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INFLUENCE OF SELF-ASSESSMENT OF A HIGH SCHOOL STUDENT ON THE CHOICE OF A PROFESSION

Annotation. *Career guidance should occupy an important place in the activities of schools, as it links the education system with the economic system of the country. For the well-being of society, it is necessary that each graduate of the school finds the fullest application of his interests, inclinations, does not waste time, effort (and money) in search of his place in the system of social production, can bring the greatest benefit and receive deep satisfaction from his work. Therefore, vocational guidance should be carried out from grades 1 to 11, taking into account the age characteristics of schoolchildren, continuity in content, forms and methods of work. Its result should be the readiness of schoolchildren for professional self-determination. A high-quality professional orientation of a student is a guarantee of his career growth in the future, the choice of a socially significant profession, and opportunities for additional education. One of the important factors influencing the choice of profession is self-assessment. At present, it has acquired particular relevance because. It is self-assessment that is one of the necessary conditions for the implementation of a personal approach to choosing a profession. Self-assessment is the ability of a person's consciousness to form an idea of himself and his actions, as well as to judge his skills, abilities, personal qualities, advantages and disadvantages.*

Keywords: *high school student, self-assessment, choice of profession, professional orientation.*

Introduction

The conscious choice by young people of their future profession is one of the important decisions that largely determine their future life. Globalization, the increased level of competition in the labor market, the withering away of «old» and the emergence of new professions – this is the reality that requires appropriate knowledge and skills to navigate. As the experience of many countries shows, the provision of quality career guidance services at all levels of the educational system is one of the integral functions of the state.

Today, there is a tightening of labor market requirements for the level of professional training of personnel, and this has led to the fact that society is increasingly raising

questions about the problems of career guidance for young people. Today, high school students are in dire need of complete information about the proposed professions, assistance in choosing a profession in accordance with their individual skills, abilities and preferences.

In his message to the people of the Republic of Kazakhstan, President Kassym-Jomart Tokayev said: “Today, early career guidance for children is of particular importance. The younger generation should be conscious of the choice of the future profession” [1].

According to the Law of the Republic of Kazakhstan “On Education”, professional orientation is understood as “providing information and consulting assistance to a student in exercising his rights in the field of educational and professional opportunities, free and informed choice of profession and place of study in accordance with professional interests, individual abilities and psychophysiological characteristics » [2].

Materials and research methods

Professional self-determination of a person is a complex and lengthy process of human life, which determines the satisfaction of a person with his position in society. Its effectiveness is determined by the degree to which a person's psychological abilities correspond to the content and requirements of professional activity, as well as by the formation of an individual's ability to adapt to changing socio-economic conditions due to the structure of his professional career.

O.V. Zhuravleva believed that the choice of a future profession is a consequence of the process of professional self-determination of high school students. Helping high school students in the right choice of profession means that they should organize their activities in a special way, including knowledge about themselves and the world of professions, followed by a comparison of knowledge about themselves with knowledge about professional activities. These components are the main components of the process of professional self-determination at the stage of choosing a profession [3].

Professional self-determination becomes the central neoplasm of early adolescence. This is a new internal position, which includes the recognition of oneself as a member of society, acceptance of oneself in it. The moral stability of the individual begins to develop. In their behavior, high school students are increasingly guided by personal positions, views, beliefs based on their knowledge and their own life experience. The stock of knowledge about the environment, moral and ethical standards are combined in his mind into a single whole picture. For this reason, the moral self-regulation of a high school student becomes more complete and meaningful. The process of professional self-determination includes the development of self-awareness, the development of a system of value orientation, planning one's own future, building standards in the form of an ideal image of a professional. Personal self-determination of a person is carried out on the basis

of the assimilation of socially formed ideas about ideals, norms of human activity. Now the social orientation determines the professional identity of a person, his professional choice and professional self-determination.

The image of the future profession is a rather complex formation containing emotional and cognitive components. Compliance with the emotional and evaluative components of the profession makes the choice reasonable and correct. To justify professional preferences, it is also necessary that the demands of the profession itself correspond to the capabilities of a person. In the opposite case, negative life experience accumulates in a person's self-consciousness, peculiar ways of solving problems that arise before him are formed – ignoring problems, avoiding them, etc.

