

SECTION 1. GENERAL PSYCHOLOGY, HISTORY OF PSYCHOLOGY

10.46299/ISG.2022.MONO.PSYCHOL.2.1.1

1.1 The influence of emotional instability on the profession choice of high school students

In recent decades, the formation and education of personality is one of the principal objectives of the society. In this regard the qualified training of future students to their professional function's implementation in accordance with new ideas, goals and values of education is becoming relevant [1].

Choosing a profession is one of the most important decisions in life. It determines our occupation in the future and what kind of lifestyle we choose. It is considered that temperament, interests, opinions of others, abilities and level of training, financial incentives and prestige of the profession, health status, and etc. are the main criteria of choosing a profession direction [2].

The most versatile and consistent problem of professional self-determination of a person is reflected in the scientific works of Klimov E.A., Pryazhnikov N.S., Zeer E.F. and others.

Pryazhnikov N.S. wrote that professional self-determination is a long and complex process of self-realization of a personality in professional activity, which is a component of a personal senior school age education. He believes that professional self-determination is a process consisting of several stages, the duration of which depends on external conditions and the individual characteristics of the subject of profession choosing [3].

According to Klimov E.A., professional self-determination is not a one-time act of choosing a profession and does not end with the completion of professional training in the chosen specialty, it continues throughout the whole professional life [4].

In general, a profession choice reflects a certain level of a person's claims based on an assessment of his/her abilities and capabilities. It requires a high activity of the subject, and depends on the level of conscious mental self-regulation formation, and the degree of development of the control and evaluation sphere.

According to Bodrov V.A. the adolescence is a period of training for life and work: when a mastery of a socially significant value ideas system about life building and a professional path is begun; it is also a period of mastering the system of proper relations to the world of adults; information bases formation of moral, social and professional orientation, self-assessment of their own suitability based on an analysis of their capabilities and the degree of development of professionally important qualities; active attempts of self-improvement, self-education, self-organization are carried out [5].

We can distinguish the theory of professional development by D. Super among the theories that had a direct and productive impact on the development of ideas about the process of professional self-determination.

D. Super believes that people differ among themselves in interests, abilities, character traits and other individual characteristics, and therefore, due to individual differences, they are looking for such types of work for which they would be more adapted. According to the scientist, the final decision on choosing a profession is preceded by a number of preliminary decisions, which are not limited to determining which profession is preferable in terms of personal well-being. Some decisions are only indirectly related to the career. The essence of the compromise that occurs when choosing a profession is that a person chooses an occupation that corresponds to his idea of a role that he can perform well [6].

Today, a profession choosing is one of the main life choices of adolescents, so their future lifestyle depends on it. At all times, the problem of choosing a profession is the issue that high school students are faced with, and now it is becoming relevant due to the changes that take place in our society.

For many graduates, choosing a profession is very stressful. The withstanding reason is that the student is afraid to take responsibility for his actions. Also, he simply does not know how to make the right decision so it matches his interests and goals. With this in mind, high school students are experiencing serious difficulties. But when they make a choice, they gain valuable experience and new abilities, namely the ability to choose and make their own choices.

The complexity of the situation of professional choice is due to the uncertainty of the considered alternatives and the consequences of the decision, the results of which will determine the social position in the structure of society in the long term. In addition, there is a certain substitution of the professional choice of education in modern society, when a graduate chooses not the profession for itself as the level of professional education (secondary or higher) and a specific educational institution that provides professional training of the program in the area of his interest [7].

According to Klimov E. A., the choice of a profession is not only a separate choice of a labor, life path, consisting of a certain chain of interrelated steps, which “usually begins with a more or less detailed orientation in the situation, then it can be followed by a search and assessment of possible options for further actions and their consequences, a more or less pronounced struggle of motives, and finally, the formulation of a decision”, but also activity in the constant design and real construction of their professional career path [8].

The choice of a profession among high school students is associated with life self-determination, as by this time they have formed a psychological readiness for professional self-determination (especially this period is stipulated by the plans and desires, the implementation of which is delayed, and there is a possibility of their significant adjustment in youth) [9].

