relations with the countries of near and far abroad, higher and qualitatively different requirements are imposed on graduates of higher educational institutions. In particular, such personal qualities as enterprise, intellectuality, responsibility, purposefulness, competence, organization, social and professional mobility, efficiency, sociability, the ability to make independent decisions, etc., come to the fore.

Modern parents, understanding the importance of the correct orientation of their children in the world of profession, are increasingly turning to specialists who could provide competent specialized assistance.

In such conditions, early career guidance is actualized, aimed at the formation of the necessary qualities, starting from the middle grades of secondary school. Accordingly, early career guidance should be provided with psychological and pedagogical support. As we can see, the need of society for early career guidance, which would meet the needs of modern society, is growing. First of all, social requests are addressed to scientists, teachers and psychologists, since it is from the point of view of psychological and pedagogical sciences that full, meaningful support of this process is possible.

Mainly, the relevance of creating psychological and pedagogical support for determining professional suitability is due to the social order of the state, which reflects the need for specialists who meet the above requirements and is determined by the fact that there are certain shortcomings in the existing system of professional selection, the main of which is the monotonous nature of examinations. This significantly reduces the effectiveness of professional selection, so it is necessary to move from the monotonous nature of examinations to psychological support of a professional career to determine the compliance of the mental characteristics of a person at each stage of

the professional path with the specified parameters and, if necessary, timely correction of the individual characteristics of the future specialist.

At the beginning of the last century, such scientists as N. K. Krupskaya [2], A. S. Makarenko [3], S. T. Shatsky [4] and others worked on the problem of professional orientation.

A review of foreign and Russian psychology and pedagogy has shown that many scientists have contributed to the study of the theory and practice of professional self-determination. Studies have been carried out in the field of:

- historical and socio-economic foundations of professional orientation and consultation (A.D. Sazonov [5], A.A. Jovaisha [6], I.N. Zakharov [7], S.N. Chistyakova [8], E.G. Kostyashkin [9]).

- application of psychophysiological classification of professions in vocational guidance work (A.E. Klimov [10] and others).

- systems and methods of professional orientation and consultation (V.I. Yaroshenko [11] and others)

Of particular interest are the works of foreign researchers, whose views are quite diverse. For example, E. Herr [12] believes that a modern professional consultant is an applied behavioral scientist whose task is to train the client's actions with the help of various games, trainings and work trials, plan and predict them.

N. Gisbers and I. Moore [13] consider the process of professional counseling as, first of all, assistance in life self-determination.

A. Maslow [14] proposed the concept of professional development, and singled out self-actualization as the central concept – as a person's desire to improve, express, and express himself in a meaningful business.

A significant contribution to the study of the problems of professional orientation in Kazakhstan was made by scientists - A.L. Seitesheva [15], Askarova Zh.A. [16], Nurakhmetov N.N. [17] and many others.

Today we meet the works of foreign scientists who have a very clear idea of early career guidance, starting from the senior groups of preschool educational institutions. This approach greatly emphasizes the importance of early career guidance.

The analysis of publications and works on this topic showed insufficient development and lack of due attention to the problem of early professional orientation of young people.

The contradiction lies in the fact that at present the need for training competitive specialists has increased, while there is no unified idea of the content and essence of psychological and pedagogical support of early professional orientation, as a result of which there are situations associated with the wrong choice of profession and in the future, the need to spend additional time and money to obtain a truly competently selected education. All this determined the topic of the work "Psychological and pedagogical support of early professional self-determination of students" and indicates that the chosen research topic is relevant at the present time and requires the development of a methodology for determining the professional orientation.

The basis of the study was:

- socio-economic, theoretical and scientific approaches to career guidance (Kalugin N.I. [18], Krupskaya N.K. [2], Maksimov V.G. [19], Sazonov A.D. [5], Shatsky S.T. [4]);

- a personality-oriented approach that considers the relationship between age characteristics and the choice of a profession by a teenager (Abramova G.S. [20], Bozhovich L.I. [21], Vorobyova A.I. [23], Kon I.S. [24], Nemov R.S. [25], Obukhova L.F. [26], Petrovsky V.A. [27], etc.);

- stage-level approach to the formation of the child's motivational structure and the formation of motives for career guidance (Akhmetzhanova G.V. [28], Kuptsov I.I. [29], Leontiev A.N. [30], Nemov R.S. [25], Pavlyutenkov E.M. [31], Rean A.A. [32], Chirkov V.I. [33], etc.);

- a systematic approach to solving the problem of career guidance (Sazonov A.D. [5] and others).

The works of such Western scientists as J. Davis, the founder of professional orientation in the United States, F. Parsons, H. Gardner, and others.

Recently, the theoretical and practical aspects of this problem have been reflected in the works of: Borisov E.M. [34], Gurevich K.M. [35], Klimov E.A. [10], Mitina L.M. [36]

Among the Kazakh authors, it is necessary to mention teachers such as Tazhibayev T.T., Zhumabayev M., Zharikbayev K.B., Koyanbayev Zh., who made a huge contribution to the development of pedagogical and psychological science in Kazakhstan, including considering the issues of early development of the personality, and its orientation in the world of professions.

Among the modern Kazakh authors, one can note the works of K. Syzdykova, who developed a program called "Development of the system of career guidance in schools of the Republic of Kazakhstan as a factor in expanding access to higher, technical and vocational education". This program is designed for young researchers. This program is interesting for us because the author offers an analysis of career work in developed countries. For example, in the UK and Denmark, early career guidance has long been introduced at the legislative level, while the minimum time devoted to career guidance: 11-12 years: 12 hours, 12-13 years: 15 hours, 13-14 years: 24 hours, 14-15 years: 24 hours, 15-16 years: 20 hours, 16-17 years: 20 hours, 17-18 years: 12 hours. At the same time, for example, in Germany, individual career guidance is a mandatory educational component in the last 2 years of schooling, although it can often be started earlier. In the United States, vocational counseling in schools is provided throughout the student's education, according to the Perkins Act of 1984. In France, there is a developed network of information centers for career guidance, career guidance counseling for students and their parents. In Japanese schools operating on a public basis, vocational guidance begins in compulsory junior high school two years before of the 9th grade.

Nevertheless, the insufficient development of the issues of professional orientation and professional aptitude, the presence of a range of debatable issues determined the choice of the topic of this study, the goal, objectives and structure.

The main purpose of this work is to determine the basics of professional orientation and identify the conditions for psychological and pedagogical support of early career guidance.

This goal of the study predetermined the formulation of the main objectives of the study:

- to study the psychological, pedagogical and methodological literature on the topic of the study;

- to determine the psychological and theoretical directions of professional work;

- to develop the content of psychological and pedagogical support for early career guidance.

The object of this study is the applicants and students of secondary schools of the Pavlodar region. The subject of this research is early career guidance.

The quality of this monograph depends to the greatest extent on the ability to choose the most effective research methods, since they allow you to achieve the goal.

The methodology used in the study is complex and includes both general and special research methods.

Most of the special problems of specific sciences and even individual stages of their research require the use of special methods of solution. Of course, such methods have a very specific character. It is natural, therefore, that they are studied, developed and perfected in specific special sciences. They are never arbitrary, because they are determined by the nature of the object under study.

In addition to special methods characteristic of certain areas of scientific knowledge, general methods of scientific cognition were used, which, unlike special ones, were used throughout the research process.

In the process of research work, methods of scientific research of all three levels were used:

- methods of empirical research (observation, comparison, measurement, experiment);

- methods used both at the empirical and theoretical levels of research (abstraction, analysis and synthesis, induction and deduction, modeling, etc.);

- methods of theoretical research (ascent from the abstract to the concrete, etc.).

But the study was mainly based on the methods of empirical research. Such methods as the following were widely used:

- Observation, self-observation

- Comparison

- Measurement

- Experiment (natural, sociometric experiment)

- Conversation, questionnaire method

The scientific novelty lies in the following:

- The characteristics of the content of vocational guidance and professional selection in educational organizations have been supplemented;

- Identification of requirements for the personality of future linguists;

The theoretical significance of the study lies in the comprehensive study and theoretical generalization of empirical material on the topic. The practical significance is determined by the fact that the creation of a methodology for determining professional suitability and the development of psychological and pedagogical support for the development of professional suitability will make a significant contribution to the work of school psychologists and professional counseling specialists.

The monograph consists of 2 chapters, a list of literature and appendices.

1 Psychological and pedagogical foundations of professional work with applicants

1.1 Psychological and theoretical aspects of professional orientation

Choosing a profession is a difficult and responsible step in the life of every person, on which his future fate largely depends. Choosing the right profession means finding your place in life; A choice made without due attention, without understanding oneself, without a sober assessment of one's abilities and with absolute ignorance of the possibilities that life has prepared for us, can frustrate life aspirations and make a person unhappy.

The word "profession" translated from Latin means an officially indicated occupation, specialty. A profession is a type of labor activity, occupations that require a certain training and appropriate personal qualities from a person.

Also, the term "profession" refers to a type of labor activity that requires certain training and is usually a source of material support for a person's existence. A profession is characterized as a system of knowledge, skills and abilities inherent in a certain person. The concept of "vocational education" is identified with special education and can be obtained in vocational, secondary and higher educational institutions. Professional education is associated with the acquisition of certain knowledge and skills in a specific profession and specialty. Thus, vocational education trains specialists in educational institutions of primary, secondary and higher vocational education, as well as in the process of course training and postgraduate education, which form the system of vocational education. [37]

The problem of preparing the younger generations for work is an eternal problem of human society. Career guidance arose from the needs of the development of human society, and therefore, like society, it has its own history and prehistory. Naturally, career guidance could not appear earlier than the professions appeared, and, consequently, the need for orientation to these professions. In different socio-economic formations, it was solved in different ways, each time filled with new content and acquiring new forms of implementation in practice. However, in order to get closer to

the answer to the question of when professional orientation appeared in the history of culture, it is necessary to single out a criterion that would indicate the impossibility of further development of society without this direction.

The initial division of labor (sex and age) was natural. Later, together with the action of other factors, for example, the growth of property inequality, it led to the emergence of classes, the antithesis between the city and the countryside, between mental and physical labor.

The growth and deepening of the division of labor affect the development of production relations. In the primitive communal system, the first major social division of labor took place (the separation of pastoral tribes). From the first major social division of labor arose the first great division of society into two classes: masters and slaves, exploiters and exploited. As a result, the second socio-economic structure appeared: the slave-holding system.

The second major division of labor was the separation of handicrafts from agriculture, which laid the foundation for the separation of the city from the countryside and the emergence of an opposition between them. [38, p. 11]

Further development of commodity exchange, which originated in the period of the disintegration of the primitive communal system, entailed the third major social division of labor - the separation of trade from production and the separation of the merchant class. As a result, a new socio-economic structure appeared – the capitalist system.

In the Middle Ages, in the context of deepening and expansion of specialization, an increase in the number of branches of industrial production, a division of labor within enterprises appeared, and a large number of new professions appeared. Large-scale machine production under capitalism led to the growth of increasingly highly specialized workers. They performed a certain constant and monotonous, and at the same time intense work. Their work became very tiresome, a sweatshop system of capitalist production was born, which led, even under conditions of chronic unemployment, to the frequent change of profession by workers.

In the late 19th - early 20th centuries. Progressive scientists and public figures came to the idea that in order for a person to perform each specific job, not only training is necessary, but also abilities that determine his professional suitability. In this regard, young people choosing a profession have become necessary for appropriate assistance. [38, p.12]

In the 19th century. Literary sources have appeared that reveal some issues of professional orientation of young people. In France, the "Guide to the Choice of Professions" was published in 1849; in 1887. In Russia, a book by Professor of St. Petersburg University N.I. Kareev "Choosing a Faculty and Taking a University Course" was published.

However, the very emergence of professional orientation is associated with the appearance of the first office of professional orientation in Strasbourg (France) and the foundation in 1908. Professor of Harvard University F. Parsons in Boston (USA) "Guidance Bureau" to help adolescents determine their life path. The activity of this bureau is considered to be the beginning of the professional movement. Then a similar bureau in 1910 was established in New York. Its tasks included the study of the requirements imposed on a person by various professions, a more detailed knowledge of the characteristics of students. The bureau carried out its work in full contact with teachers, using tests and questionnaires. The experience of these bureaus began to be widely disseminated in the USA, Spain, Finland, Switzerland, Czechoslovakia and other countries. [38, c.13]

In England, the support and development of vocational guidance institutions was organized at the legislative level.

The work of these first vocational guidance services was based on the "three-factor model" of F. Parsons, when an applicant for certain professions was identified as having abilities and psychological qualities, correlated them with the requirements of professions and, on the basis of this, issued a recommendation on the suitability and unsuitability of a person for this profession. And, although this work was based on scientific work, such testing and selection for certain types of work in accordance with the abilities and qualities of a person was practiced as early as the middle of the third

millennium BC. In ancient Babylon, tests were carried out for graduates of schools where scribes were trained, and in ancient China there was already a system of testing the abilities of persons wishing to take the position of government officials, etc. [39, p. 6]

At the beginning of the 20th century in the USA, England, and Germany, for the first time, reference and information bureaus for young people were organized at labor exchanges. There, schoolchildren could consult on the choice of profession, on the possibilities of further education and preparation for future work. Such bureaus were not limited to individual consultations, but promoted a reasonable choice of profession by publishing vocational guidance leaflets, brochures, etc. An analysis of the questions in the questionnaires of that time shows that the bureau cared primarily about the interests of entrepreneurs.

This is how the first experience of career guidance of students was formed, which included a preliminary study of the professional inclinations of adolescents at school, interviews in the bureau, filling out questionnaires, interviewing parents and teachers, a final conversation, consultation and mediation in determining graduates for work.

By the beginning of the 20th century, a significant number of people faced the problem of choosing a profession and began to migrate in search of work, which was associated with the rapid growth of industrial production. This problem was faced not only by people looking for work, but also by employers themselves, who faced a huge labor market, i.e. the opportunity to choose the most worthy. Thus, by the end of the 19th century and the beginning of the 20th century, it became necessary to organize special vocational guidance services that would serve large masses of people and help both applicants for new jobs and entrepreneurs offering these jobs and ready to pay for vocational guidance services. But such a criterion: "growth and development of large-scale industry" is socio-economic and does not explain the psychological reasons for the emergence of the problem of professional self-determination [39, p. 7].

It is important for the psychologist to understand what was the prerequisite for the emergence and such popularity of this direction from a psychological point of view, what had changed by that time in the person himself?

I.S. Kon believed that "feudal society strictly limited the framework of free self-determination of a person, and in modern times a person *becomes* someone as a result of his own efforts." [40, p.196]. A feature of the modern time is the problem of freedom of choice that has arisen before a significant mass of people. This problem in the psychological sense is no less complex than the problems associated with the restriction of human freedom. Since being in a state of freedom of choice has become uncomfortable for many people, it has even begun to lead to the emergence of neuroses that did not exist before.

For example, if in America at the beginning of the 20th century the predominant type of social character was a person "oriented from within", then in modern times a person "oriented towards others", striving, first of all, for "harmony with others" and being conformist, has become predominant. [40, p.233-234].

The problem of freedom of choice (freedom of self-determination), due to its complexity, is of great concern not only to professional consultants, but is the subject of discussion by many philosophers. But still, in the most concentrated form, this problem is presented in professional consultation, understood not only as assistance in choosing a profession, but also as helping a person to self-determine in the complex modern world in order to realize his talents most worthily. And ideally, develop them. This is confirmed by the words of Antoine Ecker that "every one of us carries a genius in himself, but not everyone guesses in which area God has given the greatest talents. Those who guessed are subsequently written in history textbooks."

Thus, the origin of the late 19th century and the beginning of the 20th century. The movement to organize vocational guidance received its impetus from the requirements of life itself, its socio-economic development. The main criterion for the development of professional orientation was the emergence of a real problem of freedom of choice for a significant number of people.

Much attention was paid to the professional orientation of young people in the Soviet Union and, in particular, in Kazakhstan as one of the regions of a huge country.

Saudabaeva G.S. [41] in her work "Vocational Guidance of Senior Students of Secondary General Education School on the Bay of the Center for Vocational Training

of Youth" conventionally divides the formation and development of vocational guidance work into 5 periods:

1.   Early 20s – late 30s of the 20th century. This is the period of the formation of the system of searching for new forms and methods of work in accordance with the new socio-economic conditions, the general education school was declared a single and labor school, the All-Union Laboratory of Psychotechnics was organized, where they were engaged in the creation of professiograms and the organization of professional consulting bureaus.

The first professional consultation center began to work in Leningrad. In many regions of the country, including Kazakhstan, vocational guidance bureaus began to work.

At the beginning of the 20th century, the Pedagogical Museum of the Teachers' House (Moscow) began to develop professional orientation activities. The museum undertook a number of surveys concerning the choice of professions by students of different types of schools. In the process of the work carried out, it became clear which professions attract the most attention, what are the reasons that prompt young people to follow a particular labor path. For this purpose, the museum organized a survey of students in schools about their future profession. [38, p.44]

Outstanding teachers S.T. Shatsky [4], A.S. Makarenko [3] and others made a worthy contribution to the development of various issues of career guidance. Thus, N.K. Krupskaya [2] in a number of her works clearly defined the political, national economic attitude and pedagogical importance of vocational guidance work, the correct choice of profession. [42, c.14]

Theoreticians and organizers of the labor polytechnic school, developing the program of a "good worker" in school, substantiated the need to begin vocational guidance work from primary school, by acquaintance with professions on the basis of in-depth knowledge of interests and practical testing of one's strength.

In order to create a reserve for replenishing various sectors of the national economy and culture with personnel, in 1924. The senior classes of the nine-year school were professionalized. Secondary schools were established in the country with

cooperative trade, production and technical, administrative and economic, cultural and educational biases. Factory seven-year schools and schools for peasant youth were organized, in which general educational knowledge was given, and certain skills and abilities were instilled.

In 1927 Professor V.M. Bekhterev founded the Bureau of Professional Consultation of the People's Commissariat of Labor, which aimed to distribute the workforce in a more rational way, which had been done before.

At the same time, all this work carried out by research institutes, laboratories, offices and bureaus stood aside from the school.

In May 1931, at the All-Union Psychotechnical Congress, the need for a radical restructuring of the work on vocational guidance and its transfer to general education schools was emphasized.

2. Early 40s, mid-50s. The Great Patriotic War, which began in 1941, consolidated the status of no demand for professional orientation of young people. Millions of children and adolescents were involved in productive labor. Regardless of their interests and inclinations, the training of high school students was organized.

A very fruitful movement in vocational guidance work in schools was interrupted by the beginning of the Great Patriotic War. At that time, polytechnic and labor education in schools was abolished.

3. The mid-50s - early 70s are characterized by a revival of interest in professional orientation. In the post-war period, the question arose of polytechnic education of young people, restructuring the work of the school on the basis of the adopted in December 1958 of the "Law on Strengthening the Connection between School and Life and on the Further Development of the Public Education System" marked a new stage in the development of the problem of career guidance for students.

The changed economic conditions associated with the completion of the restoration period and the beginning of the dynamic development of the national economy required the restoration of the sphere of professional orientation aimed at preparing the younger generation for a conscious choice of profession.

This period is also interesting because educational and productive teams of schoolchildren became widespread in the country. The first such brigade was created in the Blagodatskaya secondary school of the Akmola region, then appeared in all regions of the country.

Thus, the beginning of the 60s is remembered for the beginning of the revision of policy in the field of labor training and vocational guidance of schoolchildren. The beginning of the recreation of the vocational guidance service was laid.

4. The beginning of the 70s - the beginning of the 80s were the years of productive professional guidance work. The revival was facilitated by the decree of 1969 "On the professional orientation of students". It set specific tasks for general education schools.

For the practical implementation of the tasks of professional orientation, they began to introduce the public position of deputy director for vocational guidance. By the beginning of the 80s, a system of vocational guidance for students had already been formed.

5. The beginning of the 80s - the beginning of the 90s is characterized by active work on the professional orientation of students. The coming of the new leadership to power in the country led to the beginning of significant changes in the field of education and vocational guidance.

The management obliged the state governing bodies to take measures to radically improve the labor education, training and professional orientation of secondary school students.

This caused a new impetus in the field of vocational guidance. At the regional, city and district departments of public education, special inspectors for labor education and vocational guidance of schoolchildren carried out work.

