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ABSTRACT

of the dissertation for the degree of Doctor of Philosophy

**PSYCHOLOGICAL CHARACTERISTICS OF
PERCEPTION DEVELOPMENT RELATED TO
PROFESSIONAL CHOICES IN HIGH SCHOOL STUDENTS**

Speciality: 6104.01 – Pedagogical Psychology

Field of science: Psychology

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Baku – 2024

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GENERAL CHARACTERISTICS OF THE RESEARCH

Relevance of the topic and degree of elaboration. The socio-economic changes in the modern world, the constant increase in technical achievements give a serious impetus to the creation of new professional fields. In such a situation, it is not enough to have certain ideas about the profession for the adequate implementation of the profession choice, the prediction of the future perspectives of the profession also emerges as an important problem. Adequate implementation of the profession helps not only the realization of individual values, but also the comprehensive development of society.

Historical experience shows that those countries are rapidly developing in the fields of education, health care, and economy, and in those countries, the choice of profession is made adequately. Vocational choices are necessary not only due to the power of motivation, but also due to the abilities that are important to find oneself in a certain profession. they have professional orientation. A wrongly chosen professional field not only disrupts a person's life plans, but also slows down the development of society and strengthens its dependence.

In the period when the number of modern professions is increasing, the choice of profession is becoming a priority problem of modern education as a more urgent and important problem than in previous years. Statistical data show that most of the graduates face problems in choosing a profession, they experience difficulties in making the right choice. One of the main reasons for this is that there are many options and alternatives, and the student is faced with the problem of which profession to choose. In addition to all this, there are a number of aspects that make the study of the professional choice of high school students relevant and make it important to study it. They can be grouped as follows:

- Compared to previous years, the number of professions that allow students of upper classes to realize their individual skills and abilities in modern conditions has increased significantly. There is

a serious paradox between the requirements for the profession and the choice of profession. This is an undeniable fact.

- Secondly, the requirements for the individual's labor activity have increased. Employers are interested in hiring specialists who are able to respond promptly to changes in technique and technology, to successfully adapt to various innovations in the organization of work. Such mobility is only due to fashion, prestige, high salary, etc. It is possible if one chooses a profession according to one's natural abilities and not under its influence. However, there are serious problems because the ideas about the profession do not match the professional skills. Graduates drop out of school and start looking for a new profession.

- Thirdly, the unsystematic nature of studies aimed at the formation of ideas about the choice of profession, including the absence of the necessary concept, ways and means, lack of educational resources, etc. such problems complicate the organization of the professional selection process and limit the activities of teachers in this field.

In addition to all this, it is necessary to consider that the formation of adequate ideas about the choice of profession among upper-class students is also envisaged in the acts of vocational education, and in this regard, the problem is also relevant. Taking into account the above, we considered it appropriate to choose the topic "Psychological characteristics of the formation of ideas about the profession in high school students" as a research object.

Although the root of the problem of career choice is ancient, it began to be systematically studied at the beginning of the last century. With the emergence of new professions in society, this issue became even more urgent. Since the study of the problem of career choice has a multidisciplinary character, it is studied in the context of various sciences. However, when we are interested in the problem of choosing a profession from the educational aspect, we will pay more attention to its philosophical, pedagogical and psychological aspects.

In the philosophical direction, the choice of profession was studied at the philosophical-methodological level. The search for meaning in life, self-awareness, the development of spiritual and moral qualities, and other factors are central to choosing a profession (Plato, Aristotle, L. Kogan, T. More, I. Osinsky, A. Losev, F. Asmus, A. Prokhorov, A. Frankl, G. Hegel, P. Sartr, Z. Goyushov, L. Syreva, V. Slobodchikov, A. Fomenko, A. Gumbo and others). In this context, the choice of profession is examined through the lens of life's meaning, self-discovery, and the development of moral and spiritual qualities.

Pedagogical studies devoted to the study of career choice focus more on self-determination, professional direction, self-education, professional career, professionalism and other problems that include career choice or appear as their primary component (M.I. Ilyasov¹, H. Alizade, A. Aghayev, L. Gasimova, G. Abbasova, B.Z. Vulfov, S.N. Chistiyako, D. Super, S. Batyshev, M. Retivikh, V. Simenko, E. Dus and others.).

