

MINISTRY OF EDUCATION AND SCIENCE
OF THE REPUBLIC OF KAZAKHSTAN
ACADEMICIAN Ye.A. BUKETOV KARAGANDA STATE UNIVERSITY

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**PSYCHOLOGICAL AND PEDAGOGICAL
FEATURES OF PROFESSIONAL
SELF-DETERMINATION
OF SOCIAL ORPHANS**

Monograph

Karaganda
2018

UDC 159.9:37
BBC 88.8
A12

*Recommended by the Academic Council
of Karaganda State University named after E.A. Buketov
(Protocol No. 2 of October 21, 2017g.)*

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A12 Psychological and pedagogical features of professional self-determination of social orphans: monograph / B.Zh. Abdrasheva, R.T. Alimbayeva, M.T. Baimukanova. — Karaganda: KarSU Publ., 2018. — 156 p.

ISBN 978-9965-07-791-3

In the monograph, for the first time, the features of professional self-determination of adolescents who are brought up in a children's home as a family are examined. Psychological and pedagogical features of orphans are revealed in adolescence and the main factors determining their professional choice are described.

The monograph is of interest for students, undergraduates and teachers of educational institutions of psychological, social and pedagogical specialties, as well as for social workers and practical psychologists.

UDC 159.9:37
BBC 88.8

ISBN 978-9965-07-791-3

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Introduction

In the life of every person, professional self-determination plays an important role and everyone tries to find their own way. For some, this problem has been successfully solved, as for individual people it has remained a problem that accompanies it during their professional activity. In what way consciously young people will approach the choice of a profession and will depend on the implementation of plans for future life. The further choice of a profession will determine the way in life is the main and most important indicator of the socio-psychological maturation of young men and women, their attitude to their own future, the degree of awareness and responsibility for it.

The situation of meaningful choice of profession is important because it extends to the whole life path of the person and influences its further development. In the process of the choice, a person is forced to activate his current and potential resources and to find a meaningful way out in their professional activities.

At present, it is customary to allocate a huge number of the most diverse professions and specializations. As teachers and psychologists consider, most of these spheres of activity are accessible to any person. At the same time, it should be noted that a person is able to perform only one thing professionally and qualitatively. Since the life expectancy of a person is not particularly high, then he or she can master only a limited number of professions. In order for a person to turn into a professional, he or she must move away from the opportunities and beliefs that he is omnipotent and realize that he or she has to become somebody certain. It is at this moment that a person faces the problem of choosing a profession with which he or she will remain for life [1].

In this connection, the opinion of I.S. Con especially important according to which professional self-determination is rooted in deep childhood. It is at this time that the child by playing fulfills various professional behaviors, tries on a particular professional role. Looking more closely at the child's play, nowadays we can see that it is not difficult for a child to replace any professional attributes with a certain symbolism. For example, the paper can replace money, grass and leaves - products, etc. Professional self-determination finds its

completion in his youth. It is formed in the case when a young man or a girl is clearly determined about the choice of the future profession and see the goals [2].

The teenager seeks to create his own unique picture of the world with his convictions and inspirations. Particularly they form so-called the life plan of a teenager. The concept of a life plan includes such indispensable attributes as moral principles, lifestyle, goals, preferences and responsibilities.

For adolescence the choice of profession is an important psychological and moral choice, which puts him or her in great responsibility. Teenagers, as a rule, are focused on the future, plans, dreams and reflections on the future occupy a large part of the time of a modern teenager.

Also, the adolescent has a clear understanding that the richness and completeness of adult and conscious life depends on how correctly and correctly he or she chooses a profession for himself.

The choice of a professional field of activity is important not only for graduates of the eleventh grades. This issue is also often asked and graduates of the ninth grade. This is especially true at the present time, when everything is done in the Republic of Kazakhstan in order to raise the status of colleges, technical schools and vocational schools, as well as secondary vocational education.

On the basis of how consciously a teenager approaches to drawing up plans for his future, the degree of his or her social adulthood depends. The main and most important indicator of the socio-psychological maturation of a teenager is his or her attitude to his own future, the degree of awareness and responsibility for him. The teenager changes strongly both internally and externally, when sharp understanding preferences and purposes of it.

In his or her consciousness clearly determined reasons, purposes and the tasks of further behavior are formed.

He or she should clearly understand that any profession does not come easily and that the path to professionalism will be long and difficult. And only in this situation the teenager becomes able to reasonably assess all the pros and cons and decide for himself whether he really needs this sphere of professional activity or whether he or she should find an alternative option for himself.

Training in the 9th grade marks a stage of serious and intense reflection of adolescents about their own tomorrow. Some of the teenagers are trying to think through all the steps to implement their own plans; others are limited only by dreams and try to think through their future in several different ways. Some of them seriously start to think about choosing a professional field of activity, while trying to assess whether they have enough strength and ability to master the chosen specialty. Others begin to take real action to implement their own plans - for example, they begin to look for a suitable educational institution for them, find out which items they need to pass for admission to the chosen specialty, etc. Often teenagers tend to be interested in what kind of profession their friends and classmates chose. Also many of them reject the profession chosen at an earlier age, arguing that their requests were overstated or they did not know anything about what the profession really is and paid attention only to external factors (prestige, high-paying, etc.). Teenagers are often unsure of the correctness of their own choices, so they rely on the opinion of an authoritative person for them. In the role of authority at this age are often more successful or popular peers, less often - parents. Sometimes teenagers begin to argue about professions or educational institutions, zealously defending their own point of view. This allows them more clearly to understand what they want.

The quality of the achievement and acquisition of knowledge and skills in the chosen specialty depends on the degree to which a teenager has a readiness to receive a particular specialty. Willingness to get a profession is a psychological component that contains the emotional and motivational component.

Depending on who is the subject and what is object can influence on the final choice and final decision. In this regard the choice is so diverse, how it allows the subject and the object. This phenomenon is explained by the fact that both the target and subject possess a great variety of diverse characteristics and properties.

The choice of a profession never arises spontaneously and simultaneously. Usually the choice of the profession passes a number of different in duration, which in the end represent one common process. It is important to note that the duration of each of the stages of choosing a profession is determined, first of all, by external

conditions. And also the duration of each stage is determined by the individual characteristics of the subject of choosing a profession.

In psychology, the problem of professional self-determination of high school students has been sufficiently developed, but at present there is a gap in Kazakhstan's psychological science, where the subject of special consideration would be the study of professional self-determination of pupils of social institutions both in general and in the family type of raising orphans.

Nowadays psychology has not worked out the criteria that determine the professional self-determination of pupils of the orphanage and the mechanisms that implement this process and their psychological content have not been developed. As a result it is difficult to provide psychological support to the orphanage children in their professional choice.

Adolescents due to various circumstances were left without guardianship of relatives and fall under the jurisdiction of the state where specially were created public protection institutions - boarding homes, family-type children's homes, assistance centers or referred to as social protective organizations are rehabilitated and receive care in the form of public custody, and also they are provided with the conditions of socialization.

Thus, the problem of professional self-determination of adolescents who are brought up in an orphanage requires special consideration, as it becomes necessary to find more effective ways of organizing activities that will help to form the readiness of orphans to an adequate choice in the future.

In adolescents of an orphanage the professional self-determination has its own characteristics, which depends on the circumstances and conditions of upbringing, specific for public institutions, as well as on the personality characteristics of the adolescent himself.

According to the statistical agency of the Republic of Kazakhstan, in 2013 only 27% of orphans continued their education after graduation. The rest immediately went to work on vacancies that did not require special education. This means that a large number of teenagers who could occupy certain vacant places have not received the necessary education.

So, the problem of professional self-determination of senior pupils who live and bring up by orphanages should be given special attention, since they must learn to consciously and build professional and life plans and independently implement them at different stages of life.

All of the above indicates the relevance of the chosen research topic. The goal was to study the characteristics of professional self-determination of social orphans during the adolescence phase.

The methodological basis of the study was the principles of psychology - the principles of the unity of consciousness and activity (S.L. Rubinstein), cultural and historical theory (L.S. Vygotsky), the theory of cognitive activity (S.M. Zhakupov), scientific concepts of content, mechanisms and determinants professional self-determination, developed by K.A. Abylkhanova, Slavskaya and foreign psychologists I.L. Holland.

The theoretical basis was the development of professional orientation D.A. Klimov, M.R. Ginzburg, S.N. Chistiakova; the concept of L.I. Bozhovich, who considered professional self-determination as one of the entities of the adolescent's personality; classification of motives of professional choice P.A. Shavir; approaches needed in working with orphans, proposed by A.M. Prihozhan, N.N. Tolstyh.

To determine the professional self-determination of social orphans in the senior adolescence, we applied *the following research methods*.

1. The methods of self-esteem research by T.V. Dembo - S.Y. Rubinshtein, which is designed for psychological diagnosis of the state of self-esteem.

2. The methods of studying the motivation of senior pupils (M.Lukyanova), which allows determining the level of development of educational motivation with a high degree of reliability.

3. Differential - diagnostic questionnaire (DDQ) of E.A. Klimova is designed to identify the propensity (predisposition) of a person to certain types of professions.

4. The methodology "Map of interests" of A.E. Golomshtok reveals the individual characteristics of professional interests of students in secondary and senior classes, as well as it is used for career counseling and employment.

5. Projective method "My Future", which allows obtaining additional and important information by using content analysis.

The first chapter analyzed various psychological approaches to development in adolescence, a theoretical analysis of the characteristics of mental development in adolescence, which are considered in the context of vocational education. Modern theoretical approaches to the study of professional self-determination in adolescents are described. Various theoretical approaches to understanding the features of professional self-determination of social orphans are considered, and their characteristics in the context of professional self-determination are given.

The second chapter describes the methodological support and organization of the study, analyzes the results of the study and their interpretation.

As a result of the study, it was revealed that professional self-determination of social orphans has its own specific characteristics. Adolescents - orphans choose specific professions, whereas children left without parental care indicate a professional direction. Teenagers - orphans in the future are guided by the family and adolescents who have remained without parental care, describing the future, often point to a professional aspect.

1 THEORETICAL-METHODOLOGICAL ANALYSIS OF THE PROBLEM OF PROFESSIONAL ORIENTATION OF ORPHANS

1.1 Current state of the problem of professional identity in psychology

One of the actual research problems of the foreign, Russian and the native psychology is self-determination of the individual, where the great attention is paid to the concept of professional self-determination. Problems of professional skills development and abilities, possibilities of identity formation in the occupation have been and remain relevant in the field of social sciences.

As L.A. Grigorovich has noted, the main issues that were considered prior to the beginning of the XX century, there were questions of job training. Concepts such as means of labor, labor behavior, internal functionality and its individual peculiarities have been paying more attention, and there was keen interest in the study of the working people problems. Only within the framework of social psychology and the occupational psychology, these issues have been formed and further developed [3].

Based on empirical evidence, Charlotte Buhler and Erik Erikson, who researched the personality at different periods of life, this theory has been called “the psychology career”. In foreign psychology the problem of professional self-determination originates from the fundamental works by E. Spranger and F. Parsons [4].

With F. Parsons, a work which takes its study in the professional development of the individual problem considered that any person on his or her personal qualities can optimally go with only a certain specialty [5]. Where, professional success and satisfaction in his or her occupation depends on the degree of compliance with the requirements of personal qualities in the chosen specialty.

As the author point out, the choice of a career - it is a conscious process in the search of the best conformity between the personality structure and the structure of the profession demands. In this direction there are a large number of valid psycho-diagnostic techniques, on the

basis of which it is possible to predict the success of the acquisition of a professional activity. This approach has a significant number of supporters and up-to-date.

From the perspective of psychodynamic foundation which was laid by S. Freud, and then K. Horney, A. Adler and others, professional self-determination has the gender differences that influence career choices and further professional achievements [6,7,8].

According to S. Freud in men's ability to sublimation higher than women's, because their social interests are more expressed than of the opposite sex. As Karen Horney says, on the one hand, men envy women their ability to bear children, and it encourages them to be active in the professional sphere, and on the other side of the cultural traditions influence the choice of a career, and this is especially characteristic, in our view, for the countries of the East.

Women in turn are guided by "complex of masculinity", which is formed as a result of unconscious desire to possess the qualities that are present in men. It is a motivating factor for the realization of their professional activities.

From Alfred Adler point of view, there are the factors that determine a person's behavior, the feeling of inferiority and the pursuit of excellence. Marking these two mechanisms as important and fundamental (even gender differences are not significant in them), A. Adler emphasized their role in the professional choices and professional development.

Much attention has acquired theory of D. Holland, where professional development is limited to the study of individual's personality type; respectively determine the type of person in his professional scope and range of qualifications depending on the development of his intellect and self-assessment [9].

D. Holland emitted the personality types in terms of professional orientation and gave the following description of the types, understood as a complex personality orientation:

1. *The Realistic Orientation.* This type of men with the motor abilities discovers an interest in physical activity. He is aggressive, prefers the particular activities, diplomacy in the economic and political sphere, and often chooses the specialty associated with the technique, and practical and agricultural occupation.

2. *The Intelligent Orientation.* This type has a weak physical and social activity, he lacks focus on communication, shows interest in abstract problems and has the ability to manipulate symbols, unconventional values; in choosing a career focused on the natural sciences and mathematics.

3. *The Social Orientation.* People who belong to this type of need in cooperation with others, have a social responsibility, emotional and active in solving social problems, verbal and social skills, choosing the specialty most preference is given to helping professions, such as teachers, social workers, clinical psychologists.

4. *The Conventional Orientation.* This type avoids the uncertainty of the situation, social activity and physical stress. He is conformal, chooses subordinate role, and prefers a structured verbal or iconic activities, identification with the position of power, values financial position and status. Professional choice is made in favor of banking services, accounting and statistics.

5. *The Entrepreneurial Orientation.* A man of this type possesses communication skills, strength and confidence. He prefers to be a leader, seeks to avoid the typical situations and the monotony in mental work. He is competitive, chooses the specialty associated with the hotel business, with a business and industrial counseling.

