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ABSTRACT

of the dissertation for the degree of Doctor of Philosophy

**PSYCHOPEDAGOGICAL BASIS
OF THE EFFECT OF SELF-ACTUALIZATION ON
PROFESSIONAL CHOICE IN ADOLESCENTS**

Specialty: 6104.01- Pedagogical psychology

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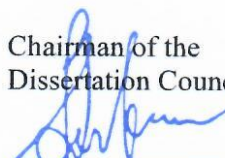
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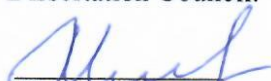
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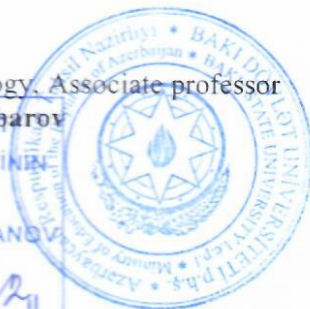
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GENERAL CONTECT OF THE WORK

Relevance and of development of the topic. Acceleration of technological development in modern times, the emergence of new professions, the dynamics of integration into the world have created comprehensive changes in career choice.

The growing demand for different professions complicates the process of choosing a profession in a market economy and requires the adaptation of human factor to these changes. In this regard, issues such as the process of choosing any profession, as well as the consideration of human factor in this choice, the relevance of the existing potential to the chosen profession, and so on, come to the fore. If we take into account that real perceptions about the profession are formed during adolescence, then there is no doubt that it will be useful for society to determine the directions and psychological mechanisms of this process in adolescents.

It should be taken into consideration that the choice of profession is closely related to the individual's realization of his capabilities, his potential, or more precisely, his self-actualization. Orientation of the choice of profession in adolescents in the same direction as self-actualization creates the basis for the formation of the adolecent as a personality, self-discovery in the field of profession, as well as the realization of his potential in the appropriate field.

Facts show that that in different cases, diminishing the effectiveness of training, the weakening of learning motives and interests, is directly related to the inability of adolescents to realize their potential and to distinguish the prospects for their own way of life. Adequate implementation of the choice of profession does not only depend on the prestige and position of existing professions or specialties in society. It also depends on the identification of the perception of profession with the adolescent himself and his ability to realize his potential. It is from this aspect that it is necessary to clarify the psychological mechanisms of the impact of self-

actualization on the choice of profession in adolescents, to build learning activities on the principle of self-actualization of adolescents. In most cases, self-actualizing adolescents have higher training success than others, and life scenarios are more conceptual. In this regard, building the choice of profession of adolescents on the process of their self-actualization, which is necessary for their life prospects, will create a basis for the development of the fields profession, including the formation of adolescents in the future as competitive, stress-resistant personality.

It should be noted that adolescence is a period of age with qualities such as sensitive and highly perceptual activity, which are necessary for mastering this or that type of learning. During this period, the adolescent is ready to understand all types of learning activities, to carry out various forms of work during the lesson, has the opportunity to regulate their cognitive activity in out of school time.

All this shows that in modern times the psycho-pedagogical issues of the impact of self-actualization on the choice of profession in adolescents in ethnic-cultural environment have not been properly and systematically studied, and in general, studies in this area are of a fragmentary nature. This confirms the urgency of the problem in modern conditions and indicates the expediency of choosing the topic "Psychopedagogical issues of the impact of self-actualization on career choice in adolescents in modern times" as an object of research.

The choice of profession and self-actualization in adolescents have been studied from different directions. Based on research in this area, three directions can be identified. The first direction is related to the study of adolescence. This includes a wide range of studies, from fundanenatal studies to the study of individual points. (A. Gezell, A. Freud, M. Mead, J. Piaget, C. Bruner, L.S. Vygotsky, A.B. Petrovsky, V.S. Mukhina, V.V. Davidov, etc.). Azerbaijan is also dedicated to this significant research (F.Ibrahimbayov, A.Makovelski, A.Bayramov, A.Alizada, B.Aliyev, K.Aliyeva, A.Bakhshaliyev, R.Gadirova, R.Jabbarov, N.Ismayilova , E.

Shafiyeva, N. Mukhtarova, H. Alizada and others). In addition to the age characteristics of adolescents, problems such as their cognitive and emotional development, sexual deformity, self-awareness, self-consciousness, etc. were studied here.

