

Psychological Foundations of Career Guidance in the Family and Children of the Orphanage

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ABSTRACT

The purpose of the study is to highlight the theoretical foundations of the issues of professional orientation of children of the House of kindness, as well as to develop psychological recommendations for increasing their social activity. Research methods are study, analysis and generalization of theoretical materials on the research problem; empirical study of the problem under consideration through diagnostic and activating methods, observation, interviews, questionnaires; comparative quantitative and qualitative analysis of the results obtained using mathematical statistical methods.

Keywords: the House of kindness, social activity, professional orientation

INTRODUCTION

The role of each nation in the history of the universal, its contribution to the development of society is assessed by the scientific salience, high culture and spiritual maturity of representatives of this nation. We take our branches and plant a new life, a new society to the penny, a waist, therefore, the professional orientation of the younger generation, growing from the first steps of our country on the path to independence, should teach and correctly direct education education to arouse their interest in the chosen profession and make them step forward only on the path to the goals of Today, it is necessary to direct caregivers to the profession and guide them in their chosen profession, to determine their psychological state, and to eliminate their problems.

A number of problems, such as problems of profession, choice of profession, career guidance, the process of vocational training and professional maturity of personality, have been investigated by educational psychologists. In this regard, in our country M.G. Davletshin, B.R.Kadyrov, E.G.Gaziev, A.M.Zhabborov, Sh.R. Barotov, E.N. Sattarov, B.N.Serliev, D.N.Arzikulov, Sh. Saparov, K.B.Kadyrovanalyzed the psychological aspects of professional activity and the problems inherent in its various stages.

METHODS

The motivation of students in orphanages and boarding schools for professional self-determination is characterized by a high level of interest in self-determination, new information about themselves and the world of professions, which was determined throughout the study.

Among the two most important and expected events in the future, students take second place after the value of Health, in addition to Labor, professional activities with the future of their family.

Analysis of specific motives for choosing a profession showed that the main reason for choosing a profession among schoolchildren and adolescents raised in the family is interest in the profession (table 1).

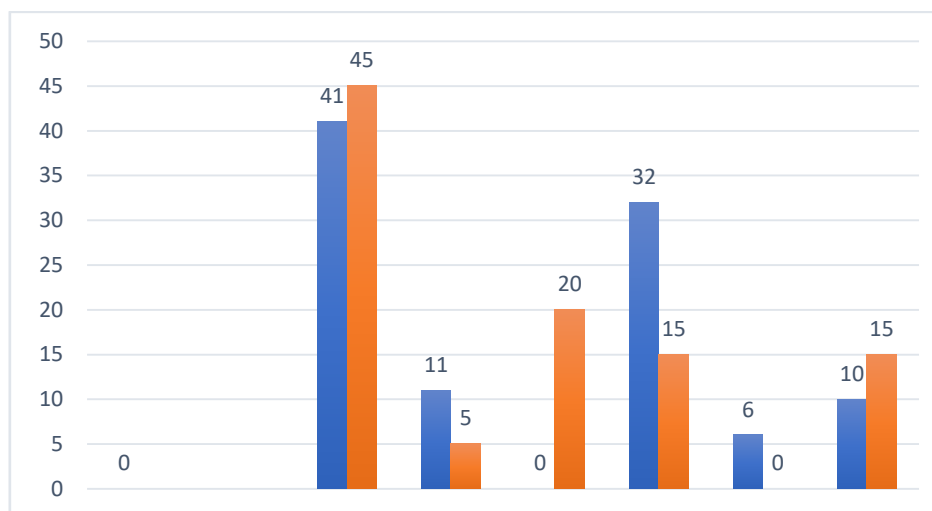
Table 1. Reasons for choosing a profession among foster parents and students of a general secondary education school (%)

Reasons to choose	Houses of kindness, pupils of boarding schools	General secondary education school students
Interest, similar hobbies,"activate"	41	45
High-paying job	11	5
Belief in one's own abilities in this field	0	20

I don't know	32	15
No	6	0
Other (promising profession, easy, satisfying, have a future place of work)	10	15

However, the House of kindness, the motivation for existing abilities and the choice of the preferred profession, which is the second most common reason among adolescents raised in boarding school students, is hardly found. On the other hand, graduates and boarding schools sometimes (in six and one percent of cases) indicate that there is no choice as a reason why the profession I call was chosen by chance. About a third (32 %) of the pupils of orphanages and boarding schools cannot say a reason why they chose this or that profession. Let us show in Table 1 the reasons for choosing a profession between the children of orphanages and students of a general secondary education school.

Diagram of the reasons for choosing a profession between foster parents and students of a general secondary education school



Analysis of the content of the process of professional self-determination of children of orphanages and boarding schools shows that its main components are: values and goals, opportunities and abilities, contradictions and their professional development, as well as the activity of choosing possible alternatives to the professional future, taking into account their position and purpose. The necessary grounds for the implementation of professional self-determination are: the subjective position of the individual, participates in the process of self-determination. The peculiarities of the implementation of professional self-determination and professional selection in the conditions of extra-family education are associated with the conditions of living in a closed-type children's institution and the features of the mental development of educated orphans. The personal characteristics of children of orphanages and boarding schools (low self-esteem, decreased activity, inability to take a subjective position), as well as the lack of formation of self-regulation skills of activities, lack of sample and practical experience in professional self-determination negatively affect the choice of an adequate profession. The peculiarities of professional self-determination of the educator in orphanages and boarding schools are manifested in psychological content and its main components: motivational, cognitive, operational.

