

Directions of Self-Determination and Psychological States of Adolescents

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Received: 10- June -2023

Revised: 12- July -2023

Accepted: 18- August -2023

Abstract

Self-esteem plays a crucial role in self-education during adolescence. Dissatisfaction with oneself as a result of not conforming to one's own ideals and requirements is played by the realization of shortcomings as an important motive of self-education. Self-education is impossible without analyzing the real self-assessment of the personality according to its individual characteristics, abilities, capabilities and capabilities. Adolescence is the period when he needs to find his "I", the meaning of life. In today's world, psychology can help a teenager optimally go through difficult periods of personality formation.

Experience shows that adolescents begin to educate themselves only when they already have a clear account of their actions, there is a need for self-evaluation, understanding of their positive and negative qualities and self-improvement. Usually this happens during adolescence.

Keywords: Adolescent, self-education, personality, future generation, ability, psychology.

Introduction

It is known that adolescence has complex characteristics as a "crisis" age. Changes in this age period occur in the life of teenagers psychological innovations, prospective development features direct them to determine the direction of their future professional activity. But how is the process of his personality formation during this period? What factors characterize the directions of self-determination?

It is known that the profession- is a scientifically based system of measures aimed at preparing teenagers and young people for their professional choice and providing assistance for self-determination.

Studies show that the study of problems related to the problem of self-determination is not systematic. One of the main reasons for this is the complete formation of the ideas that allow defining the professional field of the teenager, as well as the different characteristics of the national-ethnic background.

A. Alizadeh wrote in his researches, "Fundamental research conducted by Margarit Mead, the famous American ethnographer, in the Samra Islands in the late 1920s plays an important role in creating new scientific ideas about adolescence. He found that in the Samra culture, conflicts between teenagers and elders are not observed as a rule. M. Mead proved that the ideas about the necessary formation of conflicts during adolescence are groundless" (Alizade A.A, 1998, p. 283).

Only the results of this study allow us to question biological approaches about the crisis nature of adolescence. From this point of view, the directions of self-determination are determined not only by biological factors, but also by social factors. We believe that social factors have more advantage here.

Researchers trying to study the directions of self-actualization believe that the system approach clearly provides the ability of a person to selectively interact with his environment in the psychological system. The fact that man is an open system is also the basis of his continuity as an entity.

Self-determination is expressed and imagined in the psychological system as a person's self-organization. Self-organization issues have been widely studied in synergetics. The essence is that man is an open system and determines the directions of his activity based on self-organization. If we approach self-determination from this point of view, we will see that self-determination does not depend on the influence of various factors, but rather on self-organization (Solomiya P, Z. M. Yaremko (2019), p. 42).

The learning of motivation, value system and ideals in connection with the formation of professional orientation in the direction of the development of self-determination of teenagers attracts more attention. It is noted that

they consciously understand the choice of personal values and, in this sense, value it in situational events. Teenagers try to evaluate their actions from the point of view of society and personality, they are critical of their actions. Such an aspect allows to establish the psychological construction of the self.

It should be noted that it is necessary to help teenagers to evaluate their actions. So, in self-realization, it is necessary to direct them in a positive direction, self-actualization. For this, creating important necessary conditions, building bridges between them and the world around them, issues related to social environment, high assessment of personal dignity, which should be implemented with the help of parents and teachers.

Research shows that self-realization has a special character in adolescents, unlike other ages. S. Hall believes that teenagers exposed to pessimism, false optimism, stereotypes, excitement, and expectations have difficulty determining the direction of self-determination. Self-doubt, the fear of not being able to realize themselves in any field does not allow them to be oriented towards their profession and they hesitate. On the contrary, adolescents who are not exposed to the above-mentioned factors are not afraid to solve problems and can solve problematic issues without mistakes. The facts show that those teenagers make more mistakes because they are afraid of making mistakes (Kaplan HB, 1978).

When teenagers do not take a critical view of their shortcomings and weaknesses, a low level of evaluation is manifested in the process of self-determination and personality development is weakened. As a result, it can be said that the high level of self-determination in teenagers decreases and it is not possible to choose an adequate profession. The teenager only tries to fill the void and tries to achieve the qualities he imagines, not his existing capabilities, and at the same time shows indifference and indifference to the events happening around the teenager. Because he cannot control himself, he cannot bring relevant problems to a common denominator.

Professional interests play an important role in the direction of the self-determination process. The interest of teenagers in the profession can be determined by the questions they ask themselves: "Who am I"?, "What will my future be?" "Who would I like to be" and so on.

According to the researchers, the current changes occurring during adolescence, resulting from self-determination and changes in the content of "I" put him in a dilemma in a number of cases. However, it should be taken into account that the problems related to self-determination cannot be explained only by the characteristics of adolescence. This is a wrong idea. If with the ideal "I" of the previous age; If there are no conflicting situations between "I", there will be no problem with self-determination.