6. *Orientation on Art.* This type avoids monotonous and physical work, sensitive, feminine, need for self-expression, insecure, professional activity is connected with art and culture.

However, Donald Super stressed that by conditions change, career choices can be several times as the individual characteristics of each individual which can not only conform to the same occupation but to a number of specialties [10].

Professional self-determination as a process generated with the help of professional development, D. Super thought, if you have a support person in his professional initiative and to form a human certain interests and abilities, you can initially manage the process of professional development.

Awakening, research, consolidation, conservation and recession – it is the stages that characterize the process of professionalization, in terms of D. Super. Age from 15 to 24, which refers to the stages of the research, young people make their professional samples, they tend to apply in relation to his or her various professional roles based on their

potential.

Professional intentions have been studied in the context of an approach by D. Super. Foreign authors made up psychological diagnostic tools which help to determine the profession created by J. Crites.

One of the first was “Maturity of Vocational Attitudes Scale” defining five kinds of sets:

1. *Confidence, determination or uncertainty in choosing of profession;*
2. *Carelessness, financial viability and self-centeredness and material interest;*
3. *The independence and initiative - lack of independence;*
4. *Realism and a willingness to agreement - image and status;*
5. *Awareness and rationality - the fear.*

The technique reveals the relationship between the professional installation and maturity of self-concept, as well as the level of awareness about the occupation, the possession of professional experience in practice. Thus, it builds *a professional self-concept of young people* [11].

Also noteworthy the view of M.R. Ginsburg, who believed that the choice of a specialty defined the professional self-determination, and professional development is characterized by the “quality of specific phase sequence”, which differ both in form and content of transition “of individual pulses in a professional desires” [12].

According to his judgment, the professional choice - it is a fairly long process to which there is no return, as the early decisions limit the scope of opportunities and possibilities, and it all comes to an end with this process of compromise between the external and internal factors.

In psychology there are several points of view in the consideration of personal and professional self-determination. However, the history of our country has made their corrections. First of all, the attitude of the USSR to the psychological science, it was based on ideological considerations. Mainly, the problem of professional activity developed in the framework of a new branch of psychology-psycho-techniques, and this trend became known psycho-technical approach that got its spread in the 1920-1930-ies.

The technological revolution (STR), which began in the middle

of the XX century, influenced not only on the nature and content of work activity, but changed the outlook on the professional activity in psychological research. And the most important task in the research was the study of the creative potential of the working man, his capabilities, and the development of his intellectual abilities to a higher level.

The focus of psychological research of that time was engineering profession because STR mostly influenced the professional activities of data specialists. Fundamental works S.L. Rubinstein became the methodological basis of the psychological approach to the problem of professional self-determination [13]. The main element of the self-determination process is selective, where the object submitted to influences from the outside.

He pointed out that self-determination, as the activity of the individual, has the necessity to take a stand is an internal self-determination of the moment.

This condition indicates that active essence of “self-determination” category expressed by “internal conditions”, through which external influences are converted. He believes that the actual ability of the individual to determine for its relationship to the surrounding area and provides a conscious choice of profession.

K.A. Abylkhanova-Slavskaya relying on views of S.L. Rubinstein determined that the man's relationship to his own vital functions is active, which has a purposeful character and included in professional self-determination. According to Soviet psychologist, the finding of his or her “way of life”, the establishment view of the life is the self-determination. The system of relations that exist in society, a person takes a position that affects the self-determination.

This category as a “self-determination” implies that the person must be independent, and thus, it is necessary to understand the essence of his independence, the nature of the internal activity of the person, which is inextricably linked with the concepts of “motive”, “will”, “action” [14].

Russian scientist M.R. Ginsburg presented another typology on self-determination [15]. He found that self-determination can be both professional and personal for each person and it is the included of so-called field of life. The vital field of personality consists of three time dimensions, such as the past, present and future, as well as the current

activity of the real space, including individual meanings and values.

M.R. Ginsburg identifies the following types of personal self-determination:

- harmonious (safe and present with a positive future);
- stagnating (safe and present with a negative future);
- careless (prosperous present, vision of the future without purposeful planning;
- a hope that everything will “by itself”);
- hopeless (planning for the future in the absence of its value);
- negative (unfavorable moment, a negative future, and hopelessness);
- protective (currently unfavorable, positive planning for the future);
- fantasy (unfavorable moment, a positive future in the absence of its planning);
- passive (unrealized value in the present, a positive planning future);
- neurotic (unrealized value in the present, a negative planning future and lack of demand for the experience).

Between the main types of self-determination there are differences, such as *professional and personal life*, as noted by N.S. Pryazhnikov.

He suggested the following model of personality’s professional self-determination:

1. Self-determination includes the axiological and moral foundations, which involve the training for professional activity, as well as awareness of the usefulness of labour for society;
2. Young people need to orientate on the economic, social and political situation in the country, as well as to predict the prestige of a profession;
3. Every person has a dream, which sends it to a professional objective and helps to orientate on the world of professional work;
4. It is necessary to put more priority professional goals that will lead to a distant goal;
5. Identify professional educational establishments leading the training in the occupation of interest and job prospects in the chosen specialty [16].

Availability of diploma and certificate, the content of the

employment history and all the attributes that characterize the formal side, reflects the *professional self-determination*.

Lifestyle in a society where the people live, and if it depends on the economic, social, environmental and political factors that determine the life of the social and professional groups that owns the particular personality, it reflects the specific characteristics inherent to the life of self-determination. If a person is building himself or herself and it has his or her own position, it reflects the vital self-determination [17].

Difficult conditions and problems that relate to the adverse circumstances, allow the best personal human characteristics appear in difficult situations and contribute to the development of these qualities. It is known, time creates his characters and, therefore, personal self-determination inherent impossibility to formalize the full development of personality.

Regardless of the time, good or bad, a man always have the opportunity adequately to solve the problem, rather than just receive pleasure from life. In quiet times personal self-determination becomes more important than heroism in wartime or other obvious circumstances, where a person needs to be a man, because it is easier to determine him in spirited years than in peacetime.

In the analysis of personal self-determination B.C. Safin said that it is purposeful behavior, where the main thing is to master spheres of life, and the result – the processing and personal experience.

The person who self-determined, clearly aware of his life goals and plans, he knows his abilities and desires, and hopes only for his personal and physical qualities, and it is sure what to expect from him in society and whether it is ready to work in interpersonal relation systems[18,19].

It should also be noted that there is a commitment to the best examples and ideals such as “elitist orientation” of self-determining identity [20].

As adults most of the time engaged in plants or factories, so the professional choice, which is becoming the main cause of his life, has more to do with personal self-determination.

I.S. Kon, analyzing the social self-determination, believes that it is a component, internally justified, personally and socially productive

decision of subject to complex problems connected with its industrial, economic, family and household, legal, social and political independence [21, 22].

I.P. Smirnov and E.V. Tkachenko conducted the research of profession choice motives and professional intentions of today's youth, noted the priority of material values, the impact of low social status of the individual to choose a career [23].

Thus, it should be noted that the material factor of senior students is the most significant cause of occupational choice, and it is determined not only by the modern state of the market. This motive, in particular has been allocated for socially disadvantaged families, which can be analyzed as a natural desire to ensure prosperity for themselves and their families.

Therefore, it may be noted that there is a tendency of growth motive material value of a professional choice, which is one of prevailing over other motives of professional career: the prestige of the profession, its social importance and demand in the job market.

Hence, from the analysis of different theories, it may be marked that the *socio-psychological approach* to the problem of professional self-determination based on the position of the public nature of professional self-determination processes. And it is noted that, in essence, a professional self-determination is a social phenomenon, which determines human consciousness to relate the importance of acquiring social status with the choice of profession.

Representatives of the *psycho-pedagogical approach* (E.A. Klimov, M.V. Paramonov, Yu.P. Povarenkov and others) explain the professional self-determination as a career choice (narrower concept), and as a long-term process of defining himself in the field of professional job.

E.A. Klimov in his work, noted that professional self-determination is a complex multidimensional and continuous process that does not end with the choice of profession, and is not limited to a certain age [24-29].

In his view, the content of professional self-determination is that it would form a system of knowledge about the way of labour, that the kinds of occupation are diverse and exclusive, it is told about the upbringing of a positive attitude to work, about the development of practical skills in socially useful activities. But the author also

mentioned that professional self-determination has a different level of development, which is mainly due to his attitude to work and may vary depending on the conditions of human life, where the individual's age does not matter.

The authors of psychological and pedagogical direction consider the professional development as a dynamic and long-running process and not as a short-term effect, suggesting a preference a particular specialty and vocational training.

Professional formation consists of four main stages:

The first stage is the formation of intent to the choice of profession, then we get education appropriate profession, then it adapts to the profession and it ends with realization in the workplace, which can be either partial or complete.

The transition from one stage to another is laid during the previous and often is accompanied by the emergence of a human internal disagreement. Also, with their opinion, professional self-determination is a definite step and the most important component of person's professional development.

In research works by Yu.P. Povarenkov are noted that professionals should have the following characteristics - professional orientation, professional experience, professional talent and a professional identity.

According to Yu.P. Povarenkov professional orientation, professional experience, professional talent and professional identity are qualities which should possess a professional. He believes that the foundation of a professional orientation is the motivational sphere of the person, which in essence is a set of motives, addressing the professional issues and challenges related to professional development [30].

Knowledge, skills and human activities that relate to the needs, make up the qualities that should have a professional, it is also a component of the professional experience of the person.

An endowment to the profession, which consists of both general and specific professional skills, determines the performance of professional activities, which in turn depends on the degree of person's development as a professional.

According to Yu. P. Povarenkov, professional consciousness includes the professional self-concept, self-assessment and

professional level of claims, which form the basis of a professional self-determination.

Formation of an adequate self-esteem, with full awareness of the socio-professional requirements and opportunities, as well as the education and skills correlates the requirements and its potential, but also the establishment of professional reflection, which literally meant as “conversion back, reflection”, all this reflects the development of professional consciousness [30].

Structural representation of reflection in concept by A.B. Karpov and I.M. Skityaeva connected with the study it in the personal qualities of the system [31]. Therefore, we can say that the development of professional consciousness is the leading condition of person’s development as the subject of a career path.

Analyzing the main approaches, we noticed that some researchers recommend, based on a plan or way of life scenario “calculate” own professional destiny. The man being a product of the cultural and historical community, in his personal development acquires the certain stage of his own characteristics, which involve the execution of established activities in difficult circumstances (D. Super, E. Klimov).

Perhaps, this is due to the formation of “self-understanding” and comparing himself with a certain personality type (D. Holland). Professional choice of a teenager has many options, which are aimed at success and they are offered a variety of techniques to address the correct definition of the profession (B.Ditz, D.Tidelman).

Students must keep some caution using computer technology which efficiently recommends choosing one or another specialty. In the future appeal to computer diagnostics may “render” bad service, because to solve complex problems, the teenager will look for answers to computers, which in turn can lead to dependence.

From humanistic psychologists’ point of view, professional development is one of the component parts of general personal development [32]. They find it unacceptable to use violence and manipulate a teenager when they choose a future career. Each entity has at its essence of humanity and it is assumed that every person is born to do good things and he has right to work, and his professional activity is a manifestation of self-expression, self-reliance and individual liberty.

Thus, the set of existing and emerging approaches and professional self-concepts, consider a professional self-determination as a process caused by socio-economic conditions of human life, and as an important component of its development.

1.2 Socio-pedagogical analysis of the problem of professional self-determination of adolescents

The question of emerging generation and socialization of mankind has struggled since early times. This issue came from human society, so there was a need for the development of society and it has its own history of development. The training to the labor life could not be compared with career-oriented specialties. During the process of human development giving children special education, preparing them to the new life raised new issues. Action is necessary to meet the needs of human life which is meant by "occupation" as the ways of education, profession.

Assess the professional eligibility of a person emerged in ancient times. For example, BC In ancient Babylon, in the middle of the third century school graduates were examined secretaries. And the art of ancient Egypt was taught only to tested people. The first condition was testing students and fulfilling all the tasks. During the conversation, the ability to provide clear information the level of intelligence, appearance and ability to communicate were evaluated. If the man does not have the ability to learn or long-term learning difficulties, he will be punished by fire, water, hunger, and death. There were government arbitration, and many specialties in China. The choice of specialty is training to their services determined by the type of professional choice peculiarities .

They organized special competition which was devoted to the knowledge of the traditions developing their knowledge and necessary skills. As well as in ancient Sparta, Rome, Athens professional investigation to assess the erudition, examinations and seminars were hold. In India since the BC 900-600 jewelry, blacksmithing, sewing, coloring, carpenters, potter various categories of domestic workers, professional acrobats, foreteller, dancers, traders, etc. spread over a

wide range of specialties. Each specialist taught his children to his profession. That is the revelation that parents as adults in the family have a huge impact on making a choice of professions [33].

In the Middle Ages, due to the increase in the types of activities performed by humans many professions were appeared, many types of vocational schools and training began to spread in the workplace. In addition, the training of highly qualified specialists in high schools and universities started.

Professional development became a public process to determine the professional aptitude and in the nineteenth century professional diagnostics, professional eligibility started to determine. At the same time, professional education, professional counseling, education and socio-professional adapting profession scientific tests were investigated. This work will determine the personal characteristics of each person and each person's behaviors based on a combination of the types of skills. British scientist F.Galton was one of the founders of mental features of the scientific establishment of the individual. In 1888 F.Galton travelled to London in order to study the specifics of that opened an exhibition of international medical and health practices. Visitors had an opportunity to determine their abilities and characteristics [34].

The research focused on professional development started at the beginning of the twentieth century. It still was not possible for free choice of profession. Professional life was limited by traditions, as well as the nature of the patriarchal society. Industrial revolution has led to the emergence of new professions and the labor market. A large amount of people faced with the problem of job search and professional development at the same time. A changed historical event radically expanded the different kinds of specialties. Professional determination problems caused the formation of labor in the field of psychology.