The second direction is related to the choice of profession. Because a number of studies (P.K. Anoxin, A.N. Leontyev, B.F. Lomov, N.A. Rybnikov, I.N. Spilrain, A.N. Leontyev, F.N. Gonobolin, B.M. Teplov, Y.A. Klimov, I.S. Kon, A.Y. Golomshtok, N.S. Pryajnikov, N.N. Chistyakov, A.D.Sazonova and others .) have studied only the directions and mechanisms of the choice of profession, the factors influencing its formation.

There are enough researches on the choice of profession in Azerbaijani psychology (F.Ibrahimbayov, A.Bayramov, A.Alizada, B.Aliyev, R.Ibrahimbayova, S.Seyidov, K.Aliyeva, R.Gadirova, G.Gurbanova, R.Ibrahimbayova, R.Aliyev, E.Shafiyeva, G.Huseynova, L.Jabbarova, J.Aliyev, G.Gurbanova, A.Bakhshaliyev, R.Jabbarov, E.Baylarov, M.Mustafayev, L.Baghirli, H.Alizada, M.Ilyasov, A.Aghayev, L.Gasimova, A.Abbasov, G.Abbasova, N.Mukhtarova, F.Rustamov, S.Nuruyev and others). In these researches, psychopedagogical requirements for the choice of profession and directions of formation of professional orientation and self-determination were studied.

The third direction is the study of self-actualization. A number of aspects of self-actualization in psychology have been studied more comprehensively by Azerbaijani researchers (F.Ibrahimbayov, A.Bayramov, A.Alizada, B.Aliyev, S.Seyidov, K.Aliyeva, R.Gadirova, G.Gurbanova, R.Ibrahimbayova, R. Aliyev, E.Shafiyeva, G.Huseynova, L.Jabbarova, J.Aliyev, G.Gurbanova, A.Bakhshaliyev, R.Jabbarov, .E.Baylarov, M.Mustafayev, L.Baghirli and others). In addition, there are fundamental studies in this area that have attempted to uncover the psychological mechanisms of self-actualization. (K. Goldstein, A. Maslow, K. Rogers, K. Jung, Z. Freud, U. Glasser, A. Adler, K. Horne, Q. Allport, E. Fromm, S. Angiyol, C. Mid, C.Cooley, F.Perlz, B.Bratus, A.Lenotyev, K.Abulkhanova-Slavskaya,

B.Ananyev, D.Leontyev V.Chudnovsky, and others). However, despite all this, the impact of self-actualization in adolescents in career guidance has not been systematically studied in the new conditions and in different national-ethnic environments, which indicates the urgency of the problem.

The object and subject of the research. The main object of the research is the psychological characteristics of self-actualization and the choice of profession. The subject is the study of psychopedagogical issues of the impact of self-actualization on the choice of profession in adolescents, factors influencing the formation of career choice, as well as the directions of self-actualization and career choice.

The purpose and objectives of the research. The main purpose of writing the dissertation is to study the role of self-actualization in the choice of profession in adolescents, to clarify the psychological issues of changes in career choice in adolescents, as well as to determine the impact of levels of self-actualization on career choice. The following tasks have been identified to achieve the set goal:

- Analysis of the existing literature on the problem, the classification of directions devoted to the study of the subject on the basis of certain criteria, the development of theoretical and methodological bases of the problem.
- Identify the directions and levels of self-actualization of adolescents and identify the directions of its impact on career choice.
- Classification of research on the problem on the basis of certain criteria, determination of theoretical bases of the influence of family, peers and school on career choice.
- Clarification of psychological factors influencing the career choice of adolescents.
- Identify the factors that are important in the impact of adolescent self-actualization on career choice, indicate the principles that will ensure the adequacy of career choice, and develop the necessary recommendations.

The hypothesis of the research. The directions of the choice of profession in adolescents depends on the level of self-actualization and is conditioned by self-esteem, academic achievements and professional motives.

In accordance with the main hypothesis, an additional hypothesis was taken:

- The impact of adolescent self-actualization on the choice of profession is more intense against the background of the manifestation of internal individual motives, and their correct orientation can lead to the adequacy of career choice. **Research methods.** The methodological basis of the research is A. Maslow's theory of self-actualization and E. Klimov's concepts of career choice. The following methods were used in the study:

3. Evaluation scale (developed by A. Rean and S. Kolominsky)

4. Self-actualization survey of personality (prepared by S. Shostrom).

5. Motives for the choice of profession.

6. Hierarchy of professional field.

The study involved teenagers studying at the Heydar Aliyev Lyceum in Baku. 120 people participated in the control group and 120 people in the experimental group. The total number of people involved in the experiment is 240 people. It was carried out through mathematical-statistical analysis of the results.