A. Bandura, while studying the directions of self-determination in teenagers, the generally accepted norms, standards, self-esteem of teenagers they base their views, especially on the self-learning of teenagers, and try to take into account self-determination based on the formation of these mechanisms. They interpret the contradictions that appear in adolescence, the changes in roles and interests in career problems from this aspect. Increasing independence of teenagers, being constantly in the spotlight, anotherThe value given to them by their parents gradually leads to a change of roles due to age. It should be noted that the change of roles necessitates changes in the attitudes and behavior of adolescents. It is believed that this process is based on socio-psychological factors.

It is known that the act of reflection is important in the direction of self-determination. Studies show that the role of reflection in the process of self-determination is high. In teenagers reflection is carried out by regulating behavior and activity in the form of self-control. Reflexivity is manifested in the ability to analyze and monitor one's own actions. Because the individual can see the shortcomings in his behavior during the activity and eliminate them by taking a critical approach to himself. Conducted studies show that reflection is the conscious understanding of the inner mental acts of the personality (Ageev V. C, 1990, p. 106).

The role of potential opportunities in the direction of self-determination is not small. Namely, the potential that teenagers have in the choice of professions in the future directs the teenager to the profession in advance. There are also cases when parents take this function upon themselves and decide where and how he should study. In the end, the situation does not end in favor of the teenager.

Cultural values and national-ethnic factors have an important role in the formation of the direction of the identity. These problems are widely described in the works of many researchers. I.S. Kon, OUA pmyomovan

and others. In their research, while analyzing the cultures analogous to the primitive culture, 85% of the girls and 63% of the boys found initiation (characteristics of the transitional period) factors. This shows that the family affects not only the ethnic consciousness of the adolescent, but also the ethnic self-awareness, mainly the ethnic identification. Self-identification of adolescents in families of mixed ethnic origin depends on the forms of parental control, which indirectly reduces their choice and self-determination manifests itself more in the national context than in the individual context.

Personal qualities of teenagers are more noticeable in their professional orientation. Psychophysiological changes, needs, their satisfaction, educational issues, abilities, talents and skills that occur in the development of a teenager affect the direction of self-help in one way or another.

The opinion of parents, peers, psychologists, as well as teachers is very important in self-determination and professional orientation. There are a large number of information booklets about professions that have a negative effect on health deficiencies on one or other characteristics of the body, which are necessary for choosing a profession. These books are not intended for mass readers, but for doctors. Therefore, it would be appropriate to apply to doctors-psychotherapists in self-determination from the position of professional orientation. Doctor-psychotherapists can give advice to teenagers considering their perspective opportunities when choosing a profession in this field.

It is known that in the modern era, when technologies are growing rapidly, in the age of progress, the content of labor often changes. More complex and interesting techniques are applied to all professions, especially labor professions, the culture of work is developing towards improvement. That's why today's worker must have a perfect understanding of the fields of science, technology and production technology. In other words, teenagers should also learn how to manage technical equipment, including computer technology and OAN preparation, according to their professional direction.

If a student is interested in the subject of literature, biology, geography, or history, that student should clarify what real professions are behind this subject. For example, the "Literature" profession does not exist at all. A teacher of literature, a literary employee of a newspaper, an analyst of materials included in a newspaper, a publisher, an editor, a literary critic, an employee of a library's book collection, a librarian in a public library, a bibliographer, etc. such professions can be. Perhaps the student's love for literature is only a reader's interest, it is not related to the desire to join the professions mentioned above. If a student likes mathematics, he should think about what profession he will choose after finishing school: mathematics teacher, computer programmer, software engineer, scientific worker, economist-mathematician, etc.

The world of professions is very wide. Parents and teachers may not know about most of the professions. In this world of professions, the main seeker of choosing a profession should be the teenager himself. In the process of training and education, the issues of identifying educational subjects with the profession are considered the duty of psychologists (Klimov E.A,2005, p. 45).

Conducted research and a philosophical way of looking at the world show that everything in life is temporary, only art is eternal. Life and art should be chosen by a person. In choosing a profession, it is necessary to reconcile one's abilities, possibilities, inclinations, get extensive information about these plans, and then choose a profession.

The search for career paths can be divided into several stages due to the complexity of the career choice, which is considered important and important at the age of adolescence. In addition, a system of many factors affects the career choice, which we can see clearly in the following way.

As can be seen from Figure 2.1, a number of factors affect the formation of the direction of self-determination, which can be considered structural components of professional self-determination. As it can be seen, first of all, the individual characteristics of the personality have a serious effect here.