In 1903 the first professional unique system was created on the basis of the first vocational guidance office in Strasbourg, France.

In 1908, the first inquiry offices were opened in US city of Boston for high school students . The methods of identifying way of life of the applicants were used. This is based on the scientific point of view, the actions of the Bureau of professional orientation can be that the initiative.

Soon, this type of offices were opened in New York City. Their task was to determine Requirements to the different responsibilities of their professions and determine the abilities of students. This is determined by F.Parsons one of the founders of the Bureau Also he determined three main factors of successful professional identification:

Each person's right to self-evaluate their predisposition to action types, abilities, interests, goals, evaluate the capabilities and limitations;

Each chosen specialty service to know what is needed for successful work;

Depending on demand and specialty combining the results of the self-assessment of knowledge [35].

In 1927, the Bureau of professional advice for young people, headed by V.M. Bekhterev was opened on the basis of work of the People's Commissariat in Russia [36].

A study of the history of the formation of a professional mankind, the issue of self-determination was not considered as a separate area for a long time, the public group of finding the scope of the individual fall over the centuries, led by increased demand for specialists in various fields of industrial development of the society at the beginning of the actualization. Professional orientation during the period of the Soviet Union, the population of the state and the real social and financial guarantees (housing, job) were approved. In the new world, a person's free self-created favorable conditions for the professional development were created.

The theory of self-determination of professional education up to 90 years of the twentieth century is mainly considered as the idea of a professional orientation. That is, only social and professional orientation issues. And the modern concept of "professional self-determination" approved the person's total life-defining communications, environmental and social consequences for the human, self-professional issues.

The issue of professional self-determination, at least, has philosophical, social, psychological and educational aspects, which is widely used in this field of the social sciences and humanities and thoroughly investigated. A variety of professional self determination concepts identified the complexity of the question.

Each problem has the philosophical basis. As well as the issue of professional self-determination for the first time provided a philosophical point of view.

Representatives of philosophy Charles J.J.Russo (the question of freedom to find their place in life and will of the person), V.Frankl (self-actualization), E.Fromm (the nature of their recognition and acceptance) discussed the issue of self-determination on the basis of people and the world relation .

According to the German philosopher I.Kant, the nature , person's own inclinations and other external factors does not affect only his self-determination [37].

French philosopher J.J.Russo identified awkward age "second birth", as the main content of conscious independent professional development [38]. Also, philosopher encouraged not to be workers, encouraged them to become a man.

V.Frankl prefer not to find meaning of new choice in self determination process, he preferred to find new meaning in their work. Thus, he took into account self-actualization. At the same time, he recognized the nature of the person and raised the idea of the it [39].

E.Fromm adheres to the principle of self-determination in terms of internal and external conditions [40].

New approaches to self-determination were listed the works of modern philosophers L.Rozov (human freedom), N.A. Edalina (self creation), O.G. Drobnitsky (defined morality of person), A.Latuha (self-determination, social space), P.Schulz (self-determination as a philosophical concept of anthropology).

The person's professional self development was the object of sociologists' research. Because this phenomenon is the social aspect. D.L.Konstantinovsky identified professional self development as an alternative to the model of social interaction, A.V. Merenkov as the determination of "self-knowledge" and "self-development", "self-approval". And it was considered as linking concepts [41].

The issue of professional development of young generation was reflected in the social works by E.S.Barazgova Yu.R.Vishnevsky Ya.V.Didkovskaya M.X.Titman, A.Cherednichenko V.N. Shubkin, P. Sorokin, T.Khlopova, A.G. Zdravomyslova.

E.S.Barazgova investigated self-determination, in contact with social groups [42].

Yu.R.Vishnevsky studied professional determination future as a model of subjective identification of young people through the formation of a professional character [43].

Ya.V.Didkovskaya paid attention to Influencing the process of professional development objective (social prestige and influence of the labour market) and subjective (knowledge, skills, interests and enthusiasm) factors [44].

According to M.X.Titman, social determination of young people is related to the living conditions, social environment and the relationship with the position detection. social environment and life plays an important role in determining the first stage. The main factors of social environment and conditions are social and territorial affiliation, origin, family and knowledge. After that, it reflects the potential of young people in the process of determining the accumulated activity. professional socialization process identified the need that is considered as part of the determination of the social system [45].

G.A.Cherednichenko and V.N.Shubkin investigated empirical studies and personal and professional plans for the youth and the needs of certain professions in society in accordance with two described pyramids [46].

A.G.Zdravomisloy, T.Khlopova, P. Sorokin discussed about the role of a motivational value components of the professional determination.

In the field of psychology, Dj.Mid, E.Erikson and I.S.Con examined by this issue ID (identity) concept, and Dj.Kelli, R.Mey, Z.Freyd considered by human freedom and determination.

American social psychologist George Mid predicted human self-determination as a person performing a specific role and perception and adoption of other people's thoughts and views [47].

Researcher E.Erikson's "self-determination" notion is equivalent to the as a "psycho-social identification and classification (similar)" category in psychology of foreign countries [48].

The representative of the Russian researchers I.S.Con: "If feudal society" limits self-determination of a person, people will be able to develop themselves in a new world. Developed social production and increased social mobility has expanded the range and volume of personal choices [49].

By using this method, psychologists emphasised the freedom of self-determination of new generation. He connected professional life with the formation of the teenager's plans. According to the author, not only as a result of the discipline of thinking life plans, as well as the measures that can be used to achieve the same result, ways, objective and subjective resources.

As well as I.S.Con identified the needs of professional society , decision-making process, a certain level of personal desires and personal life style as a multi-level process [50].

In the psychological dictionary of M.I. Dyachenko professional self-determination is defined as the process of making decisions about job of a person. According to the author, the self-determination of the person is involved in the formation of "I" and thus determine many aspects of life [51].

Identifying the choice to get acquainted with the professions world of the person V.V.Chebisheva demonstrated the necessity of knowledge to develop efforts and their professional specialties from the labor sector [52].

V.D.Simonenko and M.V.Retivin described professional identification as a career conscious and result of the selection process [53].

E.Rou analyzed a professional person needs to be identified with the direct and indirect aspects. Referring to the idea of Z.Freyd, he systematized the theory of professional development. In this theory psychologist identified a key role not in needs of a person, in relationship to them. According to him, the needs of this relationship is determined by the parent's upbringing style. E.Rou divided parental educational style into six groups, for each type he made a classification of specialties. Professional determination is explained by psychological and psycho-physiological features and the formation of the person [50].

E.I.Golovaha and A.A.Kronik supposed way of life as planning of events. E.I.Golovaha emphasized self-determination with important elements identified values, life plans and goals which are explained as an orientation for future life [54].

The psychologist E.A. Klimov's opinion about the concept of professional self-determination is important. According to the psychologist, work relationships, professions and thoughts about

features possibilities can be formed, as well as the safety assessment of socio-economic factors determined by its own interests and the range of possible choices.

That choice is really carried out in accordance with the following formula: “There is only one moment + the whole life” [55]. In fact, professional self-determination is radically changing the flow of the upcoming event.

E.A.Klimov identified professional self-determination “as a full member of the society of independent specialists in mental development and vision”, and divided into two levels:

- 1) gnostic (the structure of consciousness);
- 2) practical (change in the social status of the person) [56].

Analyzed the works of T.V.Kudryavtsev and V.Yu.Shegurova, we observed that views of E.A. Klimov are similar to their position. For example, they determine the kind of professional self-determination as long-term and multi-faceted, considered four main phases of the process of the formation of a professional self-determination:

- 1) the emergence of professional intentions;
- 2) professional education;
- 3) vocational adoption ;
- 4) partial or fully carrying out the activity of the person.

According to the author’s opinions in the initial stage the formation of the graduate’s professional intentions, professional selection is carried out. And then comes the formation of a person as the subject of labor relations [57].

E.F.Zeer investigated individual professional specialties in the field of psychology detection. Accordingly, formation conditions of a person are increasing. The most significant issue is personal and professional labour value. During the whole period of life a person can change and face different stages of development (childhood, adolescence period, adolescents, etc.), and in that case professional self-determination can be solved in different ways.

Important aspects of professional determination by (E.F.Zeer):

- selectivity ratio of specialties;
- personal specifications, requirements and specialty choice, taking into account the socio-economic conditions;
- self-assertion and professional determination in the long-life

period;

- updating the process with other events (to complete the education, change place of residence, etc.);

- self-determination and self-actualization of the person as a manifestation of social maturity [58].

The issue of self-determination in psychological research with its methodological foundations was examined by the representative of classical psychology S.L.Rubinstein. It is considered in the context of the issue of self-determination.

L.I.Bozhovich linked the process of the formation of principles with man's self-determination. Self-determination in their work is characterized by a very significant personal knowledge and their reorganization. From the viewpoint of the researcher, the demand for self-determination of the social situation is the central part of person's development, and the self-determination is the professional conduct of business of the person specifying the interaction with people and the environment [59].

A.Maslow proposed the concept of "self-determination", his notion of "self-actualization" and professional development are relative concepts. The concept of professional development is the main part of self-improvement and self-actualization. In addition, by analyzing his writings self-determined choice is on the basis of professional personality characteristics [32].

By P.G. Tschedrovsky "self-determination" is the concept of self-formation and explained the need for approval, "the value of self-determination is self-formation of the human with his own history, as well as the ability to think about the nature of himself" [60].

K.A.Abulkhanova-Slavskaya demonstrated connection between self-determination and professional life, choice of life in their works. L.M. Mitina also supports this idea that can be seen in the following way: "Self development determines the choice of the profession and beginning training, as well as certain professions choice and determine the strategy of development of the person" [61].

We agree with the viewpoints of the authors and accordingly professional plans for the detection of their life, consciously seek the place in society and the subject of their lives are considered in the unity.

According to the works of the above-mentioned psychologists

professional determination identified two aspects of human society in the world and can be seen as a whole process:

The value of semantic aspect describes professional plans and the individual's relationship in labour and professional spheres of education.

The functional aspect consists of the real work and its results. In this aspect professional identification is based on the professional choices and actions related to constant qualities.

Facial aspects of the self determination are deciphering the contradictory nature. On the one hand, changes in the orientation are reflected in its meaning, and on the other hand, professional situations may not correspond to the value of the semantic aspect. Professional determination is effective only in subordinate-semantic unit. Subordinate -semantic unit of the person is relationship between the individual and the environment and the connection of a status. It is characterized by the following features:

- value and meaning system which is aimed at a certain level of discipline (education, work, relationships, etc.) between the current system in accordance with the state of the implementation of the necessary functions that will be recovered personal motives, develop value and meaning system, minimal adverse of psychological conditions.

S.N.Chistyakova gave the definition of the professional determination concept: "Self-determination is the process of professional relationship between a person's professional and personal labour, the realization of self and the formation of personal, social and professional needs of agreement".

The issue of self-determination is not a question in stuck within a certain period of time, the author explains the issue by the following reasons: vocational orientation and permanent nature of this issue with different aspects and sights always based on the socio-economic changes taking place in society. As well as the "professional self-determination" considers a variety of positions, meaning. For example:

Social and pedagogical sense is vital to professional determination and related to the special forces of the state and society.

Psychological and pedagogical sense is a professional problem detection and provided step-by-step process of making decisions in the formation tasks.

Physical and psychological sense is the subject of professional activities, system of labor relations that are recognized as the official formation of its style [62].

In pedagogic self-determination has its place in a system of social relations characterized by a conscious choice of personal maturity and it is seen as a central mechanism of formation of a person [63]. This is defined in the dictionary of B.M.Bim Bad. We support the idea of Bim Bad that the ability of self-determination expresses positions on the maturity.

The whole process of professional determination is revealed in the research of E.S.Rapasevich. He said: "The professional self-determination is a self-assessment of expert in a certain profession; related content of the orientation of a person's professional entity; the professional orientation process is an important object of the formation of the person" [64]. Consequently, according to E.S.Rapasevich's point of view, main elements of professional self-determination are evaluation and orientation.

Pedagogical approaches of self-determination are revealed in the works of S.V.Kulnevich (parallel principle) and A.V.Merenkov (individual all-round development of its own mechanisms).

M.A.Galaguzova determined professional subject phenomena in a four-block area:

1 block long-term process of all human that life will be held at the youth (physical and mental) development;

2 the new society with a variety of specialties (early or late every person face with the "space of choice");

3 block - the requirements of the individual properties of the given specialty options;

4 block at every stage of the formation and development process of human labor as a subject (this phase is the process of preparation to the profession, professional skills, and access to the labor collective , to achieve a high level of skill or professional stage) original teaching methods and management techniques [65].

Professional and personal determination was the problem of N.S. Pryazhnikov's research. Researcher added some points of theory

and practice. He considered professional personal determination and the meaning or self-conscious detection, proved that their professional determination and self-determination in connection with the ongoing improvement. Indeed, professional determination is an integral part of the general definition of personal identification.

Professional and personal determination has the common character. However, there is a difference between two processes. For example, professional determination is different than the determined detection of personal identification. Professional determination can be formally identified, ie, professional diplomas and certificates, the employment results.

Personal determination is not formally identified, i.e. without diploma or certificate. As well as professional determination shall be deemed to be consistent with the terms and conditions (in accordance with the demand of social organizations, devices, etc.). And favorable conditions to be determined as an individual consists of difficult situations and issues. Because this difficulty leads to the formation of personal qualities of a person.

N.S.Pryazhnikov analyzed the possibilities of self-realization with seven types of self-determination:

1. *The determination of a specific service.* This type of person is carrying out an activity characterized by the development of himself. Workers perform certain tasks and operations, freedom of choice and coordinated action are limited. Many workers do not be tolerant. However, some of the workers will be able to enjoy this unique work.

2. *The determination of a specific service ranks.* Service ranks are characterized by certain rights, production tasks and work environment, however, is broader than the amount of action of the first type.

3. *The determination of a specific profession. opportunities for self-realization of the person are greater.* For example, the driver can manage any type of vehicle.