The issues of professional choice in psychology have been studied from various aspects. A number of researchers (A. Bayramov, A. Alizade, B. Aliyev², K. Aliyeva, R. Qadirova, R. Aliyev, E. Shafiyeva, G. Huseynova, L. Jabbarova, J. Aliyev, G. Gurbanova, A. Bakhshaliyev, R. Jabbarov, E. Beylarov, M. Mustafayev and others) studied the choice of profession not as a separate study, but as part of various psychological processes. In the study of professional choice, the study of the psychological mechanism of professional orientation and self-determination attracts more attention (E. Kilimov³, A. Isayev, I. Kon, A. Alizade, M. Hamzayev, N. Edalina, P. Burnatova, T. Yefimova, Z. Orucov, A. Guliyev, R. Rasulov, A. Shikhaliyev, L. Shushkina, V. Sysoyev, A. Lenotyev, A. Abulkhanova-Slavskaya, B. Ananyev, D.

¹ (İlyasov M.İ. Peşə, ixtisas seçimi / M.İ.İlyasov. – Bakı: ADPU, – 2015. – 100 s.)

² (Əliyev, B.H. Təhsildə şəxsiyyət problemi / Əliyev, B.H., Cabbarov, R.V. – Bakı: 2008. – 134 s.)

³ (Климов, Е.А. Психология профессионального самоопределения / Е.А. Климов. – Ростов-на-Дону, -1996. – 509 с.)

Leontyev, etc.) However, it should be noted that the issues of the formation of ideas about the choice of profession among high school students in a different national-ethnic environment and in the modern era have not been sufficiently investigated, which indicates the relevance of this work.

The object and subject of the research. The object of the study is the psychological characteristics of the choice of profession. The subject of the study is the formation of ideas about the choice of profession in high school students.

Research goals and objectives. The purpose and tasks of the research are to study the psycho-pedagogical issues of the formation of ideas about the profession in high school students, to identify the factors influencing the choice of profession, and to determine the motivational directions that manifest themselves in the choice of profession.

The following tasks have been defined for the realization of the set goal:

- Conducting the analysis of psychological, philosophical and pedagogical literature dedicated to the choice of profession, systematization of studies focusing on the problem, determination of its theoretical and methodological bases;
- Analyzing the factors that influence the formation of ideas about the profession among high school students, determining the main interests and tendencies of the choice of profession, developing new ways and tools for solving the emerging problems;
- Distinguishing the main characteristic aspects of the choice of profession in high school students, clarifying the role of the family in career orientation;
- Carrying out educational activities necessary for the adequate formation of ideas about the profession and determining its psychological mechanisms;
- Conducting an experimental-psychological study to determine the directions of the formation of ideas about the profession among high school students;

- Determining the relevance of the ideas about the profession to the personality qualities, motivation, and abilities of the students;
- Elaboration of recommendations and correction plans that can prevent the emergence of false ideas about the profession among high school students.

Hypothesis of the study. The development of career ideas among high school students is influenced by various factors, including their understanding of how their personality traits align with the demands of a profession, their attitude towards themselves and their chosen career path, the perceived prestige of different professions in society, and their level of preparedness for a specific career direction.

Research methods:

The methodological bases of the research are the ideas dedicated to the psychological features of the choice of profession, as well as the ideas aimed at the research of the directions of career building, the structure and manifestations of self-determination, and the general provisions related to the development of professional orientation.

The research is based on the approaches of A. Maslow and E. Klimov, and the course of the research is built in this direction. Observations, experiments, various types of questionnaires, surveys and tests were used in the research. The study was conducted with 260 people. Mathematical-statistical analysis of the obtained results was carried out. The following methods were used in the study:

1. Questionnaire.
2. "Who am I" method of self-description.
3. Methodology of motives of career choice.
4. Vocational directions test.
5. Self-assessment methodology

The main provisions defended:

- High school students' ideas about the profession are formed under the influence of various factors. Along with self-affirmation tendencies, peers and parents have an important

role in the formation of these ideas. It was found that the inadequacy of self-evaluation leads to the creation of false ideas about the profession.