Scientific novelty of the research. Unlike previous research, this research identified the impact of self-actualization on the choice of profession in adolescents, and systematized existing scientific knowledge in this area. At the same time, it was found that the directions of the choice of profession vary according to the level of self-actualization. These directions are more dependent on the human-sign system, human-artistic images and human-human categories. It was also found that increasing the level of self-esteem increases the level of self-actualization and ensures the adequacy of the choice of profession.

At the level of adequate self-esteem, the professions chosen by adolescents correspond to their potential opportunities. In addition, the impact of career perceptions in adolescents on their self-

actualization was studied. It was found that these effects are inversely related.

Against the background of self-actualization of adolescents, the leading professional directions were identified, ways to correct the problems arising in the choice of profession were shown.

The main provisions to be defended:

- As a result of the change in self-esteem, positive aspects of self-esteem emerge and the adolescent aims to realize his potential opportunities in the field that is necessary and in accordance with the existing potential.
- It is very important to harmonize training and interpersonal relationships in order to activate self-actualization and the choice of profession in adolescents. If there is a dynamic change as a result of formative work in temporary experimental groups, then the creation of a favourable educational environment and the proper establishment of interpersonal relationships can solve these problems.
- There is a crucial relationship between the need for security and communication and the self-actualization of adolescents, and the relationship is positive. There is a correlation between several scales and the choice of profession, not all scales of self-actualization, and this relationship is two-way. In particular, there is a correlation between support, sensitivity, spontaneity, self-esteem, the scale of cognitive needs and the choice of profession.
- There is a significant correlation between learning achievement and self-actualization. As learning achievements increase, the level of self-actualization increases. In adolescents, differences in learning achievement between the two groups are evident.

Scientific - theoretical and practical significance of the research. The obtained results can enrich pedagogical psychology with new scientific knowledge, create a basis for the emergence of new scientific directions in the field of career choice and self-actualization. The results, ideas and opinions obtained as a result of experimental research of psychopedagogical issues of the impact of self-actualization on the choice of profession in adolescents can be

used in the preparation of methodological recommendations for teachers, in the compilation of the professional profile for career choice, as well as in the teaching of electives and elective subjects.

Approbation and application. The results of the research were discussed at scientific seminars of the Department of Social Sciences and Pedagogical Psychology of BSU, reports and speeches at various scientific conferences. The main content, main provisions, results and recommendations of the dissertation are reflected in the works published in the form of several scientific articles, reports and theses, and went through aprobation in this way.

Name of the organization where the dissertation work is performed: Department of "Social and Pedagogical Psychology" of Baku State University.

The total volume of the dissertation with the indication of the strurctual units of the dissertation separately: The dissertation consists of an introduction, 3 chapters (8 paragraph), conclusion, list of used literature and appendices (251535 characters)

THE MAIN CONNTEXT OF THE DISSERTATION

The dissertation consists of an introduction, three chapters, a conclusion, a list of references and appendices. The introductory part of the dissertation reflects the relevance of the subject, the level of development, the object, subject, hypothesis, goals and objectives of the research, scientific innovation, the provisions to be defended, the theoretical, practical significance and approbation of the work.

The first chapter of the dissertation, entitled "**Research directions of self-actualization and psychopedagogical issues of career choice**" consists of three sub-chapters. The first half of the first subchapter of the dissertation, entitled "**Research directions of self-actualization in different psychological schools**" defines the conceptual directions of the study of the problem and shows the basic principles. At the same time, the main directions of self-actualization are distinguished by the nature of research conducted in various

fields of science. An analysis of the psychological and philosophical literature on the problem shows that the concept of self-actualization has gained the right to citizenship in parallel with many concepts that have a special place in the history of psychology. *"The fate of this concept was more or less successful as Z.Freud's concepts of "libidio" and K.Jung's "archetype", which were repeatedly referred to in psychological, philosophical and economic theories"*.¹

Showing the hierarchy of human needs for the first time in his original article on human motivation, A.Maslow, describes self-actualization as "the achievement of what a person can achieve". *This need can be called the need for self-actualization*.² Also, self-actualization is a psychological process aimed at the maximum expression of human abilities and resources. *This process can vary from one person to another*.³ In other words, self-actualization is the full realization of one's own creative, intellectual and social potential within our goal.

The second semi-chapter entitled "**Psychological qualities of the self-actualizing personality**" of the first chapter of the dissertation describes the psychological qualities of the self-actualizing personality, classification according to various criteria is noted. This sub-chapter shows that it is difficult to determine important problems, including the possibility of self-actualization of the individual in society, without knowing the relationship between the development of the individual and the need for self-actualization. However, self-actualization cannot happen by itself. It is a person or personality that self-actualizes himself. For the successful solution of this task it is necessary to clarify the directions of self-actualization and the level of its role in formation of individual.