4. *The determination of a specific professional area.* There are related specialties close to one another. Compared to the previous type, employee, will be able to choose the profession.

5. *The next type is life determination.* Professional services within the scope of the separate detection of this type including education, leisure, forced unemployment, etc. In other words, it is

about the nature of human life. Some people consider the service would be outside the scope of the meaning of their life.

6. *More complicated type is personality determination.* It is vital to identify the clear view. The personality determination is to find the image of “I” constantly improving it.

7. *The most serious type is a cultural self-determination.* It is a reflection of the personal identification. This type of self-determination is shown in the person's contribution to culture.

By N.S.Pryazhnikov's self-realization is divided into five levels:

- 1) reject the aggressive implementation (destructive level);
- 2) try to escape from the peaceful activities;
- 3) according to the instructions execute the given service (passive level);
- 4) try to do the elements of the work;
- 5) the full implementation of the work (artistic level) [66].

A group of professional consultants in their professional detective found the right career choice as a condition of “self-consciousness”.

Level of complexity in the issue of professional self-determination and cultural-historical basis of this phenomenon has led to the emergence of a different conceptual approaches. As a result of analysis of the conceptual approaches of the problem can be divided into two main approaches:

The first one is about the limited choice of profession from professional point of view, it is based on F.Parson's three-factor model original concepts of Dj.Holland, E.Shpranger and R.Le.Senna identified the process of choosing a career.

Representatives of rational trend D.Tiddeman, X.Tom, T.Rivs proved that internal content of self determination is based on the profession selection process to solve the problem.

The second direction is that a professional identification as an integral and fundamental part of the professional development. It contains the theory of E.Ginzberg and the theory of “professional maturity” of D.Super, E.Ginzberg identified the factors influencing the choice of profession, step-by-step model of the connection between professional development and professional determination. This idea was later seen as one aspect of the professional development of the professional way It was identified by D.Super [55].

G.A.Umanov, A.P.Seyteshov, L.K.Kerimov , J.Asqarova and J.Turikpenuly studied the issue of professional determination and vocational guidance. According to them, vocational guidance is a combination of teaching and medical activities, also psychological activities.

G.A.Umanov and L.K.Kerimov determined self-conscious at early stage, pointed out the need for retraining teachers [67].

A.P. Seyteshov believes that professional approach will be the basis for the formation of child's viewpoint [68].

J.Asqarova examined professional guidance dealing with the training of the future specialists [69].

J.Turikpenuly published the work "Career Guidance" in 1995. He studied the career guidance, the planning and organization of secondary schools, cooperation between school and parents' business [70].

Researchers of Kazakhstan considered the issue of self-determination in terms of vocational guidance and career choice. But the concept of the self-determination is not only the idea of the professional guidance, it is an important question. In addition, the self-determination is not only a simple choice of profession, which is essential in the development of an individual sample as the creative process.

According to E.I.Golovaha, professional choice, professional determination affects the future. Professional self-determination is not limited by the process of choice, which began with the formation of a professional desire, and will continue until the life long period of the professional life of a person. The idea is taking root, we should find its role in the field of labor. Because the person regularly improves his professional development and confirms professional place in the world.

Thus, as the results of the analysis above-mentioned professional self-determination, we show the main points of this issue:

- 1) For a long time the issue of self-determination is not considered as separately direction. Only the number of individuals throughout the centuries defining the scope of labor declined any

social groups, led by increased demand for specialists in various fields beginning of the industrial development.

2) Before the 20th century society discussed the professional orientation. And the modern concept of “professional self-determination” includes the life of the person associated with defining environmental effects, the approval of the concept.

3) Professional self-determination made certain choices in the field of specialty and having selectivity ratio. However, professional self-determination is not only based on the professional career choice, but also can be the content of spiritual development process.

4) Professional self-determination is the core of identity, features, professional requirements and also taking into account the socio-economy conditions, conscious choice.

5) Professional determination continuous all life: person always approves his location in the field of specialty.

6) Professional self-determination is an important characteristic of social and psychological maturity of the person, the need for self-actualization.

Professional self-determination is important in searching for the meaning and the conscious way of life, that is chronic and conducts multidimensional process. Choosing the professional activity, performance and development is the greater part of human life [71].

The process of self-determination begins in childhood, it continuous all the life begins at the moment of occurrence period that will last about 35-40 years. During this period, plans and professional life can be changed social status, as well as changes of the structure and structure of the phenomena execution can be observed. That is determined at each stage of professional and personal development tasks solving in different ways. Therefore, there is a need to divide periods in accordance with this process.

We measured facial professional pre-school and school development in our research work, including the establishment of a professional feeling of responsibility over the issue of selection and professional determination features.

Professional stages of process of self-determination are shown in Table 1 [58].

Table 1

The nature of the detection of the various stages of personal development

Age	Professional development stage	Professional methods of determining stages
Preschool childhood (7 years)	-	Professional Role-Playing Games
Junior high school age (11 years)	-	Professional induction
The period of adolescence (15 years)	Primary option	Professional Fantasy
		The romantic nature of professional intentions
Early awkward age (18 years)	Secondary realistic option	Choice of the professional direction
		Professional training
Awkward age (23 years)	Professional education and training	Professional self-determination in space
Youth (27 years) Primary adaptation	Professional adaptation	Real self-determination in the workplace
Adult childhood (33 years)	Secondary adaptation	Determination of the professional field
Mature childhood (60 years)	Professional level	Determination of the professional level of professional culture
Old age (75 years old)	Mentoring	Society and family life, self-determination

1. Pre-school stage:

This period is characterized by the first abilities of child. Role-plays with professional orientation description play an important role.

Children during playing the games are known to be prone to repeat the actions of adults and their parents. Different things influence professional determination settings, such as plant caring and cleaning the room, the manifestation of the first labour activity. During the period of pre-school children have an interest to work along with incentives, develop any type of activity, expand their education and understanding about the work of adults.

Professional adults will work on the concept of positive impact identified. To restore its control over the work of adults, then it is important that describes the contents of labor.

2. Primary School stage:

Primary school, while the first step of school life. In this position the child will receive training and motivation. As a result of a variety of actions (entertainment, education, labour) children observe the formation of understanding about the role of improving the life. Elementary school student, not only observes the manifestation of the idea of the adults, as well as expands the education. The right development and educational leadership qualities of the child is important subject of the formation.

An attempt to read contributes the creative development of students. This creative abilities on the basis of primary school teaching and head of many manifestations of the idea about the types of work help students to expand and imagine them a certain area. The child will be able to have professional imagination, they will have a great impact on the establishment of a specialist.

3. The high school stage:

The first secondary school (grades 5-7) students will be aware of their own interests and skills related to the choice of a profession.

The second stage (grades 8-9) corresponds to the years of adolescence. Youth can be defined with real exchange of ideas, that is the beginning of the formation of professional self-consciousness. However, some teenagers live in present, they do not think about the future specialty. Teenage's social and psychological maturity is only one indicator of future development. That relationship is shown in the future plans, goals and motives.

The emergence of interest in certain specialty integrates many factors. For example: training, environment, people, books, and TV. Teenagers are more interested in several things at once, different

courses and sections. Such sections determine their skills, abilities and weaknesses. A sort of test case for the realization of the dream, the fun is the best way to avoid sadness and sorrow.

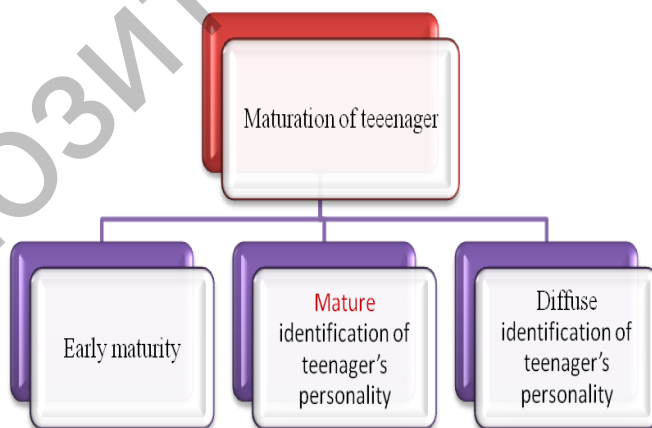
4. The period of high school:

The most crucial moment of high school is ages between of 15-17. Characteristics of high-class years are physical, spiritual and mental development. this stage of development inherent in all compatibilities, teenagers are ready for adult life. Conscious, in some cases, professional intentions form at the end of the inevitable choice of profession. The most important tasks are choosing the career and preparing for labour, social and political life. Therefore, this period was renamed like “option”.

Option (Latin optatio - choice) is a professional decision about the choice of development path.

The upper class is the period of time to make the decisions that is essential to be form responsibility.

State of human development in this period is characterized by development of the social and sexual roles, responsibility and the increase of activity, the formation of psychological preparation to live independently and psychological maturation. the main types of teenager’s maturation in the period of high school is given in the following graphic (Picture 1):



Picture 1- Types of teenager’s maturation

Early maturity is peculiar to teenager, who entered the adult life of earlier than intended time. They differ from their peers by independent life apart from parents.

Psychological maturity is a state of normal level maturation.

Diffuse identification is unformed form of growing up. These teenagers do not think about their future life, because they impose making important decisions on parents [72].

In A.L.Venger's opinion high school students, according to successful adaptation to the new conditions, can be classified into three groups:

The first group includes students, who have high results at school and intend to continue studying, but this type of students have difficulties in making relationship with environment and in adaptation to a new social environment. They are characterized by disadaptation, syndrome of inability to adapt.

The second group includes students, who do not study at all or hardly master training program. They do not realize forthcoming social, issues they are going to face and also do not feel psychological challenges that are taking place at the same time. This group is characterized by insulation, syndrome of lack adaptation that is a type of social deviation, deviation from social orientation

The third group consists of the students, who are characterized by deviation or open antisocial behavior. Most of them are not aware of psychological or domestic issues. Syndrome of disadaptation in the form of insulation by group is peculiar to this group [73].

Professional determination for teenager is in a certain level a moral issue. The key factor in the choice of a profession is an own desire, that is being pleased with the choice. As well range of occupation choice is wide as well it is psychologically harder. Teenagers face with the following questions: Is it right to continue studying at school? Or it is better to enter institutions of higher education? Or get a job? In short, teenagers should determine oneself in a professional position.

14-16 years is a transitional period between teenage years and adolescence. This time corresponds to the time of the ninth grade. At that time students hesitate thinking about whether continue their studies at school or entering college. Some students think about getting job. Ninth-grade pupils, who are not satisfied with their

academic performance, on the contrary, would like to finish study at school as soon as possible. Students, who are afraid of making vital in everybody's life and responsible decision at the period of their first professional determination, leave it for two years and tend to stay in school. Thoughts about future professional life trigger in them such feelings as distrust and emotional pressure. At this stage the formation of professional notion contributes to the development of their self-consciousness in the right direction. At the same time adaptation to school, friendly relationship with classmates and positive relationships with teachers effects on continuation studies at school.

Teenagers should get rid of fantastic dreams and fantasies, appeared at the teenage period, and should to be responsible in choosing life way, analyze their interests and abilities together with parents and teachers, take in the account financial state of the family and demand for professions in their living area. Of course, it is about teenager's primary, nearest and forced choice of professions. The most important question teen's face is: "How to make choose?" Therefore it is better to take into account that it is difficult for students to make choice independently by considering profession according to one's own psychological features.

An awkward age is characterized by self-education as a future strategy of person's activity. This process is characterized by formation of professional and life plans that are ground for entering adult life. According to Russian psychologist I.S.Con in awkward years raises concern about the phenomena "I" in the future [2]. In order to strengthen one self's "I" it is needed life plans.

Core features of professional determination of high school students:

- 1) High-class time is a period of realizing person's life way, achievements, abilities, overall one's life purpose, ways of how can one contributes to society that is looking into future. In other words, it is a period of consultation of a teenager with oneself, looking in the soul. Until that time professional determination is ambivalent, at upper class professional determination requires a realistic making decision.

- 2) To high class period it is peculiar raving in the future. At this period teenager's childhood dreams and fantasies about profession changes to a certain ideas, motives and goals. If teenager keep learning at school it means that he/she prorogue entering into adult life

for two years. In this short period of time high school students should create life plans that is solving problems like: what to do (professional determination) and how to be (personal determination). Teenager ought not only to set a goal, but also should consider ways to achieve them.

3) Creating life goals and plans demands high school student confidence and trust in their own strength and capabilities. High school students are not be able to evaluate them objectively and fully. Only to a small part of adolescents are characterized by adequate assessment of oneself.

According to American researchers, low level of self-assessment scale at 12-13 years old increases at the period of teenage years.

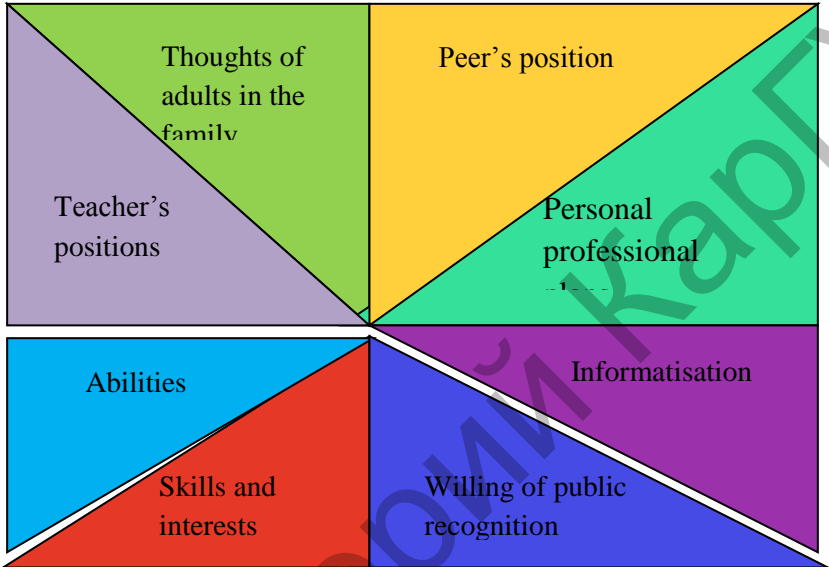
The dynamics of self-evaluation development in Kazakhstan schools is in the following properties: high school students' level of self-assessment is high, comparatively normal without contradiction. During the same period, students are characterized by optimistic attitude to their opportunities. All of it is connected with needs raised according to formation of "I" concept and professional determination. However there are found ones with low self-assessment.