- In the process of choosing a profession, if the ideas about the profession of upper-class students are not conditioned by professional plans, they do not become a stable professional direction, and students are left with a choice. The development of ideas about the profession originates from the adequate construction of professional scenarios and is characterized by professional motives.
- If the formation of ideas about the profession is identical to the student's imagination about himself, the chosen profession becomes a vector of life activity, otherwise the professional search follows the individual throughout his life.
- In addition to self-awareness and adequacy of self-evaluation, parents, educators, class leaders, subject teachers, psychologists can play an important role in the formation of professional ideas in high school students in an adequate direction.

Scientific novelty of the research. In contrast to the existing studies, in the study, the directions of the formation of ideas about the profession among high school students were revealed, the factors affecting the formation of the ideas about the profession were revealed, the nature of the complications that appeared during the wrong choice of profession and the reasons that caused it were shown, professional qualities and personality qualities it was found that there is a positive correlation between The main trends in the choice of profession among high school students were revealed, and it was determined that there is a positive dependence between the professional direction and the perceptions of the profession.

Theoretical and practical significance of research. The knowledge obtained as a result of the research can create a basis for monitoring the dynamics of the development of the ideas about the profession in high school students and for the correct implementation of this process. At the same time, the study of

psycho-pedagogical mechanisms of vocational choice in upper-class students can lead to the improvement of educational activities, its efficient organization, and the actualization of the student himself in the society in a positive direction. The obtained results can enrich pedagogical psychology with new scientific provisions. Experimental investigation of the psychological characteristics of the formation of ideas about the profession in high school students and the acquisition of new facts can allow the creation of conceptual plans and practical recommendations related to training and the choice of profession. The results of the research can be used in the teaching of selected subjects.

Approbation and Implementation. The results of the research were discussed in the scientific seminars of the Department of Social Sciences and Pedagogical Psychology of BSU, in reports and speeches at various scientific conferences. The main content, main provisions, conclusions and recommendations of the dissertation have been reflected in the published works in the form of several scientific articles, reports and theses and have been approved in this way.

Name of the organization where the dissertation work was carried out.

Department of Social and Pedagogical Psychology of Baku State University.

The volume of separate structural sections of the dissertation is indicated separately, with the total volume of the dissertation marked with an asterisk. The dissertation consists of an introduction, three chapters, a conclusion, a list of used literature, and appendices. The introduction is 6 pages, 12,160 characters; Chapter I is 42 pages, 89,233 characters; Chapter II is 41 pages, 80,593 characters; Chapter III is 25 pages, 44,647 characters; and the conclusion is 4 pages, 7,499 characters. The total volume of the dissertation is 264,010 characters, excluding the list of used literature.

THE MAIN CONTENT OF THE DISSERTATION

The relevance of the research is justified in the **introduction**, its object and subject, purpose, scientific hypothesis, tasks and methodological basis are disclosed, as well as concise information is given about the used research methods, scientific novelty, theoretical and practical significance of the research, the provisions defended, and the results.

The first chapter of the dissertation is called "**The statement of the problem in scientific literature and directions of its research**". This chapter includes three paragraphs. The essence of this concept is clarified from a psychological point of view in the first paragraph called "Professional choice and its research directions". It is noted that the choice of profession determines the rest of a person's life. A person spends a large part of his life on work and professional activities. In this regard, choosing a profession is not an easy problem, and often mistakes are made in choosing it. Adequate establishment of this process is not determined only by motivation opportunities for the profession. Career choice is the process of choosing a career path, which may include choices about education and training for a particular career. The necessity of adequate organization of this process is characteristic of a person's finding himself in life, dedicating himself to a certain profession, self-realization. In addition to all this, this paragraph examines theoretical sources related to the problem. Existing studies and approaches related to career choice in world science were analyzed.