Some people know more about themselves, others less; certain personality traits, abilities that are currently important are evaluated and analyzed, others are not evaluated by people because of their irrelevance (although they can be evaluated on a number of parameters). There are qualities that are not included in the sphere of consciousness and self-assessment, a person simply cannot evaluate himself in a number of ways. In this connection, the focus of professional self-determination is the knowledge and self-assessment of professional qualities, and attitude towards them.

According to A.K. Markova, professional orientation includes:

- a person's awareness of the norms, rules and models of his profession as the realization of his qualities;
- awareness of these qualities in other people, comparing oneself with an abstract colleague;
- taking into account the assessment of oneself as a professional by colleagues;
- self-assessment of a person with his individual sides – understanding himself, his professional behavior, as well as emotional attitudes and self-assessment;
- professional self-confidence here is based on professional self-assessment – retrospective, actual, potential, ideal;
- a positive assessment of oneself as a whole, the definition of positive qualities, prospects, which leads to a positive «Self» concept [4].

A professional with such a level of self-awareness increases self-confidence, satisfaction with his profession, he has an increased craving for self-realization. According to E.A. Klimov, the professional development of a personality goes through four stages in its development:

- 1) formation of professional intentions;
- 2) vocational education;
- 3) professional adaptation;
- 4) partial or complete realization of the personality in professional orientation.

According to E.A. Klimova, “Professional self-determination, understood as one of the most important manifestations of the subject of activity, can be considered at two interrelated, but different levels: gnostic (in the form of a restructuring of consciousness, including self-consciousness) and practical (in the form of real changes in social status, a person’s place in system of relations)” [5].

J. Holland identified six personality types: realistic, research, social, enterprising, traditional, artistic [6].

A realistic type of career orientation indicates that people are action oriented, decision makers, non-emotional, athletic or mechanical, technology-loving, and risk-averse. Activities related to the manipulation of tools, equipment, most of the male professions correspond to this. The research type of professional orientation proves the fact that people are focused on cognitive activity, they like to observe, analyze, explore, decide.

The social type of professional orientation most often describes people who are socially oriented, who focus on relationships with other people, are vulnerable, sensitive, prone to altruism, do not like systematic activities, who love the collective nature of work, and have communication skills.

The conventional type of professional orientation includes people who are focused on systematization and reproduction, data manipulation. This is a little emotional, neat, punctual, pedantic, executive person.

The enterprising type of professional orientation indicates that people have such qualities as: ambition, focus on influence to create and implement their own ideas, management, search for solutions, high social involvement.

The artistic type of professional orientation is chosen by people who are focused on self-expression and the attention of others, creative, expressive, original, rich in intuition and imagination, informal.

Thus, a number of authors consider the career guidance process as a complex dynamic process covering the entire period of schooling, but they especially highlight its relevance during the period of high school students.

Next, we suggest that you consider the concepts of self-assessment in modern psychological science.

The first to introduce the concept of «self-assessment» was William James, his ideas were picked up and developed by a whole galaxy of subsequent psychologists, such as A. Adler, K. Rogers, E. Fromm, E. Erickson, I.S. Kon, V.S. Magun, A.I. Lipkin and others.

Self-assessment refers to the basic formations of personality. This largely determines your activity, your attitude towards yourself and other people. It is self-assessment that significantly affects the effectiveness of human activity and the degree of expression of

the desire for personal growth. Two factors have a decisive influence on the formation of self-assessment: the attitude of others and self-awareness of the characteristics of their activities, progress and results.

Self-assessment is the central core of personality. This largely determines the social adaptation of the individual, is the regulator of his behavior and activities. It is not originally inherent in the personality, its formation occurs in the process of activity and interpersonal interaction. Society strongly influences the formation of self-assessment of the individual. Man's attitude to himself is the last formation in the system of man's relations with the world. However, self-assessment occupies a special place in the structure of personal relationships.