There is not stable and unique trend in high school students' self-assessments: the first group students overestimated themselves, while second group do not appreciate themselves. Therefore, it cannot be concerned that high school students overestimated or do not estimate own opportunities. Nevertheless self-assessment at these years is relatively high.

4) Change of learning motivation. G.N.Serikov in his monograph "Education and human development" emphasizes that person's participation in the educational process from the very beginning is connected with his professional determination [74]. That is, researchers believe that each person get knowledge to determine oneself professionally, that is to say in the purpose of self-professional determination.

Students relating to educational process as a prerequisite of future career start studying subjects needed for chosen by them profession with great interest. If pupils decided to continue studying at school, they again start focusing on their academic progress. According to the Soviet psychologist A.V. Petrovsky at this period of

high school students attitude to learning process becomes reasonable [75].



Picture 2- Eight angle of professional determination

We have illustrated descriptions of profession choice factors analyzing the theoretical concept on the basis of theory of eight angle of professional determination formed by his contemporary, Russian psychologist E.A. Klimov (Picture 2).

To professional determination of a high school student's affect factors given in the graphic:

1) *The thoughts of the adults in the family*

It is normal that parents think about in the future profession of their children. In most cases, parents try to be very activity in the process of their children's the choice of profession. For example, family members who dedicated their lives to medicine for several generations, often parents want to see their child as doctors (direct ownership of a career, continuation of family business).

Parents influence their children's interests and activities from early childhood. However, sometimes parents requiring responsibility over their children, give them complete freedom of choice. If they disprove children's choice, reviewing plans suggest making another decision. Mostly principles of parents who could not show themselves at work and want children to fill and rectify the their mistakes hinder to make proper and reasonable choice and

Researches show that in most of situations before entering institution of technical education students who believe in financial support from their parents according to education payment make decision related to parents' choice. However school graduate do not think that not parents, but they will work in the field of chosen profession

2) *Peer's position*

Position of this micro group can play a decisive role in students' professional determination. Because adolescents exchange each other's professional plans or doubt about it, in some cases, are influenced by the choice of prestigious students.

3) *School teachers and form-master position*

Each teacher in the education process analyzing the actions of the student, recognize his skills and abilities, even know most of the information unfamiliar to student himself. But it is better not to choose profession only on the basis of teacher opinion or especially, according to favorite subject. Because the world of professions is very wide, that's why person may need another versatile knowledge.

4) *Personal professional plans*

Professional plans or ideas depend on the behavior, human wisdom and experience, it identifies the main goals, methods and ways to achieve it. Plans' content will be different; of course, it depends on the person who is creating them.

5) *Abilities*

High school students abilities and talents should be identified not only according to academic activities, but also in accordance with the all types of public activity. Because the ability is one of the factors that affects to the future applicability of chosen profession in the career. Consideration of abilities in the selection of profession is the guarantee of the right professional determination.

6) *Informatization*

Important and reliable information is a significant factor in choosing profession. This important structural element is a connection between preparations to make a decision on selection of career and valuable directions. Sources of information can be Internet, newspapers, magazines or television and radio. It is not surprising that information in the Internet could play a decisive role in choosing a profession for young people who to spend a lot of free time in the Internet.

7) *Level of desire to be recognized public*

High class students are mostly eager to choose reputable and recognized by society professional fields. However, the world of professions is very dynamic. That is, demand of public to professions in a certain field sometimes increases and vice versa. If graduates of the same period choose a profession considered to be prestigious in the public at that time, it may lead to unemployed, cause of excessive increase of cadre in that field.

8) *Skills and interests*

Skills may influence to graduates' choice of labor field. Where do skills form? Skills come to light or form in the process of activity. For upper-class students interests before work are the way for future. Interests before job are observed during participating in extracurricular or public activities, sections at school period. Consciously connecting to a new type of work person may change interests or direction of interests [27].

Person will succeed in profession chosen according to his interests and skills. Therefore, these two criteria should be taken into account while choosing profession.

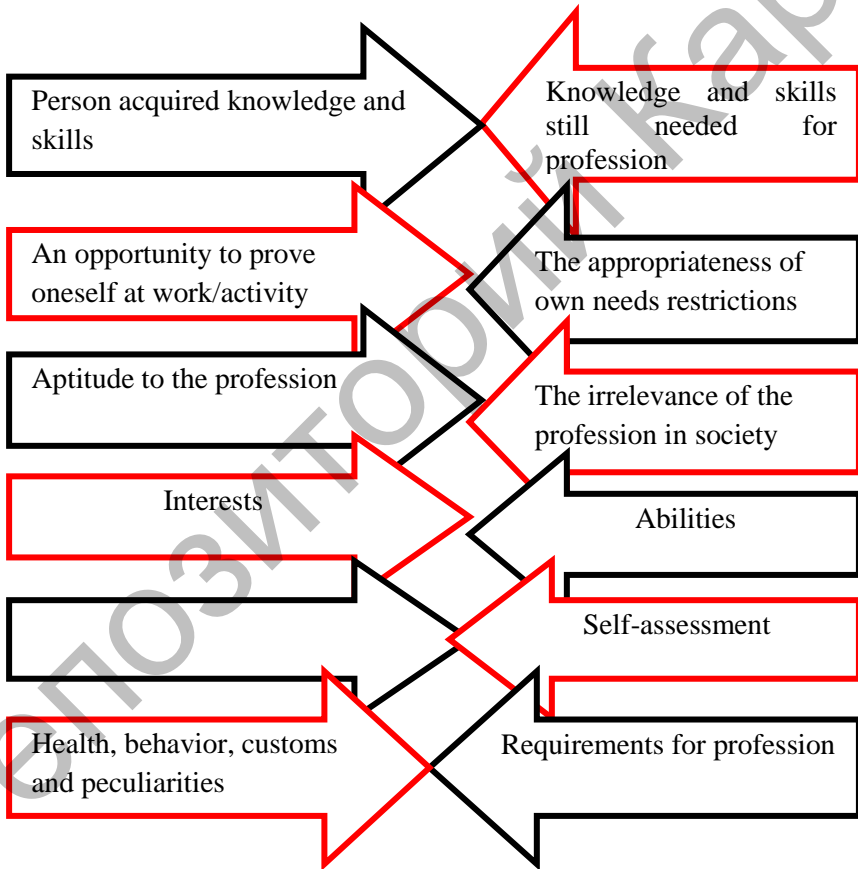
High school students try to choose to professional field that suit to one's opportunities and abilities.

High school students try to choose to professional field that suit to one's opportunities and abilities. However, often cause of not suitability majority of teenagers' level of opportunity recognition they may face professional failures and obstacles in the way of profession selection. On the basis of these obstacles contradictions can be divided into groups in the following way (Picture 3):

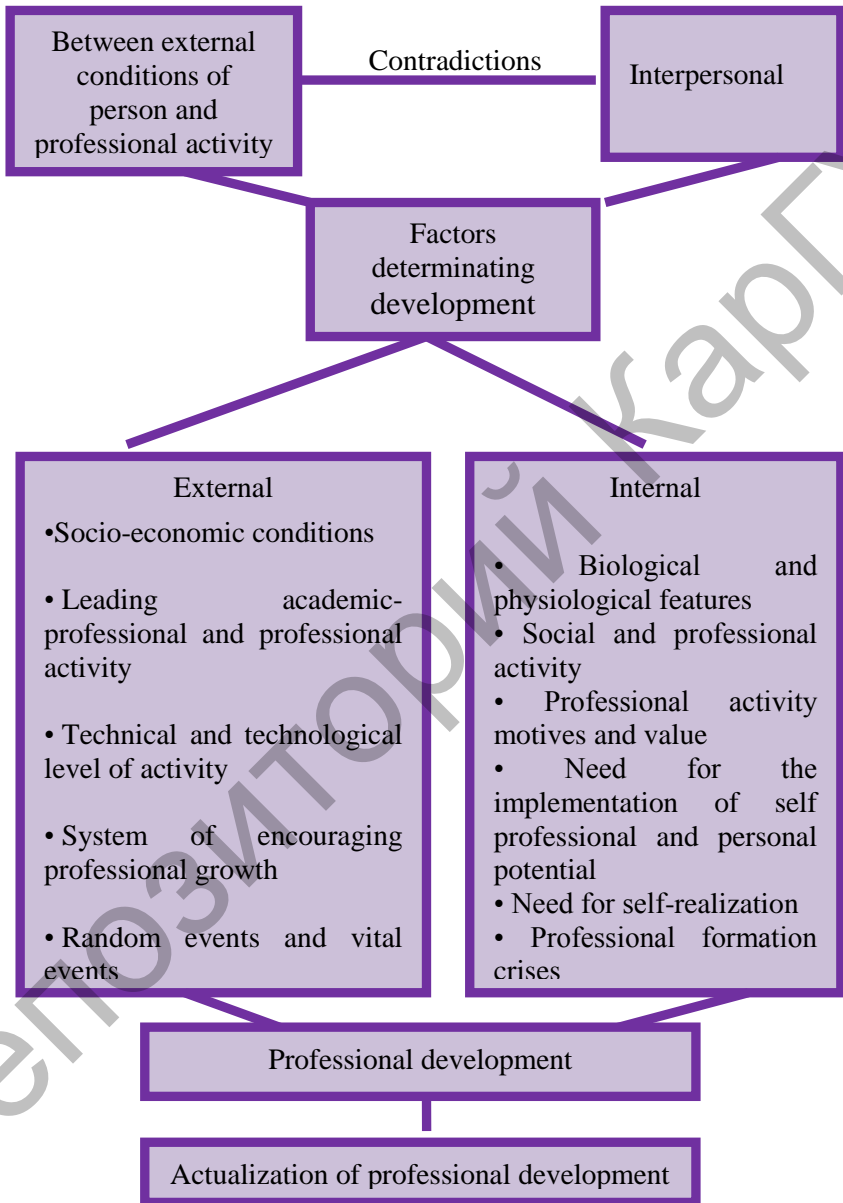
- connected with creation and evaluation of life plan: contradictions between the opportunity to show oneself in the various spheres of activity and person's specific needs restrictions; person's

adaptability and skills to a certain particular profession and its irrelevance in the society and the lack of demand for it;

- connected with assessment of one self's suitability for selected profession: the contradictions between individual interests and abilities; between the idea of professional ideality and self-assessments; between health, behavior, habits and requirements of the profession; between level of mastered knowledge and skills required for profession.



Picture 3- Contradictions in professional self-determination



Picture 4- Professional self-determination

According to the psychologist E.F. Zeer high school students in the process of professional self – determination face with two different contradictions: conditions between the person and the professional activity and interpersonal. Personal features and requirements of profession are supposed as the main contradiction cause determination of pupils' development. However, despite these contradictions person's successful professional determination formation mostly depends on his own activity (Picture 4) [59].

- High school students often due to above mentioned contradictions in choosing professional make following mistakes:

- Usage of negative and distorted information about the profession;

- Inability to systemize problems in received information about a profession to primary and secondary;

- Inability to match requirements of the profession with own abilities, that is, instability of self-assessment level (excessively low or high);

- Incorrect view about the possibility of professional of important skills development and the ways of mastering profession;

- According to financial difficulties in mastering professional choose profession not among desired spheres, but from possible fields;

- Manifestation of emotional components in the process of making decision;

- Not be able to change mind after getting new information;

- Obeying to the pressure of surrounding people (family tradition), that is, not to be able to make choice independently;

- Choose "prestigious" professions in society;

- Making a decision on the choice of profession only on the basis of a high amount of wage.

Above mentioned mistakes in choosing profession in turn, cause the following key issues in new modern high school students professional self-determination:

- In 80 years three main factors influenced in making decision of choosing profession: importance of the profession in public, characteristics of representatives of the mentioned profession and professional team's positions and relationship norms of the same field of labor. The most important factor of professional self-determination for current young people is a financial factor. That is, modern youth

in the future want to be included in the labor sector with a higher amount of income. However, higher wage job's contribution to the development and growth of person is another question. Because good work from material point of view, not in all cases enriches person in a spiritual sense, as a result it leads to professional fatigue.

-The younger generation's views on the profession and the labor market is far from truthfulness, decisions of nowadays school graduates about the choice of professional is associated with superiority of external credibility values'. Choosing profession not on the basis of own qualities and abilities, but on its credibility in society, that is, choosing formed in the mass "modern", "influential" labor field in result quite possibly in the future may lead to person's professional failure or cause of multiplicity of specialists in this field. This situation, in turn, will be start for new social and psychological problems.

- Conducted social researches show that there is not at all in modern Kazakhstan adolescents' preparation to choose independently own destiny and professional way or it is not systematized. In addition, it is noticed low desire of teenagers to social activity and to achieve success. Nowadays high school students underestimate the role of knowledge in professional preparation, they burden responsibility of making vital decision on parents.

- Students face with an important mechanism of professional self-determination as conditions caused by problem of choosing a profession and their choice of career at the still do not completely understanding period (age). At this stage teenagers make a decision not on the basis of life experience collected for years, but on the views, thoughts and dreams about future. Insufficiency of experience in professional direction is due to the low level of professional career guidance of students in educational institutions. In most of schools function of giving professional direction is limited only by learning process and preparation to national united testing.

So peculiarity of high class period is obligation to make a vital selection effecting on their future tellingly transiting to final stage of the school. Graduates often characterized by the feeling of danger based on fear and panic to losing possibility of self implementation. Therefore work organized by social pedagogue on students' professional self-determination should provide such services as

developing confidence at this stage of age, support at the period full of pressure associated with passing exams and entering institution.