In the second paragraph of the first chapter entitled "The stages of formation of ideas about career choice" the issues of formation of ideas about career choice among high school students are investigated. To understand the mechanisms behind the formation of career ideas in high school students, it is essential to identify the factors that influence professional orientation, as these factors often shape the resulting career ideas. Psychological literature lacks consensus on how career choices are formed, and

which factors most significantly impact this process. A number of researchers approach the choice of profession as a choice of activity and try to explain the issue in this aspect. At this time, the characteristics of a person as a subject of activity, on the one hand, and the nature, content, and types of activity, on the other hand, appear as the subject of research. It is noted that in modern times, knowing the personality characteristics of upper class students and revealing their abilities related to a certain profession is one of the most important tasks of the school. In order to solve these problems, it is of particular importance to find out the age characteristics of upper class students, the psychological difficulties that do not allow the child to choose a profession, and to determine the ways to eliminate them.

The third paragraph is called "The role of self-determination in high school students' career choices". Most studies devoted to the study of personality formation approach the process of choosing a profession from the perspective of self-determination in the profession. In this paragraph, the role of self-determination in choosing a profession is investigated, and the factors influencing its formation in high school students become the object of psychological research. The opinions put forward by various scientists regarding the stages of vocational training have been analyzed. From a psychological point of view, the meaning of self-determination is that a person constantly asks himself the questions "who is he, what does he know and what can he do?" If such a procedure has been started, then the high school student is trying to determine the directions of self-determination. In this regard, choosing a profession is a stage of the self-determination process and is often result-oriented. Although the coordinates of his career direction are clear, self-determination is a long-term and uncertain process. Even if a person works in different professions, the process of self-determination continues until he understands who he is.

The second chapter entitled "The influence of psychological factors on the formation of ideas about the profession in high school students" consists of three paragraphs.

In the first paragraph, "The influence of emotional volitional qualities of high school students on their choice of profession" is studied. On the psychological level, the choice of profession manifests itself as a two-faceted phenomenon.

1. The subject of the choice: who is making the choice.
2. The object of the choice: what is being chosen.

The object and subject of the choice determine the diversity of the professional choice. In this regard, choosing a profession is not a momentary act. The choice of a profession is made up of a number of stages included in a process. In addition, the sequence of stages also depends on the following:

- external conditions
- individual characteristics of the subject who chooses a profession.

The perceived nature of the choice of profession is one of the most important conditions for the development of the personality of high school students, and it is the process of fully realizing their abilities. The correct choice of a profession by high school students is the process of helping them take their place in society and effectively apply their knowledge, skills and abilities. It is noted that objective and subjective factors influence the choice of profession of high school students. Each of them separately affects the professional choice of upper class students and determines their professional activity direction and professional preparation. In this paragraph, at the same time, the influence of students' willpower and emotional state on this process is studied.

The second paragraph of the second chapter is called "The main approaches and techniques for cultivating professional interests in high school students." It is noted that professional interests, as one of the important characteristics of personality, do not arise by themselves, but are formed in the process of training and education. Formation of professional interests is a long-term and complex process. It begins in the preschool age and develops in the elementary school and teenage years. But in general, it reaches its highest level of development during the senior school age.

Professional interests reflect a complex complex of mental characteristics that determine the emotional, voluntary activity manifested in the chosen professional activity. Professional interests are the leading component of the personality's professional orientation, professional interests are expressed in the acceptance of the goals and tasks of the activity, as well as its values. Vocational interests interact with cognitive and learning interests in high school students and guide them by integrating them. Career interests of high school students are composed of cognitive, emotional, volitional and activity components that interact with each other. The development of professional interests in high school students leads to the development of observation, perseverance, overcoming difficulties, the desire to search, independence and other personality traits. From this point of view, professional interests make the activity of upper class students more efficient. In order to create interest in a certain activity among high school students, it is necessary to direct their attention to those areas of activity. This, in turn, leads to the development of their professional interests and intentions.

The third sub-chapter of the second chapter of the research study is called "The parents` impact on students` career choice as psychological factor". In this paragraph, the idea that one of the leading roles in the career choice of high school students belongs to parents is brought to the fore. It is noted that parents have both a positive and a negative impact on the career choice of high school students. The financial situation of the family, the socio-economic status of the family, and the parenting styles existing in the family significantly influence the choice of profession of high school students. The educational level of parents has a significant impact on the formation of professional plans of high school students. If the level of education of the parents is high, this has a positive effect on the professional choice of upper class students, and if it is the opposite, it has a negative effect. In the process of choosing a profession, the main task of parents is to understand the internal content of the chosen profession together

with their children, and at the same time to achieve further development of their professional intentions. In order to prepare high school students for career choice, parents should fully realize their educational activities, act as partners and assistants to make an adequate career choice.