Self-assessment is a value attributed to oneself or one's individual qualities. The main evaluation criterion is the system of personal meanings, that is, what the personality seems to be significant. The main functions that self-assessment performs are regulatory, on the basis of which personal decisions are made, and a protective function, which ensures relative stability and independence of the individual. A significant role in the formation of self-assessment is played by the assessments of surrounding individuals. It can also be said that self-assessment is a state in which a person evaluates himself in different areas and evaluates his qualities. Self-assessment of one's abilities, qualities and one's place among other people, of course, is one of the main features of a person. It is she who largely determines the attitude towards others, criticality, exactingness towards oneself, attitude towards success and failure [7].

When we consider the core of the personality, it must be remembered that self-assessment is an important regulator of its behavior. The existing self-assessment is the result of constantly comparing what a person observes in himself with what he sees in other people. A person who already knows something about himself, looks at another person, compares himself with him, assumes that he cares about his personal qualities, actions, manifestations, and all this is part of a person's self-assessment and determines his psychological well-being. In other words, a person always has a reference group (real or ideal) that he looks at, from which he draws his value orientations (regardless of how adequate they are), whose ideals are his ideals, their interests are his interests. [8].

Attention was attracted not only by self-assessment as such, but also by the reasons influencing its formation. The study identified factors that have a significant impact on self-assessment. These studies have extensively studied the causes of low self-assessment, which helps to find ways to overcome it more effectively.

W. James divided the components of personality into three grades: physical personality, social personality and spiritual personality. Self-assessment, in turn, he divided into two types: self-satisfaction and dissatisfaction with oneself [9].

B. Skinner saw the nature of self-assessment a little differently. For him, the development and learning of the individual occurs through experience. The «operant learning theory» he developed represents human development as a result of the interaction of the individual with the environment, which occurs through positive or negative experience. This experience reinforces or suppresses subsequent repetition of the behavior. Thus, the most important formative factor in self-assessment is a positive or negative experience. From this, the individual draws ideas about himself [10].

Bandura considers self-assessment in terms of «self-efficacy», «self-respect» and «self-assessment». Domestic psychologists, considering self-assessment, primarily emphasize the importance of human activity. They believe that self-assessment, like other personal formations, is formed as a result of activity, and through awareness of the results of one's activity, a person comes to realize himself as the subject of this activity, to assess his abilities and qualities [11].

According to Gordon Allport, self-assessment is formed during the development of the proprium. This process has seven steps. The third stage in the development of proprium (at about 3 years old) he calls the formation of self-assessment, and a little later, at the fifth stage (5–6 years old), self-image. Having proposed seven aspects of the development of the proprium, he believed that self-knowledge is an aspect that stands above all others and is the last stage in the development of the proprium [12].

Abraham Maslow considers self-assessment in the light of the hierarchy of needs he described. In this hierarchy, he consistently ordered human needs in order of their priority:

1. Physiological needs.
2. Needs for security and protection.
3. Needs for belonging and love.
4. Needs for self-assessment.
5. Needs for self-realization (self-improvement) [13].

Researchers study not only the nature of self-assessment, but also its manifestations. In particular, observations of school-aged boys have shown that people with low self-assessment are especially receptive and sensitive to everything that in one way or another affects their self-assessment. They react more painfully to laughter and criticism, to mistakes and to the fact that they have some mistakes in their work. Often they cannot form close relationships with others because they are ashamed of themselves and afraid to open up to others. As a result, they are characterized by shyness, a tendency to mental isolation, detachment from reality and loneliness. Low self-assessment and communication difficulties affect the social activity of such people. They are much less involved in public life, less likely to occupy leadership positions. When choosing a profession, such children avoid specialties associated with the need to lead or obey, as well as those jobs where the

network is competitive. Even if they have set a specific goal for themselves, they do not have much hope for success and believe that they do not have the necessary data. There are signs of a link between self-assessment and attitudes towards others: a person who feels positive about himself usually accepts others, while a negative attitude towards himself is often combined with a negative and unkind attitude towards others. Low self-assessment causes a number of difficulties in communication and interpersonal relationships, and is also associated with various emotional disorders: depression, negative emotional states, painful symptoms and aggressive behavior.