The collapse of the Soviet Union in 1991 led to the severance of the overlapping ties between the republic's vocational guidance services.

The formation of new sovereign states, a sharp turn towards socio-economic development and the turmoil associated with it threw the system of professional orientation far back. The actual collapse of industry and agriculture has put the system of vocational guidance on the brink of complete destruction in all post-Soviet states.

At present, there is no single approach to the interpretation of the concept of "career guidance" in the psychological and pedagogical literature. These definitions can be divided into several groups:

1. Vocational guidance is understood as a substantiated system of psychological, pedagogical, medical, industrial, technical, and other measures aimed at helping an individual to choose a profession. (V.A. Ossovsky [43], N.I. Babkin [44])

2. Vocational guidance is understood as a certain type of activity to prepare schoolchildren for a reasonable choice of profession, taking into account its specific indicators and the needs of society. (L.A. Jovaisha [6], A.D. Sazonov [5],N.N. Nurakhmetov[17])

3. Vocational guidance is a system of measures (activities) aimed at the formation of professional self-determination in schoolchildren. (S.N. Chistyakova [45], Bulanova – Toporkova M.V. [37])

4. Vocational guidance is an orientation to a certain type of activity. (Y.K. Babansky [46], E.N. Kondrat [47])

Common to all the above interpretations is that they understand career guidance as a joint activity of the school, family and society, aimed at preparing students to choose a profession in accordance with their interests, inclinations and abilities, as well as the needs of society in labor resources.

Summing up the above, we can come to the conclusion that professional orientation is an integral system consisting of interrelated components, united by a common goal and unity of management:

- professional education; development of interests, inclinations of schoolchildren in various types of activity - play, cognitive, labor (professional activation);

- professional psychodiagnostics;

- professional self-determination;

- professional advice;

- professional selection (selection);

- professional adaptation and professional education. [48, c.15]

Syzdykova K. believes that the term "Career Guidance" is used to define "professional orientation" in the world. The concept of Career Guidance is a broad area that includes the state policy of countries in the issue of vocational guidance, qualified specialists who provide their services using powerful information and methodological resources. A career guidance survey implies a systematic approach, including full informing of students about the institutions of higher, technical and vocational education available in the republic, the specialties they offer, grants and other types of financial support. Also, the concept of "career guidance" includes the analysis of labor market data at the moment, a review of existing professions, a shortage/overproduction of specialists in certain industries, acquaintance with the fundamental state programs for the development of the Republic of Kazakhstan (to determine the current/future vector of development).

The correlation between the concepts of "professional self-determination", "career guidance" and "professional consultation" is as follows. Vocational guidance is a broader concept that involves a wide range of measures that go beyond only pedagogy and psychology to assist in choosing a profession, which includes professional counseling as individually oriented assistance in professional self-determination. Both professional counseling and professional orientation can be defined as the orientation of an optant, while professional self-determination is more related to the self-orientation of a person acting as a subject of self-determination. [49, c.15-21]

The purpose of the vocational guidance system is to form in the younger generation the ability to choose a field of professional activity that optimally corresponds to personal characteristics and the demand of the labor market, i.e. it should contribute to the professional self-determination of the individual.

Professional self-determination of a person is a complex and long process that covers a significant period of life. Its effectiveness is determined by the degree of coordination of the psychological capabilities of a person with the content and requirements of professional activity, as well as the formation of the individual's ability

to adapt to changing socio-economic conditions in connection with the structure of his professional career.

Accordingly, professional orientation should be aimed at activating the internal psychological resources of the individual, so that, being involved in this or that professional activity, a person could fully realize himself in it.

On the basis of the works of such Soviet scientists as: N.K. Krupskaya [2], A.S. Makarenko [3], I.S. Kon [24], E.A. Klimov [49] and others, it has become a tradition to consider the problem of self-determination of the individual in close connection with the study of the life path of a person, and professional self-determination to be defined as a "motivational center" in the social situation of the development of a high school student.

In foreign concepts, the choice of profession is also defined as a complex and long-term process, which is a component of the general development of the personality.

In the works of foreign scientists, it is emphasized that the professional development of a person does not end with the choice of a profession, but continues throughout his working life.

The psychodynamic direction, having as its theoretical basis the works of S. Freud [50], addresses the solution of the problems of determining the professional choice and satisfaction of the individual in the profession, proceeding from the recognition of the decisive influence on the entire subsequent fate of a person of his early childhood experience. Professional choice and subsequent professional behavior of a person are explained as due to a number of factors:

1. the structure of needs formed in early childhood;

2. the experience of early childhood sexuality;

3. sublimation as a socially useful displacement of the energy of the basic instincts of a person and as a process of protection from diseases due to frustration of basic needs;

4. manifestation of the masculinity complex, "envy of motherhood", inferiority complex.

The scenario theory, developed since the mid-1950s by the American psychotherapist E. Berne [51], explains the process of choosing a profession and professional behavior by the scenario that is formed in early childhood. It asserts that a comparatively small number of people achieve complete autonomy in life; In the most important aspects of life, people are guided by a scenario, i.e. a program of progressive development, a kind of life plan developed in early childhood (up to the age of 6) under the influence of parents and determining a person's behavior.

In order for "good" career scenarios to really take place, a number of conditions must be met: the parents want to pass it on, and the child is ready, predisposed to accept this scenario; the child must have developed abilities that correspond to the scenario and do not contradict the content of the scenario; Both parents must have their own "winner" scenarios (i.e., their own scenarios and anti-scenarios are the same).

According to the theory of professional development by D. Super [52], individual professional preferences and types of careers can be considered as a person's attempts to implement the "I-concept" represented by all the statements that a person wants to say about himself. All the statements that the subject can say about the profession determine his professional "I-concept". Those characteristics that are common to both his general "I-concept" and his professional "I-concept" form a vocabulary of concepts that can be used to predict professional choices. For example, if a subject thinks of himself as an active, sociable, business-minded and bright person, and if he thinks of lawyers in the same terms, he can become a lawyer.

D. Super developed a step-by-step model of professional development of the individual, which was based on the development and implementation of the above-mentioned "Self-concept":

1) the stage of awakening (from birth to 14 years), which is characterized by the development of the "self-concept" due to identification with significant adults and includes the phase of fantasy (4-10 years); phase of interests (10-12 years); the phase of abilities (13-14 years), during which the test of individual abilities and the emergence of ideas about the requirements of professions and professional education are carried out;

2) the stage of research (from 15 to 24 years), which is characterized by the individual's trial of himself in various roles, focusing on his individual capabilities, includes the tentative phase (15-17 years); transition phase (17-20 years); testing phase (20-24 years);

3) consolidation stage;

4) the stage of preservation;

5) the stage of decline.

From the point of view of comparing the types of professions and personality types, the problem of professional formation was considered by E.A. Klimov [49] and J. Holland [53].

The theory of professional choice of the American researcher Holland [53], developed since the early 1970s, puts forward the thesis that professional choice is determined by the type of personality that has been formed. In Western culture, 6 types of personality can be distinguished: realistic, research, artistic, social, entrepreneurial, conventional. Each type is the product of a typical interaction between a variety of cultural and personal factors, including parents, social class, physical environment, and heredity. From this experience, a person learns to prefer some types of activity that can become strong hobbies, lead to the formation of certain abilities, and determine the internal choice of a certain profession:

1. The realistic type has the following characteristics: honest, open, courageous, materialistic, persistent, practical, thrifty. His main values are: concrete things, money, power, status. He prefers clear, commanding work associated with the systematic manipulation of objects, avoids teaching and therapeutic activities related to social situations. He prefers activities that require motor skills, dexterity, and concreteness. In the professional choice of the realistic type: agriculture (agronomist, cattle breeder, gardener), mechanics, technology, electrical engineering, manual work.

2. The research type has the following characteristics: analytical, cautious, critical, intellectual, introverted, methodical, accurate, rational, unassuming, independent, curious. Its core values are science. He prefers research professions and situations related to systematic observation, creative research of biological, physical,

cultural phenomena to control and understand these phenomena. Avoids entrepreneurial activities.

3. The social type has the following characteristics: leadership, sociability, friendliness, understanding, persuasive, responsible. Its core values are social and ethical. He prefers activities related to influencing other people (teaching, informing, enlightening, developing, healing). He is aware of himself as having teaching skills, ready to help, to understand others. In the professional choice of this type: pedagogy, social security, medicine, clinical psychology, vocational counseling. He solves problems, relying mainly on emotions, feelings, and the ability to communicate.

4. Artistic (artistic, creative) type: emotional, imaginative, impulsive, impractical, original, having flexibility, independence of decision. Its main values are aesthetic qualities. He prefers free, unsystematized types of activity, prefers creative activities - music, painting, literary creativity. Verbal abilities prevail over mathematical ones. Avoids systematized exact types of activity, business, clerk's occupations. He is aware of himself as an expressive, original and independent personality. In the professional choice - art, music, language, drama.

5. Entrepreneurial type: risky, energetic, domineering, ambitious, sociable, impulsive, optimistic, pleasure-seeking, adventurous. Its core values are political and economic achievements. The entrepreneurial type prefers activities that allow you to manipulate other people to achieve organizational goals and economic benefits. Avoids monotonous mental work, unambiguous situations, activities related to manual labor. They prefer tasks related to leadership, status, and power. In professional choice: all types of entrepreneurship.

6. The conventional type has the following characteristics: conforming, conscientious, skillful, inflexible, restrained, obedient, practical, inclined to order. The main values are economic achievements. He prefers clearly structured activities in which it is necessary to manipulate numbers in accordance with prescriptions and instructions. The approach to problems is stereotypical, practical and concrete. Spontaneity and originality are not inherent, conservatism and dependence are more typical. Professions related to stationery and calculations are preferred: typing,

accounting, economics. Mathematical abilities are more developed than verbal ones. This is a weak leader, since his decisions depend on the people around him. In the professional choice of the conventional type - banking service, statistics, programming, economics.

Each type strives to surround itself with certain people, objects, is aimed at solving certain problems, i.e. creates an environment corresponding to its type.

E.A. Klimov's classification is based on the idea of dividing all existing professions into 5 types according to the subject or object with which a person interacts in the process of work:

1.   Man – nature (H – P): objects of labor – living organisms, plants, animals, biological processes; professions – agronomist, zootechnician, biologist, veterinarian, etc.

2.   Man – technology (H – T): objects of labor – technical systems, devices and installations, materials and energy; Professions: radio mechanic, turner, locksmith, engineer, etc.

3.   Man – man (H – H): objects of labor – people, groups of people, collectives; professions: specialties in the fields of service, medicine, pedagogy, translator, etc.

4.   Man – sign system (H – ZS): objects of labor – conventional signs, ciphers, codes, tables; Professions: proofreader, programmer, researcher, etc.

5.   Man – artistic image (Ch – XO): objects of work – artistic images, their roles, elements and features; Professions: jeweler, musician, artist, writer, etc.

In his theory of compromise with reality, Eli Ginsberg [] draws special attention to the fact that the choice of a profession is an evolving process, everything does not happen instantaneously, but over a long period. This process includes a series of "intermediate decisions", the totality of which leads to the final decision. Each intermediate decision is important, as it further limits the freedom of choice and the possibility of achieving new goals. Ginsberg distinguishes three stages in the process of professional choice:

1. The stage of fantasy continues in a child until the age of 11. During this period, children imagine who they want to be, regardless of real needs, abilities, training, the possibility of getting a job in this specialty or other realistic considerations.

2. The hypothetical stage lasts from 11 to 17 years of age and is divided into 4 periods. During the period of interest, from 11 to 12 years old, children make their choices, mainly guided by their inclinations and interests. The second period of abilities, from 13 to 14 years, is characterized by the fact that adolescents learn more about the requirements of a given profession, the material benefits it brings, as well as about various methods of education and training, and begin to think about their abilities in relation to the requirements of a particular profession. During the third period, the assessment period, from 15 to 16 years, young people try to "try on" certain professions to their own interests and values, compare the requirements of this profession with their value orientation and real capabilities. The last, fourth period is transitional (about 17 years), during which the transition from a hypothetical approach to the choice of profession to a realistic one is carried out, under the pressure of school, peers, parents, colleagues and other circumstances at the time of graduation from secondary school.

3. The realistic stage (from 17 years and older) is characterized by the fact that adolescents try to make a final decision - to choose a profession. This stage is divided into a period of exploration (17-18 years), when active efforts are made to acquire deeper knowledge and understanding; the period of crystallization (between 19 and 21 years), during which the range of choice is significantly narrowed and the main direction of future activity is determined, and the period of specialization, when the general choice, for example, the profession of a physicist, is specified by the choice of a specific narrow specialization.

In adolescents from less affluent families, the period of crystallization comes earlier. The first two periods - fantasy and hypothetical - proceed in the same way in boys and girls, and the transition to realism comes earlier in less financially secure boys, but the plans of girls are distinguished by great flexibility and variety. Studies show that the exact age boundaries of the periods of professional self-determination are difficult to establish - there are large individual variations: some young people are

determined in their choice even before graduation from school, for others the maturity of professional choice comes only by the age of 30. And some continue to change professions throughout their lives. Ginsberg acknowledged that career choices don't end with choosing their first profession and that some people change careers throughout their careers. Moreover, representatives of low-income social groups and national minorities are less free to choose a profession than those from more affluent social groups. A number of people are forced for social and other reasons to change their professions throughout their lives, but there is a group of people who spontaneously change professions because of personality traits or because they are too pleasure-oriented and do not allow for the necessary compromise. [37]

The peak of the process of professional self-determination of the individual and the turning point in the life of each person is high school age, which is characterized as the period of choosing a profession. [37]

E.M. Borisova [34] understands, *professional self-determination* as "the process of personality development in professional activity on the basis of the fullest use of one's abilities and individual psychophysiological importance. This period cannot be limited to any one stage, it occupies the entire period of active work." She believes that this period includes 6 stages:

1) choice of profession;

2) vocational training;

3) mastering professional skills;

4) self-realization in the profession;

5) creative contribution to the development of the activity itself;

6) transfer of professional experience to other people.

E.M. Borisova [34] also identifies 5 main components in the structure of psychological readiness for professional self-determination of the individual:

1) a positive attitude to work;

2) the need for professional self-determination, taking into account one's capabilities;

3) the ability to use knowledge about oneself for the purpose of professional self-determination;

4) the formation of the knowledge and skills necessary for choosing a profession;

5) adequate self-assessment of professionally significant qualities.

The ideal result of professional self-determination of a person is *self-determination, a* prerequisite for the formation of "one's own world", including a change in the motivational sphere and determining the direction of the personality. This is satisfaction with the professional choice made, a subjective indicator of the success of a person's professionalization.

But there is also a less positive outcome of the process of professional self-determination of the individual, *the incompleteness of self-determination.* It leads to a professional crisis, in which a person cannot or does not want to adapt to the conditions of professional training, is not confident in his capabilities, does not see the point of further training in the profession, which becomes a debilitating violence against himself and inhibits the development of the personality, limiting the possibilities of self-realization. The need for self-realization is one of the leading human needs, which forms the desire for professional self-improvement and professionally tangible self-expression.

Summarizing the above, it can be concluded that the professional self-determination of a person is considered as a long process that covers the entire period of a person's professional activity, from choosing a profession to leaving work.

The correct identification of professional interests and inclinations is the most important prognostic factor of professional satisfaction. The reason for an inadequate choice of profession can be both external (social) factors associated with the inability to make a professional choice according to interests, and internal (psychological) factors associated with insufficient awareness of one's professional inclinations or with an inadequate idea of the content of future professional activity. Studies of students' professional interests often show that 70% of students have dominant professional interests outside the sphere of their chosen and mastered profession. It is quite obvious

that this will affect not only the level of professional training, but also subsequently the effectiveness of professional activity [37].

When conducting career guidance with adolescents, it is important to set goals and comply with certain principles. It is important that the work of the teacher has not only a specific and good result, but also is permeated with universal values and the joy of communicating with another person, accordingly, it should be noted that in career guidance, from the point of view of modern pedagogy, the following principles should be adhered to:

- first, the principle of conscientiousness in the choice of profession, which is expressed in the desire to satisfy not only personal needs in labor activity, but also to bring as much benefit to society as possible;

- second, the principle of correspondence of the chosen profession to the interests, inclinations, abilities of the individual and at the same time to the needs of the regional market in personnel of a certain profession, which expresses the connection between the personal and social aspects of the choice of profession;

- third, the principle of development, when the choice of profession is made in such a way that it would give the person the opportunity for constant development, advanced training, increase in earnings, as experience and professional skills grow, the opportunity to actively participate in social work, satisfy the cultural needs of the individual, the need for housing, recreation, etc.

Thus, the essence of the psychological and pedagogical approach to solving the problems of career guidance for young people lies, firstly, in the fact that each person has his own, characteristic only for him, psychophysiological features: direction, temperament, memory, attention, anatomical and physiological capabilities, etc. Having considered the development, theoretical and scientific foundations of career guidance, it can be concluded that the organization of vocational guidance work should correspond to the psychophysiological characteristics of the person and that the identification and development of professional inclinations should be competent and timely.

1.2 The Main Directions of Professional Counseling in the Theory and Practice of Modern Educational Organizations

Clients of professional counseling can potentially be a variety of people, to whom a variety of types of professional counseling assistance should be used.

Different sources and authors distinguish different directions and types in professional consulting work.

Analyzing the development of professional orientation in the United States, Y.V. Ukke [55] singles out the following conceptual directions of professional counseling:

1. "Three-factor model" by F. Parsons (mainly diagnostic and informational nature)

2. Models of professional development:

- structural theories, where the following are distinguished:

a) the theory of stages of life (at each stage of human life, various factors affect professional development);

b) theories of career types;

c) theories of productivity pictures.

- motivational theories, where the following are distinguished:

a) motivational-hygienic theory of satisfaction;

b) the model "valence – expectation – strength";

c) McClelland's concept of "need and achievement";

d) the theory of hierarchical needs by A. Maslow [14], on the basis of which the psychological classification of professions is built.

- the theory of individuality or the development of "self-understanding", where the following are distinguished:

a) assistance in the development of "self-understanding", where the focus is on the theory of decision-making;

b) the model of choice of professions by J. Holland [53], based on the idea of oneself and one's characteristics

c) study of the formation of "self-understanding";

d) the concept of "professional development" by D. Super [52], who identified 5 stages of professional life and considered the construction of a "career" as constantly alternating choices.

In his article "Technology of Professional Counseling" I. Solomin describes the main directions, types and means of professional counseling. He divides the main areas into:

1. The informational direction of professional counseling is traditional in professional orientation. The main task of this direction is to form knowledge about professions, the labor market, and the requirements of professions for human qualities. It is believed that the main problem of a person who chooses a profession for himself is the lack of knowledge. The sources of information used by consultants adhering to this direction are dictionaries, reference books, professiograms, videos, electronic databases.

2. The diagnostic direction of professional counseling is the most popular among psychologists who are engaged in professional orientation and professional selection. This direction is based on the use of psychological tests to assess professional aptitude and includes communicating the test results to the client, discussing interests and opportunities, and recommending the choice of professions that correspond to the psychological characteristics of the clients. From the point of view of adherents of this direction of professional counseling, the main problem of clients is considered to be the lack of knowledge about themselves, about their inclinations, features and abilities. The most commonly used tools are simple blank tests and questionnaires such as the Klimov Differential Diagnostic Questionnaire [10] (DDO), the Professional Readiness Questionnaire (OPG), the Golomshtok Interest Map, the Holland Personality Questionnaire [53] and others.

3. The consulting direction of professional counseling is based on the assumption that a person's knowledge may not be enough for an effective professional choice. The main problem of the client is the difficulties associated with decision-making. These difficulties may be due to the client's unfavorable emotional state, internal motivational conflicts, personality traits, or inadequate beliefs.

In this case, the consultant is forced to work with the causes of difficulties, such as fears, insecurity, dependence on loved ones, excessive demands on oneself and others.

Adherents of this direction use the means that are used for psychocorrection in professional counseling.

4. The training direction of professional counseling is based on the use of special, most often group games and exercises with subsequent discussion of the process and result of their implementation. Active training methods in professional counseling are designed to encourage the client to choose and develop problem-solving skills.