The third chapter of the dissertation work is called **"Experimental-psychological study of perceptions of high school students's career choice"**. In the first paragraph called "Description of the methodology and research organization process", the problem research methodology is explained. The research was conducted in different schools of Baku city. During statistical development, questionnaire data of 260 people were analyzed. During the research, several parameters, including age, gender, education level, demographic factor, and other issues affecting the formation of perceptions regarding the choice of profession were analyzed. The following methods were used during the research:

1. V. Ovcharova's "career choice motives" methodology.
2. E. Shostrom's "personality orientation" methodology.
3. L.A. Yovashi's methodology of "determining personality's tendencies towards various professional fields" and "personality's qualities".
4. Self-assessment scale.

Quantitative and qualitative analysis of the results obtained during the research was carried out, including the mathematical-statistical calculation of data was preferred. The SSPS 23 computer program was used during the study and the adequacy of the results was carefully considered. The study covered the months of December 2021 and November 2022. The purpose of the conducted research is to evaluate the situation of the formation of ideas about the choice of profession in high school students with the help of psychological methods.

In the second paragraph called "Processing the results", the factors influencing the choice of profession have become the object of experimental-psychological research.

SPSS software was used to analyze the data obtained from the questionnaires answered by the respondents, and descriptive-statistical analysis, comparison (T-test analysis) and correlation analysis were used according to the purpose of the research.

Analysis of career choice motives by gender variable (n=260).

Table 1

Gender	Indicator	Internal Personal Motive	Internal Social Motive	External Pozitive Motive	External Negative Motive
Female	Average (\bar{X})	20.7	19.2	13.6	16.0
	Sum (Σ)	2691	2496	1768	2080
Male	Average (\bar{X})	18.6	18.4	13.1	14.4
	Sum (Σ)	2418	2392	1703	1872

The analysis of the results shows that internal social motives and external positive motives related to the choice of profession are almost the same for all students. Although the career choice motives of male and female students in these two spheres are slightly different, it is impossible to say that the existing difference is

statistically significant, and since $\text{Sig} > 0.05$ for both variables, it can be said that the observed difference is not statistically significant at the 0.05 level. However, in terms of internal personal motives and external negative motives, the difference between the two groups is serious, and since $\text{Sig} \leq 0.05$ for these two variables, it is observed that the difference between the two groups is significant at the 0.05 level.

Level of self-actualization by gender variable (n=260).

Table 2

Gender	Level of self-actualization		
	Weak	Medium	High
Female	0	122	8
Male	0	126	4
Total	0	248	12

It can be seen from Table 2 that the level of self-actualization is almost the same in boys and girls, and the difference between the two groups is not considered a significant difference. As can be seen from the table, a low level of self-actualization was not observed in the respondents. It can be said that self-actualization is average in all respondents (93.8 percent in girls and 96.9 percent in boys). A high level of self-actualization was observed in 6.2 percent of girls and 3.1 percent of boys.

Difference in terms of personality qualities by gender variable (n=260)

Table 3

	Equality of variance based on Levene's test		T-test for equality of numerical means						
	F	Sig.	t	df	Sig. (2-side rel.)	Mean deviation	Standard deviation	95% confidence Interval	
								Low	High
Individualism	2.268	.135	-.372	258	.711	-.43077	1.15801	2.72208	1.86054
Communication	1.498	.223	1.480	258	.141	1.84615	1.24751	-.62226	4.31457
Self confidence	1.172	.281	-.105	258	.917	-.18462	1.76393	3.67486	3.30563
Passiveness	11.208	.001	-1.525	258	.130	-2.09231	1.37195	4.80695	-.62233
Imagination oriented	.074	.786	-1.178	258	.241	-1.66154	1.40997	4.45141	1.12833
Fact oriented	13.092	.000	.104	258	.917	.12308	1.18450	2.22065	2.46681
Spontaneity	5.330	.023	.596	258	.553	.80000	1.34326	1.85787	3.45787
Controller	.017	.898	-1.796	258	.075	-2.46154	1.37027	5.17285	-.24977

It can be seen from Table 3 that the analysis of the observed difference between the survey participants according to the personality

qualities by the gender variable shows that the difference between the groups is not statistically significant and was $\text{Sig} > 0.05$ for all eight qualities.