In the analysis of the research we come across the presentation of the theory of self-actualization from different contexts. This changes the point of view of self-actualized people.

¹ http://sergeychet.narod.ru/socio/motiv/cht5_edition1.html

² http://sergeychet.narod.ru/socio/motiv/cht5_edition1.html

³ http://sergeychet.narod.ru/socio/motiv/cht5_edition1.html

Thus, R. Smith distinguishes three contexts of the idea of self-actualization:

1. Self-actualizing individual;
2. Peak experiences, transcendental values;
3. *Self-actualization as a development process*⁴.

D.A.Leontyev points out that *“the meaning of the concept of self-actualization changes while moving from one of these aspects to another, but does not lose its existence as a system.*⁵ During long-term experiments, A. Maslow determined that the number of qualities observed in self-actualizing people is about 15. According to Maslow, *self-actualizing people are not conformists, but they are not tend to unintentional rebellion*⁶. Self-actualizing people approach critically their culture and cultural values, accept its positive aspects, and reject the useless ones. Unlike others, they do not identify themselves with their culture. They want to see themselves completely in the context of humanity. Therefore, they are not subject to the sphere of influence or gradalization of cultural values. Even if A.Maslow's classification clearly expresses the personality qualities of a self-actualizing person, there are enough opinions that these qualities belong to creative people. It can be concluded that for people who don't self actualize are characterised by a feeling of inability to love deeply, live only in the present, lack of desire to see something valuable and dignified, a limited search for self-improvement and unethical behavior. In self-actualizing individuals, it is completely opposite.

The third sub-chapter **entitled "The choice of profession and its psychological mechanisms"** of I chapter of the dissertation, shows the essence and main psychological mechanisms of the choice of

⁴ Leontiev D.A. Self-actualization as a driving force of personal development: historical and critical analysis // Modern psychology of motivation / Ed. YES. Leontiev. M.: Meaning, 2002. c. thirteen.

⁵ Leontiev D.A. Self-actualization as a driving force of personal development: historical and critical analysis // Modern psychology of motivation / Ed. YES. Leontiev. M.: Meaning, 2002. c. 15.

⁶ Maslow A. Psychology of being. M. : Refl-book - K, 2003, p.27.

profession. It is noted that in modern times, while choosing a profession, young people think about which field will bring more prestige. The profession should be chosen not only for the purpose of earning money and living, but also for self-expression and self-justification.

Research shows that in many cases, children sacrifice their choices to their parents' choices. But there is a reasonable point here that it is not just a matter of choice. The point is that the child must feel to have potential opportunities for his chosen profession. In the absence of this, the choice of profession is deformed and the subject of the profession is frustrated. It should be born in mind however a child cannot succeed in a profession chosen by the will of his parents because the child has neither the love nor the potential for this profession. "There are about 240,000 professions in the world. But the professional world is not static. In the world of profession, new professions are emerging and old ones are disappearing. The average lifestyle of the profession is about 5-15 years. *Meantime, a number of professions can change their content and form in a way that does not correspond to their previous content, so it creates the basis for the emergence of new professions.*"⁷

Emphasizing the importance of the work of professional orientation, Y.A.Klimov writes: "*It is necessary to help the adolescent to get a wide and necessary direction in the world of profession". He must be the author of the project of his way of life and the founder of this way.*"⁸ Considering the relationship between the concepts of "professional orientation" and "professional self-determination" , *researcher notes that professional orientation is the orientation of the student", and from a professional point of view, self-determination is more related to the "self-direction" of the student acting as a self-determining subject.*"⁹

⁷ http://www.topauthor.ru/skolko_professiy_sushchestvuet_v_mire_155b.html

⁸ Klimov E.A. How to choose a profession / E.A. Klimov. M.: Enlightenment. 1990. p.132.

⁹ Klimov E.A. How to choose a profession / E.A. Klimov. M.: Enlightenment. 1990. c.120.

N.S.Pryajnikov considers that the work of professional orientation is the basis of the whole educational process. It is the professional orientation, which is understood from a professional point of view and as a specially organized accompaniment of *self-determination as a personality, that should help the student to answer the question of why he or she is studying in general.*¹⁰ This sub-chapter also analyzes the directions of the study of the professional orientation, reveals the connection with the concepts close to the professional orientation, discusses the problems of the directions of motivation necessary to create interest in the profession in adolescents. It is concluded that the choice of profession is a system of measures aimed at forming professional self-determination, a preparation for conscious and preparing reasoned choice of profession in accordance with the interests, desires, tendencies, abilities of young people and taking into account the public demand for specialists of various profiles and the professional interests of young people must be taken into consideration.