He also distinguishes such basic types of professional counseling as:

1. Vocational guidance. This is assistance to the client in choosing professions that are most suitable for his interests, capabilities, as well as those that are in demand in the labor market. In this case, the responsibility for the decision lies with the client, and the task of the professional consultant is to provide the client with conditions that contribute to making an effective decision. A professional consultant provides professional and diagnostic information, discusses with him his problems, behavior, experiences and relationships, offers various tasks that contribute to the choice of profession, content and level of education, career planning, job search and employment, adaptation at the workplace and change of workplace or occupation, if necessary.

2. Professional selection. This is assistance to the manager in choosing people who are most suitable for their psychological characteristics to the requirements that the future profession imposes on them.

Professional selection is carried out in cases where the future profession imposes increased requirements on a person, the cost of mistakes is very high, the cost of training is significant or there are any doubts about the suitability of the candidate for this profession.

3. Psychological support. This is assistance to the client, aimed at optimizing his emotional state or correcting behavior and attitudes, necessary for an effective choice of profession, professional education and development, solving educational and service

problems, and achieving professional success. Psychological support is provided mainly at critical stages of a professional career, such as the choice of a profession or educational institution for further education, job search, retraining or further training, career advancement or retirement.

Professional counseling for the purpose of psychological support does not solve all the client's life problems. The duties of a professional consultant do not include psychotherapeutic services. The use of this type of professional counseling is advisable in such cases as:

- acute and chronic stress, painful experiences and worries caused by critical situations in professional activity;

- depression, loss of interest, decrease in the level of activity aimed at choosing professions or learning;

- tendency to conflicts, interfering with work or study;

- Inadequate ideas about one's capabilities, low self-esteem, lack of self-confidence, which negatively affect professional life;

- inability to communicate effectively, manage oneself, overcome life difficulties.

Based on the above, Solomin identified 2 main means of professional counseling:

1. Informing. Information tools include educational and reference literature, computer databases and information retrieval systems. This means of professional counseling is effective in getting acquainted with different types of professions that are relevant at the moment of the country's development. They are an integral part of professional counselling in schools.

2. Diagnostics. Psychodiagnostic tools are most developed in professional counseling. There are three levels of psychological diagnostics, depending on the duration of the diagnostic procedure, the content of the information received and the degree of its reliability: express diagnostics, in-depth diagnostics and in-depth diagnostics.

Express diagnostics is characterized by compactness, simplicity, the ability to identify risk groups and, most importantly, the ability to conduct testing by non-specialists and self-testing. But the results of express diagnostics are not the basis for

assessing the professional suitability of a person and identifying psychological contraindications to specific professions. The use of express diagnostics is unacceptable for the purpose of professional selection.

In-depth diagnostics is characterized by the maximum validity and reliability of the results, redundancy of the information obtained, and the possibility of identifying occupational contraindications. It is advisable to use the methods of in-depth diagnostics if the professional interests of the client are weakly expressed, there are contradictions between the professional inclinations of the client and his ideas about his professional abilities, the chosen profession imposes increased requirements on the person, etc.

In-depth diagnostics is designed to identify the client's hidden or hidden motives, relationships, the structure of consciousness and unconscious experiences. The only negative feature of this diagnosis is that it requires a lot of time and a high level of training of the professional consultant.

Mitina L.M. [36], in turn, distinguishes two main forms of professional counseling: adaptive and developmental.

The most common types of adaptive professional orientation are diagnostic, behavioral, and psychoanalytical.

The diagnostic theory is based on the three-factor theory of professional orientation by F. Parsons, the main provisions of which he formulated in 1908. He proposed to distinguish three phases of vocational guidance work with an optant: the first involves the study of mental and personal characteristics, the second involves the study of the requirements of the profession and their formulation in psychological terms, and the third involves the comparison of these two sets of factors and making a decision on the recommended profession. It is assumed that there is a strict relationship between the characteristics of a person and professional requirements. The choice of profession itself is considered as a search for correspondence between the requirements of the profession and individuality. The attractiveness of this scheme is in its simplicity and logic. But still, adherents of this type of professional orientation make a significant miscalculation when they decide the fate of a person, choosing for him who he should

be. It is illegal to make decisions based on the results of a diagnostic study alone without taking into account changes in the world of professions and the prospects for personal development. (Mitina, p.11).

The behaviorist (educational) concept of professional counseling is based on a more or less unambiguous conditionality of human behavior by a set of external influences. According to the supporters of this concept, any person can be taught any profession, only the most effective method of professional training is needed. The concept takes into account to a greater extent the enormous possibilities for the development of human abilities, but it completely ignores the data obtained in the theory and practice of differential psychophysiology that there are natural and slightly changing individual differences between people that can be favorable for the formation of professional suitability in some professions and become an insurmountable obstacle for others.

Psychoanalytic consultation on the principles of identifying the subconscious impulses of a person in order to select such professions in which they could manifest themselves to the greatest extent. The main principle is a complete rejection of any methods of self-education and self-development.

The classic types of other forms of professional counseling are humanistic and developmental (activating).

Humanistic professional counseling is based on the principles common to humanistic psychology of creating a special situation of interaction between an optant and a consultant, which includes complete "acceptance" of the consulted, the possibility of free expressions, which allows you to approach conscious and independent decision-making. But this scheme did not take root in practice, because professional consultation of this type requires more time, during such a consultation, the subject is often lost, and the main goal is to work with a person. Nevertheless, some principles of humanistic psychology are included in counseling by modern professional consultants.

Developmental (activating) professional consultation assumes a high activity of the subject himself in the process of solving a vital task. The main goal is to activate

the process of forming the psychological readiness of the optant for professional self-determination, unobtrusive psychological support for choosing a profession and preparing for it.

The most complete picture of the directions and types of professional counseling was given by N.S. Pryazhnikov [39] in his book "Professional and Personal Self-Determination". He conditionally divides all the main areas of professional consulting assistance into two parts:

1) preventive assistance, when schoolchildren are prepared for the difficulties of professional and personal self-determination;

2) emergency help when there is not enough time for in-depth professional advice.

Having analyzed various sources (Agapova G.G. [55], Bryntseva I.A. [56], Veselova V.V. [57], Darmodekhin S.V. [58], Kondakov I.M. [59], Ryzhov V.A. [60], Ukke [54]), Pryazhnikov N.S. [39] conventionally identifies several main approaches (strategies) to the organization of professional consulting assistance. Each of the following areas is not found in its pure form – in reality, they all intersect and complement each other in real work:

1. Reference and information and educational direction is extremely important, but on the condition that the information provided to clients is reliable, sufficiently fresh and aesthetically designed (especially in relation to teenagers, who are very picky about the external side, about the form of the presentation of information). The effectiveness of this area of work is significantly increased if systematic vocational guidance and professional consulting work is carried out with adolescents, which gradually forms their readiness to independently orient themselves in the abundance of professional information. Considering the issues of information support for professional elections, G. Ukke [54] distinguishes three types of professional information: stimulating, comparative and special.

2. The testological direction is still the most common in professional orientation. However, at the theoretical level, this direction is subject to increasing criticism. A number of foreign authors are rather skeptical about the development of American

psychology in the period from the 20-30s to the 50s, when the testological direction in professional consultation was rapidly developing. Psychodiagnostics is increasingly understood not as a result, but as a process of constant decision-making, where a connection is established between the client's problems, diagnosis and advice.

3. The "deep" direction associated with psychoanalysis and its various manifestations. It is assumed that each person has deep psychodynamic formations that need to be recognized and directed in a useful direction, including professional activity. This direction in its traditional forms is quite difficult to use in professional counseling in schools and specialized centers. However, some elements must be known by every trained professional consultant.

4. The humanistic direction enriched psychological practice with various techniques for establishing psychological contact with the counseled and very effective psychotherapeutic technologies. This direction can be used when working with groups of clients, at least to provide moral and emotional support to the unemployed. But the excessive use of psychotherapeutic technologies leads to the fact that professional orientation work loses the specifics of professional self-determination. Foreign researchers are increasingly showing doubts about the effectiveness and expediency of the wide and uncontrolled use of many methods of psychotherapy and psychoanalysis, since initially psychotherapy and psychoanalysis were intended specifically for treatment and their use in professional consulting practice should be especially careful.

5. The organizational-managerial approach implies close coordination of work between various psychological services, social assistance services, and educational institutions. This approach is perfectly implemented in the most developed countries. But in the conditions of insufficient development of the country from the social and economic sides, all the burden of work falls on one side, often professional consultants are forced to take on such functions that they are unable to perform efficiently.

6. The rationalist approach assumes the main reliance on purely logical decision-making, i.e. when complex professional and life choices are "calculated" on the basis of certain rules of reflection, on logical schemes. There is a reasonable beginning in this, but if you limit yourself to this, then very soon you can come to such an absurd

situation when the most important decisions in a person's life will be decided by a computer with a program embedded in it, but then professional consultants will also be unnecessary.

7. The educational (worldview, ideological) approach is also really existing. Such a campaign has always existed, only the ideologies were different. For school vocational guidance work, it is necessary to better understand what ideology to put in the basis of the work. At this time, this direction is insufficiently developed.

8. "Partial" services are a direction that involves not providing comprehensive full-fledged assistance to the client, but only partial, but real assistance. In most cases, a professional consultant is forced to work within the framework of this approach.

9. The activating approach involves the gradual formation of the client's internal readiness for conscious and independent construction, adjustment and implementation of the prospects for his development, which is the ideal goal of professional consulting assistance. In fact, this approach is close in its essence to such as the developmental, constitutive, motivational direction. An important feature of the activating approach is not only the activation of the client as a subject of self-determination, but also the self-activation of the professional consultant himself as a subject of the organization of consulting interaction.

To implement this approach, not only fundamentally new psychological technologies are needed, but also the solution of a number of organizational issues.

The process of professional self-determination is a crucial task of early youth. Early youth, or senior school age, is the period of life from adolescence to adulthood (the age boundaries are conditional—ranging from 15-16 to 18-19 years). Early youth is the period of completing physical maturation, a surge in self-awareness, the formation of a worldview, the choice of a profession, and the beginning of entry into adult life. The study of adolescence has been addressed by L.I. Bozhovich, I.S. Kon, I.Yu. Kulagina, V.S. Mukhina, I.V. Shapovaленко, and others. L.I. Bozhovich considers adolescence from the perspective of leading activities—educational and professional. I.S. Kon studied adolescence in terms of the social situation of development, which is primarily characterized by the fact that the senior student stands

on the threshold of entering independent life. I.Yu. Kulagina characterizes adolescence as "the psychological age of transition to independence, a period of self-determination, acquiring psychological, ideological, and civic maturity, the formation of a worldview, moral consciousness, and self-awareness."

According to V.I. Slobodchikov, youth is "the final stage of the personalization process. The main new formations of adolescence are self-reflection, awareness of one's individuality, the emergence of life plans, readiness for self-determination, a focus on consciously constructing one's life, and gradual integration into various spheres of life."

For the theoretical analysis of the psychological problems of professional development, the works of foreign scholars A. Maslow, J. Super, and J. Holland are of particular interest. Based on the study of these researchers' works, the following conceptual positions have been identified:

- Professional development has historical and sociocultural conditioning.
- The process of professional development is individually unique and cannot be repeated; however, it is possible to identify qualitative features and patterns within it. Professional life enables a person to realize themselves and provides opportunities for self-actualization.
- The individual trajectory of a person's professional life is determined by normative and non-normative events, random circumstances, and irrational inclinations.
- Knowledge of the psychological features of professional development allows a person to consciously design their professional biography and create their own history.

Overall, the process of personal development during early youth consists of the individual's interaction with the external world and active self-exploration regarding their possible role in professional activities.

E.F. Zeer notes that "early youth serves as a period for making responsible decisions that define a person's entire future life. At this stage of development, choices regarding profession are made, a person's place in life is found, the meaning of life is

defined, a worldview and life stance are formed, and a life partner is chosen." He characterizes this period as follows: "The professional plans of adolescents are quite vague and amorphous; they take on a dream-like quality. They often imagine themselves in various emotionally appealing professional roles, but they cannot make a final, psychologically justified choice of profession... During this period, self-analysis becomes the psychological basis for delayed professional self-determination for many high school students. Based on the assessment of their abilities and opportunities, the prestige and content of the profession, as well as the socio-economic situation, girls and boys primarily self-determine their paths for obtaining professional education and alternative options for engaging in professional work."

It should be noted that for high school students, significant qualities for entering independent life include the ability to work, readiness for family life, and a civic stance. "Motives related to the future begin to stimulate educational activities. There is a greater selectivity towards subjects. The main motive for cognitive activity is the desire to acquire a profession."

High school students believe they are choosing their life path, and they genuinely do make choices, although their decisions are influenced by previous upbringing, social environment, and many other factors. The difficulties inevitably encountered along life's path provide individuals with new opportunities for self-realization. The choice of profession reflects a certain level of personal aspirations, which includes an assessment of their objective capabilities. It is beneficial when the level of aspirations is elevated, as this stimulates personal growth and overcoming difficulties. Overall, the main task of human development at this age can be defined as a targeted educational system aimed at developing the ability of growing individuals to actively function in the specific historical situation of modern society while ensuring the development of each child as a unique human individuality.

During this age, there is a restructuring of the emotional sphere, characterized by decisiveness, critical thinking, independence, and a rejection of rudeness and hypocrisy. As students grow older, their emotional state tends to improve significantly. Early youth is characterized by instability, anxiety, and rapid mood changes. Attention

span and memory capacity increase, and abstract-logical thinking begins to form. The external world starts to be perceived through the self. Appearance becomes important, and individuals compare themselves to an ideal. The family remains a place where one feels calm and cozy. It is within the family that life is understood, and experience is gained. Life plans are typically discussed with adults, whose opinions are important to the children.

In the youth period, one form of emotional contact is communication with peers. The search for a life partner becomes relevant, and the significance of connections with one's social group increases. Against the backdrop of sexual maturation, interest in sexual issues grows. The development of emotionality during adolescence is linked to self-awareness and self-esteem. During this period, a system of self-representation is formed. Self-respect is a necessary quality at this age, reflecting the degree of acceptance (or rejection) of oneself. The attitude toward oneself becomes a key aspect of personality development at this stage. Realizing one's traits and qualities leads an individual, according to A.V. Petrovsky, to the formation of a need to be a personality. "The need to be a personality, the need for personalization, ensures the active inclusion of the individual in the system of social connections, which in turn is determined by these social connections."

I.V. Dubrovina notes that "high school students significantly differ from each other not only in temperament and character but also in their abilities, needs, aspirations, and interests, as well as in varying degrees of self-awareness. Individual characteristics manifest in the choice of life path. Youth is the age when worldview is formed, and value orientations and attitudes are developed."

At the same time, in youth, there is a lack of past experience, which is insufficient for planning the future. Perception of time is contradictory; youthful maximalism drives high school students to strive forward with the confidence that things will be better there. According to I.V. Shapovaленко, "a psychological feature of early adolescence is an orientation toward the future. The most important factor in personality development during early youth is the high school student's desire to build

life plans and understand the construction of life perspectives. The discovery of their inner world and its emancipation from adults is the main achievement of youth."

In S.L. Rubinstein's research, it is defined that "a self-determined personality is a subject who has realized what they want (goals, plans, ideals), what they can do (their abilities, inclinations, talents), who they are (their personal and physical properties), and what the collective, society expects from them; a subject ready to function within the system of social relations."

The need for professional self-determination arises in adolescents due to changes in psychological development. It is the formation of an adult's internal position that leads to various contradictions within the individual: between needs, interests, and the demands of adults and society as a whole. The independent resolution of these contradictions contributes to the professional self-determination of high school students. Indicators of professional self-determination among high school students may include: having a realistic self-assessment, attitudes toward oneself and the environment; the presence of goals, values, and needs; and a desire for action.

"Professional self-determination is an important characteristic of the social-psychological maturity of the personality, reflecting its need for self-realization and self-actualization."

Professional self-determination, according to I.S. Kon, is divided into several stages:

1. **Child's Play**: The child acts as a representative of various professions in play, reenacting certain elements of the associated behavior.

2. **Adolescent Fantasy**: The adolescent imagines themselves as a representative of a profession that appeals to them.

3. **Preliminary Choice of Profession**: Many specialties are initially viewed by the young person from the perspective of interests, then abilities, and finally from the viewpoint of their system of values.

4. **Practical Decision-Making**: This involves directly choosing a specialty, which includes two components: choosing a specific profession and determining the level of qualification required, as well as the scope and duration of training.

Thus, at the threshold of adulthood, according to I.S. Kon, "young men and women must find answers to three questions: who to be (professionally self-determine); what kind of person to be (morally self-determine); and with whom to be (find a loved one)."

From early childhood, the social environment plays a significant role in every person's life. Professional perceptions are largely formed under the influence of various social factors. As evidenced by domestic and foreign studies, the success of work activity is largely determined by a person's ability to clearly construct relevant plans and achieve their realization while effectively managing their time and efforts.

Modern high school students must take into account social conditions that impose limitations on their professional development (military obligations, hiring conditions, salary levels, etc.). While these factors may not directly influence the choice of professional field, they can determine a specific "route" to achieving the corresponding goal.

In the senior classes, most students view their studies as a necessary foundation for future professional activity. A conscious attitude toward educational activities emerges. Modern Russian education aims to create conditions during the learning process in which students' intellectual and creative abilities are revealed, and assessment of personal qualities is formed, facilitating a conscious choice of future profession. Nevertheless, students face several challenges when developing their life plan and choosing ways to achieve specific goals within that plan. The primary difficulty for adolescents in choosing a profession is that high school students, despite their lack of personal experience, must navigate various professions. The choice of profession is a complex and lengthy process. In adolescence, there are two dangers. First, unfavorable family conditions, low academic performance, and other negative factors can diminish the level of consciousness. Second, the immaturity of behavior and social orientations among students. Attempts by adults to expedite this process may induce anxiety and a refusal to self-determine. It is essential not only to foster a high level of interest in acquiring knowledge, skills, and abilities but also to teach students to apply them in practice, independently solving arising problems.

Early youth is a period of flourishing intellectual activity. High school students strive to penetrate the essence of natural phenomena and social life, explaining their interconnections and interdependencies. Almost always, this is accompanied by a desire to develop their own perspective and give their assessment of ongoing events. At this age, character independence becomes defining. Mastery of the general laws of nature and social life leads to the formation of a scientific worldview. The development of cognitive processes among high school students reaches a level where they are practically prepared to perform all types of intellectual work typical of adults, including the most complex tasks. It is during this age that students' interests and inclinations begin to form, facilitating a conscious choice of professional path.

Mature perceptions of high school students regarding a profession should reflect the following aspects:

- **Socio-psychological**: a system of requirements for personal qualities, including moral qualities, communication abilities, organizational skills, etc.
- **Socio-economic**: the social significance of the profession, prospects for professional and social growth, specialties, salaries, etc.
- **Production-technical**: working hours, working conditions, and the nature of psychological strain.
- **Production-pedagogical**: type of educational institution, duration of training, job responsibilities.

In summary, we can assert that the success of professional self-determination among high school students by the time they finish school and choose further professional education is determined by:

- **Cognitive component**: the presence of the ability for self-analysis and an adequate assessment of their capabilities concerning the chosen profession.
- **Motivational component**: a desire for independence and self-reliance in decisions and actions, aimed at professional self-improvement.
- **Activity component**: the alignment of the student's interests with the chosen direction of further education, improvement in academic performance in subjects relevant to the chosen field of professional education, and attendance at

additional courses in line with their future profession. This not only helps adolescents resolve the key issue of personal development but also partially mitigates distortions formed in childhood.

Thus, the specificity of early youth lies in the fact that it is during these years that the active process of worldview formation occurs. R.C. Nemov notes that "by the end of school, we are dealing with a person whose worldview is more or less defined, with views that, while not always correct, are stable."

Based on an analysis of domestic psychological and pedagogical literature, we can highlight the characteristic features of early adolescence that influence the professional self-determination of high school students: independence, self-confidence, sociability, emotional stability, the presence of worldview positions, criticality, decisiveness, a tendency toward competition and leadership, a high level of aspirations, and a high level of awareness.

Pryazhnikov N.S. [34] also identifies undesirable strategies that are found in modern professional consulting practice:

1. The strategy of "deception" is expressed in the fact that the professional consultant is forced to carry out work that contradicts his moral principles. A professional consultant has to do such work when he depends on his superiors, on more accommodating colleagues, on other circumstances.