1.3 Professional self-determination of teenagers as the most important problem of adolescence

The problem of professional self-determination of teenagers in the social sciences and humanities has been given much attention, and today, in the era of global socio-economic changes in the country over the past decade, it is one of the most relevant topics. This is due to the fact, there are new social groups are entrepreneurs, owners, and as a result of changes in the economic consequences of the system occurred a sharp stratification of society into rich and poor. There was a transformation in thinking psychology, changed business relationship, where the main emphasis on psychology of business, which is particularly appeared among the young generation, and also it is increasing consumer demands of the population.

There were contradictions between the old rules in the social, professional practice, and the new conditions and requirements of life.

Thus, today it is necessary to create a new concept of professional activities, and the creation of social institutions, which will contribute to the professional development and self-determination of young people to develop not only specific professional knowledge and skills, but also the basic social and professional qualities, such as:

- The value of self realization;
- Job motivation;
- Willingness to work;
- Initiative behavior in the labour market;
- Planning;
- Realization of vocational and further the life of self-determination;
- Personal growth of each individual [28].

The problem of professional self-determination of personality in psychology studied enough, there is a lot of research of theoretical and practical plan which developed a number of recommendations, as this process is complex, controversial and long.

The very first psychological theory was the concept of Frank Parsons (1909), in which the main emphasis was placed on choosing a professional rationality and consciousness.

Later, Charlotte Bühler (1935), Edward Schprangler (1959) considered the professional self-determination as the correlation between the characteristics of the occupation and age.

S.N. Chistyakova, Russian psychologist, considers the concept of “professional self-determination” and gives the following characteristics: *willingness to choose of profession*. The author believes, the person has stable significant qualities of integral system related to professional self-determination. One of the important features is the possession of the necessary knowledge and skills, as well as a positive attitude to a selectable kind of professional activity [76].

E. A. Klimov, the concept of professional self-determination considers as a long process and human activities directly dependent on the development of personality as a whole. He offers a scheme of personal professional plan (PPP), which includes awareness of the profession as one of the model elements, reflecting the procedural nature of professional self-determination.

Presentation of PPP occurs when:

1. The man makes valuable and moral choice, when there is awareness of job importance, both in the life of society and in the life of each person;
2. Determine the future of professional design (desire) and its coordination with other life goals (personal and family);
3. Put the next professional task as one of the steps that will lead to the professional dream realization;
4. Introduction of dedicated tasks (specialties and relevant higher or secondary special educational institutions);
5. Introduction of important external obstacles to the realization of the goals and knowledge of techniques to overcome them;
6. Knowledge of capabilities in terms of achieving intended goals;
7. Own the preparation techniques to the profession (work on oneself);

8. Making of fallback, backup options (in case not entering to the institute);

9. PPP realization begins with practice, allowing continuously adjusting and improving certain plans [28].

So, the most important in the concept of operations include: image representation of a desired future, goals and results, personal characteristics, qualities in the system of interpersonal business relationships.

Independent student choice of profession was considered as the result of professional self-determination. Therefore, the main task of the teacher in this process is to develop student's willingness to choose the profession. And the result of professional self-determination for graduates is their professional life plan.

Professional self-determination marks a clear understanding of what the graduate wants to do in his professional activity.

At this stage in front of a final-year student there is a serious task - it is necessary for him to determine his professional way based on what available resources of psychological or psycho-physiological nature he has. At this time a teenager begins to develop a certain interest in a particular field of knowledge, considering why he has certain interest to any school subject.

Teenagers often dream about how they realize their potential in the field of professional activities of their choice. But while their dreams often give the ways for feelings over whether there will be enough for teens to have more power, capabilities, abilities and talents to realize themselves in their chosen field of activity. In addition, they have a need not only to dream, but to realize their dreams in real life.

In adolescence, children often imitate adults, the copy their behaviors and choosing the potential specialty boys usually prefer some job of "real men" and girls are guided by the profession of "real women".

Most of the boys consider, such specialties as an astronaut, businessman, border guards and customs are only for real men who possess an iron self-control, courage and coolness. The girls dream of becoming models, actresses, TV presenters, i.e. they choose the profession of charming and attractive women.

At present, the orientation on profession depends on its prestige, which develops under the influence of the Internet and television.

However, in research works of E.P. Avduevskaya it was noted that it is difficult to determine the role and status identification in adolescence, because feelings are not persistent and they rapidly change, presents instability of “I – concept”, as well as different trends in social behavior [77].

The most important feature of this age that children quickly and easily absorb all that is happening around. They change physically and spiritually, but they do not know the extent of their powers. There are two trends that are characteristic of the psychological development of this age: one is the period of childhood, on the other – we face a growing person in his complicated activity. But it should be noted that the teenager is not yet included in an active professional career, but his social relationships change and grow, causing him to his self-determination [30].

Self-determination is due to the situation of a teenager is determined by multiple choice and only in the process of socialization it can be effective and has the result, where only in this case it acquires value-sense orientation.

Thus, self-determination – it is not a frozen category; it is a continuous process of man’s reassessment of the environment, him and his own life.

Uncertainty and complexity the essence definition of self-determination process associated with the fact that there are other similar concepts: self-actualization, self-fulfillment, self-realization (N.S. Pryazhnikov), which often reveals “passion through meaningful work” (Abraham Maslow), through the “case” which makes a man (Karl Jaspers) [33].

P. G. Tshedrovitsky notes, self-determination is the ability of a man to reassess his own essence. That’s why, the man says the author, makes his own story of life [78].

I. S. Con connects the process with the running business (work and job), as well as relationships with others (communication) [79].

One of the modern approaches to this problem is the idea about the relationship of professional work with an attitude to life, to peace, to work, to happiness and destiny. Therefore, the essence of professional self-determination can be called as an independent and conscious determination to the meaning of some work and the whole of life in a concrete historical situation.

Thus, it can be proved that professional self-determination is related to a person's self-realization in other important areas of life.

So, L.G. Yurchenko in his work represents and emphasizes the expression "introduction to the professional work", which indicates that this it means different phenomena, and identifies four kinds of phenomena of initiation to work [80]:

1. The phenomenon of individual self-determination, as the development and emergence of new powers, the prevailing forms of human activity, his inclinations, the set of specific relations with the child's parents, teachers, peers, friends, people who represent the interests of society and production, etc.; the formation of a qualitatively new ideas about him and her ("I am the future doctor", "This profession I don't choose"); the construction of realistic images of future professional and personal plans; the formation of an oral human maturity;

2. Self-determination of individuals through large social groups;

3. Impact on the professional definition of each student of socially important agents, which include family, peers, friends, school teachers, clubs, libraries, etc;

4. Professional self-determination of young people as a mass of social process, through the mass media activity, forming the aspiration and choice of profession among young people or not [81].

Interest in a particular profession can appear quite suddenly and practically in any source. For example, from books, interesting movies, a reputable man or from the cognitive transmission, etc. Most often, teenagers are interested not in one, but several areas simultaneously. They can visit various clubs, sections, or read special literature. Generally, teens tend to overestimate own opportunities with respect to the chosen field of activity. Additional classes, clubs, tutoring allow graduates more sensibly to assess the situation and recognize their own strengths and weaknesses.

The most effective way is to check graduates' own forces in their chosen career. This method helps to adequately assess their capabilities to understand - whether it really is right for the occupation. Parents and teachers can't disappoint a teenager, saying that his dreams are unrealistic and unreachable. It could plunge the teenager in depression and discourage any desire to choose his future profession. Instead, we need to show that in reality the situation is

very different from teenage conceptions. It should be clearly understood that any profession was not easy and that the way to professionalism will be long and difficult. And only in this situation a teenager is able sensibly to assess the pros and cons and decide for him - he really needs this sphere of professional activity, or he should find an alternative option for himself [82, 83].

It should be mentioned that teenage stage of socialization is always ambiguous and multiple, as in the present socio-economic conditions in the time of crisis, this multiplicity is only growing. It is reflected in the absence of a clear norms' structuring of social behavior, which increases the relevance of professional self-determination process. Many adolescents, choosing a career, may not even know and have no idea about it, so it needs the assistance of psychologists and social workers, who will improve the quality of vocational training.

Professional self-determination and the right choice of professional activity are realized in adolescence and early adulthood (high school age), but it is preceded by a series of steps: [35].

1. *Primary choice of the professional field of activity.* It finds the realization in the early school years, when the pupils of elementary schools dream about what they will become when they grow up. This stage is characterized by the following features: the minimum amount of knowledge about the world of professions, little understanding of their own possibilities and abilities that are required for the effective acquisition of the chosen area of activity, the instability of the professional intentions. This stage is called the stage of a fantastic choice that lasts for up to eleven years. Young children, thinking about the future can't be combined subject choice and ways to achieve. The idea about a future career is not clear, fuzzy, and interests are not formed.

2. *Stage of self-determination in profession.* This step is realized directly in the high school age. There are professional intentions, which have their development and orientation, and also orientation appears in various professional fields. This stage is called the stage of the trial selection, which lasts up to 16-19 years. Older teens are interested of reality conditions, but they are not confident in their abilities. Of the proposed numerous options, they choose some real, and then later make their professional choice between them;

3. *Professional education.* This step is realized after the graduate has received secondary education and began receiving special education in order to develop his chosen professional field of activity. This stage is the stage of becoming a realistic choice, which is carried out after nineteen years, and includes problems consideration with knowledgeable people, understanding the possibility of conflict between the abilities, values and the objective realities of the world;

4. *Professional adaptation.* This stage is characterized by the formation of IAS (individual activity style), as well as the dominance of the system of social relations above the system of industrial relations;

5. *Self-realization in job.* At this stage, the subject is able to evaluate as expectations associated with the choice of profession, how they materialized and found its ending.

Modern professional self-determination of teenagers has a number of features:

First of all, from students point of view, the future occupation has to be fashionable and prestigious. Teens want to achieve quick success and career growth and material wealth at minimal cost;

Secondly, teachers and parents expect the professional self-determination can be realized within the senior classes of secondary schools;

Third, teenagers need to know not only their personal capacities and abilities, but they must have an idea of their future profession. Giving preference to the profession is greatly complicated in today's circumstances, when changes ideas about the importance of education and lack of demand for a particular specialty;

Fourth, the teenager has to understand the diversity of professions, which is quite challenging. At the heart of the relationship to profession is foreign experience, which is often imposed by adults, friends and the media. This reduces the efficiency of career choice.

Finally, in order to realize the best choice of professional self-determination in situation, graduates must be able to build a picture of the interconnection of life events and transfer the created image in the future.

From L.I. Bozhovich point of view, teens' self-determination plays a significant role in the future life, as it may further affect the purpose and meaning of existence, the need to occupy a certain place

in society. Self-determination has the essential characteristic: first, it is realized by the business choice of specialty.

Second, it helps to find a meaning of life [84].

Self-determination influences on the formation of value-semantic system, which consists of a teenager representation of him and the world around him.

In late adolescence the motivational, psychological and cognitive readiness is the criteria for deciding of a professional choice. The problem of psychological readiness to the choice of profession is closely linked with the problem of professional installations.

Professional installation, according to I.M. Kondakov expresses a willingness of the individual to take professionally important decisions. On one hand, professional installation related to the objective requirements of the situations in a professional choice, i.e. with the tasks of professional development, and on the other - with the already available to the individual experience of solving life's problems [85].

The main tasks of professional development go with institutions of general and vocational education and can be represented by the following series:

- *Choice of profession as the complete of general education;*
- *Professional self-determination in the course of vocational training;*
- *Achievement of high performance with the adaptation to the professional activity;*
- *Professional self-realization and the mastery skills.*

But along with standard tasks can appear individually-specific tasks, such as retraining, repeated professional choice, interruption of professional activity, etc.

In this regard, the professional installation are characterized by the individual willingness to not only solve the problems which can be imposed in front of graduates, but actively choose these objectives and modify according to their own behavior.

Thus, in the professional installation of the individual summed the whole experience solutions to his life problems, previously in the past stage of mental development.

In the context of modern society transformation there is a need on the one hand, the constant updating of knowledge and skills; on the

other hand, adaptation to new living conditions (norms, values, attitudes, traditions), in which a teenager lives, where we can define the professional adaptation, as the most important point. Because as many researchers point, only in job activities the individual is approved as a person, as an active participant of society.

But the person chooses not only a profession that suits his abilities, peculiarities of mental development, but also changes it in accordance with the social and personal needs and desires. In this process, the teenager not only adapts and learns the profession, and also he changes himself.

As L.S. Yurchenko pointed out in his research, one of the most important and significant characteristics of adolescence is to find his place in life, determining where stands the need for professional self-determination, so the teenager became to be interested in different professions. Making a choice, he views it primarily in terms of his interests and aptitudes, as well as from the public and value orientations [80]. He argues that the career choice is a choice that can be made as a result of the processes and changes in society and technology development, where all the time there are some professional changes in the world. So, the main thing in this situation is to be able to set and achieve new goals and to develop continuously and professionally. It is necessary to support the teen to choose a profession and develop a responsible attitude to work, which in future will help to amend the professional self-determination.

There are several professional self-psychological prerequisites. They are different by their characteristics and functions. However, the diversity of these prerequisites can be divided into two big groups [17]:

The first group includes personalities, who are designed to ensure the most effective choice of professional field of activity, but not directly participated in the choice of career. As a rule, belong to this group belongs the hard-working and more experienced young people.

The second group includes various components of personality, who improve self-determination process and are responsible for the selectivity of the reaction to certain conditions or situation [18]. If it's specified, there is a need to realize professionally and there is the

motivation of educational and professional activities, as well as the system of values inherent in a man.

Thus, the process of professional self-determination is not only consistently the successive stages, which are associated with the choice of profession, but above all it is the personality of the future specialist by proficiency.

In this process of professional socialization it can be a major psychological help and support of students' professional and personal development, which focuses on their formation and correction in the development of identity and in the formation of the future professional.

