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**TÍTULO:** Direcciones de autodeterminación y elección profesional en adolescentes en los tiempos modernos.

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**RESUMEN:** Las direcciones de la formación de la autodeterminación se estudian en este artículo y se menciona que la autodeterminación de los adolescentes tiene un serio impacto en su elección profesional. Quedó claro, a partir de la investigación realizada, que la falta de imaginación de los adolescentes sobre la profesión afecta la idoneidad de su proceso de autodeterminación, así como que los pensamientos correctos no son dominantes en los adolescentes relacionados con la profesión, y especialmente, los valores como la cortesía, la responsabilidad, la paciencia, etc., no se reflejan. Los hechos demuestran que es necesario crear un entorno educativo favorable para asegurar la idoneidad de la orientación profesional en adolescentes y minimizar el impacto de los padres en la elección profesional.

**PALABRAS CLAVES:** adolescentes y jóvenes, elección profesional, autoimaginación, profesional, jerarquía.

**TITLE:** Directions of self-determination and professional choice in adolescents in modern times.

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**ABSTRACT:** The directions of the formation of self-determination are studied in this article and it is mentioned that the self-determination of adolescents has a serious impact on their professional choice. It was clear, from the research conducted, that the adolescents' lack of imagination about the profession affects the suitability of their self-determination process, as well as that the correct thoughts are not dominant in the adolescents related to the profession, and especially, values such as courtesy, responsibility, patience, etc., are not reflected. The facts show that it is necessary to create a favorable educational environment to ensure the suitability of professional guidance in adolescents and minimize the impact of parents on professional choice.

**KEY WORDS:** adolescents and young people, professional choice, self – imagination, professional, hierarchy.

**INTRODUCTION.**

The formation of the abundance of information in the condition of integration to the world creates serious changes in the field of economy. The acquisition and processing of information has created a basis for changing the outlook of educational subjects, their self - attitude having a new content unlike previous periods, as well as, the emergence of new attitudes in relation to their professional choice.

It is no coincidence that the flexible perception of information and formation of adaptation abilities compliant with it are considered to be one of the main features of a developing human. The emergence of new professions in the background of accelerating scientific and technical progress also creates a new system of relations and choices. Such changes can not affect the system of relationships of adolescents who are on the verge of a professional choice and the process of professional choice. Honestly, A. Toynbee (1995) considered that the prosperity of civilization was determined not by the technical and economic change of its development, but by its specific path, first of all, by the individual's self – determination and social and cultural self-determination (A. Toynbee, 1995).

Research shows that in many cases, graduates coming to certain specialty and professional fields cannot ascertain themselves or they approach that field only as “obtaining diploma”, and this, in itself, has an obstruction for finding themselves in the field they want and for self-attitude. Facts show that the beginning of this process just comes from the age of adolescent.

Formation of interest for certain profession, but its non – confirmation with potential opportunities creates condition for the emergence of the above-mentioned issues. Along with this, the formation of professional choice in an adequate direction in the period of teen years leads to their finding themselves in the professional field they want and realization of their potential in this field, in the end, living a happy lifestyle.

An adolescent who has free choice opportunities and a right choice of profession realizes himself/herself in compliance with potential and in an adequate manner. It is necessary to create conditions for self-realization of adolescents, free choice and adequate assessment. In addition, achievement gained in the economic and political life of our country requires from new generation to sign serious successes in the professional field and just thanks to it, it is possible to maintain sustainable development and raise the wellbeing of people.

## **DEVELOPMENT.**

### **Description of research.**

Self-determination and professional choice of adolescents were studied in different scientific fields. Its main reason is related to the urgency of self-determination and professional choice in adolescents at all periods and the occupation of one of main places by this problem in the life of society. Importance emerging in the life of society arises from some necessities.

Firstly, the number of professional fields has increased by the change in the social and economic conditions in recent decades which creates basis for the increase in the professional choices and opens the way for the expansion of opportunities.