High school students differ significantly from each other not only in temperament and character, but also in their abilities, needs, aspirations and interests, as well as varying degrees of self-awareness. Individual characteristics also manifest themselves in the choice of life path. Youth is the age when a worldview, value orientations and attitudes are formed. In fact, this is the period when childhood transits to the beginning of adulthood, and to the constructive solution of various problems, professional development as well. According to Erickson, adolescence is built around a process of identity, consisting of a series of social and individual-personal choices, identification and professional development.

It is also important to note that the formation of educational strategies for high school students in connection with professional self-determination is determined by the

system of motives and needs that they plan to implement through their chosen profession. In addition, this age period is the most optimal for the formation of the motivational component of psychological readiness for a professional choice, so its development can be successfully carried out with specially organized career guidance work in educational institutions.

Emotionality is one of the global characteristics of human behavior. However, this is understood ambiguously. It is necessary know the genesis and influence on certain behavioral traits and identify the properties themselves to understand and predict the origins of certain features of a person's emotional behavior.

Emotionality as a property (feature) of temperament was mentioned by Hippocrates, speaking of the choleric type. At the end of the 19th century, P. Malaper determined a special type of emotional people along with apathetic and passionate people. Emotionality, according to Wiersma (1908, 1909), is the process of how a person takes small things to his heart, admires or cries for a small reason.

P. Fress defined emotionality as a personality trait - it is sensitivity to emotional situations. Emotionality is used as a synonym for hyperemotionality, i.e. as a manifestation of more frequent and stronger emotional reactions than usual for people [10].

Teplov B.M. (1946) spoke about emotional excitability, understanding it as the speed of the emergence of feelings (emotions) and their strength. Merlin V.S. (1973) distinguished two emotional properties in temperament: emotional excitability and strength of emotions. The first means emotional responsiveness, the second - the energy side of the emerging emotions.

P. Fress, B.M. Teplov and V.S. Merlin note its dynamic side in emotionality. G. Craig (2000) considers emotionality as a qualitative characteristic of hyperemotionality.

Nebylitsyn V.D. (1971) defined the level of human emotionality as the ability to experience emotions (taking into account the modality of this experience). In his earlier work (1964), the researcher gives a detailed definition of emotionality, which is understood as an extensive set of properties and qualities that characterize the features

of the emergence, course and cessation of various feelings, affects and moods. As the main characteristics of emotionality, he identifies impressionability, impulsiveness and emotional lability [10].

Emotions are an individual style of experience, subjective sensitivity to the phenomena of the surrounding life, manifested both by the background of the mood and by the intensity of the expression of feelings. The positive or negative color of emotional manifestations is adaptive, since it reflects the fundamental aspects of the feeling of satisfaction-dissatisfaction, which determine the activity of a person and the mechanisms of adaptation to the environment [11]. For the first time, B.I. Dodonov (1977). These stereotypes, in his opinion, are an integral part of the psychological makeup of the individual.

The author considers emotional instability as a stable complex of personality character, the structure of which includes a number of interrelated personality traits that create a person's tendency to emotionally unstable actions in relation to other people. And emotional stability is a personality trait that ensures the stability of asthenic emotions and emotional arousal when exposed to various stressors [12].

It is quite difficult to determine the exact provoking factor of emotional instability, but there are a certain number of them, each of them can provoke the occurrence of an emotionally unstable disorder.

In 2020-2021 there conducted a study with 9th grade students of secondary school No. 36 in Pavlodar (Kazakhstan) in the amount of 38 people (17 girls and 21 boys) aged 15-16 years.

The following methods were used:

- 1) methodology "Map of Interests" A.E. Holomstock;
- 2) E.A. Klimov "Determining the type of future profession";
- 3) the questionnaire of professional preferences of J. Holland (QPP);
- 4) G.Yu. Eysenck "Self-assessment of the emotional state";
- 5) methodology for anxiety studying by Ch.D. Spielberg - Yu.L. Khanina.

Figure 1 shows the results of the diagnosis of interests and inclinations of the 9th grade.