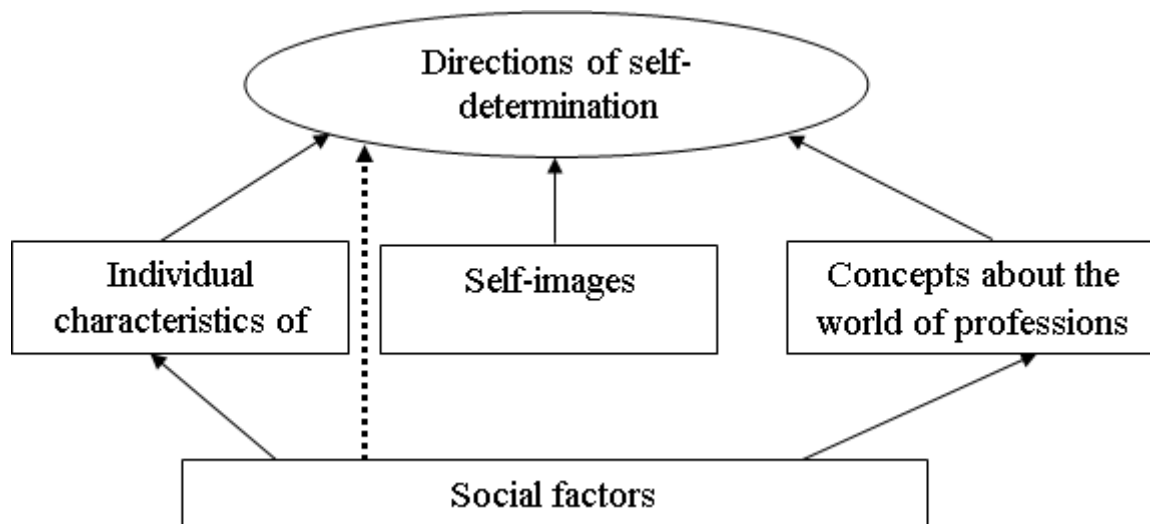


Figure 1. Factors determining career direction

Of course, a teenager's potential capabilities, character traits, including abilities are important aspects for professional self-determination. However, the presence of these qualities cannot be considered as the basis for self-determination of profession. The second main element is the teenager's ideas about himself (Carl Lamotte&Nadine Engels (2010), p.105).

RVJabbarov rightly writes that "InMan's ideas about himself are summarized in "Myan-obraz". "Myan-obraz" is not only an element of self-image, but also its result, product. In the course of his life, a person realizes himself and at the same time gathers knowledge about himself. This knowledge is part of the content of his ideas about himself or expresses "Mean - concept". However, the knowledge of a person about himself is never underestimated. Because this knowledge is about him and he is the object and often the subject of the relationship. However, we would like to note one thing that not all aspects of the "Myan-image" are understood equally, and even some aspects and individual shades of the situation are not understood" (8, p. 48). Saya person's ideas about himself - when the "I-image" is positive, a person's idea about the futures, including confidence that he can find himself in any professional field. On the contrary, a teenager needs someone's attention in choosing a profession, which prevents him from finding himself in the future.

However, even in the presence of the mentioned factors, it is difficult to say that the teenager has an adequate professional orientation or can realize himself. Because the potential opportunities, abilities, and skills should be suitable for the chosen professionis Every teenager should see himself in the field of his chosen profession. For this, he must have the necessary knowledge about professions.

Azerbaijani psychologist A. Alizade rightly writes about this issue that "Self-determination in the field of profession - determination of the future life path is a multi-faceted and multi-stage process. Professional resources are determined by various socio-economic and socio-psychological factors. In the 60s, teaching and engineering were considered prestigious fields. Young people followed these professions without hesitation. Today, the attitude towards traditional specialty nomenclature has changed radically. Medicine, oriental studies, lawyer, economist, diplomat have become the unreachable top of the pyramid of prestigious professions for many.

Indeed, today the attitude towards the profession has changed, and in its pyramid, there are such values that may appear beyond the potential capabilities of a teenager. Of course, in order to be the bearer of such professions, it is also necessary to have a high level of cognitive development and intelligence, cognitive abilities given to the profession. All this should be taken into account in the direction of self-determination.

Conclusion

Thus, by summarizing this information, we can come to the following conclusion:

- The conducted studies show that the study of problems related to self-determination and professional direction does not have a systematic character. Self-awareness, self, which is only related to self-determination-education, self-esteem, etc. such problems have been studied, and the issues of self-determination and professional orientation have been touched upon in a fragmentary manner within those problems.

- Although various aspects of self-determination have been studied, a number of issues related to professional direction, that is, professional self-determination, have not become the object of extensive research in the national-ethnic direction. One of the main reasons for this is the presence of dynamic changes in the professional field and the emergence of self-determination problems in the last 15-20 years.

- Increasing the ability to adapt to rapid development makes it difficult for self-determination to choose a profession, and adolescents and young people are faced with a dilemma about which profession to choose.

- Facts and studies show that many parents, while directing their children to prestigious professions and leaving the "skin" on the way, take into account not only the child's future happiness, but also the family's interests, its status and prestige.

- Although extensive work is carried out in the field of vocational guidance in the school, it seems absurd that these works will not produce the desired results because they are not systematic. Therefore, there is a great need to carry out serious work in the field of professional orientation.

- The facts show that various factors affect self-determination in the professional direction.

In our opinion, those factors can be systematized in three groups: social factors, personality factors, requirements of social order. We believe that all three of these factors should be considered in an integrative relationship in professional orientation. Otherwise, the chosen profession will not become an element of self-determination, and it will not be possible to talk about the future happy life of the teenager. In many cases, they equate self-determination with self-actualization. I wonder what kind of connections and dependencies there are between them? How does adolescent self-actualization affect career direction? We will try to explore these questions in the next subsection.

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