The purpose of our study: to reveal the content of the influence of a high school student's self-assessment on the choice of a profession.

Research methods. To solve the tasks and test the working hypothesis, a complex of interrelated methods of scientific and psychological research was used: the study and theoretical analysis of scientific psychological and pedagogical literature, observation, questioning, testing, conversations.

The pilot study involved 10 grade students in the amount of 29 students (control group, experimental group). We have used the following methods:

1. Test questionnaire «Determining the level of self-assessment» S.V. Kovaleva.
2. Dembo-Rubinshtein self-assessment diagnostics method modified by A.M. parishioners.
3. Differential diagnostic questionnaire (E.A. Klimov; modification A.A. Azbel).
4. The methodology of professional self-determination by J. Holland (modified by A.A. Azbel, with the participation of A.G. Gretsov).

Research results

According to the test-questionnaire «Determining the level of self-assessment» S.V. Kovalev, students were offered 32 judgments with five possible answers. The sum of points from 0 to 25 indicates a high level of self-assessment, in which a person, as a rule, is not burdened with doubts, adequately responds to the comments of others and soberly evaluates his actions, this result was shown by 2 respondents from grade 10 «A» and 3 people from grade 10 «B». The sum of points from 26 to 45 indicates an average level of self-assessment, while a person feels an inexplicable awkwardness in relationships with other people, often underestimates himself and his abilities without sufficient reason, such were the majority in both grades, 10 people out of grade 10 «A» and 9 people from grade 10 «B». The sum of points from 46 to 128 indicates a low level of self-assessment, in which a person often painfully endures critical remarks addressed to him, more often tries to adapt to the opinions of other people, suffers greatly from excessive shyness, in the 10th «A» such a result was shown by 2 people, in 10 «B» 3 people. The survey results are presented in Table 1, Figure 1.

Table 1. Data from the study of students on the test-questionnaire «Determination of the level of self-assessment» S.V. Kovaleva

Grade	high	average	low
10 «A»	14,3%	71,4%	14,3%
10 «B»	20%	60%	20%

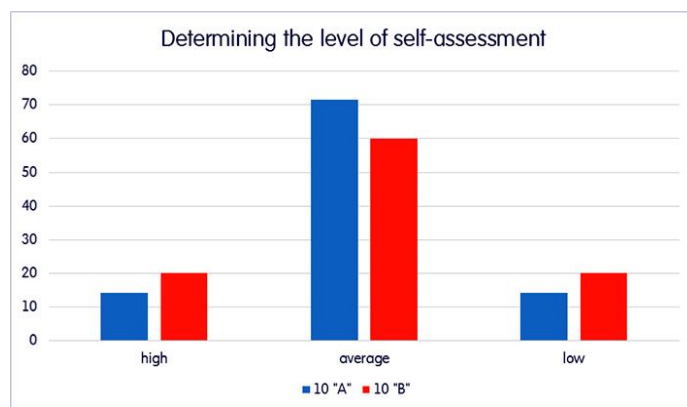


Figure 1. Data from the study of students on the test-questionnaire «Determining the level of self-assessment» S.V. Kovaleva

At the next stage, we used the Dembo-Rubinshtein self-assessment diagnostics method modified by A.M. Parishioners, it is based on direct assessment (scaling) by schoolchildren of a number of personal qualities, such as health, abilities, character, etc. The results of the study of the experimental and control groups are presented in tables 2.3. figure 2.

As the results of the study showed, in 10 «A» grade: very high level – 1 person; high – 4 students; medium – 6 students; low – 3 students. Adiya has a very high level of self-assessment, which indicates an overestimated self-assessment, indicates certain deviations in the formation of her personality, speaks of her personal immaturity, her inability to correctly assess the results of her activities. Students with medium and high levels of self-assessment, and these are the majority, are Arailym, Dilnaz, Ibrahim, Aruzhan, Batyr, Samira, Niyazbek, Aikyn, Kamilla, Maryam have a realistic (adequate) self-assessment. Low self-assessment is observed in 3 people, these are Bakhtiyar, Aidana, Sanzhar, which indicates extreme trouble in personality development, as a rule, such children constitute a “risk group”. Adiya has a very high level of claims, which indicates her unrealistic, uncritical attitude towards her own capabilities. Araylym, Aruzhan, Samira, Camilla, who showed a high level, on the contrary, confirm the optimal idea of their capabilities, which is an important factor in personal development. Ibrahim, Niyazbek,