2. The strategy of "self-deception" is another undesirable strategy, when in order to calm his conscience, a professional consultant convinces himself that he is doing the right thing:

- directive consulting, understood not as open pressure, but as the implementation of the position "I am a specialist and I am smart, and a client who does not know anything anyway is a fool". Such directives are often carried out in a very polite atmosphere, but the client, fascinated by the consultant, remains in a passive position.

- "Therapeutic" professional counseling creates even more conditions for the charm of clients with the help of rather pleasant communication exercises, which most often do not touch on the problems of professional self-determination proper. Most students are very satisfied with such professionally oriented assistance, but even among

schoolchildren there are those who feel the doubts of this help. Psychotherapeutic methods can act as a good addition to other professional guidance methods in the work of a professional consultant, but they are not the determining form of work with clients in vocational guidance centers and schools.

- the destructive-recommendatory strategy is most typical for novice professional consultants. Its essence is to prove to the client, as soon as flaws are discovered in his professional plans, that all his intentions are erroneous and poorly thought out.

- adaptive-manipulative strategy is characterized by the fact that the professional consultant adapts to any situation, not wanting to get involved and solve any problems.

Taking into account the diversity of all possible customers, which differ

according to age, educational and other characteristics, as well as taking into account the specifics of the professionally oriented tasks solved with different clients, Pryazhnikov N.S. [34] conventionally distinguishes various types of professional consultations:

1. Early (children's) professional consultation is carried out in advance, before the direct choice of profession. It is mainly an informational consultation. In such a professional consultation, it is possible to use psychodiagnostic methods, but not to draw up professional recommendations, but to increase the child's interest in his psychological qualities and their development. The results of such studies can be used by teachers in further work with the child.

2. School professional counseling is aimed at the gradual formation of adolescents' internal readiness for self-determination, which consists of an informational component, i.e. a further thorough acquaintance with the world of professions, a cognitive component, consisting of knowledge of ways and means of preparing for a profession, a moral and volitional part, this is a gradual preparation of a teenager for the choice of a profession, a responsible step, etc. final decision-making. The main task of a professional consultant working at school is to help a teenager in self-knowledge, in finding meaning not only in the present, but also in the future life, as the main condition for a more conscious self-determination. In this type of professional counseling, not only traditional methods are used, but it is also possible to

use a creative approach, for example, considering the fates of great people, which could be taken as a model.

3. Professional consultation of parents is the most important element of professional work. In this case, parents act in two roles - as allies of the professional consultant in working with the teenager, and as a potential client of the professional consultant, because the parent often has many problems himself.

4. Professional counseling of adolescent teachers is similar to professional counseling of parents, differing in that teachers are professionals who can provide a psychologist or professional consultant with a lot of useful information about adolescents, about their attitude to life and to their future.

5. Professional consultation of high school students and school graduates is a more constructive form of professional consultation, because there is not enough time to present more in-depth and detailed information. The task of this type of professional counseling is that it is necessary to make specific decisions or at least significantly narrow the number of possible options for choosing further paths after school. In an ideal form, this consultation should be the final stage of the previously conducted professional guidance work.

6. Assistance in clarifying the specialty of an already selected educational institution can be provided both at the school and in the admission committees of the selected educational institutions. If we are talking about professions with special working conditions, or about professions that involve the presence of any special abilities in adolescents (applicants), then it is quite permissible to use complex psychodiagnostic methods, including special hardware methods. But in reality, the main task of a professional consultant is to give the applicant the most essential information for reflection and help to choose the most suitable option.

7. Special types of professional counseling are:

 - Assistance to the unemployed when changing jobs consists in the selection of a new profession, a new place of work, as well as in the choice of an educational institution for the acquisition of a new job. The peculiarity of this type of professional counseling is that in most cases the clients are adults who already have professional

experience, and it should be taken into account by the professional consultant during work.

In this case, it is strictly forbidden to use those methods that the professional consultant has not only not mastered enough, but also for which he does not have the appropriate education, certificates or patents. Such methods are clinical, pathopsychological or medical methods. will complete tasks more slowly than normal healthy clients.

- Retrospective professional consultation involves helping the client to comprehend the life already lived or some significant period of life. This type of professional counseling is not yet widely used in the practice of a professional counselor-psychologist and is not provided with a wide methodological base, so it is considered as a potential "promising" type of professional counseling.

Summarizing the above information, it can be concluded that, in order to provide a full range of professionally oriented services, a professional consultant cannot adhere to any one direction or type of professional counseling, but must be able to mix different directions and types. Thus, to provide clients with a full range of services, including - providing clients with reliable information, assistance in comprehending life goals, self-determination, etc.

1.3 Theoretical Foundations of Early Career Guidance

In the life of every person, in his professional career, one of the central and fateful questions is the question of searching, choosing and mastering a profession.

There are a number of psychological and pedagogical reasons that determine the importance of the question of choosing a profession. Everyone needs the recognition of others and wants to be appreciated, seeks approval, love and independence. One of the ways to achieve this is to choose one of the professions that would distinguish him in the eyes of others and bring him emotional satisfaction. Such identification with a profession allows a person to find himself, promotes self-realization and self-expression. The desire to achieve greater success in professional activity is a

consequence of a high level of self-esteem and contributes to the assertion of self-esteem. The degree of self-satisfaction and self-approval depends on how great a person's success is in his own eyes and in the eyes of others. In the youthful search for individuality and self-satisfaction, the motivation to choose a profession that contributes to the realization of personality is very strong.

But, nevertheless, quite often the professional choice of a person is determined by random factors. This phenomenon is especially undesirable when choosing a profession, since such mistakes are costly for both society and the individual. Therefore, professional guidance work with young people entering higher school is extremely important.

Summarizing the basic concept, we have determined that vocational guidance is a set of socio-political, psychological, pedagogical and medical measures in the choice of profession, which are considered as a system of equal interaction between the individual and society at certain stages of human development, optimally corresponding to the personal characteristics and demands of the labor market in competitive personnel.

An integral part of career guidance is professional selection (selection), the selection of persons who are most likely to be able to successfully master this profession and perform related labor duties.

Of course, full-fledged career guidance work with schoolchildren, in addition to the use of mass forms and methods (with a class or subgroups), necessarily involves individual career counseling. Consultation should reveal and develop the potential of the student, make him think independently, i.e. form his inner readiness for conscious and independent construction, adjustment and implementation of the prospects for his development (professional, life and personal), readiness to consider himself developing in time and independently find personally significant meanings in a specific professional activity.

Analysis of psychological and pedagogical literature shows that the concept of "organizational and pedagogical conditions" is not fully disclosed in pedagogical

dictionaries and encyclopedias. This term is used in educational publications and dissertation research.

The term "organizational and pedagogical conditions" consists of two semantic units: "organizational conditions" and "pedagogical conditions." Let us examine each of these.

In scientific and pedagogical literature, pedagogical conditions are understood as a set of objective possibilities regarding the content, forms, methods, and material-spatial environment aimed at solving the tasks set in pedagogy (V.A. Belikov). It should be noted that pedagogical conditions only include those that are deliberately created in the educational process, and their implementation ensures the most effective conduct of this process. We share the position that pedagogical conditions cannot be reduced solely to external circumstances, to the environment, or to the collection of objects influencing the process, as the development of a child's personality in the educational process represents a unity of the subjective and the objective, the internal and the external, essence and phenomenon.

Considering the subject of our research, we view conditions as a set of circumstances in which the formation of older preschool children's ideas about "adult professional activities" occurs, and which contribute to the success of the early career orientation process. The circumstances may include: objects of the surrounding reality, subjects of the educational process, features determined by the specifics of preschool education, means, methods, and forms of organization and implementation of this process.

In pedagogical research by V.I. Andreev, V.A. Belikov, and A.Ya. Nain, the general pedagogical or organizational-pedagogical aspects of the concept of conditions are most often highlighted. The subjects in relation to which they are considered include the processes of teaching, upbringing, education, and personality development. The specifics of our research subject raise the question of the organizational side of the early career orientation process for older preschool children. This requires an examination of the concept of "organization."

In scientific literature, the term "organization" is applied to biological, social, and some technical objects (usually in the general context of the concepts of "structure" and "system"). In philosophy, "organization" (French: organisation – something that has an orderly, structured appearance) is considered as:

• internal orderliness, coherence of the interaction of more or less differentiated and autonomous parts of a whole, determined by its structure;

• a set of processes or actions leading to the formation and improvement of connections between parts of a whole;

• a union of people jointly implementing a certain program or goal and acting based on specific procedures and rules (I. Lakatos).

Within the framework of a systematic approach, organization is equated with the concept of structure or opposed to the concept of chaos. In this context, two aspects of organization are distinguished: orderliness and directionality. Orderliness is defined as a quantity that is inversely proportional to the entropy of the system, while directionality reflects the conformity (or non-conformity) of the system to the conditions of the surrounding environment, the appropriateness of this type of organization in terms of maintaining the normal functioning of the system.

In sociology, this concept denotes a collective united and directed by a specific goal, while in management theory, it is understood as a means of effectively achieving a goal. Within the methodological approaches we have chosen, while preserving the indicated meaning, organization is viewed as a phenomenon that ensures the regular reproduction and normal course of activities, forming an essential condition for preserving the integrity, completeness, and meaning of activities, and the condition for its substantive productivity. Therefore, organization is a parameter of a phenomenon that ensures its orderly, normal, and purposeful existence.

Considering the above, the literature highlights the following characteristics of the concept of "conditions," including organizational and pedagogical conditions:

1. A set of objective possibilities regarding the content, forms, methods, and material-spatial environment aimed at solving set tasks (A.Ya. Nain).

2.   A collection of interrelated and interdependent circumstances of the activity process (V.I. Andreev).

3.   Conditions ensure the most effective conduct of processes and phenomena, reflecting the orderliness and appropriateness of their existence (V.A. Slastenin, T.A. Stefanovskaya).

4.   Conditions represent a unity of the subjective and the objective, the internal and the external, the essence and the phenomenon (V.A. Zagvyazinskiy, A.A. Orlov).

5.   Conditions express the relationship of the subject to the surrounding phenomena, without which it cannot exist (I.T. Frolov).

6.   Conditions serve as rules that ensure the normal conduct of activities.

The highlighted characteristics allow for the following definition of organizational and pedagogical conditions: it is a set of external circumstances for the realization of management functions and internal features of educational activities, ensuring the preservation of the integrity, completeness, goal-orientedness, and effectiveness of the educational process (G.A. Demidova).

In the process of professional selection (selection), the professional suitability of a person is determined on the basis of the physiological and intellectual differences existing in people.

K. Kh. Kekcheev [61] asserts that *the correct distribution of people by profession is one of the components of the scientific organization of labor.*

Professional selection (selection) is understood as a specially organized research process, the purpose of which is to identify and determine, with the help of scientifically based methods, the degree and possibility of psychophysiological and socio-psychological suitability of applicants for training and work in complex responsible professions.

Thus, in order to determine the degree of suitability of a person for a particular specialty, in our case, for future linguists, it is necessary to identify a number of professionally important qualities (PIQ), which include both psychological properties, states and processes, and personal qualities of the applicant.

Various methods are used to identify these qualities. The main method is professiography, descriptive, technical and psychophysiological characteristics of a person's professional activity. This method is focused on the collection, description, analysis, systematization of material about professional activity and its organization from different angles. As a result of professiogramming, professiograms or summaries of data (technical, sanitary, hygienic, technological, psychological, psychophysiological) about the specific process of work and its organization, as well as the psychogram of professions. Psychograms are a "portrait" of a profession, compiled on the basis of a psychological analysis of a specific labor activity, which includes professionally important qualities (PIQ) and psychological and psychophysiological components that are actualized by this activity and ensure its performance. The importance of the method is explained by the fact that it allows you to model the content and methods of forming professionally important qualities of a person given by a particular profession and build the process of their development based on scientific data. In accordance with the requirements imposed by the professiogram on the human psyche, three levels of requirements are distinguished:

1) absolutely necessary;

2) relatively necessary;

3) desirable.

Traditionally, the general scheme of describing a profession implies four aspects:

- socio-economic (a brief history of the profession, its role in the system of the national economy, information about personnel training, prospects for promotion, wages, prestige of the profession);

- production and technical (data on the technological process, object, tools, workplace, forms of labor organization);

- sanitary and hygienic (information about climatic conditions, the nature of lighting and other sanitary factors, the mode and rhythm of work, medical contraindications);

- psychophysical (requirements of the profession to the features of mental processes and personality properties).

E.A. Klimov [10] proposed a four-tier overview classification of professions according to the characteristics of the subject, goals, means and working conditions.

The first tier distinguishes the types of professions.

According to the subject of labor, all professions are divided into bionomic (nature), technomic (technology), signomic (signs), artonomic (artistic images) and socionomic (interaction of people). Accordingly, E. A. Klimov defines five schemes of professional activity: "Man - nature", "Man - technology", "Man - sign", "Man - image", "Man - man":

1. "Man is a living nature" (P). Representatives of this type of profession deal with plant and animal organisms, microorganisms and the conditions of their existence (master fruit and vegetable grower, agronomist, zootechnician, veterinarian, microbiologist).

2. "Man – man" (Ch). The subject of interest, service, recognition, transformation here are social systems, communities, population groups, people of different ages (salesman, hairdresser, engineer-organizer of production, doctor, teacher, social worker).

3. "Man as technology" (T) and inanimate nature. Workers deal with inanimate, technical objects of labor (fitter-assembler, mechanical technician, electrical fitter, electrical engineer, technician-technologist).

4. "Man is a sign system" (3). Natural and artificial languages, conventional signs, symbols, numbers, formulas - these are the subject worlds that representatives of this type of profession are engaged in (phototypesetting machine operator, programmer, draftsman-cartographer, mathematician, publishing house editor, linguist).

5. "Man is an artistic image" (X). Phenomena, facts of artistic reflection of reality - this is what occupies representatives of professions of this type (artist-decorator, artist-restorer, tuner of musical instruments, concert performer, ballet dancer, drama theater actor).

Thus, let's conventionally designate 5 types of professions: "P", "T", "H", "Z", "X". Each type of profession imposes certain requirements on certain abilities and qualities of a person.

Psychological requirements of professions of the "man-nature" type to a person: developed imagination, visual and figurative thinking, good visual memory, observation, the ability to foresee and evaluate changeable natural factors; Since the results of activity are revealed after a fairly long time, the specialist must have patience, perseverance, must be ready to work outside the teams, sometimes in difficult weather conditions, in mud, etc.

Most of the professions of "Man and Technology" are associated with:

1) creation, installation, assembly of technical devices (specialists design, construct technical systems, devices, develop processes for their manufacture, machines, mechanisms, devices are assembled from individual units, parts, regulate and adjust them);

2) the operation of technical devices (specialists work on machine tools, control transport, automatic systems);

3) repair of technical devices (specialists identify, recognize malfunctions of technical systems, devices, mechanisms, repair, regulate, adjust them).

Psychological requirements of the professions "Human-Technician" to a person: good coordination of movements; accurate visual, auditory, vibrational and kinesthetic perception; developed technical and creative thinking and imagination; the ability to switch and concentrate attention; observation.

Most professions of the "Man - sign system" type are associated with the processing of information and differ in the features of the subject of labor. These can be:

1) texts in native or foreign languages (translator, editor, proofreader, typist, clerk, telegraph operator, typesetter);

2) figures, formulas, tables (programmer, computer operator, economist, accountant, statistician);

3) drawings, diagrams, maps (designer, process engineer, draftsman, copier, navigator, surveyor);

4) sound signals (radio operator, stenographer, telephone operator, sound engineer).

Psychological requirements of the professions "man - sign system" to a person: good working and mechanical memory; the ability to concentrate attention for a long time on abstract (sign) material; good distribution and switching of attention; accuracy of perception, the ability to see what is behind conventional signs; perseverance, patience; logical thinking.

"Man is an artistic image". Most professions of this type are associated with:

1) the creation and design of works of art (writer, artist, composer, fashion designer, architect, sculptor, journalist, choreographer);

2) with the reproduction, production of various products according to a sample (jeweler, restorer, engraver, musician, actor, cabinetmaker);

3) with the reproduction of works of art in mass production (porcelain painting master, stone and crystal grinder, painter, printer).

Psychological requirements of professions of this type to a person: artistic abilities; developed visual perception; observation, visual memory; visual and figurative thinking; creative imagination; knowledge of the psychological laws of emotional impact on people.

"Man to man". Most professions of this type are associated with:

1) with the upbringing, training of people (educator, teacher, sports coach);

2) with medical care (doctor, paramedic, nurse, nanny);

3) with household services (seller, hairdresser, waiter, janitor);

4) with information services (librarian, guide, lecturer);

5) with the protection of society and the state (lawyer, policeman, inspector, military serviceman).

Many positions: director, foreman, head of the workshop are related to working with people, so the same requirements are imposed on all managers as on specialists of professions of the "Person-to-person" type.

Psychological requirements of professions of this type for a person: the desire for communication; the ability to easily come into contact with strangers; stable well-being when working with people; benevolence, responsiveness; excerpt; the ability to restrain emotions; the ability to analyze the behavior of others and one's own, to understand the

intentions and mood of other people, the ability to understand people's relationships, the ability to settle disagreements between them, to organize their interaction; the ability to mentally put oneself in the place of another person, the ability to listen, take into account the opinion of another person; the ability to master speech, facial expressions, gestures; developed speech, the ability to find a common language with different people; the ability to persuade people; accuracy, punctuality, composure; knowledge of human psychology.

The choice of profession reflects a certain level of personal claims based on the assessment of one's abilities and capabilities. In addition, the choice of profession, professional self-determination requires high activity of the subject, depends on the level of formation of conscious mental self-regulation, the degree of development of the control and evaluation sphere.

On the second tier, E.A. Klimov distinguishes within each type of profession their classes on the basis of goals:

- Gnostic professions (G);

- transformative (P);

- exploratory (I).

On the third tier, four departments are distinguished within each class of professions on the basis of the main tools and means of labor:

- manual professions (R);

- Professions of machine labor (M) (machines with manual control are used for processing, moving, transforming objects of labor, so typical professions in this unit are driver, machinist, etc.);

- professions related to the use of automated and automatic systems (A) - operators of CNC machines, etc.;

- professions associated with the predominance of functional means of labor (F).

The fourth tier involves dividing the profession into four groups according to working conditions:

- work with microclimate conditions close to domestic, "room" (B): laboratory assistants, accountants, computer operators;

- work related to being outdoors in any weather (O): agronomist, installer of steel and reinforced concrete structures, inspector of the State Traffic Inspectorate;

- work in unusual conditions (at height, underground, under water, at high and low temperatures (H): antenna mast, diver, surface miner operator, firefighter);

- work in conditions of increased moral responsibility for the life and health of people (M) - adults or children, associated with great material values (kindergarten teacher, teacher, doctor, investigator). (Bulanova - Toporkova)

Analyzing the composition of actions for each type of profession, E. A. Klimov outlined four groups of them:

1) Motor (actions of movement, positioning, turning, etc.).

2) Cognitive (gnostic) actions, which include actions of perception, imagination and logical actions.

3) Actions of interpersonal communication; diagnostic, action-requirement, action on information management of the partner.

4) Actions to coordinate efforts.

As we can see, there are enough studies concerning career guidance for young people, while we believe that career guidance can begin much earlier, in the middle grades of secondary schools. To determine the level of career guidance, surveys were conducted, the results of which we will present later.

During a business trip within the framework of the project to the Republic of Turkey, the city of Ankara, Gazi University, a meeting was held with scientists who presented their concept of early career guidance. According to Turkish scientists Mehmet Nezir Gul, and others, the concept of early career guidance has a direct meaning: early. Accordingly, early career guidance should begin early. For students, starting from the first grade, a system of exercises aimed at identifying the interest of children has been thought out.

For 36 weeks, or 9 months of the school year, elementary school students are offered interesting creative tasks aimed at forming a successful, happy personality. For each class of the school school, starting from the first grade, all preparatory measures for successful career guidance work have been prepared. The development zone, areas

of competence, time, duration of classes, necessary tools and equipment, important points for the preparation of the lesson itself, the period of conduct and other important stages in the preparation of classes are presented for each class (1,2,3,4).

The stages and expected results and evaluation of the event are described in great detail.