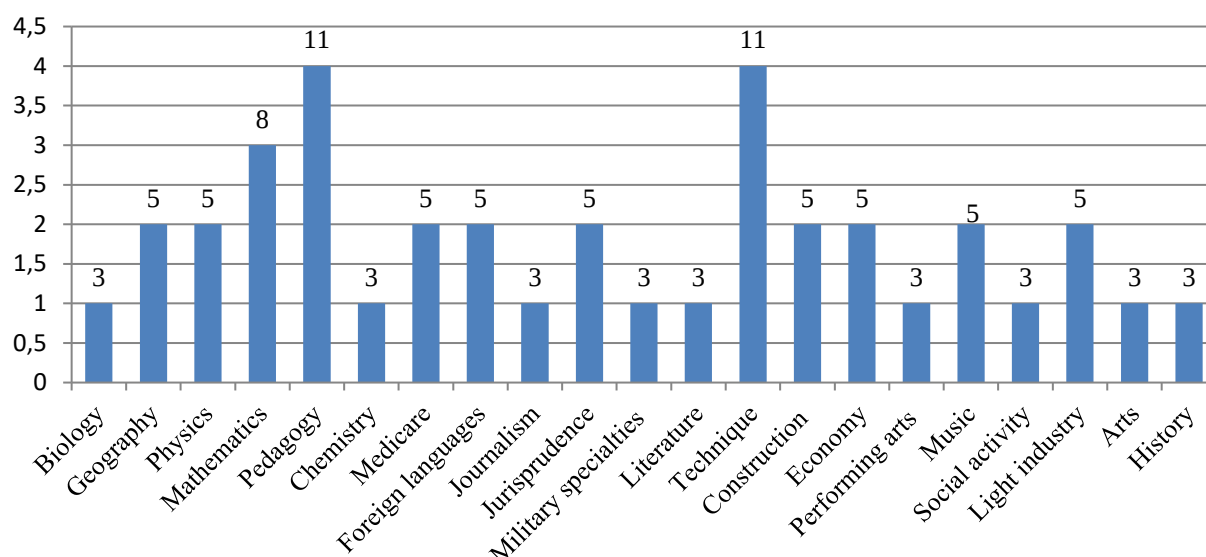


Figure 1. General diagnostics of interests and inclinations of high school students, %

Figure 1 shows a general diagnosis of the interests and inclinations of high school students:

- the least expressed are such areas as: biology, chemistry, journalism, military specialties, literature, performing arts, social activities, art, history;
- insufficiently expressed: geography, physics, medicare, foreign language, law, construction, economics, music, light industry, mathematics;
- Pedagogy and technology are mostly indicated.

Based on the obtained data, it can be concluded that young men are most focused on such industries as technology, light industry and construction, and girls are more focused on the pedagogy industry, this is due to the fact that high school students divide many professions by gender as female and male. Such ideas about professions influence their value orientations and professional self-determination.

The results of determining the type of future profession are shown in Figure 2.