Secondly, increase in the demands for labor activity expands the opportunities for professional self-determination. Entrepreneurs have a special motivation in the increase in interest for many professional fields. Increase in the number of specialists who can notice operative technological changes, adapt to new conditions and approach the organization of labor in an effective manner complies with their interests more than anything else. In this regard, entrepreneurs and investors are interested in the professional choice of adolescents in the self – determination of profession. Just from this point of view, the problem is quite urgent.

“Self-determination” is used for expressing the process of human maturation, showing the formation of perspective views to life, preparing plans for a future life, adapting to the world of values, as well as, a person’s finding his/ her place in the life and expressing his/ her determination, professional choice, attitude towards the world and public (Borisova E.M., 1995).

Self-determination is the establishment of the life by a person according to his/ her individual features and capacities. A. Alizade (1996) shows that life plans of pupils during the teen years are not separated from their wishes and desires. In other word, if teenage boys and girls talk about profession, this only sounds as the expression of mysterious child imagination, but professional choice during

the older school age is realized, the most real and reasonable options are distinguished from many fantastic or abstract opportunities (A. Alizade, 1996).

The notion of self-determination is used in different perspectives and content in different scientific fields. So, self-determination is expressed by the notions such as self-determination of the personality, social, life self-determination, professional self-determination, family self-determination etc., which their content is different from one-another. In addition, the notion of self-determination itself is differentiated in terms of content in the context of different sciences. So, legal, psychological, philosophical, pedagogical and sociological self-determination formulas. Therefore, self-determination has interdisciplinary status.

The notion of self-determination was presented as the search for reality related to the personal life path in philosophical research (ancient philosophy), finding his/ her own place in the life, personal experiences of his/ her inner world (existentialism), realization of his/ her nature and self-acceptance (E. Fromm, 1978).

Self-determination is associated with identity in the theory of E. Erikson (1996), the founder of the theory of identity and it is formed at some stages. Self-determination from identity point of view – is the identification of a person with certain image that characterize his/ her attitude towards himself/ herself, others and reality. Self-determination has clear borders in the psychological plan and it is different from other notions. This border is placed between the opportunities of reestablishment of a human nature (congenital physical and psychological features) and compliance with social condition. Self-determination is conditioned by such aims and demands that they can reach the person for self-development. In other word, external reasons are realized being broken by internal conditions (E. Erikson, 1996).

Nota L, Soresi S, Ferrari L, Wehmeyer M.(2011) note that self-determination is subject to the system of willful acts and personal volitional behavior as a psychological construction. Behavior with self-determination emerges from the realization of intentional, conscious choice and decision making. Self-determination theory (SDT) presented by Deci E.& Ryan M. (2000) is focused on the motivation aspect of self-determination and the role of self-determination in the learning activity of pupils and in education is investigated in the direction of motivation. Here, self-determination is characterized as “having the ability to choose and realize this choice and determine these acts” (Deci and Ryan, 2000).

Wehmeyer (2005) characterized self-determination behavior as willful acts that enable “improving his/ her life, maintaining positive points” which plays the role of specific agent. Self-determination is characterized as knowledge, ability and habits that lead to autonomous behavior, self-regulation and purposefulness (Wehmeyer, 2005).

Self-determination is not only restricted by the realization of professional tendencies as psychological process, but also it is conditioned by the study of professional field and realization of personality quality required by that profession.

I. S. Kon (1993) states that only some schoolchildren whose family status has become complex meet with existential choice situations, most of them are not ready for choice, they are not able to endure their responsibility and make a choice.

According to N. S. Pryajnikova (2006), “professional self-determination is the establishment of professional perspective in an independent, conscious and voluntary manner, its correction, getting vocational educational and improving himself / herself in this activity” (N. S. Pryajnikova, 2006).

N. S. Pryajnikova (2006) characterizes the process of professional self-determination as the component of reorganization of the personality with continuous self-realization that shows itself during teen and older school years. He doesn't describe self-determination as a unilateral process.