Studying and analyzing the professional self-determination of the problem, it may be noted that it is one of the most serious psychological issues, a decision at the present stage of development in society is important to determine the characteristics of the formation of allowance for detecting human abilities in the course of professional development, and to develop recommendations for optimizing the process.

In modern conditions the children have plenty of opportunities for realization of their abilities to give a sense of satisfaction from their creativities, which forms a sense of confidence in the present day and the future. They begin to plan their adult life and begin to love their profession. All this determines the social security of the person in society, his confidence in the future, as well as the development of the society [86].

1.4 Psycho-pedagogical features of orphans' adolescence

For orphans and children left without parental care, adolescence - the most exciting thing. This is due to last at least a period of stay of most remaining without the care of two important features, the first - it is the last period of stay in a social institution. At least, this is due to the majority of remaining without the care of two important features, the first - it is the last period of staying in a social institution. When they reach the maturity, they enter an adult life. Very often, losing their way of life, cares for elders, former pupils are not ready for a

new independent life, because children living in social institutions, separated from the outside world, immersed in a closed social community, because most of them live and study in the same building, in an isolated area. Second, it is a professional self-determination process as an important component of personal self-determination and the formation of the person.

Many research works on this issue, devoted to this problem, note that among this group of adolescents, there is such a thing as psychological infantilism. Graduates of boarding schools and children's homes in their adult, independent life mistrust all people, they are too critical, dependent on adult opinion, often fail when trying to show themselves brave, independent and self-reliant. As a result, it can be assumed that the lack of independence and dependence, fragile independence and subjugate push them sometimes in a social risk group [87].

Among the many research works devoted to the problem of the psychological characteristics of orphans which conduct a comparative analysis of the characteristics of children left without parental care, argue that there are many differences beginning from physiological parameters, finishing with psychological characteristics (M.K. Bardyshevskaya, I.V. Dubrovin, E.A. Minkov, Yu. Mateychik).

Maladjustment of children being raised without parental care, it pronounced too much, and it is subsequently increased by many traumatic factors: a new social role, team, socio-psychological climate in the group, teaching staff, etc. As a rule, this contributes quite clearly and frequently such negative psychological characteristics as a low level of intellectual development, poor emotional sphere, imagination, slow development of self-control skills and proper behavior.

Thus, in conditions of social institutions, boarding school for children-orphans, we can note the specific development needs and aspirations. There are features in the behavior, which can be considered as qualitatively different direction in development of personality. This feature is also reflected in the unexpressed inner motivation, which is dominated by the orientation of the external situation. All aspects of "I" are presented and developed differently (self-image, self-attitude, and self-esteem).

Orphans and children left without parental care living in social institutions are developed and formed by different mechanisms help these children to adapt to the life in the special conditions, and thereby, as it would replace them the personality [31].

It should be noted that children living in such conditions do not have the relevant experience of relations with the world, legal knowledge; sometimes even they have no idea of basic household items. So graduates of boarding schools, children's homes, as a rule, have difficulty in independent living. And the lack of these skills often leads to humiliation, misunderstanding by others, all this has a negative effect on self-esteem and leads to these reactions, which are sometimes difficult to imagine. Therefore, to assess their psychological development on regulatory criteria (norm and pathology) is not given possible.

Many studies concerning the development of the child in a specialized social institutions outside the family, noted that the process of socialization takes place on a special scenario. Personal development of these children has distinctive features, thus it is impossible to say that it is better or worse, but it is just different. In this regard, as we have already noted that the output of orphans from the walls of the boarding has a difficult and critical stage in their life.

Adolescents, who are brought up in residential homes, social development has its own characteristics. Some teenagers found a delay in the psychological aspects:

1. Communication with adults is more than a disciplinary character, which promotes the formation of emotional dependence on adult teen opinions, and this leads to the development of independence lack and lack of initiative;
2. Communication with peers, as they are constantly in close contact with each other and do not have the ability to communicate with other peers, then they have a mechanism for merging with the group, which leads to the development of the phenomenon of "We";
3. Most of teenagers have fears, restlessness, anxiety, lack empathy. There is misunderstanding in the emotional state of others.

Possessing one or another social role, the teenager can find some problems and difficulties that affect the process of socialization.

Social orphans are unable to master the experience of parents, using authentication mechanisms; there were no examples to

overcome the problems that accompany the way of life.

Residence mode in the orphanage, which is characterized by strict regulation and limited social contacts, depriving children in some aspects of social interaction.

Teenagers, who from the start living in a children's home, do not have enough basic trust in the world. These children are suspicious and incapable of independent life.

Teenagers, who live in an orphanage interacting with teachers, use protective psychological mechanisms, such as avoidance, projection, regression and denial.

The process of self-regulation is not sufficiently formed, as the external control should be gradually replaced by internal control, but in a children's home, the process is slowed down because the control function is provided by adult, i.e. by educator.

Possibilities of social orphans are limited; the potential does not fit to the requirements of the society, which in turn can lead to social maladjustment in the future.

In his studies, as E.A. Klimov noted, the person begins to think about the issues of his profession choice and makes that choice. Such situation appears in front of his childhood during the period of life in an orphanage [24]. Therefore, the attention of psychologists and teachers is very important at this time in the whole life of children.

Thus, one of the most important moments of adolescence, is a professional self-determination process, as the moment of choice.

This process is carried out enough superficially in boarding schools, the features and abilities of a teenager are not considered, his desires and intentions may not be taken into account. The main direction for them these are the jobs that are available in nearby colleges.

Modern research has shown that the profession children have chosen, the first time they heard from boarding school educators and some of them entered the college is not by desired choice, because "nowhere to go".

It should be emphasized that professional self-determination process is different for students studying at typical public schools and boarding schools.

It is possible to identify the main trends:

1. Children who study at typical schools and brought up in families, have realistic look at their future profession and their place in the social life;

2. Children who study at boarding schools have formed an idealized representation and therefore they have quite contradictory attitude to the choice of their future profession. Often this is the choice which is fragmentary, uncomplicated and unacknowledged.

For example, a teenager from the public school, as a rule, makes a conscious choice of profession, a necessary and important in his professional self-determination on the basis of the objective situation, he prefers socially important professions that are in demand, and most importantly relevant to his ability.

The educator of children's home is deprived of such a choice; his choice is carried out formally, by the system of public education. And, in fact, it is a professional definition. Since the professional self-determination in late adolescence is a critical component of personal self-determination, it is obvious how this can adversely affect the whole course of identity formation [88].

In his research work V.S. Yurchenko marked by a very important moment, the majority of orphans disturbed a basic sense of security, which gives the rise to increase anxiety, which generates some strategies to overcome feelings of isolation and helplessness [80].

As a rule, these strategies are in the field of deviant behavior, such as up-obedient, self-destruction, treatment of aggression inside and etc. This is facilitated that among the orphans entering vocational schools, there are children with mental and physical disabilities, orphans with mental retardation, children with disabilities, with a variety of chronic, psychosomatic diseases, received from boarding. Accordingly, such psychological problems can cause difficulties in the comprehension of the profession.

Therefore, teachers and psychologists must know the psychological characteristics of each student, the motives of indifferent or negative attitude to studies or to the chosen profession, it is the knowledge of the principal motives of educational and professional activities which allow purposefully influencing the development of students' positive attitude and interesting in their future profession.

It is necessary to distinguish one of the most important psychological features of the person, which affects the living definition of a teenager – it is self-esteem. It is closely linked and influenced by the attitudes and motivations to act in a certain way related to their capabilities, abilities and appearance. If a child has a well-formed adequate self-esteem, it allows right or identically to evaluate him with the views and ideas of others.

A biased evaluation of himself, his abilities, appearance and other qualities usually lead to an underestimation or overestimation of self-esteem. As a rule, inadequate self-esteem, is peculiar to educators of orphanage, as a result it makes their life to be difficult life and becomes the basis of personal deviations and neurotic disorders. Self-esteem of the child has a rather complex and sustainable education, however, there are ways to direct or indirect influence on it. For example, direct praise or indirect methods at schools during lessons, allow students to adjust and improve the concept of them. Self-assessment is a component of self-consciousness, which has its own specific feature. Teenagers and pupils of orphanage live their lives depending on the situation, “here and now”. This attitude to life is not conducive to the acquisition of experience and proven events or incidents do not fit the picture of life. And if some events of their life are not assigned, and if a teenager does not acquire personal psychological experience, it becomes an obstacle to the development of an adequate self-esteem and level of aspiration.

Also, the choice of profession reflects a certain level of personal claims, which includes an assessment of students’ capabilities and abilities. It should be noted that if level of claims is too low, and the adolescent has any inspiration in his life, he is satisfied everything he has, it proves that he has no life goals and prospects, his value orientation is broken and there is no confidence in the life. But as a rule, children often have too high level of claims. Is is normal and even beneficial, because it encourages children to grow and overcome the difficulties. Therefore, psychologists and teachers should pay attention to the development of students’ adequate self-esteem. Moreover, there are the numbers of objective factors, which we have mentioned above. They have a negative impact on orphans’ self-determination process, such as accommodation on a closed, separate territory, limitation and monotony of social contacts, lack of examples

of self-determination and self-realization of their parents and relatives, collectivization and the lack of individualization privacy and personal space, etc.

Thus, we can note the main factors that develop such features of consciousness of teenagers who are brought up in children's homes, the tendency to avoid responsibility, psychological fusion, blurring the boundaries of their own "I". As a result, it is difficult for teenagers to imagine themselves in the future picture of their life, it creates the crises, and primarily related to professional self-determination process.

Today, therefore, one of the new conditions, alternative family education of orphans it is children's home related to the family type, where there are conditions that are close to the upbringing of children in the family. The decisive factor in the education of the children's home related to the family type must have reciprocal care, attention and respect for each other, the general participation of adults and children in housekeeping, where creates a personal interest in the life of each family member. Parents - educators are obliged to teach their children, take care of their health and their physical, spiritual, moral development and education, and prepare them for socially useful work.

Thus, as in the Kazakhstan and in foreign psychology there is a versatile professional self-understanding of orphans' social problems. However, today this issue is insufficiently studied, the object of which was to study the professional self-determination of pupils' social institutions close to the family type, and as a modern model of orphans' education, whether the conditions created an alternative family education. Also, nowadays the clear criteria for professional self-determination of social orphans are not developed; specific arrangements for the realization of this process and the psychological content are also not studied [89,90].

Based on our ongoing analysis, we can expect the whole problem of professional self-determination of adolescence educated in orphanage, has a big difference among children who were educated in children's homes close to the family type. This can be explained by the fact that numerous research works in psychology indicate that the child's development in terms of education outside the family, takes a

different way and has its own specific features, in contrast to the child's development in a happy family.

Professional self-determination of social orphans has specific features. It is difficult to individually-psychological features of teenagers, belonging to this category, as well as the social situation and the specific conditions of educational features, which are typical for social institutions. One of the advanced models of orphans' education is social institutions related to the family type. However, nowadays there are not enough psychological and educational research works, which can have a professional self-determination of orphanages.

2 Empirical research of social orphans' professional self-determination at the stage of adolescence

2.1 Characteristics of the extract, research methods and description of research procedures

The aim of our research work was devoted to the study of social orphans' professional self-determination at the stage of adolescence. In the research, we had to solve a number of problems:

1. Conduct the theoretical analysis of scientific literature on the problems of social orphans' professional self-determination;
2. Identify features of social orphans' professional self-determination at the stage of adolescence;
3. Conduct the comparative analysis of professional self-determination's characteristics of students in the social institutions of family and general types;
4. Determine relationship between self-esteem and professional future of teenagers who are brought up in a social institution;
5. Identify the main motives of teenagers' professional self-determination;
6. Formulate recommendations which promote professional self-determination of teenagers bringing up in social conditions.

The most important and difficult task was to form an extract of subjects.

In our research participated 60 adolescents aged 14-16 years: 30 of them orphanages of "Pioneer" and 30 of them orphanages of family type "Tansholpan".

Also, educators participated in the research were divided into two groups according to the social status: orphans and children left without parental care.

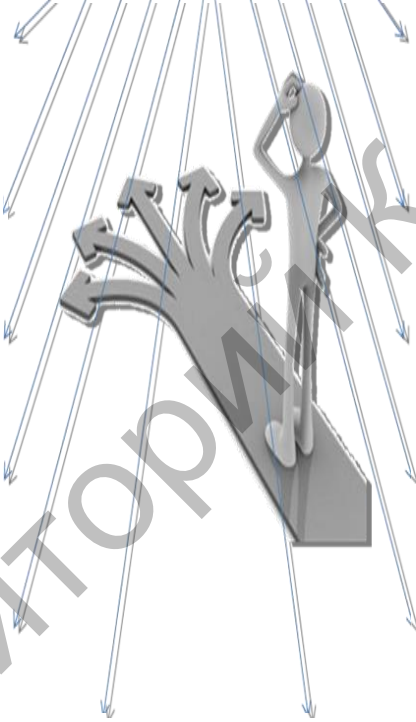
So, in children's home of family type "Tansholpan" participated 7 teenager-orphans and 23 teenagers left without parental care.

At the children's home of common type "Pioneer" there were 12 orphans and 18 adolescents left without parental care.

Prior empirical research has been carried out preliminary work in orphanages, where we found out about the career-oriented work

among students. The results were presented in Picture 5.

Educators of orphanages are aware of the leading educational institutions of Karaganda city.

Vocational Guidance				
Academician Ye.A. Buketov Karaganda state university				K.Satpaye v Kazakh national- technical university Astana city
litechical college Karaganda city				Professio nal- technical college Astana city
“Bolashak” college Abay				Humanita rian college Karagand a city
Agrarian and technical college Astana city				Humanita rian- technical college Saran’ town
Construction and technical college Karaganda city				
Multidisciplinary humanitarian- technical college Karaganda city				Professional- technical college Temirtau town

Picture 5- The leading educational establishments of Karaganda city

Then, in accordance with the purpose of the research was found methodological tools, including the following methods and techniques:

1. Techniques of self-evaluation by T.V. Dembo – S.Y. Rubinstein

The test is intended for psychological diagnosis for self-condition of the following parameters:

- self-height (background mood);
- self-sustainability (emotional stability);
- the degree of realism and / or adequacy of self-esteem (with its increasing);
- the degree of criticism, self-demanding (with decrease of self-esteem);
- a degree of satisfaction (for direct and indirect indicators);
- level of optimism (for direct and indirect indicators);
- integration of conscious and unconscious levels of self-esteem;
- inconsistency / consistency of self-assessment parameters;
- maturity / immaturity relation to values;
- the existence and character of the compensatory mechanisms participated in the development of “self-concept”;
- character and content of the problems and their compensation.