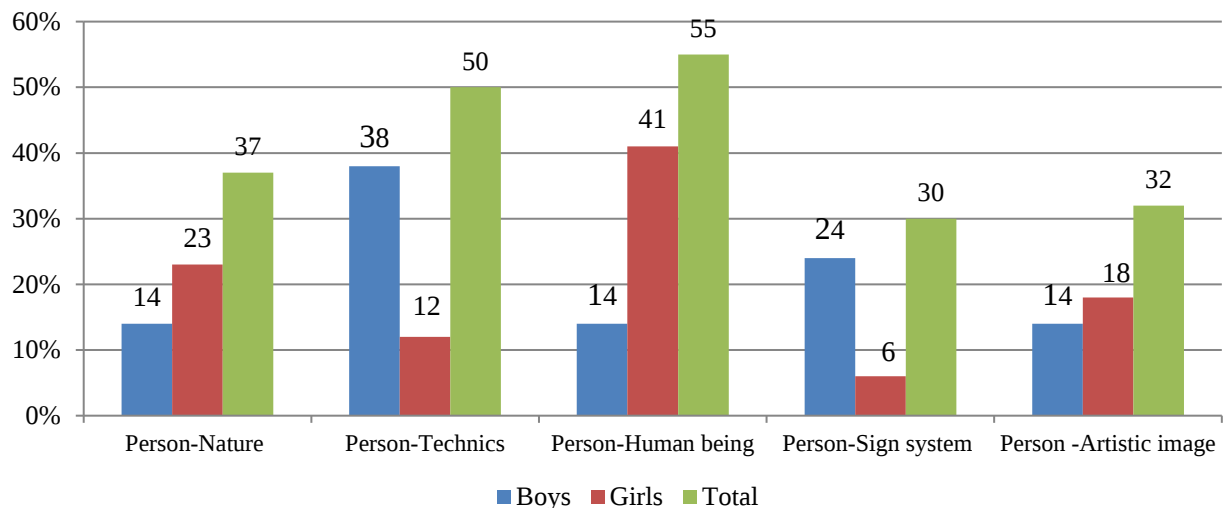


Figure 2. Results of determining the type of future profession, %

From Figure 2, we can see that girls (23%) are more focused on the “person-nature” sphere than boys (14%). Interest in this subject of work is determined by the following inclinations of a person: love for nature, interest in biology, observation, stability of attention, the need for physical activity and attitude to such types of educational activities as: laboratory work in biology, work on the school educational and experimental site, in a residential area, in a garden, in a kitchen garden, caring for animals.

Boys (38%) are more focused on the field of activity "person-technics" than girls (12%), which is confirmed by the choice of the future profession. The main qualities inherent in such people are: design thinking, ingenuity, diligence, accuracy of actions, coordination of actions, accuracy, high concentration of attention, etc.

The majority of girls (41%) prefer the orientation of the “person-human being” sphere, unlike boys. This suggests that “person-human being” includes any job related to training, education, service, and management—those that involve communication and close interaction with other people. It is extremely important for representatives of professions related to communication with people to have such qualities as: strong emotional stability, the ability to find a common language with different people, the ability to understand human relationships and intentions, etc.

Only 6% of girls choose the sphere "person-sign system", while among boys this sphere prevails over other spheres and makes up 24% of the total number of boys. The essence of professions of the "person-sign system" type is to accumulate certain information, process it, store and transmit it to the end user, and also help in the exchange of this information. The characteristics of employees in this area include: developed visual and figurative thinking, high and stable concentration of attention, perseverance, a tendency to routine work, etc.

Figure 2 shows that the focus on the field of activity "person-artistic image" is in almost the same percentage for both girls and boys (14% and 18%). This suggests that the main field of activity is art and everything that can be connected with it, therefore both women and men can work equally in the direction.

The results of diagnostics according to Klimov are not only conscious professional interests, but also other personal formations: inclinations, abilities, compliance of the characterological characteristics of the individual with the requirements of the profession.

The results of professional preferences according to J. Holland are shown in Figure 3.