According to him, self-determination consists of several stages that are interdependent which at those stages, an individual spends his/ her internal and external potential for the selection of any profession. In such a case, professional self-determination is gradually understood choice process characterized by finding personal meaning, and conditioned by individual's internal opportunities.

Such opinions about self-determination are found in the works of E. A. Klimov (2010). He characterizes self-determination as an important feature of psychical development but not only as "self-restriction" and voluntary access to professional limitation and enables adolescents feel themselves as useful, whole part of the society. E. A. Klimov (2010) determines two levels of professional self-determination in his studies:

- 1) Gnostic level (re-establishment of consciousness and self-consciousness).
- 2) Practical level (change in the real and social status of a person).

Based on all of these facts, the following brief description of self-determination approaches can be given:

1. Pedagogical approach (P. G. Shedrobski, 2007). According to him, professional self-determination is the main indicator of social and psychological maturity of the personality and the demand for self-realization.
2. Psychological approach (I. S. Kon, 1993). Here, it is presented as an individual's entering into certain structure of the public and stabilization of a life. Conscious choice stands on the basis of self-determination and an individual makes a decision taking into consideration his/her abilities, individual and psychological features and the requirements of social and economic condition.
3. Life activity approach (L. I. Bojovich, 2008). In this approach, professional self-determination is approached as a stage of the human life. Professional self-determination exists during all professional activity period of the human life: personality always thinks, gives meaning to his/her professional determination and ascertains himself/herself in the profession.

4. Self-determination in the direction of professional orientation is not restricted only by professional choice, doesn't end with the completion of professional choice and it continues for the whole professional life (E. A. Klimov, 2010; N. S. Pryajnikov, 2006).

Summarizing research dedicated to the study of the problem, it can be concluded in such a way that it cannot be said that the process of self-determination in adolescents is completed only by the process of professional choice. Self-determination is regularly searching for the meaning of life, self-realization, self-actualization and self-understanding in the specific professional field.

#### **Research Aim.**

Formation of self-determination in adolescents depends on the imaginations on themselves and their profession, the hierarchy of professional field in the life of society and other factors.

#### **Research Methods.**

The survey of professional identity was used to implement experimental and practical direction of the research. The division of information obtained complied with the normal division which asymmetry and excision indicators prove it (a representative error was calculated); therefore, student criterion was used for the comparative analysis of independent choices. Correlation coefficient was calculated with the help of Pearson criteria. Information of empirical research was used from SPSS computer software on data processing. The research was conducted at secondary schools and covered 150 adolescents. Methods such as "Test of incomplete sentences", "Self-assessment scale" (Rean, Kolominski, 2000), "Motifs of professional choice" (J. Holland, 1990) were used in the research.

#### **Discussion.**

Methodology of "incomplete sentences" was used in order to determine psychological features of self-determination in adolescents. Assessment criteria of the formation of self-determination in

adolescents and opinions that have an importance in terms of meaning for adolescents were generalized in certain blocks.

1. Imaginations about himself/ herself -I block.
2. Imaginations about future -II block.
3. Values of wealth -III block.
4. Imaginations about future profession -IV block.
5. Motivation for success achievement -V block.

Answers received from the I block entitled “Imaginations about himself/ herself” reflect the self-assessment of adolescent at certain level. We verified the results obtained with the scale of “Self-assessment” in order to determine the reliability of this fact.

Comparison showed that results obtained almost coincide. So, answers are significant at the level of  $r=0,05^{**}$ . 62,8 % of adolescents who try to complete sentences directly express attitude towards “his/her own I”. For example, I think that “I am handsome, “I have high thoughts about myself”, “I am skillful”, “I am brave”, “No one can win me” etc. But in 22.5% of adolescents, imaginations about themselves are inadequate. However, here, the focus is on the description of “I”; for example, answers with the meaning “I like myself” prevail. 14.7% of adolescents whose opinions were asked realize themselves. However, this realization is negative oriented and directed to the identification of the deficiency of “I”; for example, they write that “I know my disadvantages and negative sides”, “I have rashes on my face, I hate myself”. As can be seen, formation of imaginations about himself/ herself is a direct way to self – realization.