Chapter II of the dissertation, entitled "**Characteristics of the age of adolescence and manifestations of self-actualization in learning activities**" consists of three sub-chapters. The first sub-chapter of the II chapter of the dissertation, entitled "**Psychological aspects of the age of adolescence**" examines the psychological features of adolescence, focuses on the psychological, socio-psychological and psychophysiological changes that occur during adolescence. This sub-chapter states that adolescence plays a significant role in an individual's development or overall ontogenesis process. As in traditional research, it is important to consider the age of adolescence not only as the next period of age, but also as a special phase of mental development, the transition from childhood to adulthood. Research show that individual development goes through two stages until the age of adolescence. D.B.Elkonin's research characterizes these periods as early childhood up to 3 years of age and childhood up to 10 years of age. "*The post-adolescent*

¹⁰ Pryazhnikov N.S. Methods of activation of professional and personal self-determination / N.S. Pryazhnikov. M. 2002.c.12.

*stage, in which the process of actively making life plans in a growing person and actually entering adulthood, covers the next two stages of independent youth: the first - up to 17 years and the second - up to 23 years. The positive or negative development of these periods depends on the developmental characteristics of adolescence.*¹¹

This sub-chapter also systematizes research on the age of adolescence and treats each of them separately. It should be noted that adolescence is a period of mental development crisis. A large number of negative manifestations, dysarmonia in the formation of personality, changes in the previously formed sphere of interest, rebellious behavior towards adults and others are observed in adolescents. However, this period is also distinguished by a large number of positive factors - the child's independence increases, his relationship with other children and adults becomes more diverse and full, his field of activity significantly expands, forms and types change. This subchapter notes that in addition to a number of psychological changes in the age of adolescence, there are also psychophysiological processes, which seriously affect the choice of profession of adolescents, including their view of life.

The second sub-chapter of II chapter of the dissertation, entitled "**Development trends of self-actualization in adolescents**" focuses on the formation and development of self-actualization at this age. *It emphasizes the leadership nature of the self-actualization motive*¹², the importance of building an educational environment and a system of relationships necessary to unlock potential opportunities.

It is more logical to characterize the process of self-actualization of adolescent as a tendency to fully discover, develop and use their opportunities in activity. In other words, this process is a process of gradual accumulation of achievements that help a person

¹¹ Feldshtein D. I. Psychological foundations of the organization of socially useful activities as a means of moral education of adolescents // Questions of Psychology, 1974, No. 6, p. 10-24.

¹² Feldshtein D. I. Psychological foundations of the organization of socially useful activities as a means of moral education of adolescents // Questions of Psychology, 1974, No. 6, p. 10-24.

to grow psychologically, transition from the state of opportunities to a state of reality, and then to self-actualization.

Research shows that self-actualization in adolescents is a process of development as a personality based on self-regulation of internal and external energy, self-reinforcement, and in the acceptance of an increasing degree of responsibility for *one's own life and the consequences of actions*.¹³

The self-actualization of adolescents occurs in educational activities and has a positive dynamics, regardless of deviations in their behavior. By implementing the act of self-actualization, it is possible to achieve an increase in the social and personal competence of the adolescent in behavior, communication, interaction with other people in accordance with the higher standards and requirements set by life and society.

However, some research have shown that there are barriers to self-actualization of the adolescent are different from other age groups, which does not allow the adolescent to self-actualize and realize.

The third sub-chapter of II chapter of the dissertation, entitled "**Stages of the choice of profession in adolescents and factors influencing its formation**", outlines the main directions of career choice and the directions of formation of professional orientation in adolescents. This sub-chapter shows that the choice of profession is just beginning at the age of adolescence, and professions that have a dominant position in society against the background of self-actualization attract more attention of adolescents. It should be borne in mind that in order to choose any profession, it is necessary to understand in advance the essence of why that profession was chosen. M.Ilyasov writes, "*Of course, the chosen specialty and profession should be in accordance with the wishes and desires of each person, the socio-economic needs of society, as well as at a level that*

¹³ Jabbarov R.V. Psychopedagogical problems and conditions of self-realization of personality in adolescence // Modern humanitarian research, Moscow, 2010, no. 4, p. 141-148.

*will ensure the future life of the electorate.*¹⁴ ” The author considers it important condition to take into account psycho-pedagogical factors such as interest, motivation, skills and abilities in order to avoid mistakes in choosing a profession.

