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Psychological Problems of Career Guidance in Early Adolescence

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A B S T R A C T
This article highlights the psychological problems of career guidance in early adolescence. The implementation of life plans and the choice of profession by early adolescents are affected by social conditions, especially the level of general education of parents. It was revealed that orientation towards a profession is a component in determining a person's social destiny.

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INTRODUCTION

Currently, serious economic, political and social changes are taking place in our society. In such conditions, major changes occur in the consciousness and thinking of most people, differentiation of social ideas, expansion of their life tasks. Many people are faced with the problem of finding a place in life, choosing a lifestyle, determining the way of communication with society. One of the urgent tasks of our time is to encourage young people in our country who have mastered modern achievements of science and technology, healthy and comprehensively developed, devoted to their country, courageous, selfless, possessing high spiritual qualities. The tasks are "Education of physically healthy, spiritually and intellectually developed young people, independent thinkers, loyal to their country, having a firm outlook on life, deepening democratic reforms and increasing their social activity in the process of developing civil society"1. In addition, Uspirins face difficult situations. The science of psychology calls for a comprehensive study of the problem of hypocrisy. This is a very complex issue, since the pace of psychophysiological development and its stages do not always coincide with the period of social maturity. Many psychologists in the course of their research paid attention to their youth.

THE MAIN FINDINGS AND RESULTS

One of the features of early adolescence is the formation of life plans. On the one hand, life plans are created as a result of generalization and consolidation of the goals that a person has set for himself. On the other hand, there is a process of concretization of goals and motives.

A life plan is a social and moral phenomenon at the same time. The problems of who to be (professional self-concept) and how to be (moral self-concept) are not differentiated in adolescence. The life plans of teenagers and young men are scattered and do not correspond to their practical activities. Early adolescence "Do you have any plans for life?" answered "yes" to the question, but most of them said that their life plan is to study, have an interesting job in the future, have loyal friends and travel a lot.

A life plan is not only the final result, but also takes into account the methods and ways of achieving it, the objective and subjective opportunities necessary for this. Unlike active and figurative sleep, a life plan is an action plan that depends, first of all, on the choice of profession.

The choice of profession for an early teenager is, first of all, a moral problem. In the Constitution of the Republic of Uzbekistan, along with the right to work, a person has the right to choose a profession in accordance with his abilities, talent and interest.

Today, choosing a career is a multifaceted and multi-level process that can be viewed from different points of view. First of all, as a series of tasks that society sets for an individual, they must be solved by the individual within a certain period of time. Secondly, the personality appears as a decision-making process that shapes his interests and abilities. Thirdly, as a process of forming an individual lifestyle, professional activity is a part of it. These three points of view represent different aspects of work that complement each other. Choosing a career as a youth psychologist consists of several stages. The first stage is children's games, in which the child takes on various professional roles and "plays" certain elements of behavior associated with this. The second stage is teenage fantasy, in which the teenager dreams of himself as a representative of a particular interesting profession.

The third stage covers the period of early adolescence - the initial choice of profession. Various types of activity are sorted and assessed by the teenager's interests ("I like historical novels, I will become a historian"), then an attempt is made to choose a profession from the point of view of abilities ("I am good at mathematics, can I become a mathematician?"), finally, it is considered from the point of view of the value system ("I want to help sick people, I will become a doctor"); "I want to earn a lot of money, what profession meets this requirement?" Interests, abilities and values are manifested at each stage of choosing a profession. motivates, develops his abilities, and abilities ensure the success of the activity and strengthen interests.

The fourth stage is the stage of making a practical decision, choosing a profession, which includes two main components: first, there is a desire to engage in this or that activity, and then a specific area is chosen ("I will become a teacher", "I will become a mathematics teacher"). Choosing a profession is a multi-stage process. 9th-graders need to choose which academic lyceum or vocational school they will transfer to. In addition to the focus of interests, abilities and values, an important role in decision-making is played by taking into account one's own capabilities - the financial situation of the family, the level of educational readiness, health, etc.

Choosing a profession requires two types of information from an early teenager: awareness of the professional world and the requirements for each profession; knowing one's abilities and interests. Both of these information are insufficient for an early teenager. The implementation of life plans and the choice of career of early teenagers depends on social conditions, especially on the level of general education of the parents. The higher the level of education of the parents, the higher the likelihood that their children will continue their education at a university and implement these plans. Boys are more likely to implement life plans than girls. Career guidance is not only a social but also a psychological problem.

When choosing a profession, important factors are the age at which the choice of profession is made, the level of education of the young person and the level of his aspirations.

As we saw above, choosing a profession is a complex and lengthy process. The problem is not only in the overall duration, but also in the sequence of stages. There are two dangers here. The first is that early adolescents postpone the process of choosing a career, because they do not have clear and stable interests. This postponement is combined with general immaturity, infantile behavior. If we remember that the process of choosing a profession is one of the main components of a large and stable image of the "I", self-esteem.

CONCLUSION

As a person grows older, his life values and life plans change. Those who want to enter a higher educational institution are glad that they got there in the first place. Those who did not choose a profession thoroughly will have difficulties later: some of them will not be able to study, some will not be satisfied with the chosen specialty, and others will doubt that they chose the right higher educational

institution. According to research by L. V. Lisovsky: "If you had to choose a profession again, would you choose this profession?" A third of respondents refused. The number of those who are satisfied with the chosen profession in higher courses does not decrease, but, on the contrary, increases. A person's life path is different. In early adolescence, it seems that a person chooses his own life path, but his choice of profession is also influenced by upbringing, environment, etc. After graduating from a professional college or high school, the influence of impersonal external factors increases. Young graduates value education above all as a means to make life meaningful and interesting. Working youth believe that the essence of education is to bring more benefit to society. Teenagers evaluate different professions differently. 17-year-olds evaluate professions as contrasting "black and white", abstract, 25-year-olds evaluate them according to their own life path. One of the important conditions for successful career guidance is the correct attitude of students to work and their activities.

Professional orientation is a component of determining the social destiny of a person. The choice of a profession is considered successful when it corresponds to thoughts about the meaning of life and the nature of the personal "I".

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