65% of adolescents expressed a positive attitude towards the II question of the first block; that’s, “I think that my ability...”. They consider that they can successfully solve training and professional issues awaiting them in future. Even there are some adolescents among them that they think that they’ll enter into the higher institute and they’ll work in the professional field after graduation.

17% of adolescent who took part in the research have answers that express desire, judgment and orientation. For example, “I want to do what I think”, “I can manage any problem”, “it is enough to achieve my own aims” etc. In addition, answers of 18% of adolescents were associated with the directions of self – realization. They said that they will have more attempts for the solution of problems on the personal background. For example, “to do what I want..., realize what I do, determine for what I live” etc.

While answering the III question of the first block (“My friends consider that I ...), 68% of adolescents paid attention to points arising from the effect of sex differences. for example, girls wrote the answers such as “good”, “beautiful”, but boys such as “beautiful”, “skillful” etc. 22% of adolescents whose opinions were asked noted the answers such as “dignified, generous, and best of all”, “woeful, inconsistent” etc. 10% answered as “I don’t know”. In such a case, generally, adolescents have positive self – assessment. However, in addition, there are certain excitements, disbelief in himself/herself etc. in the answers.

Answers of adolescents to the question “My life...” of the II block entitled “Imaginations about future” such as “interesting”, “entertaining”, “nice” were 48%, “training and communication” – 22%, “always full with fight” – 25%, “I am satisfied”- 10% , “inexhaustible excitements” – 5%, “consists of black and white lines” -6% etc. are found.

63% of adolescents answered the question “I think the future will....” as “happy”, “nice”, “merry”, “interesting”, “entertaining”. Here, one point should be noted that answers of teenage boys and girls were different in nature just in this question. So, teenage boys mostly take financial provision as a basis, but girls consider just being happy as acceptable. 18% of adolescents whose opinions were asked answered “I don’t know”, “uncertain” etc. while completing incomplete sentence.

65% of adolescents answered the question “How do you imagine your life after 15 years” as positive, that’s, they said that they’ll be “rich” and fulfill a part of their desires. It is interesting that most of adolescents see the meaning of life in being rich, having a car, a nice house. However, they don’t think about necessary ways and means about how to achieve this.

16% of adolescents think that they will study and work at the job with high salary. 7% consider that they will marry and have children. 12% answered uncertainly. Such answers prevail. For example, “Future will show, God knows, If my fate allows” etc. As a whole, such conclusion can be made from these results that most part of adolescents have an optimist attitude towards future. However, these views are stereotype and adolescents don’t have clear imaginations in the exact professional orientation. Almost, all these are desires and wishes for teenage. The direction which reflects these desires and wishes in itself is directly create a career and achieve high level of financial condition. Not having clear plans for near future creates doubt for the realization of these desires.

Difference is observed in the answers to the questions of the II block entitled “Values of wealth”. The highest result in the completion of question “My values are ...” is financial provision. 68% of adolescents assessed their values from this aspect.

Answers such as “Good and devoted friends”, as well as, “happy family life” were given by 17% of those whose opinions were mentioned as the main value for themselves, “freedom” “love” values by 6% and 4%, “interesting job” by 5%.

52.8% of adolescents answered “live a better life” for the question “The most important part of my life ...”. In addition, it wasn’t interpreted what they mean when they say live a better life. “Get higher education comprised 32.6%, “achieve success”, “engage in an interesting work”, “good salary” – 14.6%. An interesting point is that values such as “not depending on others”, “be self – confident”, “create career” were higher in girls than boys.