Below are guidelines for teachers who will conduct these classes, attention is drawn to the fact that students should not have two ready-made answers, they should think and come to the correct answer themselves. Scientists offer their own options for dividing students into groups in accordance with their motivation and personal characteristics. In elementary school, the basis for dividing into groups can even be the dates of birth, so those born in winter can become one group, in spring - another, and so on. The authors note that half-brothers and sisters can be in the same group, while if there are four or more of them, they can be divided into other groups. The teacher must carefully prepare for each lesson: a set of paper, printed materials, cards with tasks. Some teachers suggest changing the composition of the groups each time, the principle of their unification, for example, to gather in one group everyone who has the same number of letters in the name, by the first letter of the name, etc.

Recommendations for working with students with special educational needs, where a differentiated approach is important, are separately highlighted.

A separate category is environmental rules aimed at preserving and creating an optimal learning environment.

The most important point is that scientists consider the conduct of career guidance activities at an early age to be timely and correct. Interesting classes that are systematically conducted in primary school, starting from the first grade, can create a solid platform for early career guidance.

Thus, the importance and necessity of early career guidance has been practically proven, and early in this context means that career guidance should be started starting from 5-6 years old.

It should be noted that early career guidance, starting from preschool age, has long attracted the attention of teachers and scientists.

It is worth noting scientific and methodological works and scientific works in which the importance of early career guidance is actualized, when the first idea of work and professions is formed. Early formed perception forms the basis of the idea of the professions of an adult. Of course, it is necessary to take into account the peculiarities of the child's psyche, the peculiarities of the child's perception of the world. From year to year, the impressions received in childhood will be supplemented and enriched, but children's perception will always be the basis of all subsequent layers of new knowledge.

One of the outstanding scientists, A.N. Leontiev, wrote that in early childhood there is the first interest in the world around them, in the activities of adults, and children at this age begin to imitate their elders, imitating their movements. But, growing up, children begin to comprehend actions, filling them with an understanding sufficient for their age.

In modern science, you can find the works of Alyabyev E.A., Kondrashov V.P., for example, Kondrashov V.P., conducted a study, and found out that by the age of 7, children know from 7 to 17 names of professions, while they can still describe many of them in their simple, childish language.

Conversations with teachers of preschool institutions show that in the older groups of preschool organizations, activities aimed at early career guidance are very important, while they claim that up to 80% of parents do not conduct career guidance work with their children, do not talk about professions, do not bring children to their work to show what is the main content of their professional activity. This significantly impoverishes the general idea of professions, narrows the future opportunities of the child.

If we talk about early career guidance within the walls of school, then you can find much more research.

For example, Career Counseling in U.S. schools is provided throughout a student's education, according to the Perkins Act of 1984. Professional consultants introduce students to professional and career opportunities; assist in finding information about the content of professions and requirements for them; coordinate the work of school teachers on career guidance; advise parents on the development of their children's

interests and inclinations; prepare school graduates for college or university; develop a student's career portfolio containing test results, examples of work performed, resumes, and letters of recommendation for a potential employer (U.S. Department of Education, 2016).

In the Canadian system, career guidance for students is more integrated into the main processes of school education than in the United States. Each school has a department of career guidance assistance, where, in addition to advice on career guidance issues, students can get information on the choice of subjects and drawing up their own schedule. These career guidance departments are funded by the region, based on the ratio of 1 career guidance counselor to 385 students (Good Career Guidance, 2013).

The main tool in career learning is the Individual Pathway Plan (IPP), introduced several years ago, which is used in the period from grades 7 to 12 at school (Ontario Ministry of Education website, 2016). This is a web-based tool that contains all the resources necessary for a student. Using the IPP tool provides access to a bank of professions, allows you to track the percentage of your own career plan, and also provides access to many additional modules, including the ability to interact with employers online. With the help of the IPP, it is possible to obtain information about four thousand professions. For each of them, information is provided such as job requirements, required personal qualities and the required level of general education, career opportunities, and data on the demand for specialists in this profession in local and national labor markets (Ontario Ministry of Education website, 2016). The Department of Education considers the IPP as a tool through which the Canadian Path to Success program for career guidance and career development of school students can be successfully implemented.

The Finnish National Vocational Guidance Curriculum sets out the goals and objectives of learning and the number of hours that should be allocated to career guidance in grades 7, 8 and 9 – this is a mandatory requirement for Finnish schools. The program also provides for minimum hours of career guidance in high school.

In addition to informational counselling, the coordinators of the vocational guidance program are involved in the organisation and maintenance of the TET internship program "Työelämään Tutustuminen" (Finnish Practical Professional Orientation Program, 2016). Finland has the most systematic and structured approach to gaining practical experience. Employers provide all possible support to schools in gaining work experience for students in grades 7, 8 and 9 and for a short period of time accept "workers" into their organizations, which allows students to make the best choice of their future education and profession. The aim of the TET is to improve students' knowledge of existing professions and working life.

Today, in the UK, the provision of career guidance is enshrined in the Education Act of 1997. (Department for Education, UK. Career Guidance and Inspiration in Schools, 2015). The inclusion of systematic career guidance courses and events in the curriculum is a prerequisite for the period from 8 to 13 years of study (Department for Education, UK. Career Guidance and Inspiration in Schools, 2015). Career guidance consultants are responsible for organizing career events (Career Day), guest visits and lectures by representatives of various companies, organizing education fairs, conducting individual consultations with students (Department for Education, UK. Career Guidance and Inspiration in Schools, 2015). Of particular note is the combination of career guidance services and employment assistance. This feature of the British career guidance system distinguishes it from similar services in other countries, where employment services are separated from career guidance services.

The main emphasis in the system of modern French career guidance is made on the information component. For example, the National Bureau for Education and Career Information (ONISEP) mainly develops and disseminates documentation and information on professions and areas of education, labor and employment markets, vocational schools and admission rules, etc. (ONISEP, 2016). Through interaction with various public organizations (parents' associations, labor exchanges, vocational training centers), career guidance information centers have the opportunity to influence the professional choice of young people in accordance with the requirements of the

labor market, attracting school graduates to industries that are in dire need of qualified personnel (Shamsutdinova, 2007).

Vocational guidance is also carried out through the procedure of interviewing representatives of this educational institution with parents and students. Pedagogical orientation is a fundamental feature of the existing model of career guidance, where the ability to make choices, including the ability to take into account objective and subjective factors, can provide young people with independence in economic, social and personal life (Grinshpun, 2004).

Career guidance for schoolchildren is a mandatory requirement of the Federal Employment Agency. Career guidance counsellors of the Federal Employment Agency visit schools and teach classes from the 8th grade onwards, and later, from the penultimate year of study, provide counselling in small groups or individually (Good Career Guidance, 2013). Career guidance activities at the school are carried out by the coordinator for educational and career guidance work "Studien und Berufs". The school allocates from 2 to 12 hours per week for the work of the coordinator, depending on the size of the school and the educational system adopted by the school (Good Career Guidance, 2013).

Work experience is an integral part of the German school system. Even gymnasium students who are aiming to enter a university are required to undergo a two-week internship at work. In Realschulen, students are required to complete a four-week internship (2 weeks each in grades 9 and 10).

Thus, it can be concluded that early career guidance is the subject of research by both scientists and practitioners, while the relevance of this topic gives room for scientific research in this direction. Early career guidance in the middle grades of secondary schools is more researched. Today, in the economic and industrial spheres of development of our country, there is an acute shortage of personnel for leading industrial enterprises, both top management specialists and ordinary working specialties, there is a shortage of medical workers for clinics and hospitals, especially in rural areas, there is a shortage of mid-level specialists, for many years there has been a shortage of teachers in remote rural schools.

At the same time, there is an overabundance of specialists in the field of economic spheres and jurisprudence. All this, in our opinion, is a consequence of incorrect professional orientation in schools and educational organizations.

2. Organization of Psychological and Pedagogical Support for Early Career Self-Determination of Students

2.1 Preparation for the Process of Early Career Self-Determination of Students

Significant efforts were planned and undertaken to prepare for and organize psychological and pedagogical support for the early career self-determination of students. Initially, it was essential to establish a theoretical foundation for the concept of "self-determination." This concept carries profound meaning, with numerous studies in psychology and pedagogy (by Abulkhanova-Slavskaya K.A., Vygotsky L.S., Ginzburg M.R., Zeigarnik B.V., Nikov G.P., Safin V.F.) suggesting that personal self-determination is a process linked to forming an adult's internal position, recognizing oneself as a societal member, and addressing future challenges. Personal self-determination emerges at the intersection of adolescence and early adulthood.

Personal self-determination is value-laden, involving the active positioning of oneself within a socially-constructed value system, defining life's meaning based on these values, and achieving personal coherence and realization. It underpins life self-determination and drives the development of other self-determination types, such as social, professional, and familial.

V.F. Safin's seminal work "Psychology of Personal Self-Determination" introduces the self-determination formula: "want"-"can"-"have"-"must". Self-determination is seen as a comprehensive process of mastering personally and socially significant life domains according to consciously set goals, through which individuals create, realize, and affirm themselves.

Safin identifies several components of this concept:

- Creation: The development and enhancement of one's internal essence ("want", "can", "have", "must"). This includes recognizing one's abilities, self-analysis, career exploration, professional choice, self-formation, and professional identity.

- Self-Realization: The manifestation and unfolding of these essential forces. Professional self-determination is often explained through self-realization and development.

- Self-Affirmation: Achieved through creation and self-realization, it characterizes the psychological content of self-determination. It involves self-satisfaction or dissatisfaction, enhancement, finding meaning in professional activities, professional adaptation, and self-respect.

Thus, self-determination for students is a journey from recognizing their needs to understanding their capabilities and aligning them with reality. A correctly perceived reality suggests ways to satisfy needs, prompting decisions and actions.

To gain insights into school life, we developed and conducted a survey among school teachers responsible for career guidance, titled "Professional Orientation of Students," involving 886 educational staff. The survey aimed to identify those responsible for career guidance and their attitudes towards the process. Given a pilot project in Pavlodar region incorporating career counselor roles in schools, we aimed to understand who actually manages student career guidance.

We also investigated teachers' views on early career orientation, determining the appropriate starting grade for this work to ensure students have a comprehensive understanding of their future careers by grade 11. With permission from the regional education authority, the survey was conducted on a Google platform accessible to all teachers. The survey revealed active participation from regions like Pavlodar, Shcherbakty, Uspen, Kachir, Aksu, and Aktogay.

According to the survey, those responsible for career orientation hold various positions, from directors to class teachers, with many being subject teachers, especially in rural schools. In some schools, this role is filled by psychologists, and some schools have deputy directors for career guidance. Among respondents, 78.7% engage in career orientation regularly, while 21.3% do not participate at all. Most respondents (338) believe career orientation should start in grade 5, while others suggest starting from grades 6 to 11, with grade 5 (ages 11-12) being the most commonly recommended starting point.
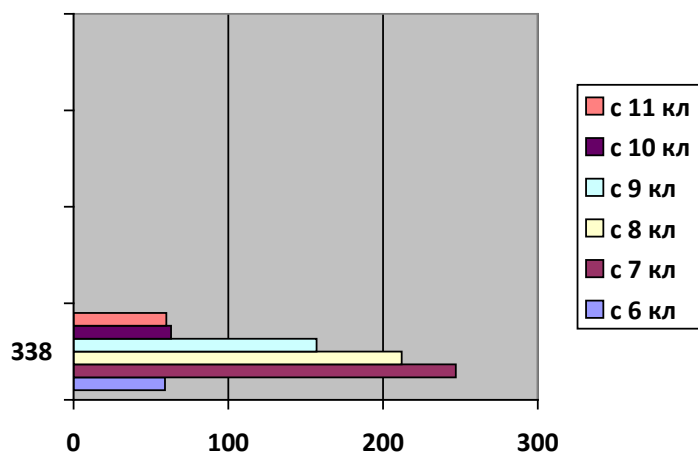
Figure 1 – Teachers' Opinions on the Appropriate Age for Career Guidance

As we can see, school educators, including subject teachers and deputy principals, consider career guidance work to be important. Preparing for the organization of early career guidance should undoubtedly include specific stages. Traditionally, when planning any process, it's essential to remember that it should consist of at least three stages. In our case, we also want to identify three main stages: preparatory, main, and concluding.

The preparatory stage always includes activities related to selecting methodologies, choosing educational institutions, and establishing communication with school administrations and community organizations. A crucial aspect of this stage is selecting the individuals who will carry out this work.

They should undergo training seminars to understand the specifics of their forthcoming tasks and be reminded of the individual characteristics of students of this age. Without considering psychological traits, early career guidance may not yield the desired results.

Let's present the findings of our research and later delve into the details of each stage.
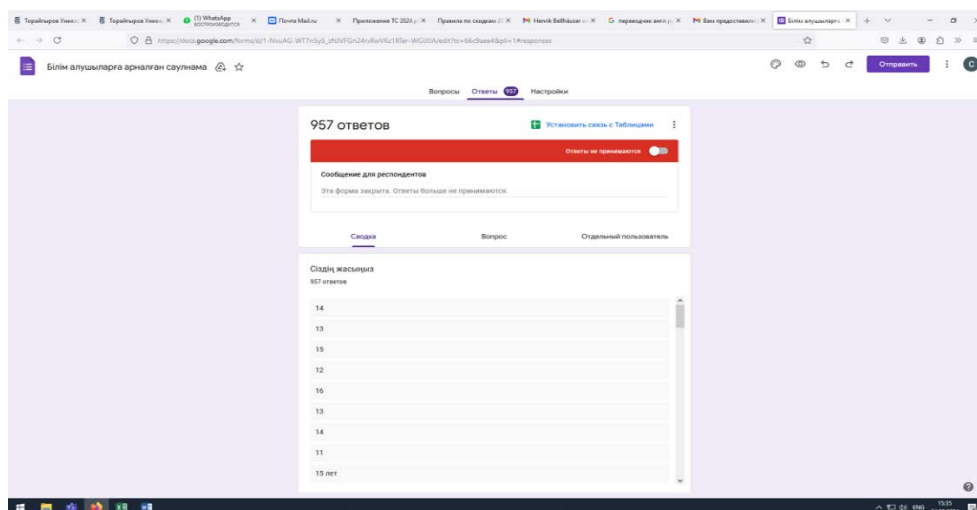
Figure 2 – Survey of students on career orientation in schools with a state language of instruction

As we can see from the screenshot, we conducted a survey among school students. A total of 957 students from grades 4-10 in Pavlodar region, aged 11 to 16, who study in the state language, participated in the survey. Among all respondents, 58.8% stated that they have already decided on their future profession, while the remaining 41.2% are still uncertain.

We then explored what or who influenced the career choice for those who had already made their decision:

- 32.9% of respondents indicated that their parents influenced their choice (315 individuals);
- 6.7% mentioned their school teachers as an influence (64 individuals);
- 54 individuals, or 5.6% of respondents, noted that friends and acquaintances played a role in their decision;
- 19.7%, or 189 individuals, considered salary levels in their decision;
- 14.9% looked at the prestige of the profession;
- The remaining respondents focused on how well their abilities matched their chosen profession, accounting for 20.2%.

The responses show that parents have the most significant influence on career choice. In conversations with students, we asked how exactly their parents influenced

their decisions. It turned out that some students plan to continue family legacies in fields like medicine, education, and engineering. However, some students mentioned that their parents had dreams of certain professions but, due to circumstances, couldn't pursue them. Thus, they passed these dreams onto their children, indirectly influencing their career choice. Some students were also influenced by characters from popular films or video games.

It's worth noting the importance students place on salary levels, indicating a serious approach to career choice, considering development prospects and salary levels. It's encouraging that some students (20.2% of respondents) assessed how their personal abilities align with their professional choice, showing seriousness in their intentions and a proper understanding of the professional world.

The influence of school teachers on career choice was found to be relatively low in our study. This suggests that career guidance in schools may be insufficient or too formal, as it did not significantly impact students' choices. Meanwhile, 54 students mentioned that friends' opinions influenced their career decisions. Psychological and educational research indicates that peer opinions hold great significance for middle school students, which this finding corroborates.
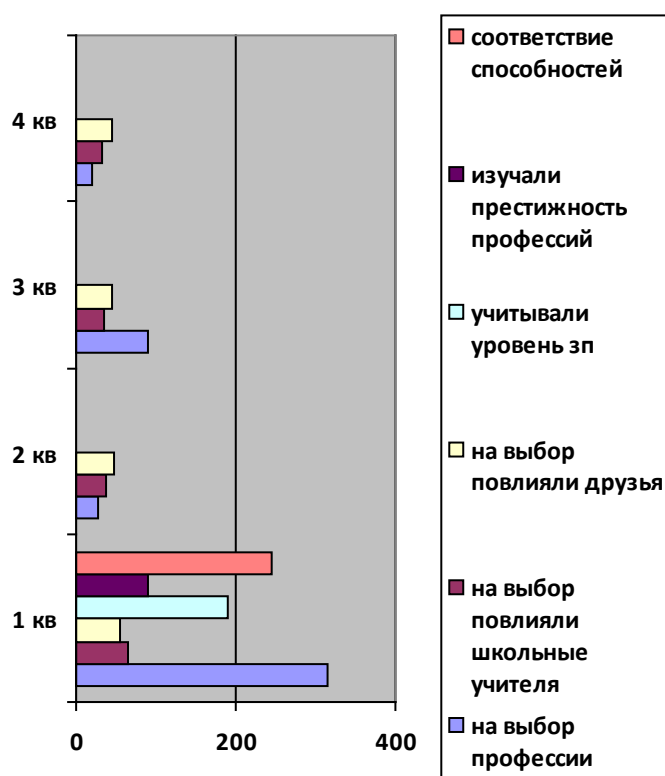
Figure 3 - The Influence of Various Groups on Middle School Students' Career Choices

We asked students to identify professions they find most attractive. The results highlighted the following:

- Medical professions
- IT
- Teaching
- Psychology
- Design
- Journalism
- Military specializations
- Police
- Veterinary
- Law

As we can see, the list includes professions that are currently popular in society. The same survey was also offered on the Google platform to students studying in classes with Russian as the language of instruction.
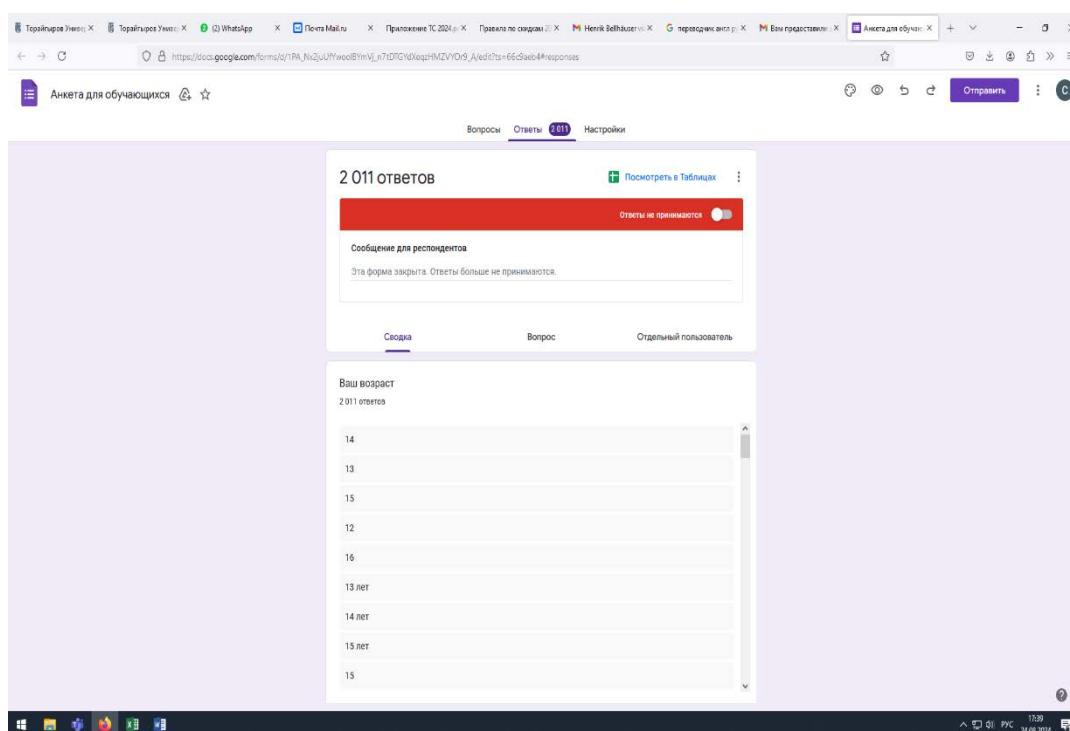
Figure 4 – Survey Results of Middle School Students in Pavlodar Region

As we can see, 2011 responses were received from students in grades 4-10 in the Pavlodar region. Of these, 55.5% of students are confident they have already made the right career choice. Unlike students in classes with the state language of instruction, respondents noted that personal interest in the profession (77.1%) was the primary guide in their career choice. Additionally, respondents paid attention to salary levels and their abilities related to the chosen profession.