It should be noted that professional self-determination and general perspective plans of life have a significant impact on the life of adolescents and are more pronounced in their gender differences. It should be noted that professional self-determination and general perspective plans of life have a significant impact on the life of adolescents and manifests itself more clearly in their gender differences. Adolescent girls excels boys in the determination of profession. Girls prefer more social and artistic directions, while boys prefer entrepreneurial and research directions. Long-term perspectives have a greater impact on adolescent boys' professional self-determination. The longer the plans for life are estimated, the more adequate the choice of the right profession will be. In girls, on the contrary, life and professional self-determination are not related to each other. They are dominated by emotionality and situational self-determination is leading.

Chapter III of the dissertation, entitled **"Experimental-psychological study of the impact of self-actualization on the choice of profession and learning activities in adolescents"** consists of two sub-chapters. The first sub-chapter of the third chapter of the dissertation, entitled **"Description of the methodology and issues of research organization"** shows the conditions, methods and number of research. The study involved 240 teenagers studying at the Heydar Aliyev Lyceum in Baku. 120 people participated in the control group and 120 people in the experimental group. The results of the research were developed by mathematical and statistical methods.

The results of the research conducted in the second sub-chapter of Chapter III of the dissertation, entitled **"Development of results"** are discussed. It is noted in this semi-chapter that in order to

¹⁴ Ilyasov M.I. Choice of profession, specialty. Baku: ADPU, 2015, p.7.

study the directions of the impact of self-actualization on the choice of profession in adolescents, first of all, First of all, as envisaged in the first stage, an attempt was made to diagnose self-actualization and the choice of profession. Two groups were selected and dozens of methodologies were conducted. Initially, attempts were made to determine the level of self-actualization in adolescents, both in the control groups and in the experimental groups. Our research showed that the levels of self-actualization were low in both control groups and experimental groups. High levels of self-actualization did not differ significantly from each other both in the experimental and control groups (27.3%; 27.5%). Low levels also have the same intensity in both groups (40.7%; 41.1%). All three levels of self-actualization are below normal in both groups and need to be developed. In such a situation, we considered it expedient to assess the learning achievements of students in order to determine the direction of the impact of self-actualization on the choice of profession. For this purpose, the academic achievements of both adolescents were assessed prior to the experiment. The results of the survey showed that the percentage of "satisfactory", "good" and "excellent" students in adolescents corresponds to the level of self-actualization in both the experimental group and the control group. This fact shows that there is a certain correlation between academic achievement and the level of self-actualization. When determining the relationship between self-actualization and self-assessment in adolescents, it was found that there is a certain relationship between self-assessment and self-actualization.

Indicators of the relationship between self-actualization and self-assessment in adolescents (before the experiment)

Table 1

		Self-assessment	Self-actualization
Self-assessment	Pearson Correlation	1	0.002
	Sig. (2-tailed)		0.971
	N	240	240

As can be seen from Table 1, the relationship between self-actualization and self-assessment is very weak or trending (Sig = 0.971, p = 0.002). This fact shows that a certain level of self-actualization corresponds to the levels of self-assessment.

In Phase II of the study, dozens of formative work were conducted to determine the impact of increasing the level of self-actualization in adolescents on the choice of profession, and measurements were taken again after formalization. Our experiment showed that increasing the level of self-actualization in adolescents, as well as changing the attitude of adolescents to their potential opportunities, began to have a significant impact on the choice of profession.

Comparison of levels of self-actualization between two groups (after the experiment)

Table 2

Levels of self-actualization (in person)				
	Weak	Average	High	Total
Control	56	36	28	120
Experimental	43	44	33	120

The results showed that one of the main elements that can lead to an increase in the level of self-actualization, the clarification of the choice of profession is self-assessment. It is as a result of a change in self-assessment that positive aspects of self-esteem emerge, and the adolescent aims to realize his or her potential opportunities in the area that is necessary and correspond to his or her potential

Statistical indicators of the level of self-assessment in adolescents

Table 3

Independent sample test							
	t	df	Sig.	Average difference indicator (MD)	Deviations (Std. Error Difference)	95% interval difference (Confidence Interval of the Difference)	
						Low	High
Self-assessment	-2.933	238	0.004	-0.147204	0.050194	-0.246086	-0.048322

As can be seen from Table 3, although the level of self-assessment in adolescents in the experimental group changes according to different criteria, it is at the level of $p = 0.004$, which means that adolescents in this group have adequate self-assessment and the adolescent consider his own possibilities in the choice of profession. At the same time, we considered it expedient to look at the hierarchy of adolescents' needs in order to study the impact of self-actualization on their choice of profession.