88% of adolescents in the completion of the question “If my fate allows...” answered “I’ll have much money”. They believe in the fact that this money will give them opportunities such as “do business”, “live a meaningful life”, “be manager” etc. Only 12% of adolescents, which most of them are girls, consider having a happy life as to be successful in life.

If we analyze the answers, we’ll see that the most dominant one among answers is financial provision, happy life and freedom. Specific thoughts related to profession don’t prevail. In addition, values such as courteousness, responsibility, tolerance, prudence etc. are not reflected in the answers. This gives information about the fact that imaginations of adolescents about social life strategies are not intact and they are not ready for the responsibility.

The analysis of answers given by them to the questions of the IV block entitled “Imaginations on future profession” showed that adolescents have certain similar imaginations on future profession. 45% of adolescents noted that they prefer the profession of “lawyer and doctor” in the answer to the question “My future profession is ....”. Other 30% adolescents prefer the profession of “economist”, “manager”, “computer programmer” and “actor”. Other 20% have uncertain imaginations in the professional field.

Uncertainty of imaginations on the profession has become clear while answering the question “My professional duties include...”. So, 35% of adolescents note in the answer to this question that “I don’t have any opinion”, “I don’t know yet”, etc.

65% of adolescents state that “I’ll sign documents”, “I’ll have employees”, “I’ll sit at the computer” etc. As can be seen, the majority of adolescents describes the professional field with general details. It shows that they couldn’t understand their professional duties and opportunities yet.

While completing the sentence “plan career...”, 25% of adolescents consider that “it is necessary now”, 35% consider that “it is important for human”, 20% consider that “it cannot be done beforehand”, 20% consider that “it is impossible, everything depends on the fate”.

We can come to such a conclusion as a result of the study that professional orientation for most adolescents is not clearly understood or it is somehow misty. And also, the content of professional orientation is not understood by them in full. Professional field is self-realization which is not understood for them and has a personality aspect.

There are plans associated with the professional orientation in almost less part of adolescents whose opinions are asked and these plans are of descriptive character, they are incomplete in terms of content. On the other hand, adolescents consider that there is no need for planning professional orientation. This, of course, is a negative factor and it shows narrowness of interests in the life of adolescence and the fact that there are not clear directions in the professional field.

The analysis of the block "Motivation for achieving success" shows that imaginations of adolescents about life achievements are not enough. Answers are of stereotype nature. So, in the answer to the question "I want to achieve ..... in my life", 40.0% expressed to gain "wealth", 30.0% achieve "success", 25.0% "independence", 5% "freedom".

60% answered as "health", 20% "family and friends", 15% "education", 5% "finding the meaning of life" to the question "The most important thing in the life for human is .....". Answered given here are of stereotype nature.

The analysis of methodology shows that imaginations on profession in adolescents are weak and motivation directions and values are not understood enough. And also, the results of the research conducted by showed that even their life aims were not understood and the existence of future alternatives in professional choice is inevitable. This can change both towards positive and negative sides.

It goes without saying that the analysis of the research conducted by us and existing studies shows that mostly, meeting biological demands direct modern adolescents towards the activity. Their personal qualities are not of stable nature. This also refers to values.

The research showed that “living happily”, “live a better life”, “having much money” are one of main values for most adolescents. However, for this, non-calculation of clear plans and internal opportunities is a case of conflict. The main aim of their life is to create financial provision. Adolescents not having plans in the professional choice is related to non-understanding the motivation in any professional choice. And also, compliance of internal opportunities with profession is not reflected. There is no feeling of belief for adolescents whose plans are prepared in the love for that profession and association of this or that choice with any motif doesn’t occur. Along with the quantitative nature of the research conducted with adolescents, we considered it appropriate to provide its qualitative analysis. First of all, we tried to determine the effect of self-assessment of adolescents on their professional orientation and their demands.

Table 1. Indicators of dependence of self – assessment of adolescents in professional choice.

Note: It is significant at the level of \*\* 0,01 and \* 0,05.