Table 2. Data from the 10 «A» grade study according to the Dembo-Rubinshtein self-assessment diagnostic method

№	Self-assessment		Pretensions	
	score	level	score	level
1	92	The highest	90	The highest
2	65	high	75	high
3	58	average	59	low
4	54	average	65	average
5	44	low	57	low
6	62	high	80	high
7	50	average	56	low
8	42	high	81	high
9	46	average	62	average
10	37	low	58	low
11	54	average	71	average
12	66	high	90	The highest
13	35	low	55	low
14	57	average	64	average
	The highest – 1 (7,1%) High – 4 (28,6%) Average – 6 (42,9%) Low – 3 (21,4%)		The highest – 2 (14,3%) High – 3 (21,4%) Average – 4 (28,6%) Low – 5 (35,7%)	

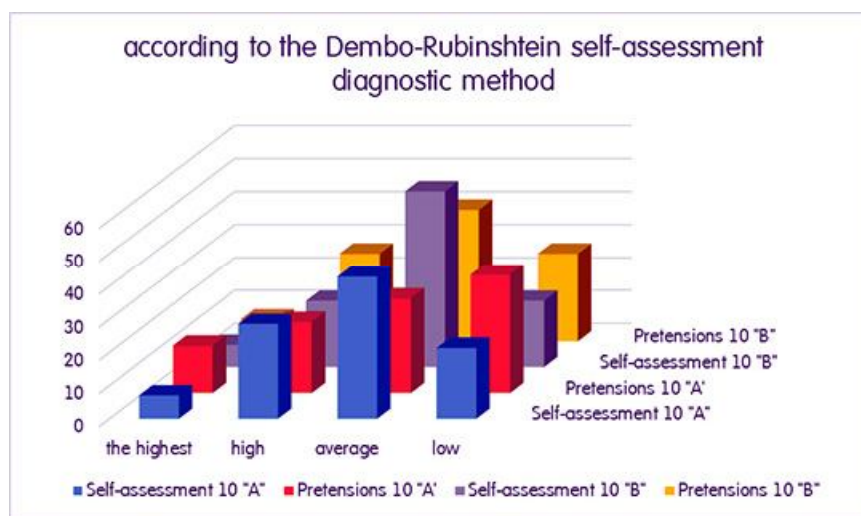


Figure 2. Research data 10 «A», «B» gradees according to the Dembo-Rubinshtein self-assessment diagnostic method

Table 3. Data from the study of 10 «B» grade according to the Dembo-Rubinshtein self-assessment diagnostic method

№	Self-assessment		Pretensions	
	score	level	score	level
1	58	average	58	low
2	62	high	80	high
3	54	average	71	average
4	57	average	75	high
5	35	low	55	low
6	44	low	57	low
7	94	The highest	91	The highest
8	59	average	71	average
9	34	low	56	low
10	48	average	65	average
11	54	average	67	average
12	57	average	70	average
13	70	high	78	high
14	73	high	82	high
15	47	average	62	average
	The highest – 1 (6,7%) High – 3 (20%) Average – 8 (53,3%) Low – 3 (20%)		The highest – 1 (6,6%) High – 4 (26,7) Average – 6 (40 %) Low – 4 (26,7%)	