Comparison of personality traits by gender (n=260).

Table 4

Gender		Individualism	Communication	Self-confidence	Passiveness	Imagination oriented	Fact oriented	Spontaneity	Checker
	Mean	30.29	29.07	31.70	24.27	29.20	28.32	31.69	34.20
Female	Total	3938	3780	4122	3156	3796	3682	4120	4446
	Mean	30.72	27.23	31.89	26.37	30.86	28.20	30.89	36.66
Male	Total	3994	3540	4146	3428	4012	3666	4016	4766
	Mean	30.72	27.23	31.89	26.37	30.86	28.20	30.89	36.66

As shown in Table 4, individualism is higher among boys, while sociability is higher among girls. Boys also score higher in self-confidence, passivity, imagination orientation, and checking. Conversely, girls score higher in fact orientation, spontaneity, and checking. However, as noted earlier, these differences are minor and not statistically significant (see Table 7). For example, the total score for self-confidence was 2061 for boys and 2073 for girls, which is not even 1 percent different from the calculation of the numerical average ($31.7 - 31.83 = 0.13$).

Relationship between gender variable and career choice motives (n=260)

Table 5

Correlation						
		Gender	Internal personal motive	Internal social motive	External positive motive	External negative motive
Gender	Correlation according to Pearson	1	-.335**	-.110	-.084	-.223*
	Sig. (2-sided)		.000	.212	.339	.011
	N	260	260	260	260	260
**, Correlation is significant at the 0.01 level (2-sided).						
*. Correlation is significant at the 0.05 level (2-sided).						

Table 5 reveals an investigation into the motives influencing career choice, including intra-individual motives, internal-social motives, external positive motives, and external negative motives. The findings indicate that the preference for these motives varies by gender. Specifically, the results show a relationship between internal personal motives and external negative motives with the gender variable. Thus, Sig=0.000 for the internal personal motive, and the average score was 20.7 for female participants and 18.6 for male participants. This suggests that the relationship between gender and internal personal motive is statistically significant at the 0.01 level. At the same time, Sig=0.011 for the external negative motive, and the average value was 16 for women and 14.4 for men. In other words, these two motivations have a greater influence on the choice of women in choosing a profession, and the relationship between these two

motivations and the gender variable is statistically significant at the 0.05 level.

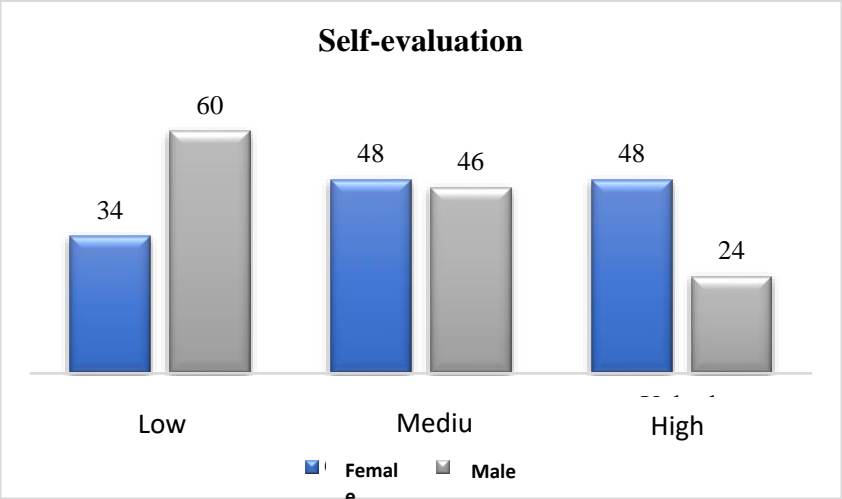


Figure 1. Level of self-esteem by gender variable (n=260).

Figure 1 shows the general analysis of respondents' self-evaluation across 20 personality traits. Among the 260 respondents, 94 rate themselves poorly, 94 rate themselves as average, and 72 rate themselves highly. The diagram also reveals differing approaches and assessments between female and male respondents in this area.