		Financial condition	Demand for safety	Interpersonal communication	Respect of others	Self – realization
Self – assessment	Dependence coefficient	-.141	-.205*	-.177	.254**	.355**
	Bilateral dependence	.124	.025	.043	.005	.000

As can be seen from Table 1, there is no any relationship between self-assessment of adolescents and financial condition, but there is dependence on the hierarchy of their demands and this dependence is significant at the level of 0.01 and \* 0,05. Especially, there is a significant relationship between demand for safety (at the level of -0, 205, p=0,05), demand for respect of others (at the level of -0, 254, p=0,05), and self-realization (at the level of 0, 355, p=0,05). So, professional orientation of adolescents can be determined by these factors.

Table 2. Relationship between sex features and self-assessment.

Note: It is significant at the level of \*\* 0,01 and \* 0,05.

		Self-assessment	Financial condition	Demand for safety	Interpersonal communication	Respect of others	Self-realization
Sex	Pearson Correlation	-.033	.019	.193*	-.027	-.033	-.067
	Sig. (2-tailed)	.724	.841	.034	.766	.723	.470
	N	120	120	120	120	120	120
Value	Pearson Correlation	.091	-.094	.007	.152	.022	-.032
	Sig. (2-tailed)	.322	.308	.942	.098	.811	.727
	N	120	120	120	120	120	120

As can be seen from Table 2, there is no relationship between sex and self-assessment; at the same time, there is no serious relationship between sex and demand hierarchy (except for demand for safety).

Table 3. Comparison of the values of two groups on the hierarchy of demands.

	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Financial condition	1.587	150	.115	2.383	1.502
Demand for safety	-2.848	150	0,005	-2.183	.767
Interpersonal relationship	.266	150	.790	.350	1.313
Respect of others	-1.326	150	.187	-1.150	.867
Self-realization	-.055	150	.956	-.050	.908

As can be seen from Table 3, there is a significant relationship between safety demand in the hierarchy of demands and professional orientation. This relationship is significant at the level of  $p=0,005$ .

Table 4. Relationship between professional orientation and self-realization.

	t-test for Equality of Means				
	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Time determination	.943	150	.348	.333	.354
Support scale	-1.651	150	.101	-1.917	1.161
Value scale	-2.370	150	.019	-1.250	.527
Behavior scale	-.925	150	.357	-.450	.487
Sensitivity scale	.295	150	.769	.083	.283
Spontaneous scale	.174	150	.862	.067	.383
Self – respect	-2.965	150	.004	-1.100	.371
Self – realization	-1.721	150	.088	-.800	.465
Imagination	.165	150	.869	.050	.303
Synergy	.081	150	.936	.017	.207
Aggression	-.957	150	.340	-.433	.453
Relationship scale	-.957	150	.340	-.433	.453
Cognitive demand	.797	150	.427	.267	.335
Creativity scale	-3.985	1508	.000	-1.100	.276

As can be seen from Table 6, there is a significant relationship between professional orientation and many scales of self – realization. This relationship coincides with the results obtained from qualitative analysis. So, there is a relationship between professional orientation and the scale of values and this

relationship is significant at the level of  $p=0,019$ . In addition, there is a relationship between professional orientation and self – respect at the level of  $p=0,004$ , creativity scale at the level of  $p=0,000$  and these relationships are significant. There is significant relationship with demand for safety in the hierarchy of demands and this relationship is significant at the level of  $p=0,005$ .

Table 5. Relationship between self – determination directions and professional choice.

Professional directions	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Human – nature	2.321	150	.022	.717	.309
Human – technology	-1.649	150	.102	-.400	.243
Human- human	-.518	150	.606	-.133	.258
İ-signs	1.510	150	.134	.417	.276
Human – fictional images	-2.502	150	.014	-.800	.320

As can be seen from Table 5, there is relationship between the directions of self – determination and professional choice and these relationships are between mostly human – nature and human – fictional images. Significance is at the level of  $p=0,022$  in the block of human – nature and at the level of  $p=0,014$  in the block of human – fictional images.