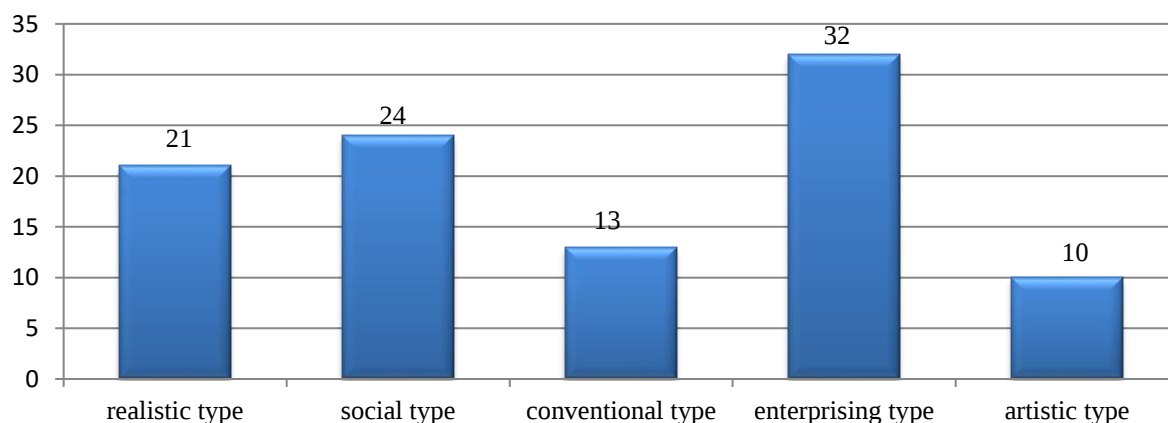


Figure 3. Professional preferences according to John Holland, %

From figure 3, we see that in the 9th grade, 21% of students have a realistic type; 24% - social type; 13% - conventional type; 32% - enterprising type; 10% - artistic type; smart type is not expressed.

Students of 9th grades are active participants in school, district and regional events. Most children have social skills, organizational skills, they are emotional and sociable.

According to J. Holland, social and enterprising personality types have these features. Most of them have already made their professional choice under the influence of someone else's opinion, but not on their own.

Our experience has shown that those high school students who have decided on the choice of a profession clearly understand what requirements it imposes, take profile subjects more seriously and responsibly, they attend courses at the city's universities. Those who have not yet decided on their choice of profession for various reasons (including due to insufficient awareness of the profession), do not always work with maximum efficiency in the classroom, do not take seriously enough subjects that are expected to be related to their future professional activity.

The type of professional activity carried out should coincide with the personal, characterological type. If a high school student is sociable, then professions associated with numerous contacts are more suitable.

Thus, we can conclude that professional self-determination is a complex psychological process that includes life orientations, cognitive interests, professional orientation, and professional plans of adolescents.

The emotional state of schoolchildren in connection with the choice of their future profession is shown in Figure 4.

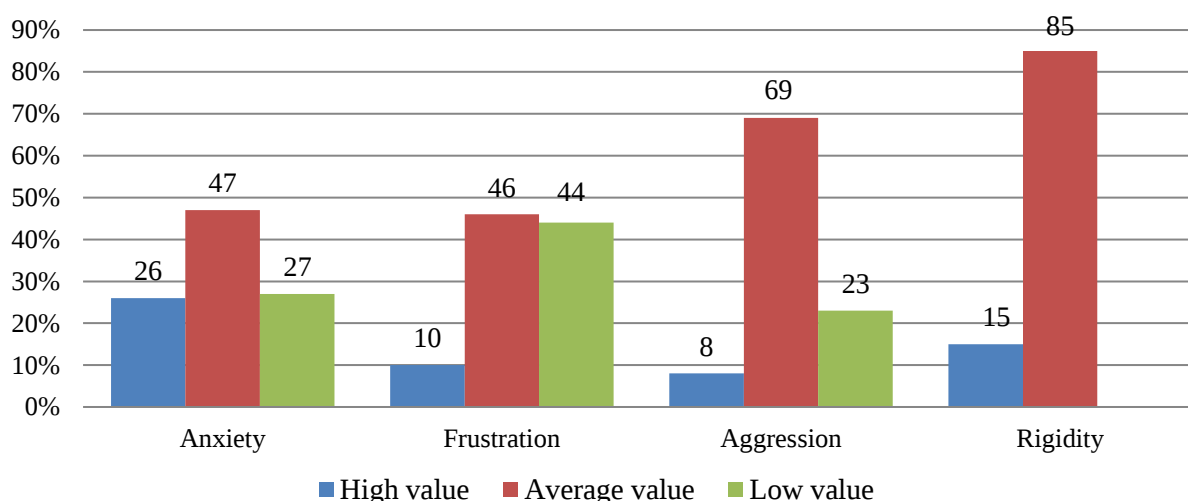


Figure 4. Self-assessment of the emotional state of students, %

From Figure 4, we see that 26% of adolescents have a high level of anxiety, which is characterized by a feeling of fear or apprehension; the average level of anxiety - in 47%, characterized by the presence of irritability; low level of anxiety - in 27%, characterized by calmness and stability in stressful situations.