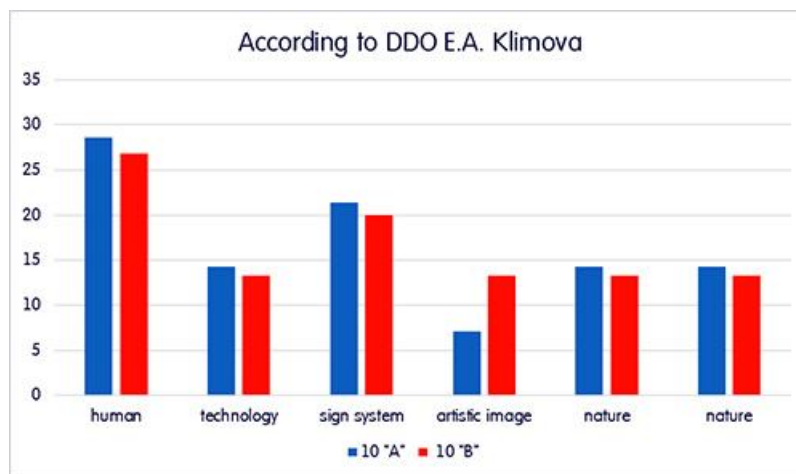


Figure 3. Data of the study 10 «A», «B» grades according to DDO E.A. Klimova, A.A. Azbel

Aikyn, Maryam, who showed an average level of development of claims, demonstrate a normal realistic level of claims. A low level of claims was shown by Dilnaz, Bakhtiyar, Aidana, which indicates an unfavorable development of the personality.

In the 10th «B» grade: Lena has a very high level of self-assessment, which indicates an overestimated self-assessment, indicates certain deviations in the formation of her personality, speaks of her personal immaturity, her inability to correctly assess the results of her activities. 11 students, the majority of them, are Anel, Anya, Vlad, Bogdan, Anzhella, Karina, Zhenya, Eva, Kristina, Olya, Rasul showed an average and high level of self-assessment, have a realistic (adequate) self-assessment. 3 students have a low level of self-assessment, these are Yana, Rustam and Stas, which indicates trouble in personality development, as a rule, such children constitute a «risk group». A very high level of claims is observed in Lena, which indicates her unrealistic, uncritical attitude towards her own capabilities. 4 students, these are Arailym, Aruzhan, Samira, Camilla, who showed a high level, on the contrary, confirm the optimal idea of their capabilities, which is an important factor in personal development. 6 students have a normal, realistic level of aspirations, these are Vlad, Angela, Karina, Zhenya, Eva, Rasul, they showed an average level. A low level of claims was shown by 4 students, these are Anel, Yana, Rustam, Stas, which indicates an unfavorable development of the personality.

Next, we used a differential diagnostic questionnaire (DDO) (E.A. Klimov, modified by A.A. Azbel), it is used to assess professional orientation based on a person's preferences for various types of activities. The methodology is based on a gradeification scheme of professions, according to which all professions are divided into groups according to the subject of labor: «man-nature», «man-technology», «man-man», «man-sign system», «man-artistic image». In a modified version of the DDO methodology, A.A. Azbel as an additional group considers professions in which the subject of labor is the person himself. The research data are presented in figure 3.

Research data in 10 «A» showed that 28.6% of students show interest in the «human-human» sphere, 14.3% in the «human-technology» sphere, 21.4% in the «human-sign system» sphere, 7.1% to the sphere «man-artistic image», 14.3% to the sphere «man-nature», also 14.3% to the sphere «nature».

Research data in 10 «B» showed that 26.8% of students show interest in the «human-human» sphere, 13.3% in the «human-technology» sphere, 20% in the «human-sign system» sphere, and according to 13.3% to the spheres «man-artistic image», «man-nature», «man himself».

The conducted methodology of professional self-determination by J. Holland (modified by A.A. Azbel, with the participation of A.G. Gretsov) made it possible to determine which of these types a person belongs to.

The subjects were given instructions: suppose that after appropriate training you will be able to do any job. The table shows specialties grouped by pairs, from each pair you need to choose one that you consider more suitable for yourself.

1. Realistic type. He is a practitioner who is inclined to deal with specific cases, preferring work where we see the end result. He does not ignore physical labor, he is interested in working with technology, he has developed skills and abilities to work with details. He works well in submission, carries out instructions and commands, his strength is practical diligence.

2. Intelligent type. He is more of a theorist than a practitioner. He likes to study, research any problem, he loves to learn, discover something new, enjoys the process of learning. He has developed abstract thinking, high ability to analyze and systematize information, and hence he always has a broad outlook. But he does not like to obey, he likes to work independently. His forte is manifested in a creative approach to solving various problems.