Table 6. Relationship between self-determination motifs and professional choice.

	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Internal motifs	-1.435	150	.154	-.567	.395
Internal social motifs	-2.347	150	.021	-1.117	.476
External positive motifs	-1.116	150	.267	-.550	.493
External negative motifs	2.966	150	.004	2.250	.759

As can be seen from Table 6, there is relationship between the motifs of self-determination and professional choice and these relationships show themselves at the level of  $p=0.021$  in the manifestation of social motifs and at the level of  $p=0,004$  in the manifestation of external negative motifs.

We can come to such a conclusion as a result of the research that the process of self-determination hasn't end in adolescents and this, indirectly, affects their professional choice. Summarizing the research, we can conclude as follows:

1. Existence of scattered, but positive imaginations about adolescents themselves.
2. Unambiguous orientation towards material values.
3. Weakness of the formation of motif and meaning sphere.
4. Incompleteness of imaginations of adolescents on the profession.
5. Preference of biological and personal values in the professional choice.

As a result of studies, it can be concluded in such a way that an aim can be achieved only as a result of the work implemented in a purposeful and systematic manner. Results obtained were analyzed from qualitative point of view. In this case, information was systemized according to the level of formation of self – determination. They are as follows:

- Low level. Non-formation of personal self-determination. Sentences presented were completed or there was written the answer “I don't know”. They have inadequate self-assessment, attitude towards the topic about which is spoken about is negative.
- Middle level. Personal self-determination is not formed as a whole. Being away from the sentences presented is observed. Sentences are not informative, unstable self-assessment, neutral attitude towards the topic which is spoken about and neutral assessment shows itself.

- High level. Formation of personal self-determination. Sentences are completed and expresses exact content. Self – assessment is adequate. Attitude towards the topic which is spoken about is positive and assessment is adequate.

While analyzing the results of the research, we see that future is perceived in different forms by adolescents. Some adolescents see their future optimist, but a well-understood attitude for future was not formed in most adolescents. They don't have attitude which is formed towards life, finding his/her place, as well as, profession chosen. However, having attitude can be considered one of the main points. If some adolescents see the future optimist, it informs about the formation of attitude on the basis of any criteria.

## **CONCLUSIONS.**

The research conducted by us requires giving recommendations for establishing directions of the process of self-determination.

Under favorable educational environment, their motivation opportunities can be increased and negative imaginations about the profession can be re-established in accordance with positive nature. If as a result of the joint efforts of parents, teachers, head teachers, subject teachers, and psychologists, cooperation is done, and it is realized, works can be solved in a positive direction. The role of family, school and fellows is undeniable in the realization of this activity.

The research showed that along with the opportunities of self-realization in the professional direction of adolescents, parents also have an exceptional role. Adolescents with the qualities such as selfishness, being different and dominant than others, mainly cannot act jointly with fellows, they often breach the rules and are not accepted by fellows. The results of experiments show that such pupils occupy low position among their fellows and they cannot do adequate choice in the professional choice from psychological point of view.

The research conducted by A. A. Onipko in 2009 showed that main places in the professional choice and self – determination by adolescents and older schoolchildren are manager, leader and superior positions and their share in the professional field is 13%. Other places are occupied by medical, pharmacist, economist and financial jobs which its share is 12%. In addition, many studies conducted confirm our point of view (Carl Lamote & Nadine Engels (2010), Timoštšuk A. (2010), Mehr Nejad Alley (2016). However, other studies (Borisova E.M.,1995, Kon Ī.S., 1993, Pryajnikov, E.Y., 2006, Klimov, E.A., 2010) deny this.

It should be taken into account that the stage of professional self-determination is observed at conflict points from social point of view. An adolescent or young man who is in front of facts cannot determine whether the choice is correct or not. As, no one can know the size of his/ her potential opportunities. This fact must be in the center of attention.

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