A high level of frustration is expressed in 10% of adolescents who are characterized by low self-esteem, avoidance of difficulties, fear of failure; the average level is in 46%; low level - in 44% of adolescents who are resistant to failure, are not afraid of difficulties.

High aggressiveness is expressed in 8% of adolescents, low aggressiveness - in 23%. A high level of rigidity is expressed in 15% of adolescents, i.e. constancy in behavior, beliefs, views, even if they diverge, do not correspond to the real situation; low level of rigidity is not expressed.

The level of anxiety and emotional state in high school students is shown in Figure 5.

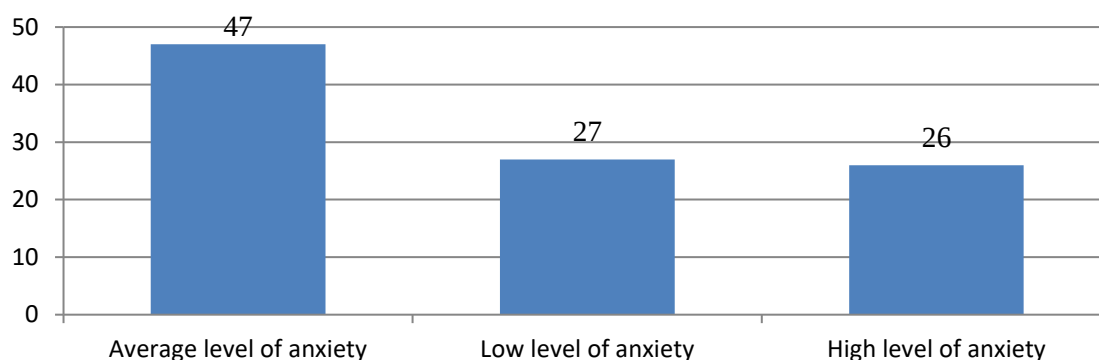


Figure 5. The level of anxiety and emotional state of high school students, %

From figure 5, we see that 26% of students have a high level of anxiety. These children are constantly unsure of themselves and their decisions, always waiting for trouble, emotionally unstable, suspicious, incredulous.

Communication with them becomes selective, emotionally uneven and, as a rule, limited to the old circle of attachments. It is difficult to contact with the strangers, to start a conversation, it is very easy to get confused and confused by sudden questions.

They do not know how to control their emotions; they are dependent on the opinions of others.

Thus, we can conclude that in high school students, anxiety is localized in certain areas of human interaction with the world: school, family, future, self-esteem, etc. Its appearance may be associated with the development of reflection, awareness of the contradiction between their own capabilities and abilities, the uncertainty of life goals and social status. High school students with a high level of anxiety mainly choose professions such as "person - nature", "person - technics". That is, they choose those professions that, in their opinion, are “safe” both physically and psychologically. They may not realize why they have chosen this profession, considering that exactly this specialty is really interesting for them and that they will be realized as professionals in this field.

In fact, when anxious young people choose a “safe” profession, they try to protect themselves as much as possible from the negative influence of the outside world. Constant anxiety about failures in their activities causes irreparable damage to the mental health of a young person, especially if this failure is supported by the outside world.

Thus, there are no strict requirements for emotional stability and mental processes in the group of professions "person - nature" and "person - technics", there is also no constant interaction with people. Nature and technics require perseverance and attentiveness, conscientiousness and responsibility, i.e. those personality traits that anxious young people have in abundance.

Thus, it is necessary to conclude that emotional instability and anxiety play a big role in profession choosing and designing a career for high school students, since, a graduate can make the right and informed choice of his future relying on his emotional state.

Each person has to solve many problems and answer different questions about their lifestyle. One of the main tasks that high school students and, of course, their parents are trying to solve is to orient themselves correctly in choosing a profession.

The modern labor market is characterized by a high level of competitiveness of specialists in almost all areas of activity. A special place in the system of general education to the problem of professional students' self-determination is assigned by increasing requirements for each representative of society.