The conducted work gave us a basis for understanding that middle school students (grades 4-7) take the question of career choice very seriously. Approximately half of the students (45% in Russian-language classes and about 42% in Kazakh-language classes) believe they have already determined the direction of their future professional activities. When asked to name professions they consider most popular, we received a wide range of professions, from doctors to lawyers. Unfortunately, this list did not include professions related to industries and sectors in demand in our region, such as engineers in energy, mechanical engineering, metallurgy, construction,

chemical industry, agriculture, livestock, processing, and light industry, among others. Some students also expressed difficulty in deciding.

Students tend to choose professions they perceive as popular. However, they lack information about other professions in demand in the region. This leads us to believe that systematic early career guidance is necessary, along with more information about in-demand professions in the region, ensuring employment opportunities and regional development participation.

Preparation for early career guidance should, in our view, include several stages:

- Diagnosis of early professional self-determination;
- Preparation of materials containing information about various industrial and regional sectors, and the professions in demand within these industries;
- Counseling students on early professional self-determination.

Such an approach will help students understand which professions are in demand and the prospects for professional growth. This will help reduce the workforce shortage in key industries both in our region and across the republic.

Starting in school, adolescents should receive not only academic knowledge but also practical skills, applying them in their future lives. Traditionally, career guidance should run parallel to the process of students identifying with a particular profession. It is typically realized on a personal level through students' value-based choices of professional development options, representing a process of aligning desires, life plans, value orientations, and inclinations with the socio-economic conditions and societal demands.

The level of development in the educational sphere determines the moral, intellectual, scientific-technical, spiritual-cultural, and economic potential of any society. Education reflects the tasks of social development, the level of the economy and culture in society, and the nature of its political and ideological orientations, as both educators and students are subjects of social relations, fulfilling a number of important functions: the formation of the socio-professional structure of labor collectives; training and upgrading the qualifications of workers needed in the sphere of material production (economic functions); a condition for the reproduction and

development of the social structure of society as a whole; a means of social mobility (social functions); preservation and transmission of accumulated knowledge and cultural values across generations for the formation of personality and the development of creative activity; and the assimilation of values and norms required by society that are necessary for fulfilling corresponding social roles (cultural functions).

The main task of educational organizations is to assist in the self-determination of the individual—personal, social, professional, and life-related.

Personal self-determination is the process and result of a conscious choice by an individual of their own goals, positions, and means of self-realization in specific life circumstances. Social self-determination is the definition of oneself in relation to the criteria established in society (and accepted by the individual) for belonging to a certain sphere of social relations and a specific social circle, limiting oneself to a certain range of professions; on one hand, this is the process of realizing one's belonging to certain social groups with their established social statuses and roles (formation of a stable social identity), and on the other hand, it is a phased process of inclusion in all spheres of public life and achieving a relatively balanced state within the social stratification structure of society.

Professional self-determination is the individual's definition of themselves concerning the criteria of professionalism established in society (and accepted by the individual). Life self-determination is the awareness of oneself in relation to universal human norms, indicators of the meaning of life, and the realization of oneself based on this self-determination.

At the forefront during adolescence and youth is the problem of searching for the meaning of life (K. Obukhovsky, T.V. Snegireva, V. Frankl). This problem is experienced quite complexly. On one hand, the process of accepting values is not yet complete; on the other hand, adolescent belief in the fulfillment of all desires remains relevant. However, according to K. Obukhovsky, the presence of meaning in life will influence the transition from one age stage to another. We find confirmation of this assumption in the works of L.S. Vygotsky, S.L. Rubinstein, and N.N. Tolstykh.

This is why, in this concept, the problem of building a regional career orientation

system is examined in the context of all directions of self-determination. The validity of this approach is also confirmed by the data from the analytical report "Russia 2025: From Personnel to Talents."

The formation of self-determination and the development of a life plan occur throughout the entire period of maturation. To understand whether a young person can set goals, it is not enough to simply ask them what goals they have for their future profession. The effectiveness of forming an entire plan is demonstrated by four main criteria: vision of the goal, assessment of resources, assessment of conditions, and dynamics of alignment methods. Indicators such as the presence and description of an ideal goal, knowledge and evaluation of several alternatives from which the ideal is chosen, and awareness of the interconnection among all goals (both real and ideal) indicate the effectiveness of forming the criterion of "vision of the goal." The table presents the criteria for a life plan and the main indicators of their effective formation.

Table 3 - Criteria for the Effectiveness of Life Plan Construction

Criteria	Indicators of effective criteria formation
Goal vision	Ideal methods Variants in choosing an ideal goal. Hierarchy of goals
Assessment of recourses	Real recourses Importance in acquiring new resources Tasks for gaining new resources
Assessment of conditions	Influence on achieving goals and acquiring resources, as grounds for setting goals and acquiring resources.
Dynamics of alignment methods	Real achievements . Evaluation of goal achievement in terms of approaching the ideal goal. Adjustment of claims in accordance with achievements.

The theoretical foundations outlined above have determined the main principles of the concept.

Principles for Building a System of Early Career Orientation for Students

Principle of Considering the Social Context: This principle reflects the necessity of developing education as a continuous, ongoing process that reflects the transition to a post-industrial education system and the need to consider educational reforms as part of socio-economic reforms. The social organization of the education system, which ensures the necessary and sufficient conditions for the full realization of educational functions, allows for discussion of its sphere-type existence. Such an organization is possible through the "integration" of the education sphere into other spheres of life in the region. This means:

Refusal to consider education as a separate industry, and recognition by the regional community (a part of society residing in the region) of the value of education as a leading value ("education is a crucial factor in the development of personality, society, and the state");

Expansion of the state-community component of education management, as society becomes the "customer" of educational services—subjects of educational relations (primarily parents, students, employers);

Establishment of education as a self-developing system in the context of the region's innovative activities;

Overcoming the departmental-municipal limitations of content and methods of activity of the subjects of the education system, enabling them to perform broader functions in addressing current problems of the social environment and solving them through educational and cultural means;

Regional educational integration—coordinated activities within the regional cultural-educational space of educational, scientific, and cultural institutions, regardless of their departmental and territorial subordination, organizational-legal forms of ownership, in the interests of mastering new content of life and meeting new socio-cultural needs based on regional government orders and the demands of individuals and society;

Intersectoral cooperation—coordinated actions of sectoral management bodies and management structures to solve socially significant problems by including resources and opportunities from interested parties.

Principle of Subsidiarity and Participation: Documents of the state educational policy of the Russian Federation note the need to transition from a paternalistic to a subsidiary model. This means accessibility and free provision of basic social services, primarily education and healthcare, for all citizens; redistribution of state social expenditures in favor of the most vulnerable groups of the population while simultaneously reducing assistance to affluent families; reduction of social inequality; and providing citizens with opportunities for a higher level of social consumption through their own income. Participation (from English "participation") implies expanding the degree of involvement in the management of different groups of education subjects, professional organizations, and associations of educational institution administrators. The principle of participation and subsidiarity (from Latin "subsidiarius"—auxiliary) implies a focus on collegial decision-making, resource cooperation while simultaneously transferring responsibility to the management level where a real (specific) managerial decision can be made and implemented.

Principle of Social Partnership: Social partnership is a tool through which representatives of different property subjects and population groups with specific interests achieve consensus, organize joint activities, or coordinate them towards achieving public agreement.

Principle of Activity Support (Accompaniment) for Students as Subjects of Professional Self-Determination.

Mechanisms for Forming a System of Early Career Orientation for Students

Implementation of variable models of pre-profile training in general educational organizations, taking into account the specific conditions of educational activities:

Pre-profile training within a single general educational organization. The advantages of this model include organizational simplicity and guaranteed delivery of educational content within the planned educational time. The disadvantage is that with a small number of students, there are limited options for choosing a profile course, as funding

for training very small groups is impossible, and the educational process itself is less effective;

Pre-profile training within a network of general educational organizations. In this model, students from several schools study elective courses included in the educational program of one of these schools. Each school in the network offers its own course options to the entire network. The advantage of this model is that despite insufficient personnel and/or material-technical resources and a small number of students in each educational organization, it still allows for a full choice of pre-profile training courses. This form of interaction becomes justified if the schools involved are not far apart. The disadvantage of this model is its organizational complexity, the need for clear coordination, and increased resource costs for pedagogical support of students;

Pre-profile training within a network of various educational organizations. In this model, pre-profile courses are offered by institutions of various types and kinds, located in a compact area: a small town or a neighborhood in a large city. Students have the opportunity to choose a course from the entire offered list. In urban conditions, the network model of organizing pre-profile training may become more widespread due to a denser educational environment. A condition for implementing this model is to elevate the coordinating function to a level above that of the educational institution. Requirements for teaching elective courses, student results, and methods of their assessment are also placed under the management of the network management subject. The advantage of this model is the increased variability of educational programs and expanded choices for students. The disadvantage of this model is its organizational complexity, including securing funding for the educational process.

Implementation of specialized training by general educational organizations, which can be achieved through the creation of multi-level variable education. Refining the structure of primary school with pre-profile training and secondary school with specialized training for more effective preparation of graduates for various types of professional education and professional activities can be carried out through:

1. Reducing the share of mandatory hours in the curriculum as students progress to higher educational levels, increasing hours for independent work (referring, project

work, research, and experimental activities);

2. Developing elective courses for 9th-grade students aimed at providing each student with opportunities to answer the question, "Can I? Do I want to?" to master this profile or study a particular subject at the specialized level, gain real experience in forming an individual educational plan, and prepare for admission to the chosen profile;

3. Integrating educational resources from various general educational organizations and additional education institutions to expand the variability of educational programs and enhance the opportunity to build an individual educational route;

4. Organizing network interactions among general educational organizations, including those in rural areas, to expand students' rights to choose elective courses, individual educational routes, and participation in small group activities;

5. Creating complexes such as "school—vocational school," "school—college," and several technologically oriented variants of complete secondary education based on secondary vocational education;

6. Organizing professional training in a general educational organization based on a secondary vocational education institution and general education at a secondary vocational education institution based on a general education organization.

Addressing these issues is possible through the creation of associations of educational institutions, including preschool, general, additional, and secondary vocational education institutions.

Organizing informational work at all levels of the regional education system about the possibilities of education profiling created in various educational organizations and additional education institutions, developing activities to inform parents and students about the opportunities of the educational network, and forming an interactive educational map. An educational map is an informational product specifically created to provide students with the most complete information about educational opportunities and resources in their area of residence. This map can represent a city, municipal district, or region, with all general educational institutions, additional education institutions, secondary vocational education institutions, and other organizations and institutions marked where pre-profile training and specialized

education are planned, as well as career orientation activities, competitions, and festivals. The map can be published as a booklet, brochure, poster, or presented in electronic formats and on websites.

Facilitating the formation of an innovative infrastructure aimed at meeting the educational needs of students and promoting their professional self-determination. This mechanism implies the creation of conditions by the executive body of state power in the region, which is responsible for state management in the field of education, for presenting innovative projects and programs developed by educational organizations in the context of implementing this concept, with subsequent assignment of the status of a regional innovative platform, implying appropriate financial support.

The goal of the career guidance system is to create favorable conditions in an educational institution for students to make a free and informed choice of their future professional activities, personal educational trajectory, direction, and profile of professional training, and necessary qualifications in accordance with personal interests, educational requests, and labor market needs.

Career guidance work has the following directions:

- Supports the institution's connections with social partners influencing students' self-determination in the serviced area;
- Plans the pedagogical team's career guidance work to form students' readiness for specialized and professional self-determination;
- Conducts analysis and correction of the pedagogical team's activities in this direction (teacher consultations, class leader guidance on organizing educational work systems aimed at student self-determination: career education, individual educational trajectory determination);
- Organizes thematic excursions for school students, meetings with faculty and students;
- Analyzes labor market demand for professions and specialties.

Educational institutions continuously conduct various career guidance activities throughout the year with school students' participation: open days, field talks, excursions within the framework of professional olympiads and regional "Young

Professionals" championships; distribution of leaflets and brochures about professions and specialties; publication and re-publication of informational and promotional materials (booklets) for applicants with information about educational programs and professional training; coverage of college events on websites and social networks.

However, practice shows that career choice at this age is often unconscious, and professional plans are unrealistic. During this period, interests and inclinations are unstable, influenced by peers and parents, which generally leads to mistakes in career choice. Students don't always consider their professional inclinations or compatibility with the requirements of specific professional fields. Many choose prestigious education over a profession and often don't know what job to pursue after graduation and can't find themselves in a profession.

It's not enough to simply attract high school graduates to colleges and universities to obtain a profession or specialty; they need to be given a chance for real employment and professional adaptation to labor market conditions after completing their studies.

2.2 Methods and Diagnostics of the Early Professional Self-Determination Process for Students

In the preparatory phase, we must determine the main research methods that can have a positive impact according to the research topic.

The first stage includes the Amthauer Intelligence Structure Test, aimed at identifying the general professional inclinations (abilities) of the candidate.

The second stage is intended for diagnosing abilities and personal qualities necessary for the successful mastery of many professions and includes the following tests and methodologies:

1. Eysenck Personality Questionnaire (EPQ)
2. "COA-1" Methodology
3. Method for studying empathetic tendencies

4.   "Intellectual Lability" Method

5.   Amthauer Intelligence Structure Test, subtest #9

6.   Landolt Test.

The experiment involved middle school students, with a total of 45 participants.

The introductory stage of the selection process is the Amthauer Intelligence Structure Test. This test was developed in 1953 in Germany under the guidance of Rudolf Amthauer for solving professional orientation and selection tasks and is designed to assess the level and structure of intellectual abilities in individuals aged 13 to 60 years. Since the late 1960s, the test has been widely used in Europe and has been known in post-Soviet countries since the early 1980s. Two versions of the test have gained popularity: the "classic" German (1973) and the Czech. The earlier version is less perfect: subtest 4 does not have precisely and unambiguously presented answers like the other subtests. The examinee formulates the answers themselves, and the experimenter evaluates their correctness by comparing them with the description provided in the key, scoring from 0 to 2 points. In this case, subjectivity and direct errors in scoring are likely. Due to the lack of unequivocal answer options, the first version of the test cannot be fully computerized. In the later version, subtest 4 was qualitatively reworked: the nature of its completion was changed, answers were clearly defined, free verbal responses from examinees were excluded, and subjectivity in scoring by experimenters was eliminated; the number of tasks was aligned with the other subtests.

This type of Amthauer test has been used since 1985 for diagnosing high school students, university students, and adults for research and applied purposes. It consists of 9 subtests, each containing 20 similar tasks. Work with each subtest is preceded by instructions and an example. The time for completing the tasks is limited, with the total testing time, including instructions, taking approximately 90 minutes. The Amthauer Intelligence Structure Test is intended for an in-depth study of the structural-level characteristics of intelligence, to determine which type of higher education or activity requiring higher education an individual can master. It can be used for a more informed choice by a teenager of subjects for advanced study in high school. The test allows for

interpreting results at three levels:

1. General intelligence level – identified based on the overall result, converted into a standard score.

2. Type of intelligence – identified based on the interpretation of the profile, qualitatively characterizing the group of subtests with the highest results.

3. Level of development of individual abilities (or intellectual operations) – results obtained from individual subtests are interpreted.

Each subtest is processed by comparing the examinee's answers with the corresponding key, with each match scoring 1 point. Then, the sum of the points is converted into a level using a normative table. The results of school students are compared with the standards of the class they are in, the results of college students with the standards of grade 11, and college results with the standards of grade 9. The normative table distributes quantitative values across four levels, qualitatively characterizing the intellectual operations accessible to the individual, and accordingly their capabilities for mastering educational programs or various types of activities. Each subtest of the Amthauer Intelligence Structure Test is designed to determine a specific intellectual operation that is leading for it. Subtests of the structure of intelligence test by R. Amthauer, which were used in the study, are described in the table below.

Table 1 - Description of the subtests of R. Amthauer's structure of intelligence test

Subtest №	Subtest description
Subtest №1 (IN)	Practical intelligence: common sense, prudence, the ability to identify the practical significance of information. General awareness: possessing factual knowledge from a wide range of fields. The ability to create one's own, individual methods for organizing information that cannot be objectively classified. The "tenacity" of intelligence, a constant drive to retain and

	preserve any random information that is not directly related to study or work. Such a person finds many things interesting that most people overlook. The individual does not strive to memorize but simply notes various new pieces of information and facts. They assimilate not the patterns of reasoning or logic but only facts, data, and holistic images.
Subtest №2 (EL)	Intuitive conceptual thinking. The ability to see and highlight the main, significant aspects in descriptive, unstructured material, to understand the internal meaning of statements and messages, and to distinguish essential, constant properties and characteristics of objects and phenomena from "external," secondary ones. The presence of conceptual intuitive thinking is necessary to apply scientific and theoretical knowledge in practical life. This intellectual operation is based on intuitive analysis. The thinking process involves the individual gradually "cleansing" the information of everything secondary and unnecessary, leaving only its essence. Typically, the individual is not aware of the principle on which they act when they cleanse information, make decisions, or draw conclusions.
Subtest №3 (AN)	Conceptual logical thinking. The ability to identify objective patterns and connections between phenomena in the surrounding world, to see the internal logic in the sequence of events and changes that occur, and to compute the algorithms of activities. This includes understanding the logic of proofs, the meaning of formulas and rules, and their areas of application; the ability to generalize and partially transform one's own knowledge and experience, transferring and applying them in other life or educational situations; and the

	capability to adapt logical methodologies in the absence of information or gaps in knowledge, thereby maintaining the possibility of understanding the overall meaning of a message. It characterizes the general ability to learn. Conceptual logical thinking is fully conscious and possesses operational reversibility. It is used for searching causal relationships, identifying logical sequences in the presentation of information, proving and substantiating intuitive guesses, logically verifying conclusions, and linking scientific constructs. The method of analogies is widely used for understanding explanations and proofs.
Subtest №4 (GE)	Conceptual categorization. The ability to form concepts, define specific phenomena within broader categories, systematize knowledge, generalize, and structure descriptive, empirical material through the creation of objective classifications. With this ability, the characteristics of a phenomenon or object are given according to its taxonomic classification, which clearly defines its position within the system of objective knowledge, allowing for the forecasting of its entire range of essential characteristics. This capacity enables the creation of artificial systems and scientific constructs. It facilitates the easy recognition and assimilation of the system of rules that operate within a specific field of knowledge and characterizes a sense of the structure of language.
Subtest №5 (AR)	Mathematical intuition. The ability to grasp and "automatically" utilize standard mathematical algorithms. Having mathematical intuition enables an individual to instantly recognize the type of problem and the method for its

	solution, apply appropriate standard techniques and operations where needed, and quickly perform approximate calculations mentally while checking the correctness of the resulting solutions. This intuition serves as a foundation for developing the ability to condense standard mathematical algorithms, allowing the individual to immediately see and communicate the results of a series of fairly complex computational operations.
Subtest №6 (NU)	Formal logical thinking. The ability to operate with relationships and dependencies regardless of the qualitative content of the information, and to perform various logical transformations of the operations themselves. This type of thinking can be characterized in three ways. A well-developed conceptual thinking can lead to the formation of fully-fledged abstract thinking. As a result, the individual's capabilities in mastering any sciences and fields of activity, as well as in solving life tasks, significantly increase. If a fully developed conceptual thinking has not been established, then specialized mathematical abilities may develop based on combinatorial thinking and mathematical intuition. Such abilities can enable individuals to pursue higher education in relevant fields, but the overall functioning of intelligence remains unchanged. These mathematical capabilities do not expand the individual's potential to master other sciences or solve life tasks. If only mathematical intuition is well-developed, it leads to the formation of limited computational abilities based on that intuition.