Percentage by self-assessment level.

Table 6

		Low	Medium	High	Total
Gender	Female	26.2	36.9	36.9	100
	Male	46.2	35.4	18.5	100
Total		36.15	36.15	27.7	100

It is clear from Table 6 that the level of self-esteem in women and men is different. Although the number of low and average self-assessors in terms of the 20 personality traits given in general is the same and the number of high self-assessors is low, but taking into account the gender factor, it seems that the number of high and average self-assessors in women was the same (36.9 percent high, 36.9 percent average), and those who assessed themselves poorly were 26.2 percent. However, it is possible to see the opposite in men. Thus, only 18.5 percent of men rate themselves high and 36.15 percent rate themselves at an average level. Most of the men, i.e. 46.2 percent, assessed themselves poorly. Comparison analysis (comparison of two independent groups) was used to test whether the difference in self-esteem level by gender variable was significant, and the results are presented below. The study showed that internal social motives and external positive motives related to the choice of profession are manifested in the same background in all students. In these two spheres, the motivations of male and female students' professional choice are manifested in a trend-oriented difference.

In the third paragraph of the third chapter, called "**Models of Career Development**", various models of vocational development are considered. Here, the models put forward by Holland, Gottfredson, Pearson in this regard are examined. In particular, in this direction, the model put forward by Gottfredson was emphasized and his researches were analyzed. The mentioned model includes the study and use of complex occupational information, experiences and activities that allow children and adolescents to understand their personal characteristics related to careers, and counseling strategies and tools that can be used for self-optimization (Gottfredson, L. S. (2002). Gottfredson's theory of circumscription, compromise, and self-creation. In D. Brown & Associate (Eds.), *Career choice and development* (4th ed., pp. 85–148).

The analysis and research we conducted in the dissertation created the basis for obtaining the following generalizations and **conclusions**:

1. Studies show that at a time when the number of modern professions is changing dynamically, the choice of profession is dominant as an urgent and priority problem.
2. The studies devoted to the study of the choice of profession are mostly devoted to the study of the structure of the choice of profession, its main components, including the influence of the development tendency of the society on this process.
3. The analysis shows that career choice is the process of choosing a career path, which may include choices related to education and training for a particular career. The necessity of adequate organization of this process is characteristic of a person's finding himself in life, dedicating himself to a certain profession, self-realization.
4. The analysis of the conducted studies shows that the leading direction in the study of the choice of profession is the discovery of the factors influencing the formation of the choice of profession and the discovery of subjective facts.
5. The analyzes show that the choice of profession is directly proportional to self-actualization in a specific field, the meaning of life and the organization of interests. For this, the main orientations of vocational training should be identified, and the compatibility of the vocational choice with the internal potential should be determined.
6. Although researches of various directions broadly describe the factors and stages devoted to formalization of professional choice, they do not pay attention to the genesis of professional choice. Such a situation does not allow to distinguish the psychopedagogical mechanisms of the formation of professional choice.
7. The facts show that professional illusions existing in society have a comprehensive effect on the personality of pupils and

students and a different perception of the content of their lives.

8. The analysis of the psychological literature and the summary of the conducted studies show that the influence of parents on teenagers and young people or their guidance in choosing a profession creates problems in the self-discovery of young people. Because only the young person knows the suitability of the internal potential and adopts the structures suitable for that potential from the environment.
9. From the analysis of the conducted studies, it can be concluded that the choice of profession is treated as a special case of social self-determination of the personality, and here the choice of profession has a social character.
10. The facts show that the perception of the profession in the society has a significant impact on the choice of profession. The formation of initial ideas about the profession reflects the ability to adequately evaluate the qualities of the professional as a factor of professional choice. Such compatibility has an important role in concretizing the professional choice of the ideas about the profession.
11. The conducted studies show that the comparison of the process of self-determination of teenagers and high school students shows that, unlike teenagers, the psychological characteristics of high school students (feeling time in a special way, independence, will, purposefulness) with the influence of social environment (adolescent still depends on parents).
12. The results of conducted studies show that in families where the democratic style of upbringing prevails, parents strongly influence their children's choice of profession. This style gives ample space to independence, responsibility, and activity in education. Parents pay special attention to the development of creative qualities. Children growing up in such families are independent in their choice of profession.