As can be seen from Table 4, that there is a correlation between several scales and the choice of profession, not all scales of self-actualization, and this relationship is two-way. The correlation between the support scale and the choice of profession (at the level of Sig. = 0.009, $p = 0.01$) is higher. At the same time, there is a dependence on the scale of sensitivity (at the level of Sig. = 0.000, $p = 0.001$), the scale of spontaneity (at the level of Sig. = 0.004, $p = 0.05$), the scale of self-esteem (at the level of Sig. = 0.025, $p = 0.05$), the scale of perceptions of human nature (at the level of Sig. = 0.032, $p = 0.05$), the scale of synergy (at the level of Sig. = 0.000, $p = 0.01$), the scale of aggression (at the level of Sig. = 0.000, $p = 0.01$),

cognitive needs (at the level of Sig. = 0.031, $p = 0.05$), the scale of creativity (Sig. = 0.006, at the level of $p = 0.05$).

As can be seen from Table 5, the relationship between different professions and self-actualization in adolescents is important, and this relationship is important with the choice of technical fields (at the level of sig = 0.000, $p = 0.01$), the choice of profession according to the signs (at the level of sig = 0.000, $p = 0,01$), and the choice of artistic images (at the level of sig = 0.019, $p = 0.05$). It seems that self-actualization can in many cases be equated with career choice. However, this is only possible during adolescence. Because in later life, self-actualization in the field of profession is considered only self-actualization in the professional orientation of the individual. Complete self-actualization is the realization of oneself in the field corresponding to one's potential. As we know, adolescents do not have enough information or knowledge about their potential, which can be reflected in the subsequent change of profession, or in their choice.

Research has shown that among professional motives, motives correlating with self-actualization are intra-individual motives. In this case, the dependence is characteristic of the trend sig = 0.118 and there is a dependence at the level of $p = 0.001$. As can be seen, internal-individual motives predominate in career choice, which is consistent with self-actualization. During adolescence, professional motivation is based more on subjective perceptions and desires, which are reflected in internal individual motives.

The research shows that adolescents demonstrates differences in experimental and control groups compared to their academic achievement groups. Academic achievement is high in the experimental group, and its correlation with self-actualization is significant and positive.

The study showed that adolescents showed differences in experimental and control groups compared to groups in terms of academic achievement. Academic achievement is high in the experimental group, and its correlation with self-actualization is significant and positive.

Statistical indicators between self-actualization and the choice of profession in adolescents

Table 4

Self-actualization Scales	The choice of profession						
	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
						Lower	Upper
Timing scale	.335	238	0.738	.100	.298	-.487	.687
Support scale	2.629	238	0.009	2.475	0.941	0.620	4.330
Value scale	-.212	238	0.832	-0.075	0.354	-0.772	0.622
Behavior scale	.145	238	0.885	0.058	0.404	-0.737	0.853
Sensitivity scale	4.722	238	0.000	1.042	0.221	0.607	1.476
Spontaneity scale	2.875 ⁻	238	0.004	-0.800	0.278	-1.348	-0.252
Self-esteem scale	2.261	238	0.025	0.600	0.265	0.077	1.123
Self-awareness scale	0.050	238	0.960	0.017	0.333	-0.640	0.673
The scale of perceptions of human nature	2.153	238	0.032	0.442	0.205	0.038	0.846
Synergy scale	3.642	238	0.000	0.575	0.158	0.264	0.886
Agression scale	5.075 ⁻	238	0.000	-1.517	0.299	-2.105	-0.928
Relationship scale	1.267	238	0.206	0.450	0.355	-0.250	1.150
Cognitive needs	1.806	238	0.031	0.483	0.212	-0.035	0.801
Creativity scale	2.750 ⁻	238	0.006	-0.617	0.224	-1.058	-0.175

Correlation between self-actualization and different professions in adolescents

Table 5

Different types of the choice of profession	Self-actualization						
	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
						Lower	Upper
Criteria							
The choice of profession-Nature	-0.036	238	0.971	-0.008	0.231	-0.463	0.447
The choice of profession-Technique	3.691	238	0.000	-0.717	0.194	-1.099	-0.334
The choice of profession-Human	1.339	238	0.182	-0.250	0.187	-0.618	0.118
The choice of profession-Signs	4.580	238	0.000	0.975	0.213	0.556	1.394
The choice of profession-artistic images	2.371	238	0.019	-0.550	0.232	-1.007	-0.093