Subtest №7 (PL)	Imagery synthesis. The ability to form holistic representations based on sequentially received, incomplete information. When imagery synthesis operates within the framework of developed conceptual thinking, it can be utilized for scientific generalizations. This capability allows individuals to integrate disparate pieces of information into a coherent whole, facilitating deeper understanding and insights that can lead to innovative conclusions and theories.
Subtest №8 (SP)	Spatial thinking. The ability to calculate the spatial structure of objects and manipulate internal structural dependencies and relationships. During the process of visual perception, individuals analytically identify and fixate on the visual parameters of an object that are directly related to its characteristics. This cognitive skill enables a person to visualize and understand how different elements fit together in space, facilitating tasks such as navigation, design, and problem-solving in various fields, including mathematics, engineering, and architecture.
Subtest №9 (ME)	Operational logical memory. It is formed as a result of transforming memory based on conceptual thinking. The process of memorization is preceded by the comprehension and structuring of information. The identified structure is what is consciously memorized, while all other qualitative, substantive information is retained in memory automatically and effortlessly. This type of memory enables individuals to efficiently organize and recall information, making it easier to apply logical reasoning and problem-solving skills in various contexts.

The main stage in interpreting the test in our case is determining the profile of

intellectual abilities. To form certain professional abilities, various and specific aptitudes are required. Using the Amthauer test, one can identify abilities in the humanities, social sciences, natural sciences, physical and mathematical sciences, as well as a number of special professional abilities. The development of intellectual abilities, indicating the presence of corresponding abilities, should reach a good level, i.e., quantitative values in these subtests should match good and high levels.

In the second stage, general abilities common to all professions were diagnosed. The diagnostic methodology is based on a battery of methods developed by Polyanskaya O.S., based on research by scientists such as A.T. Albina, Yu.A. Vedenyapin, I.A. Zimnya, and others. It is intended for diagnosing abilities and personal qualities, such as sociability, restraint, and accuracy. The Eysenck Personality Questionnaire (EPQ) was used, which includes 101 questions and contains four scales (extraversion-introversion, neuroticism, psychoticism, and sincerity), which can be interpreted as temperament-related traits. Eysenck considered the personality structure to consist of three factors: extraversion-introversion, neuroticism, and psychoticism.

Extraversion - introversion. Characterizing a typical extrovert, the author notes their sociability and outward focus, a wide circle of acquaintances, and a need for contacts. A typical extrovert acts impulsively, is lively, and prefers movement and action. They are carefree, optimistic, and jovial. Feelings and emotions are not tightly controlled, and they are prone to taking risks. They may not always be reliable.

A typical introvert is calm, shy, and prone to introspection. They are reserved and distant from all but close friends, planning and thinking through actions in advance, not trusting sudden impulses, and valuing order. They control their feelings and are not easily upset. They possess a pessimistic outlook and highly value moral norms.

Neuroticism - emotional stability characterizes emotional stability or instability. Neuroticism is associated with indicators of nervous system lability. Emotional stability is a trait indicating organized behavior and situational focus in ordinary and stressful situations. An emotionally stable person is mature, well-adapted, and tends to leadership and sociability. Neuroticism manifests as extreme nervousness, instability, poor adaptation, mood swings, feelings of guilt and anxiety, and attention lapses.

Highly neurotic individuals may develop neurosis in adverse situations.

Psychoticism indicates a tendency toward antisocial behavior, eccentricity, inadequate emotional responses, high conflict, non-cooperativeness, egocentrism, and indifference. According to Eysenck, high scores in extraversion and neuroticism correlate with a psychiatric diagnosis of hysteria, while high scores in introversion and neuroticism correlate with anxiety or reactive depression. Neuroticism and psychoticism, when pronounced, are seen as predispositions to corresponding pathologies.

Drawing from higher nervous activity physiology, Eysenck hypothesizes that strong and weak types according to Pavlov are very close to extroverted and introverted personality types. Introversion and extraversion are seen as innate central nervous system properties providing balance between excitation and inhibition processes. Eysenck believes personality traits like extraversion-introversion and neuroticism-stability are orthogonal, meaning they are statistically independent. Accordingly, Eysenck divides people into four types, each representing a combination of high or low scores in one trait with high or low scores in another.

Using examination data on extraversion-introversion and neuroticism-stability scales, one can determine personality temperament indicators by Pavlov's classification, which describes four classical types:
- Sanguine (strong, balanced, agile),
- Choleric (strong, unbalanced, agile),
- Phlegmatic (strong, balanced, sluggish),
- Melancholic (weak, unbalanced, sluggish).

A "pure" sanguine person quickly adapts to new conditions, is sociable, and has superficial emotional experiences. A choleric person is highly excitable and impulsive. A phlegmatic person is characterized by low activity levels, slow formation of new behavior patterns, but they are persistent. A melancholic person's reactions often do not match stimulus strength, exhibiting emotional depth and stability.

In reality, pure temperaments are rare, with predominant traits combining in various ways. Therefore, G.V. Sukhodolskiy suggests nine personality types: the norm

and eight accentuations. Besides the four "pure" types, Sukhodolskiy proposes four "intermediate" types: choleric-sanguine, sanguine-phlegmatic, phlegmatic-melancholic, melancholic-choleric, and a fifth normal type.

Each personality type corresponds to the following external manifestations:

1. Choleric (X) - aggressive, impulsive.

2. Choleric-sanguine (XS) - optimistic, active, extroverted.

3. Sanguine (S) - talkative, reactive.

4. Sanguine-phlegmatic (SF) - carefree, steady.

5. Phlegmatic (F) - reliable, calm.

6. Phlegmatic-melancholic (FM) - diligent, introverted.

7. Melancholic (M) - reserved, rigid.

8. Melancholic-choleric (MX) - conscientious, neurotic.

To identify and assess communicative and organizational abilities, the "COA-1" Methodology was chosen. In professions involving active human interaction, communicative and organizational abilities are crucial for success. In this case, professions like foreign language teachers and interpreters are examined.

The "COA-1" methodology is based on reflecting and assessing one's behavior in various situations, using a projective questionnaire to identify stable communicative and organizational tendencies. The methodology presents candidates with 40 yes-or-no questions, analyzed to measure communicative and organizational tendencies.

The study program for communicative tendencies includes questions on sociability, preference for solitude or company, adaptability to new environments, responsiveness to requests, public speaking, and more. The study program for organizational tendencies includes questions on adaptability in complex situations, resourcefulness, persistence, and sociability. Responses are recorded on a "Response Sheet" and analyzed against "Decoders" with ideal answers, reflecting communicative and organizational tendencies.

Communication abilities	Organizational abilities

1+ 3- 5+ 7- 9+ 11- 13+ 15- 17+ 19- 21+ 23- 25+ 27- 29+ 31- 33+ 35- 37+ 39-	2+ 4- 6+ 8- 10+ 12- 14+ 16- 18+ 20- 22+ 24- 26+ 28- 30+ 32- 34+ 36- 38+ 40-

Table 2 – Decoder for the "COA-1" Methodology

The evaluation coefficient (C) for communicative and organizational tendencies is expressed as the ratio of the number of matching answers in each section to the maximum possible number of matches and can be calculated using the formula $C = n/20$, where C is the value of the evaluation coefficient, and n is the number of answers matching the decoder. The evaluation coefficient (C) is the primary quantitative characteristic of the diagnostic materials. For qualitative standardization of test results, evaluation scales are used, where a certain range of quantitative "C" indicators corresponds to a specific rating.

Here is the translation of your text into English:

Questions from the research methodology on communicative and organizational abilities "COA-1"

1. Do you have many friends with whom you communicate regularly?

2.   Do you often manage to persuade most of your peers to accept your decisions?

3.   Does the feeling of resentment caused by any of your friends trouble you for a long time?

4.   Is it always difficult for you to navigate in a critical situation?

5.   Do you have a desire to establish new acquaintances with different people?

6.   Do you enjoy engaging in community service?

7.   Is it true that you prefer and find it easier to spend time with books or engaging in some activity rather than with people?

8.   If there are some obstacles to carrying out your intentions, is it easy for you to retreat from them?

9.   Do you find it easy to establish contact with people who are older than you?

10.   Do you like to come up with or organize various games and entertainments with your friends?

11.   Is it difficult for you to join new companies?

12.   Do you often postpone tasks that should be completed today to other days?

13.   Is it easy for you to make contacts with unfamiliar people?

14.   Do you strive to ensure that your peers act according to your plans and opinions?

15.   Is it difficult for you to adapt to a new team?

16.   Is it true that you do not have conflicts with peers due to their failure to fulfill their promises, obligations, or duties?

17.   Do you seek opportunities to get to know and talk with new people?

18.   Do you often take the initiative in making important decisions?

19.   Do you feel irritated by people around you and want to be alone?

20.   Is it true that you have difficulty navigating in unfamiliar surroundings?

21.   Do you enjoy being among people?

22.   Do you feel irritation if you cannot finish a task you started?

23.   Do you experience feelings of difficulty, discomfort, or embarrassment when you have to take the initiative to get to know a new person?

24.   Is it true that you get tired from frequent communication with peers?

25.   Do you like to participate in group games?

26.   Do you often take the initiative in addressing issues that involve the interests of your peers?

27.   Is it true that you feel insecure among people you do not know well?

28.   Is it true that you rarely strive to prove your point?

29.   Do you believe that it is not particularly difficult for you to liven up a somewhat unfamiliar group?

30.   Do you participate in community service at school (in class)?

31.   Do you aim to limit your circle of acquaintances to a small number of people?

32.   Is it true that you strive to defend your opinion if it is not immediately accepted by your peers?

33.   Do you feel at ease when you find yourself in an unfamiliar group?

34.   Do you willingly start organizing various activities for your peers?

35.   Is it true that you do not feel confident and calm when speaking to a large group of people?

36.   Do you often arrive late to business meetings or dates?

37.   Is it true that you have a lot of friends?

38.   Do you often find yourself in the center of attention among your peers?

39.   Do you often feel embarrassed or awkward when communicating with people you do not know well?

40.   Is it true that you do not feel very confident in the presence of a large group of your peers?

Normative evaluation scale and description of levels for the "KOA-1" methodology

Description

A candidate who receives a score of 1 has an extremely low level of manifestation of organizational or communicative abilities.

A candidate who receives a score of 2 does not seek communication, feels constrained in a new company, prefers to spend time alone, limits their acquaintances, experiences difficulties in establishing contacts with people and in speaking in front of an audience, has difficulty navigating unfamiliar situations, does not defend their opinion, and struggles with resentments. Initiative in public activities is extremely low; in many matters, they prefer to avoid making independent decisions.

A candidate who receives a score of 3 seeks contact with people, does not limit the scope of their acquaintances, defends their opinion, and plans their work. However, the potential of these inclinations is not highly stable.

A candidate who receives a score of 4 does not get lost in a new environment, quickly finds friends, constantly seeks to expand their circle of acquaintances, engages in community activities, helps close ones and friends, shows initiative in communication, enjoys participating in the organization of public events, and is capable of making independent decisions in difficult situations.

A candidate who receives a score of 5 actively strives for organizational and communicative activities and feels a need for them. They quickly orient themselves in difficult situations, behave naturally in a new group. In important matters or difficult situations, they prefer to make independent decisions, defend their opinion, and ensure that it is accepted by their peers. They can liven up an unfamiliar company, love to organize various games and events, and are persistent in activities that attract them. They actively seek out tasks that satisfy their needs for communicative and organizational activities.

When interpreting the obtained data, it should be noted that the methodology only states the current level of development of communicative and organizational tendencies at this stage of personal development. These tendencies may change with further personal development. With motivation, determination, and appropriate conditions, these tendencies can develop.

The work of a teacher, being a "Person-Person" type profession, involves close interaction with people, but most importantly, it involves nurturing and educating children. This process requires not only skills and abilities but also the capacity for empathy, to view situations from both one's own perspective and that of the student.

To study empathy (the ability to empathize), which is the ability to put oneself in another person's place and respond emotionally to others' experiences, a methodology successfully used by Kazan psychologist I.M. Yusupov was chosen.

Empathy contributes to balanced interpersonal relationships. It makes a person's behavior socially conditioned, as empathy involves adopting the feelings experienced

by another person as if they were one's own. Developed empathy is a key factor for success in activities requiring immersion in the partner's world, especially in teaching and education.

The empathy level test consists of 36 questions, to which the candidate is asked to respond: "I don't know", "No, never", "Sometimes", "Often", "Almost always" or "Yes, always". The content of the empathy tendency test questions is provided in in table 3

Table 3 - Content of the empathy tendencies test questions

№	Content of the empathy tendencies test question
1.	I prefer books about travel over books from the series "The Lives of Remarkable People."
2.	Adult children are annoyed by their parents' care.
3.	I enjoy reflecting on the reasons for other people's successes and failures.
4.	Among all music programs, I prefer those about contemporary music.
5.	One must tolerate excessive irritability and unjust accusations from a sick person, even if they last for years.
6.	You can help a sick person even with a kind word.
7.	Outsiders should not interfere in a conflict between two individuals.
8.	Elderly people are generally easily offended without reason.
9.	When I listened to a sad story as a child, tears would come to my eyes unbidden.
10.	My parents' irritated state affects my mood.
11.	I am indifferent to criticism directed at me.
12.	I prefer looking at portraits rather than landscapes.
13.	I always forgave my parents for everything, even when they were wrong.
14.	If a horse pulls poorly, it should be whipped.
15.	

16. When I read about dramatic events in people's lives, I feel as if they are happening to me.

17. Parents treat their children fairly.

18. When I see teenagers or adults arguing, I intervene.

19. I do not pay attention to my parents' bad mood.

20. I often observe the behavior of animals, postponing other tasks.

21. Movies and books can only make serious people cry.

22. I enjoy watching the expressions and behavior of unfamiliar people.

23. As a child, I brought home cats and dogs.

24. All people are unjustly embittered.

25. Looking at a stranger, I want to guess how their life will turn out.

26. In childhood, younger ones followed me closely.

27. When I see an injured animal, I try to help it in some way.

28. A person feels better if someone listens attentively to their complaints.

29. Upon witnessing a street incident, I try not to become one of the witnesses.

30. Younger ones like it when I suggest my idea, task, or entertainment to them.

31. People exaggerate animals' ability to sense their owners' moods.

32. A person should find a way out of a difficult conflict situation on their own.

33. If a child is crying, there are reasons for it.

34. Young people should fulfill any requests and whims of the elderly.

35. I wanted to understand why some of my classmates were sometimes pensive.

36. Stray pets should be caught and destroyed.

If my friends start discussing their personal problems with me, I try to change the subject.

The responses are equivalent to points, as follows:

"I don't know"	"No, never"	"Sometime"	"Often"	"Almost always"	"Yes, always"

| 0 | 1 | 2 | 3 | 4 | 5 |

Before calculating the results, it's essential to check the level of sincerity with which the participant answered. If questions numbered 3, 9, 11, 13, 28, 36 received the answer "I don't know," and questions 11, 13, 15, 27 received "Yes, always," the participant was not honest and, in some cases, tried to present themselves in a better light. The test results can be trusted if no more than three insincere answers were given to all the mentioned statements. With four, there should be doubt about their reliability, and with five, the work can be considered wasted. After summing the scores assigned to answers for items 2, 5, 8, 9, 10, 12, 13, 15, 16, 19, 21, 22, 24, 25, 26, 27, 29, and 32, the result is compared with the scale of empathy tendency development provided table 4.

Table 4 - Normative Evaluation Scale for the Development of Empathetic Tendencies and Description of Levels

	The level of empathy				
	Very high	high	normal	low	Very low
Results	82-90	63-81	37-62	12-36	11-and less

Description of the results presented in table 5.

Table 5 - Description of the Empathy test results.

Very High Level of Empathy.	A very high level of empathy indicates an excessively developed sense of compassion. In communication, a person acts like a barometer, finely sensing the mood of the interlocutor, even before they have spoken a word. They struggle because others use them as a lightning rod, unloading their emotional states onto

	them. They feel uncomfortable in the presence of "heavy" people. Both adults and children readily confide their secrets to them and seek their advice. They often experience a sense of guilt, fearing they might cause others trouble; they are afraid to hurt others not just with words, but even with a glance. At the same time, they are very sensitive themselves. They may suffer upon seeing an injured animal or feel restless from a casual cold greeting from those around them. With such an outlook on life, a person is close to experiencing neurotic breakdowns.
High Level of Empathy.	A high level of empathy means that a person is sensitive to the needs and problems of others, generous, and tends to forgive a lot. They have a genuine interest in people. They are emotionally responsive, sociable, quickly establish contacts with those around them, and find common ground. Children are also drawn to them. Others appreciate their warmth. Such a person tries to avoid conflicts and find compromise solutions. They prefer working with people rather than alone. They constantly seek social approval for their actions. Despite these qualities, they are not always precise in meticulous work. It does not take much to unsettle them.
Normal Level of Empathy	A normal level of empathy is characteristic of the overwhelming majority of people. Such individuals cannot be labeled as "thick-skinned," but at the same time, they are not among the particularly sensitive individuals. In interpersonal relationships, they tend to

	judge others by their actions rather than rely solely on personal impressions. They are not immune to emotional expressions, but for the most part, these are under self-control. In communication, they are attentive and try to understand more than what is said in words, but may lose patience under excessive influence from the feelings of the interlocutor. It is difficult for them to predict the development of relationships between people, so their actions can sometimes be unexpected. They do not have a loose expression of feelings, which hinders a full perception of others.
Low Level of Empathy	A low level of empathy means that a person experiences difficulties in establishing contacts with others and feels uncomfortable in large groups. Emotional expressions in the actions of others sometimes seem incomprehensible and meaningless to them. They prefer solitary activities focused on specific tasks rather than working with people and favor precise formulations and rational decisions.
Very Low Level of Empathy	A very low level of empathy suggests that empathetic tendencies are underdeveloped in the individual. Such a person struggles to initiate conversations and tends to isolate themselves among colleagues. They find it particularly difficult to connect with children and individuals who are much older, as they are overly focused on themselves. This type of person is very productive in individual work but may not appear in the best light when interacting with others.

For diagnosing intellectual lability, which is the ability to switch attention and quickly transition from solving one task to another without making mistakes, the "Intellectual Lability" methodology was selected. This methodology consists of a series of simple tasks read by the experimenter. Each task is allotted 3 to 5 seconds for completion. The participant's answers are recorded on a special form. The methodology requires high concentration and quick action from the participants. The blank for the Intellectual liability test is presented in illustration 6.

The interpretation and processing of results involve counting errors and missed tasks. Performance standards are:

- 0-4 errors: high level of intellectual lability;
- 5-9 errors: average level of lability;
- 10-14 errors: low level of lability, difficulties in retraining;
- 15 or more errors: very low level of lability, low success in any activity, including academic.
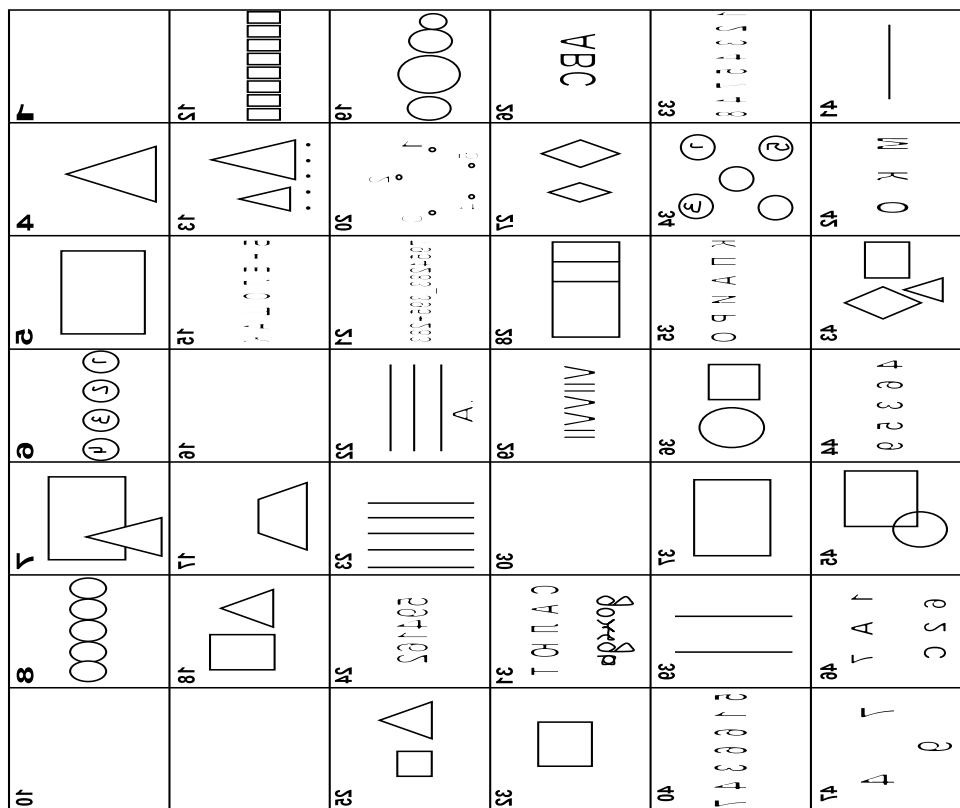

Figure 6 - The blank for the Intellectual liability test

For studying mnemonic abilities and determining the development of operational verbal-logical memory, results from Amthauer's Intelligence Structure Test, subtest #9, were used.