RESULTS AND DISCUSSION

The worldview of a personality is an established system of scientific views, beliefs regarding nature, society and human relations, which are the internal state of a personality and are reflected in its consciousness in the form of certain vital interests and goals, attitudes, positions. Personality attitudes are the inner moods of a person in relation to the implementation of a particular activity or in relation to the inhibition of personal activity. Installations in the form of a preparatory state are of great functional importance, which gives a person the opportunity to effectively perform a particular activity. Their main functions are twofold: 1) ensure stagnation in the implementation of activities; 2) free a person from arbitrary control over the course of activities in standard situations and from the need for decision-making.

In the previous paragraph, we highlighted the results of a survey aimed at the attitude of children from an orphanage and boarding school to choosing a profession. But for the process of professional training, we did not provide enough information about the compliance or non-compliance of the chosen profession of the pupils of the orphanage, boarding school with the desired profession. Given this circumstance, we found it necessary to apply reliable psychological techniques to our research in order to uncover the deeper psychological nature and causes of the problem. For this, the Russian scientist I.M. We applied Kondakov's method of "defining professional attitudes". The implementation of this technique was based on the consideration that preliminary preparation and planning of personal activities lead to high results. Because even to choose a profession, every teenager or teenager had to be able to make adequate decisions. In order for them to make decisions, it is necessary to accumulate sufficient experience, knowledge, skills and competencies. We considered that when choosing a certain profession and a certain specialty correctly, it is necessary to pay attention to the professional attitudes of children from orphanages and boarding schools.

We gave a general description of the methodology in the paragraph on the research program. The technique allows you to obtain data on five installation directions.

Using the method of determining professional attitudes, we tried to analyze the results of students from orphanages, boarding schools for each of their indicators, as well as for an educational institution. For this reason, we present the results in table 2 below.

Table 2. Analysis of the relationship between the House of kindness and professional workshops of general high school students

Educational institution-by-institution groups		Indecision	Rationality	Optimistic attitude	Work on oneself	Dependence on others
The children of the orphanage	X	14,09	27,42	30,09	26,15	28,21
	δ	6,51	4,79	4,26	6,47	4,52
Common high school students	X	15,16	24,7	29,93	25,51	21,67
	δ.	6,22	4,47	4,7	4,98	4,45
t		-0.843	-0.316	0.188	0,533	0,616

*p<0,05; **p<0,01

The methodology includes five factors related to professional attitudes, namely: indecision in professional orientation, rationality in choosing a profession, depth, an optimistic attitude towards the prospects of a future profession, a high assessment of one's own capabilities in choosing a profession and attitudes that determine the dependence of choosing a profession on others.

Each factor represents a certain aspect of students' internal preparedness for professional development. The results differ in that students from different educational institutions have different views on career guidance. 70 students took part in this methodology, the results of which were processed in accordance with statistical requirements.

The obtained results on the establishment of "indecision" express the students' lack of a clear plan, criteria, ideas about professional maturity, self-doubt, inability to make decisions and coordinate their behavior as individuals.

That the results of students' indecision are relatively equal to each other, that is, "children's home students" showed results of 14.09, and "high school students" showed results of 15.16. Evaluating these results based on the final grades of the methodology, it was found that the values between 6-7 grades coincide.

This means that the "indecision" in choosing a profession among children from orphanages and high school students in general gave above-average results, characteristic of the lower limit of high academic performance. The results indicate the inability of students to confidently enter the process of vocational training, the lack of a clear understanding of professions, a lack of understanding of the criteria of activity, indecision and insufficient accuracy in determining the future. The establishment of "indecision" in them cannot but affect the formation of knowledge, skills and abilities in professions, as well as the formation of professional and personal qualities.

The subjects also showed higher above-average scores and lower scores based on the results of the "rationality" setting. They have quantitative indicators in the range of 27.42 (children from an orphanage), 27.72 (students of secondary schools). These results also represented the same rank range as the previous installation. Such quantitative indicators allow us to conclude that among the pupils of

orphanages and secondary schools, along with independent determinants of the plan with an understanding of professional activity, there are students who are not aware of the sphere they occupy, are guided by their feelings, are influenced by others and choose a profession at their own risk. Daily observations also confirm the research results.

The assessments of the children of the orphanage and high school students of general profile according to the "optimistic attitude" settings are more original. The attitudes of an "optimistic attitude" characterize the imagination of the professional future, a confident view of achievements and the joy of them, the hope for spontaneous overcoming of obstacles encountered in activity, and these qualities can be assessed as specific psychological characteristics of adolescence. Because the students showed significantly higher results in all specialties than in the two previous settings: 30.09 (students of orphanages), 29.93 (students of secondary schools). From a psychological point of view, the presence of an "optimistic" attitude and worldview among students can have a positive effect on individual personality traits, as well as on personal qualities.

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