Statistical indicators of occupational motives in adolescents

Table 6

	Independent sample test						
	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
						Lower	Upper
Motives of the choice of profession internal-individual	-1.568	238	0.118	-0.517	0.329	-1.166	0.132
	-1.568	221.216	0.118	-0.517	0.329	-1.166	0.133
Motives of the choice of profession internal-social	-1.186	238	0.237	-0.425	0.358	-1.131	0.281
	-1.186	236.321	.237	-0.425	0.358	-1.131	0.281
Motives of the choice of profession External-positive	-0.107	238	0.915	-0.042	0.388	-0.806	0.723
	-0.107	229.446	0.915	-0.042	0.388	-0.807	0.723
Motives of the choice of profession External-positive	0.702	238	0.484	0.342	0.487	-0.618	1.301
	0.702	219.181	0.484	0.342	0.487	-0.618	1.301

Correlation of academic achievement with self-actualization in adolescents

Table 7

	Self-actualization						
	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
						Lower	Upper
Academic achievement	2.455	238	0.015	-0.225	0.092	-0.406	-0.044
	2.455	233.435	0.015	-0.225	0.092	-0.406	-0.044

As can be seen from Table 6, there are differences in the experimental and control groups compared to the academic achievement groups in adolescents. Academic achievement is high in the experimental group, and its correlation with self-actualization is important and positive.

As can be seen from Table 7, there is a correlation between academic achievement and self-actualization at sig = 0.015, p = 0.05. True, this connection is weak and a trend, but it is available. As academic achievement increases, so does the level of self-actualization.

Thus, our research may come to the following **conclusions**:

- Research shows that the problem of self-actualization has been put into scientific circulation since the 30s of the last century, and initially, self-actualization meant the potential that existed before the disease and was not actualized. That is,

self-actualization was characterized as unrealized and squeezed opportunities.

- The study showed that the increase in the level of self-actualization in adolescents depends on a number of factors, including the adolescent's self-esteem, changes in attitudes to their potential and the nature of the formative work with them.
- It became clear that one of the main integrative systems that can lead to an increase in the level of self-actualization, the clarification of the choice of profession is self-assessment. Adequacy of self-assessment determines the direction of the choice of profession and self-actualization.
- Research shows that self-actualization is also studied as a quality of personality. It is believed that this is a special quality and manifests itself in spontaneous behavior. In our opinion, the special qualities of a self-actualizing person cannot be molded. Because there are qualities that have only situational manifestations that are not always observable.
- There is a connection between the impact of adolescent self-actualization on career choice with the need for security ($r=0,004$, $p=-0,554$) in the time hierarchy and the need for interpersonal relationships and self-actualization, and this connection is important ($r=0,42$, $p=3.014$).

Among professional motives, motives correlated with self-actualization are internal individual motives. In this case, addiction is a tendency.

- In adolescents, there are differences between groups on academic achievement. Academic achievement is high in the experimental group, and its correlation with self-actualization is significant and positive. Along with all this, it was found that by increasing self-assessment, it is possible to increase the intensity of self-expression and thus distinguish the size of their potential. Evidence shows that adolescents with adequate self-esteem have higher motivations for self-actualization and success in learning activities is constant.

The content of the dissertation is reflected in the following published works of the author:

1. Methodological directions of research of self-actualization // - Baku Scientific Works of the Institute of Educational Problems of the Republic of Azerbaijan, -2015, №4, -p.93-98
2. The phenomenon of self-actualization and developmental directions of personality //-Baku: Scientific News of Azerbaijan University of Languages, -2015, №6, p.384-392
3. Research of features of mental development of adolescents in modern times // -Baku : Journal of Psychology, -2016, №3, - p.63-74
4. Development trends of self-actualization in adolescents // Journal of Psychology, Baku- 2016, №4, -p.81-91
5. К проблема самоактуализации / Актуальний питання суспільних наук: Матеріали міжнародної науково-практичної конференції. -2018, -Kiev, -s.44-47
6. Особенности самоактуализации в подростковом возрасте / Problems Of Modern Education. Materials of the IX international scientific conference, 2018, 10-11 sentyabr, Prague-2018, -s.99-101
7. Experimental-psychological research as a main factor in self-actualization and profession selection of adolescents // Periódico do Núcleo de Estudos e Pesquisas sobre Gênero e Direito Centro de Ciências Jurídicas - Universidade Federal da Paraíba, -Peru V. 8 - Nº 07 , -p.536-551
8. La influencia de la autorrealización de los adolescentes en la elección de una profesión // Revista Dilemas Contemporáneos: Educación, Política y Valores, Brazil -2019,-p.1-15

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