For diagnosing the properties of the "object-activity" and "communicative" aspects of temperament, the Temperament Structure Questionnaire (TSQ) developed by V.M. Rusalov was chosen. The TSQ consists of 105 questions, each relating to one of 9 scales. Eight scales contain 12 questions each, while the 9th scale (social desirability of responses) contains 9 questions.

The Temperament Structure Questionnaire includes the following scales:

1. Object Energy: questions about the level of need for mastering the material world, desire for mental and physical work. High scores (9–12 points) indicate a high need for mastering the material world, a thirst for activity, eagerness for intense mental and physical labor, and ease of mental awakening.

2. Social Energy: questions about the level of need for social contacts and desire for leadership. High scores (9–12 points) indicate communicative energy, a need for social contact, a thirst for mastering social forms of activity, desire for leadership, sociability, and a quest for high rank.

3. Plasticity: questions about the ease or difficulty of switching from one subject to another. High scores (9–12 points) indicate ease of switching activities, quick transitions between forms of thinking during interaction with the material environment, and a desire for diversity in activities.

4. Social Plasticity: questions about the ease or difficulty of switching during communication from one person to another, inclination towards diverse communicative programs. High scores (9–12 points) indicate a wide range of communicative programs, automatic engagement in social connections, ease of social contacts, and communicative impulsivity.

5. Tempo or Speed: questions about the speed of motor acts during object activities. High scores (9–12 points) indicate a high tempo of behavior, speed in performing operations, motor speed, and high mental speed during specific tasks.

6. Social Tempo: questions about the speed characteristics of speech-motor acts during communication. High scores (9–12 points) indicate speech-motor speed, quick speaking, and high capabilities of the speech-motor apparatus.

7. Emotionality: questions assessing emotionality, sensitivity, and sensitivity to work failures. High scores (9–12 points) indicate high sensitivity to discrepancies between planned and actual outcomes, feelings of insecurity, anxiety, and work-related worries.

8. Social Emotionality: questions about emotional sensitivity in the communicative sphere. High scores (9–12 points) indicate high emotionality in communication and sensitivity to failures.

9. "K" - Control Scale (scale of social desirability of responses): questions on honesty and sincerity. High scores (6–9 points) indicate an inadequate assessment of one's behavior, a desire to appear better than one is.

For each participant, the questionnaire text and an answer sheet are provided. Participants must answer questions with "yes" or "no." The process takes 1.5 to 2 hours per group, with distribution and collection of materials taking 3–7 minutes, instructions reading 6 minutes, clarifying questions 7–10 minutes, and filling out answer sheets 1–1.5 hours per group. TSQ data are processed by comparing participant responses with "keys," with each match scoring one point. High scores are considered 7 or more points on the first eight scales, and 5 or more points on the control scale.

The Landolt Test was chosen to diagnose work capacity, fatigue, and other work qualities. Human work capacity is determined by many physiological and psychological factors, one of which is the magnitude of functional reserves, or the evolutionary-developed adaptive ability of the organism to intensify its activity compared to a state of relative rest. Good physiological reserves allow individuals to endure extreme factors without negative consequences while maintaining high work capacity. Psychophysiological features, influencing professional success, are central among these reserves. In some professions, they determine relative professional suitability, while in others, absolute suitability.

When professional demands on nervous system properties are not too high, some inadequacies may be compensated by developing a personal activity style, as in teaching or translation. This determines relative professional suitability. If demands are strict, inadequacies can't be compensated, determining absolute suitability, as in simultaneous or consecutive interpreting, requiring quick mobilization and handling of large information volumes.

The Landolt methodology belongs to correction tests, a nonverbal achievement test involving differentiating stimuli similar in form and content for a specified duration. It suits a broad age range, starting from school age.

During testing, participants receive a sheet with rings and must quickly identify and cross out rings with a specific break position. The test starts with practice on a trial line, followed by addressing questions. Testing lasts 10 minutes, with a "stop" command at the end. Results are processed using special keys, marking missed and incorrectly crossed rings. Indicators recorded include information processing speed, work productivity, endurance, and accuracy.

These methodologies are the first stage in our research, initially planned for studying general abilities. Research results will be presented in the next section, 2.3.

2.3 Results of the Early Professional Self-Determination Process for Students

For testing the methods and test materials selected for diagnosing professional suitability, students from City School No. 43 and rural schools in the Terenkol district participated in the study. The choice of these schools was motivated by the following reason: to explore the spectrum of career choices among students from different schools, with respondents aged 15-16 years being in the same age range.

Number of participants: 45 individuals.

First stage of diagnostics: R. Amthauer's Intelligence Structure Test. A total of 45 individuals were assessed. Table 6 provides a chart of the intellectual development characteristics of the candidates.

Table -6 Norms of the R. Amthauer Intelligence Structure Test

Subtest	Grade	Уровень			
		lower	Average	Good	High
1	9	0-6	7-10	11-16	17-20
	8	0-6	7-11	12-16	17-20
2	9	0-7	8-10	11-16	17-20
	8	0-7	8-10	11-16	17-20
3	9	0-6	7-10	11-16	17-20
	8	0-6	7-10	11-16	17-20
4	9	0-5	6-10	11-15	16-20
	8	0-5	6-11	12-17	18-20
5	9	0-7	8-10	11-15	16-20
	8	0-7	8-10	11-15	16-20
6	9	0-6	7-11	12-17	18-20
	8	0-6	7-11	12-17	18-20

7	9	0-5	6-10	11-16	17-20
	8	0-5	6-10	11-16	17-20
8	9	0-7	8-12	13-18	19-20
	8	0-7	8-12	13-18	19-20
9	9	0-13	14-17	18-19	20
	8	0-13	14-17	18-19	20

According to the provided norms, based on the testing results, it can be assumed that all candidates have an adequate level of intellectual development, as they demonstrated good and high levels.

In accordance with Table 7 presented below, the characteristics of the levels of development of the measured intellectual operations were also determined.

Out of 45 respondents, 29 showed a good level sufficient for acquiring professional knowledge in their chosen field. The remaining 16 respondents demonstrated a high level, indicating strong abilities to master their chosen professions.

Table – 7 Characteristics of the Levels of Development of Measured Intellectual Operations

Levels	Description
Lower level	Indicates that this intellectual operation is not formed and cannot be used where it is required. Moreover, there are no developed or adapted substitute operations that could compensate for its absence. An individual should not choose an educational

	specialization or profession related to this operation. Any activity based on this intellectual operation is essentially unfeasible.
Average level	Indicates either that this intellectual operation is in the initial stage of formation or that the operation has mostly developed but its functioning is not yet stable, or that there are substitute operations that can be habitually used instead. This level of development allows for understanding the general meaning when explaining material and forming an overall idea about the relevant field of knowledge or activity, but may be insufficient for independent or in-depth study of the subject and obtaining higher education in the corresponding profile, although secondary education can still be achieved. If this moderately developed intellectual operation is not used for solving educational or professional tasks, it will degrade over time. The average level represents a zone of uncertainty: the forecast for success or failure is equally probable.
Good level	Indicates that this intellectual operation is formed, its functioning is stable, and it can provide a full understanding of the relevant subject, good academic performance, and successful mastery of activities. This level of intellectual ability is sufficient for in-depth study of the subject, obtaining higher education in the corresponding profile, and choosing this direction as a professional activity. However, the individual may lack confidence in their abilities, and for those around them, these abilities may not be obvious. This is an intellectual potential that needs to be mastered, developed, and refined.
High level	Indicates exceptional abilities. Understanding the relevant subject can come easily, and the essence of the activity or conclusions seems obvious. This strongest operation is activated

	first in any situation and "tends" to replace other operations. In this case, the functioning of other intellectual operations may be hindered, leading to a specific one-sidedness of intellect. The person is well aware of their abilities and easily makes choices regarding their educational specialization or future profession.

The next stage of diagnostics consists of the following methods and tests: the EPQ method by H. Eysenck and the "KOS-1" method. The latter is crucial for identifying the professional inclinations of candidates.

The EPQ method by H. Eysenck is designed to study individual psychological traits of personality with the aim of diagnosing the degree of expression of characteristics considered essential components of personality: neuroticism, extraversion-introversion, and psychoticism.

All respondents were recommended to complete this survey using the link https://onlinetestpad.com/ru/test/1085-metodika-ajzenka-epq. This method characterizes emotional stability or instability (emotional stability or instability). Neuroticism, according to some data, is associated with the indicators of the lability of the nervous system. Emotional stability is a trait that reflects the maintenance of organized behavior and situational goal-directedness in both normal and stressful situations. It is characterized by maturity, excellent adaptation, the absence of significant tension, anxiety, and a tendency toward leadership and sociability.

Neuroticism manifests as extreme nervousness, instability, poor adaptation, a tendency for rapid mood changes (lability), feelings of guilt and worry, concern, depressive reactions, inattentiveness, and instability in stressful situations. Neuroticism corresponds with emotionality, impulsivity, inconsistency in interactions with others, variability of interests, self-doubt, pronounced sensitivity, impressionability, and a tendency to irritability. A neurotic personality is characterized by inadequately strong reactions to stimuli that provoke them. Individuals with high scores on the neuroticism scale may develop neuroses in unfavorable stressful situations.

Based on the results of the diagnostics, we found that out of 45 respondents, 31

exhibited emotional stability, 3 showed no signs of psychoticism, and 11 were typical introverts.

Thus, all those diagnosed using the proposed method showed the following results:

- 100% of the respondents assessed according to the intelligence structure test by R. Amthauer showed:

- 40% of candidates demonstrated a high level of suitability for learning languages;

- 33.4% of candidates met the requirements for pedagogical professions;

- 20% of candidates met the requirements for professions necessary for working with people;

- 26.6% of candidates met the requirements for professions associated with the need for logical thinking.

The method for assessing Communicative and Organizational Inclinations (KOS) is designed to study communicative and organizational inclinations in adolescents and young people aged 14-17 during primary career counseling. This method was developed by V. Sinyavsky and B.A. Fedorishin. It aims to examine communicative and organizational inclinations. Communicative and organizational abilities are central to professions that involve active interaction between people. They are important factors for achieving success in many "people-oriented" professions (such as teaching, coaching, medicine, and club work). Communicative and organizational abilities are leading in forming interpersonal relationships, uniting group members, organizing educational, sports, gaming, and other groups, attracting people, and directing their activities.

The questions in the questionnaire are structured so that an affirmative response to one question has the same semantic meaning as a negative response to another question.

The program for studying communicative inclinations includes questions such as: a) Does the individual show a desire for communication? How many friends do they have? b) Do they prefer to be in the company of friends or solitude? c) How quickly do they adapt to new people and new groups? d) How quickly do they respond to

requests from friends and acquaintances? e) Do they enjoy public work and speaking at meetings? f) How easily do they establish contacts with unfamiliar people? g) How comfortable are they speaking in front of an audience?

Accordingly, 20 specific questions were developed.

The program for studying organizational inclinations includes questions of a different nature: a) Speed of orientation in complex situations; b) Resourcefulness, initiative, persistence, and demands; c) Inclination towards organizational activities; d) Independence and self-criticism; e) Composure; f) Attitude towards public work.

Based on this, 20 questions were developed, each of which characterizes the organizational inclinations of students in some way.

The authors proposed a decoder for communicative and organizational inclinations, which is presented in the table below.

Table 8 - Communicative Inclinations

1.	+	11.	-	21.	+	31.	-
2.		12.		22.		32.	
3.	-	13.	+	23.	-	33.	-
4.		14.		24.		34.	
5.	+	15.	-	25.	+	35.	-
6.		16.		26.		36.	
7.	-	17.	+	27.	-	37.	+
8.		18.		28.		38.	
9.	+	19.	-	29.	+	39.	-
10.		20.		30.		40.	

Table 9 – Organizational inclinations

1.		11.		21.		31.	
2.	+	12.	-	22.	+	32.	-
3.		13.		23.		33.	
4.	-	14.	+	24.	-	34.	+
5.		15.		25.		35.	

6.	+	16.	-	26.	+	36.	-
7.		17.		27.		37.	
8.	-	18.	+	28.	-	38.	+
9.		19.		29.		39.	
10.	+	20.	-	30.	+	40.	-

Using the decoder, the number of responses that match the decoder in each section of the methodology is counted. The evaluation coefficient (C) for communicative or organizational inclinations is expressed as the ratio of the number of matching responses in each section to the maximum possible number of matches (20).

$(C = \frac{m}{20})$ or $(C = 0.05m)$, where:

(C) is the value of the evaluation coefficient;

(m) is the number of responses that match the decoder.

In our case, out of 45 respondents, the results for communicative inclinations were as follows:

- 0.56 – 0.65: 17 people
- 0.66 – 0.75: 19 people
- 0.75 – 1.0: 9 people

These results correspond to the following levels:

- Average
- High
- Very high
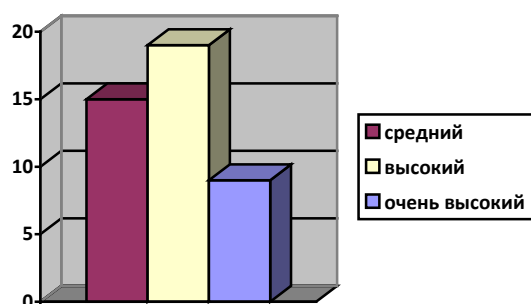
Figure 7 - Results of the Study on Communicative Inclinations

The following results were obtained for organizational inclinations:

- Average level: 0.66 – 0.70 points were scored by 15 respondents

- High level: 0.71 – 0.80 points were scored by 18 respondents

- Very high level: 0.81 – 1.0 points were demonstrated by 12 respondents

Figure 8 - Results of the Study on Organizational Inclinations

Thus, it should be noted that none of the respondents showed low results; all our students have developed communicative and organizational inclinations.

For the subjects who received a score of "3" (Q=3), a medium level of communicative and organizational inclinations is characteristic. Generally having average indicators, they seek contact with people, do not limit their circle of acquaintances, stand up for their opinions, and plan their work. However, the "potential" of these inclinations does not exhibit high stability. This group of subjects needs further serious and systematic educational work to develop their communicative and organizational abilities.

Subjects who received a score of "4" (Q=4) are classified as having a high level of communicative and organizational inclinations. They do not get lost in new environments, quickly find friends, constantly strive to expand their circle of acquaintances, engage in public activities, help family and friends, show initiative in communication, and willingly participate in organizing public events. They are capable

of making independent decisions in difficult situations. All of this is done not out of compulsion but according to their internal aspirations.

Finally, the group of subjects who received a score of "5" (Q=5) possesses a very high level of communicative and organizational inclinations. They feel a need for communicative and organizational activities and actively strive for them. They are characterized by quick orientation in difficult situations and ease of behavior in new groups. Subjects in this group are proactive, prefer to make independent decisions in important or complex situations, advocate for their opinions, and ensure that their perspectives are accepted by peers. They can enliven unfamiliar groups, enjoy organizing various games and events, and are persistent in activities that attract them. They actively seek out tasks that satisfy their need for communicative and organizational engagement.

All our subjects fall into these categories, indicating that our respondents are communicative and initiative-driven. They all seek interaction with others, are positive, and consistently experience a need for communication.

To diagnose the properties of the "subject-oriented" and "communicative" aspects of temperament, the Structure of Temperament Questionnaire (OST) developed by V.M. Rusalova was used. The OST consists of 105 questions, and all respondents were given the opportunity to take this test via the link: https://testometrika.com/personality-and-temper/the-questionnaire-structure-of-temperament-rusalova/

Our respondents showed high scores for subject-specific ergicity, indicating a need to explore the surrounding world (ranging from 32 to 40 points). The scores for social ergicity were also predominantly high, ranging from 30 to 40 points, suggesting a tendency towards broad communications in society. High scores for plasticity indicate that our respondents are inclined towards creativity, which is important in terms of personal qualities. Sufficiently high scores for social plasticity (ranging from 26 to 36) suggest that respondents are ready for high-level interactions and are well-prepared to enter new communications. Good scores for the "tempo" indicator

demonstrate quick movements and reactions. Average scores on the "emotionality" scale indicate average levels of emotional expression.

This methodology allowed us to identify essential personality traits that help determine inclinations toward specific professions.

Next, we applied the Landolt method, which traditionally belongs to the group of correction tests. We offered the respondents a blank test. It was important for us to check how much time students spend on completing tasks, the total number of symbols viewed, the total number of lines viewed, the total number of crossed-out symbols, and correctly chosen symbols.

Indicators included:
- attention speed
- work accuracy
- mental productivity coefficient
- volume of visual information
- level of attention concentration

As the results showed, all these indicators fell within the normal range: $Q = 1.6$ $(+\ -)\ 0.16$. This indicates the presence of good physiological reserves that allow individuals—in our case, our respondents—to cope with difficulties that suddenly arise in life without losing high productivity.

Based on the examination results, we can conclude that:
- 10 candidates possess personal qualities and abilities suitable for the teaching profession.
- 5 candidates meet the requirements for professions that require language knowledge.
- 18 candidates have personal qualities and communicative abilities necessary for working with people.
- the remaining candidates exhibit personal qualities indicating professions that require logical thinking (12 people).

Based on the diagnostic results, the following recommendations can be made:

1. For candidates with a high level of language skills, mastering foreign languages at the initial stage will not require special efforts, but achieving full proficiency at a more advanced level will depend on their productivity and study motivation.

2. Candidates with personal qualities suitable for teaching professions should be recommended for in-demand teaching professions in the labor market, which relate to all levels of education. Currently, preschool education institutions are experiencing a shortage of staff, and there are vacancies for teaching positions in almost all rural and urban schools, as well as in technical and vocational education organizations.

3. For candidates who meet the requirements for professions necessary for working with people, a spectrum of professions that directly involve communication with people should be recommended, including medical, legal, economic professions, and those in the service sector.

4. Candidates whose personal qualities relate to professions requiring logical thinking can be recommended to pursue exact sciences, engineering fields, and professions related to technical service and information systems.

CONCLUSION

This monograph has allowed for the formulation of important conclusions regarding early professional self-determination and career orientation. The theoretical analysis has shown that this issue is widely studied in the psychological and pedagogical literature. Researchers emphasize that professional self-determination is a dynamic process that involves a conscious choice of profession, taking into account personal characteristics, opportunities, and the requirements of the modern labor market.

Individual psychological characteristics typical of adolescence and early youth, such as independence, self-confidence, sociability, emotional stability, critical thinking, and a tendency toward leadership, play a key role in professional self-determination. These factors contribute to the readiness of high school students to make a conscious choice of profession, which also depends on their ability for self-analysis and adequate assessment of their capabilities.

The system of psychological and pedagogical support is aimed at helping students understand their strengths and weaknesses and form a conscious choice of future profession. It facilitates early professional self-determination by considering the psychological characteristics of the individual, professional interests, and inclinations, and provides knowledge about professions and the specifics of the labor market.

Research was conducted using various methods, such as the EPQ by H. Eysenck, the "COS-1" methodology, the study of empathy tendencies, and the Landolt test. Criteria and levels of readiness for professional self-determination were developed, including knowledge about professions, professional orientation, and motivation for choosing a profession.

The conducted research allows for the application of the obtained results in psychological and pedagogical work aimed at forming the professional self-determination of high school students. The developed system can be implemented in educational institutions, contributing to the increased effectiveness of the professional

self-determination process and ensuring positive changes in the conscious choice of future professional activity. These conclusions highlight the significance of a comprehensive approach to career orientation, taking into account both individual and socio-economic aspects.

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CONTENT

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Psychological and Pedagogical Support of Students' Early Professional Self-Determination

Manuscript