3. Social type. He is a «communicator» who loves working with people and for people. Because of this, he is interested in work related to training, education, customer service, helping those in need, etc. He loves working with people, always being in contact with them, needs emotional, lively communication. He always manages to influence people, convince them of something, influence their actions and behavior.

4. Conventional type. He likes to work with documents, numbers, texts, including using computer tools. Accordingly, he is satisfied with a quiet, calm environment with a certain range of duties at work, not related to emotions, contact with people, without much risk. In working with information processing, he is accurate, assiduous and accurate. He avoids communication, prefers to do it only when necessary. His strengths are calmness, patience, desire and ability to process information logically and to study issues in depth.

5. Enterprising type. He is a good organizer, likes to actively transform everything around him. He loves work that gives him freedom of action, the ability to independently carry it out. He wants to increase his material well-being, strive for a high status in society. To do this, he is ready to take risks, he is characterized by excitement, initiative. He has strong willed qualities, can take responsibility for himself. His strengths are leadership qualities, courage and determination in solving various issues.

6. Artistic type. He probably tends to be a «free artist». He likes work that involves creative self-expression, he is not adapted to work in a tough regime. Therefore, he needs a job that gives him the opportunity to fantasize, invent, which requires a good imagination, a developed aesthetic taste, creative abilities for drawing, music, etc. His strength is the originality of perception of reality, the ability to see life differently than everyone else. The research data are presented in Table 6.

Table 6. Research data of 10 «A», «B» grades according to the methodology of professional self-determination by J. Holland (modified by A.A. Azbel, with the participation of A.G. Gretsov)

Types of personality orientation	10 «A» grade		10 «B» grade	
	Man	%	Man	%
Realistic type	2	14,3	2	13,3
Intelligent type	3	21,4	2	13,3
Social type	4	28,6	4	26,8
Conventional type	2	14,3	3	20
Enterprising type	2	14,3	2	13,3
Artistic type	1	7,1	2	13,3

These studies showed that the realistic type is observed in 2 students of 10 «A» and 10 «B» gradees, the intellectual type is also observed in 3 students of 10 «A» and 2 students of 10 «B» gradees, the social type is observed in 4 students of 10 «A» and 10 «B» gradees, conventional type for 2 students of 10 «A» and 3 students of 10 «B» gradees, enterprising type for 2 students of 10 «A» and 10 «B» gradees, artistic type for 1 student 10 «A» and 2 students of 10 «B» grades.

Conclusion

The research data showed that if earlier the realistic type was observed in 2 students, now in 3 students, the intellectual type was also observed in 2 students, now in 3 students, the social type in 4 students i.e. unchanged, the conventional type was in 3 students now only in 2, the enterprising type in 2 students i.e. unchanged, the artistic type was in 2 students, now only one.

Thus, we studied the influence of self-assessment on professional self-determination in adolescence: it turned out that the realistic type made up 20% of the total number of subjects, they prefer concreteness of cases, have a practical mindset, formed motor skills and skills have adequate self-assessment. The intellectual type of professional orientation is also inherent in 20% of the subjects with adequate self-assessment. The conventional type of professional orientation was preferred by 13.3% of the subjects with inadequate self-assessment. This type tends to work with documentation, papers, numbers, as well as using computer technology. Work is suitable – calm, no risk, with a clear scope of duties. Labor activity can be interconnected with the processing of information, with calculations, graphs, calculations, requiring accuracy, perseverance, accuracy.

The enterprising type is also inherent in 13.3% of the subjects with overestimated and high self-assessment, they prefer work that gives relative freedom, independence, providing a position in society, superiority over others, work associated with risk,

requiring initiative, enterprise, will, and the ability to take responsibility. to myself. We found that among young men with adequate self-assessment, a realistic and intellectual type of professional orientation prevails, and among young men with inadequate self-assessment, a conventional and enterprising type, among students with an overestimated and high level of self-assessment, an enterprising type prevails. And students with a low level preferred the conventional type of vocational guidance.