13. In order to create interest in a certain activity among high school students, it is necessary to direct their attention to those areas of activity. This, in turn, leads to the development of their professional interests and intentions.
14. Our research showed that internal social motives and external positive motives related to the choice of profession appear in the same background in all students. In these two spheres, the motivations of male and female students' professional choice are manifested in a trend-oriented difference.
15. The analysis of career choice motives shows that there is a significant difference in internal individual and external negative motives, as well as in male and female students, in terms of internal personal motivation and external negative motivation, and the existing difference is statistically significant. Both motives mentioned at the same time are higher in girls than in boys.
16. The analysis of priorities in the sphere of professional choice according to the criterion of the gender variable shows that interests in the professional sphere are different between girls and boys.
17. The research showed that the interest in professional spheres among the groups differs significantly based on the gender factor, and it can be said that the existing difference is statistically significant.
18. It can be concluded from the study that despite the lack of difference between groups, the total score and numerical mean of the total respondents for each quality suggest that passivity was the least observed personal quality as a quality. Responsibility was the most dominant quality.
19. There is a strong relationship between interest in professional spheres and gender. The analysis of the results shows that the relationship between the gender variable and the variable of interest in professional spheres is statistically significant. It gives reason to say that there is a serious relationship between

the two variables and the influence of the gender factor on professional tendencies.

20. Our research showed that these two motives in choosing a profession have a greater impact on women's decisions, and the relationship between these two motives and the gender variable is statistically significant.
21. Professional development is a lifelong process of developing beliefs, values, attitudes, skills, personality and knowledge about the world of work. This should be taken into account.

The general content of the dissertation work, the main provisions defended, as well as the results obtained during the research are reflected in the following articles and reports:

1. Peşəseçmə ilə bağlı təsəvvürlər və onun şagird şəxsiyyətinin formalaşmasına təsiri // – Bakı: Bakı Qızlar Universiteti, Elmi Əsərlər. – 2017 . №4, – s.35-44
2. О мотивации старшеклассников в сфере профессиональной ориентации. Розвиток суспільних наук в сучасних умовах // – Киев: Таврійський національний університет імені В.І. Вернадського Україна г. Киев 03035, – 2018. №1, – s.11-15
3. Yeniyetmələrdə peşəseçimi və özünütəyinin formalaşmasının psixoloji mexanizmləri. // – Bakı: Psixologiya jurnalı, – 2018. №4, – s.50-60
4. Peşəyönümünə yanaşmanın psixoloji təhlili // – Bakı: Sosial və Hümanitar elmlərin müasir problemləri – 2019. №24, – s.212-215
5. Peşəyönümü və onun tədqiqi istiqamətləri // – Кишинев: Балканско научно обозрение, – 2020. №3, – s.42-45
6. Peşəseçmə ilə bağlı təsəvvürlərin formalaşması mərhələləri // – Bakı: Actual problems of psychology: new perspectives,

considerations, and thoughts: Konfras materialı, – 2021.– s.19-20

7. Психологические особенности формирования представлений о профессии у старшеклассников // – Калининград: Известия Балтийской государственной академии рыбопромыслового флота: психолого-педагогические науки, – 2022. №3, – s.125-133
8. Средства формирования профессиональных интересов у старшеклассников // – Казан, Сборник научных трудов, Konfras materialı – 2022, – s.113-117
9. Şagirdlərin peşə seçimində valideynlərin rolu // – Bakı: Azərbaycan Respublikası Təhsil İnstitutu, Elmi əsərlər, – 2023. №3, – s.226-231

The defense will be held on 06 november 2024 at 12⁰⁰ at the meeting of the Dissertation council FD 2.43 of The High Attestation Commission under the President of the Republic of Azerbaijan operating at Baku State University

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Dissertation is accessible at the Baku State University's Library

Electronic versions of the abstract is available on the official website of Baku State University: <http://bsu.edu.az/>

Abstract was sent to the required addresses on 04 october 2024

Signed for printing: 24.09.2024

Paper format: 60x84 1/16

Volume: 37451 ch.

Circulation: 100 copies