Thus, the summary and analysis of the results of the experimental work as a whole confirmed the hypothesis and made it possible to draw the following conclusions:

– in modern conditions, it is necessary to pay special attention to the choice of profession by high school students;

– work on revealing the content of the influence of high school students' self-assessment on the choice of a profession must be carried out both in group and individual form;

– the work carried out to reveal the content of the influence of self-assessment of high school students on the choice of profession contributed to a more effective choice of profession.

– work on choosing a profession by high school students should be carried out systematically with the involvement of a psychologist, grade teachers, teachers;

– in the integral pedagogical process of the school, it is necessary to create pedagogical conditions conducive to purposeful systematic career guidance work.

The conducted research allows us to assert that the work on revealing the content of the influence of high school students' self-assessment on the choice of a profession is really promising and should be carried out systematically, taking into account the age characteristics of children.

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Жоғары сынып оқушысының өзін-өзі бағалауының мамандық таңдауға әсері

Анотация. Кәсіптік бағдар беру жұмысы мектептердің қызметінде маңызды орын алуы керек, өйткені ол білім беру жүйесін елдің экономикалық жүйесімен байланыстырады. Қоғамның әлауқаты үшін мектептің әрбір түлегі өзінің мүдделеріне, бейімділіктеріне барынша толық қолдануды табуы, қоғамдық өндіріс жүйесінде өз орнын іздеуде уақытты, күш-жігерді (және құралдарды) ысырап етпеуі, ең көп пайда әкелуі және өз еңбегінен терең қанағат алуы қажет. Сондықтан кәсіптік бағдар беру оқушылардың жас ерекшеліктерін, мазмұнындағы, формалары мен жұмыс әдістеріндегі сабақтастықты ескере отырып, 1-ден 11-сыныпқа дейін жүргізілуі керек. Оның нәтижесі оқушылардың кәсіби өзін-өзі анықтауға дайындығы болуы керек. Оқушының сапалы кәсіби бағдары-бұл болашақта оның мансаптық өсуінің, әлеуметтік маңызы бар мамандықты таңдаудың, қосымша білім алу мүмкіндігінің кепілі. Мамандық таңдауға әсер ететін маңызды факторлардың бірі – өзін-өзі бағалау. Қазіргі уақытта ол ерекше өзектілікке ие болды. бұл мамандық таңдауға жеке көзқарасты жүзеге асырудың қажетті шарттарының бірі болып табылатын өзін-өзі бағалау. Өзін-өзі бағалау – бұл адамның санасының өзін және оның іс-әрекетін бейнелеу, сондай-ақ оның дағдыларын, дағдыларын, жеке қасиеттерін, артықшылықтары мен кемшіліктерін бағалау қабілеті.

Кілтi сөздер: жоғары сынып оқушысы, өзін-өзі бағалау, мамандық таңдау, кәсіби бағдар.

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Влияние самооценки старшеклассника на выбор профессии

Аннотация. Профориентационная работа должна занимать важное место в деятельности школ, так как она связывает систему образования с экономической системой страны. Для благополучия общества необходимо, чтобы каждый выпускник школы находил наиболее полное применение

ние своим интересам, склонностям, не терял напрасно время, силы (да и средства) в поисках своего места в системе общественного производства, мог принести наибольшую пользу и получить глубокое удовлетворение от своего труда. Поэтому профориентация должна проводиться с 1 по 11 класс с учетом возрастных особенностей школьников, преемственности в содержании, формах и методах работы. Ее результатом должна быть готовность школьников к профессиональному самоопределению. Качественная профессиональная ориентация учащегося – это залог его карьерного роста в будущем, выбора социально значимой профессии, возможностей для получения дополнительного образования. Одним из важных факторов, влияющих на выбор профессии, является самооценка. В настоящее время она приобрела особую актуальность т.к. именно самооценка является одним из необходимых условий осуществления личностного подхода к выбору профессии. Самооценка – это способность сознания человека составлять представление о себе и своих действиях, а также судить о своих навыках, умениях, личных качествах, достоинствах и недостатках.

Ключевые слова: старшекласник, самооценка, выбор профессии, профессиональная ориентация.