Tamara Dembo, employee of Kurt Lewin, proposed to use this technique to the study of happiness [77]. Susanna Rubinstein, classic of home psychopathology, modified Dembo’s technique for self-study [91,92,93,94].

The method is based on direct estimation (the scaling) by students with a number of personal qualities, such as health, ability, character, etc.

The subject is asked to vertical lines, scales, and a marked interest to the researcher personal qualities (topical), and as such their level severity, which would be the subject wanted to have around (ideal, reflecting his claim).

Each subject is asked form techniques, containing instructions and reference. The subject is asked the following statement: Anyone who appreciates their talents, capabilities, character and other qualities. The level of development of each quality, of the human person hand can be roughly depicting the vertical line where the lower point will represent the lowest quality of the development. The upper

point will represent the highest quality development. You will be offered seven lines. They represent:

- 1) health;
- 2) the mind, ability;
- 3) character;
- 4) authority among his peers;
- 5) the ability to do many things with their own hands;
- 6) appearance;
- 7) self-confidence.

Each vertical line of horizontal feature (-) is necessary to note, how you assess the development at this quality and your identity side at a time. After that a cross (+), it should be noted, at what level of development of these qualities, the sides you would be satisfied or feel proud of.

The subject is given form, showing seven lines (each line height - 100 mm) with the top, bottom and middle of the scale points. The upper and the lower are pointed with marked features, the middle - a barely visible dot.

Despite the fact, that this technique - one of the most simple, it has a great feature. Psychologist, conducting self-study by Dembo-Rubinstein, forced to simultaneously control multiple processes. It is necessary to support and guide the conversation and simultaneously analyze the answers and think about what question to ask next, and log what is happening between you and your respondents.

This technique allows you to get an important concentration of skills on the client.

The survey can be conducted frontally - a whole class (or group), as well as individually. It was prepared the individual package blanks for each respondent. In front it is necessary to check how each student performed the first scale. Before you start, make sure self-confidence, whether the subject understood the instructions correctly. On the self-esteem of all scales is given 10-12 minutes.

2. Techniques study of teaching motivation among high school students

(M. Lukyanova) [95].

Students are invited to read carefully the questions of methodology, classified into five blocks.

Each proposal suggests several answers. To eliminate random selection and get more objective results, students are asked to choose two options.

Points of selected answer choices are summed up.

Processing of the results is done by a special key.

Points of selected answer choices are summed up.

There are the following final motivations of students' levels;

I- A very high level of motivation teachings (72-85);

II- A high level of motivation of teachings (55-71);

III- A normal (average) level of motivation of teachings (42-54);

IV- A reduced level of motivation of teachings (30-41);

V- A low level of motivation of the doctrine (up to 29).

This technique allows a high degree of certainty to help determine how many teenagers who are brought up in closed institutions, has a high, medium or low level of developmental and educational motivation.

3. The differential diagnostic questionnaire (DDQ) by E.A.Klimov.

The technique "Differential-diagnostic questionnaire" (DDQ) by E.A. Klimov designed to detect addiction (predisposition) a person to certain types of professions.

It is a fairly short questionnaire consisting of 20 alternative judgments. The subject must select one of the two mentioned in the question and kinds of activities.

According to the survey, in accordance with a key taped to the orientation

of the human 5 types of occupations, according to the classification of E.A.Klimov:

Human –Nature;

Human –Technique;

Human –Human;

People – a symbolic technique, the image of the sign;

Human – Artistic image.

A questionnaire was used to determine the professional orientation and professional selection of orphans.

4. Methodology "Map of Interests" by A.E.Golomshtok.

Interests are an important part of the orientation of the person, its motivational sphere and they constitute a form of manifestation

needs. V.N. Myasitshev considering interests in close connection with the needs of the individual, at the same time pointed out the originality of interest, consisting in the fact that they express the cognitive attitude to the subject, while the requirements reflect the trend of the real mastery of them.

In the literature there are attempts to classify interest for various reasons. According to one of these grounds - a form of activity, emit gaming, educational and professional interests. However, in the strict sense of the word, all interests are cognitive.

Under the professional interests of the individual are understandable the election focus on the profession as a socio-psychological role. It is necessary to distinguish between interest and sustainable professional interest.

The criterion of their differences - information and sustainable professional interest is based on a comprehensive, objective information, and interest - in substantial, but limited information. In addition, the professional interest is characterized by an orientation on the essential aspects of the profession: the subject and working conditions and training.

Professional interests of the teenager are formed on the basis of existing cognitive interests and are closely linked with them. Therefore, diagnosis of cognitive interests is essential in the practice of professional advice.

For this purpose is used the "Map of Interests" by A.E. Golomshtok.

The purpose of this methodology is to identify the individual characteristics of professional interests. It can be used for research students of secondary and high school. It is used for the purpose of career guidance and employment. Good results are obtained using this method for motivating people to change the profession. Test inspection time is not limited, but should be warned about the need to work for 40-50 minutes. Perhaps it may use a questionnaire in the individual and group form.

In processing the results in each of the lines we count the number of pros and cons and find their algebraic sum (i.e., to the number of advantages to add the number of minuses: $8 + (-4) = 4$).

Analyzing the findings, it must select the line containing the greatest number of advantages. If among them there will be a few

lines with the same number of advantages, the more pronounced the interests match those, which have the least number of disadvantages.

In assessing the interests of the orientation is necessary, first of all, take into account the line with the most advantages, but need to pay attention to the line with the most disadvantages as the scope of activities that are rejected by children.

Evaluation of interest expression has five grades: the highest degree of denial: from -12 to -6, interest is denied: from -5 to -1, the interest is weak: from +1 to +4, expressed interest: from +5 to +7, bright expressed interest: from +8 to +12.

If you are using a method of processing 1, the algebraic sum is analyzed. Evaluation of expression is the same as described above.

Reliable results are obtained in the case when the experimenter read test questions group, although in this case the response time is artificially limited.

6. The essay on the theme "My future".

For a more detailed analysis of the features of professional self-determination of social orphans using projective technique works. Installation was given subjects to write essay on the topic "My Future".

This method was used for the reason that it does not put any restrictions and allows the subjects to speak freely.

Thus, it allows us to get a lot of additional and important information, which can't be covered by other methods.

Content analysis was used to analyze the results obtained in the essay.

The purpose of content analysis in this study was obtained full content analysis categories, as well as fixing the frequency of occurrence in certain groups of categories to identify trends specific to each group of subjects [96.].

In the course of our content analysis of names categories mentioned by the subjects were recorded. Then they were divided into groups based on common sense. For each test group was calculated the use frequency of each group category based on the findings that have been made and a qualitative analysis.

As statistical methods allowing to note the differences in the characteristics of social orphans' professional self-determination are brought up in an orphanage of general type and an orphanage of

family type, we used statistical methods to compare, such as t-test of Student, U-criteria by Mann Whitney (comparison of two groups) [97].

The study was conducted in a group form (when using questionnaires), and the individual form during the project “My Future” [98].

The difficulties encountered in working with teenagers from children's homes of the general type that barely went on contact, showed negativism, irritability. In this case we helped a psychologist working in the facility. It should be noted, lack of motivation and interest in the study in this group of adolescents.

The difficulties arisen in working with teenagers from orphanage of the general type that barely went on contact, showed negativism and irritability. In this case, we helped a psychologist working in the facility. It should be noted, lack of motivation and interest in the research work of adolescents.

For adolescents brought up in a children's home of a family type, it is possible to note the following. Teens in this group are more likely to go on contact with an interest in research. Subjects of this group more quickly perform tasks that were interested in the conversation.

Compared with a group of teenagers from the children's general type of home, this group was interested in the results of the study.

The results of the study were referred to psychologists of agencies for use in further work on vocational guidance of adolescents.

In a study with each subject took up to 120 minutes of time, so with every test we had 2 meetings. The meeting and the working conditions were discussed beforehand with the psychologist.

The research was conducted between September, 2014 and February, 2015.

Subjects worked with individual forms, they were suggested, if it should be required.

Results for the forms were processed manually.

In general, all the tasks set before the start of the study have been realized, which allowed to collect a lot of data about the specifics of professional self-determination of social orphans.

2.2 Features of social orphans' professional self-determination at the stage of adolescence

By analyzing the results obtained by the methods we have identified the following features. One of the main mechanisms of self-identity is self-esteem.

So according to the method of self-esteem diagnosis by Dembo-Rubinstein, results were as follows presented graphically in Picture 6. From Picture 2 we can see that the majority of 43% of subjects revealed a very high level of claims. All of these subjects are marked by unrealistic results, as shown uncritical attitude towards the level of their own capabilities. In some cases there is a reevaluation of their own forces leading to a negative result. Perhaps, these figures are the manifestation of a defense mechanism for the compensation type, and reflect the unconscious denial of their own failures.

In 25% of subjects revealed the average level of claims. These subjects differ realistic in assessing orphans' capabilities, allowing them enough to successfully implement their plans and to overcome difficulties. 23% of subjects found a high level of claims.

They tend to view the best of their abilities. These subjects clearly assess their strength in different situations and be successful in a variety of activities, provided the account of their own capabilities.

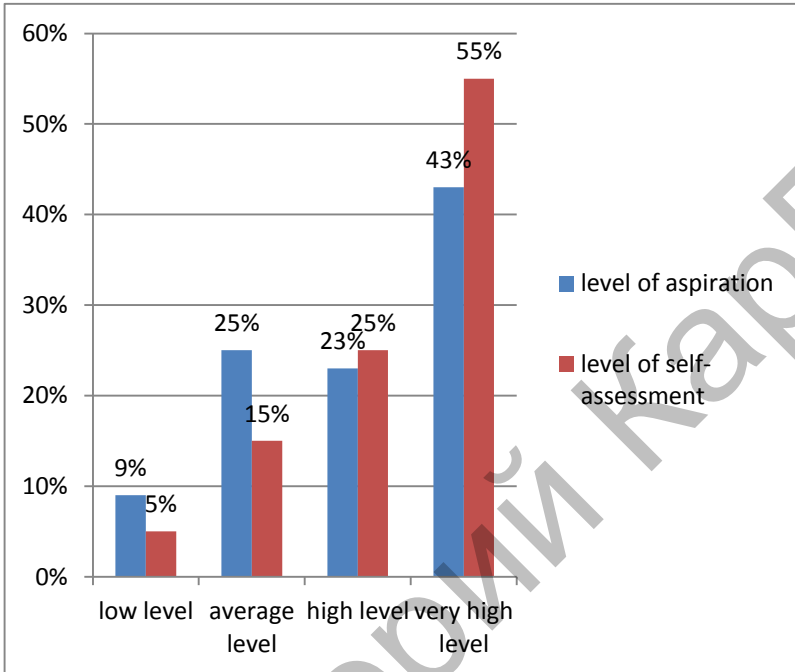
9% of subjects revealed a low level of claims. These subjects were unsure of their own abilities focused on failure. As a rule, in assessing their own capabilities, this category of subjects inclined to the pessimistic forecast.

Thus, the majority of subjects revealed a very high level of aspiration leading to no criticality regarding own capabilities.

55% of subjects on the scale of self-assessment revealed very high rates. It is a sign of high self-assessment.

These subjects may show their personal immaturity, they find it difficult to correctly assess their own actions; they are closed for the experience, insensitive to criticism. Perhaps these figures are also a sign of psychological protection.

50% of subjects (25% is the middle level and 25% of high level) identified their realistic (adequate) self-assessment.



Picture 6-Histogram of severity indicators by methods of Dembo-Rubinstein

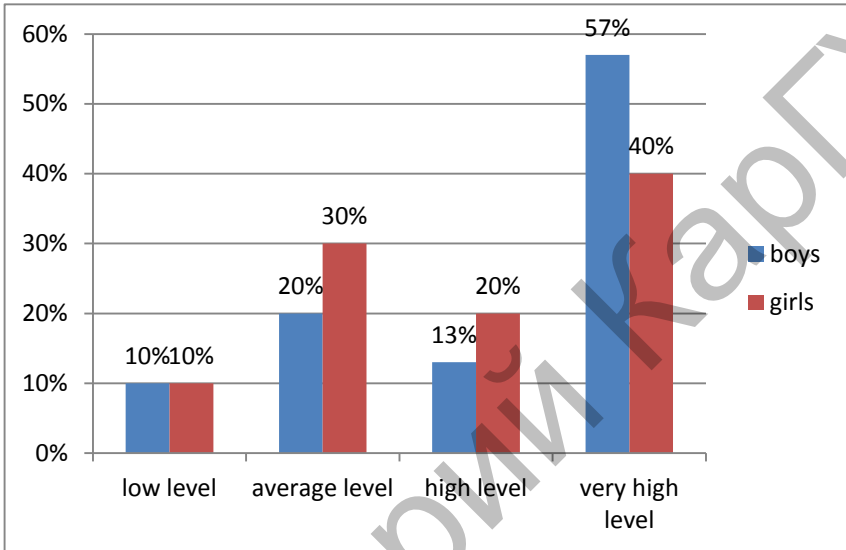
They can give an objective evaluation of their own actions; they are open for new experiences, listened to criticism and comments from the side.

5% of subjects revealed a low level of self-assessment. These subjects are characterized as the hesitant and passive personality. This figure may be the evidence of an adverse development of the individual.

Thus, a larger number of subjects revealed very high rates and the level of claims and self-esteem, which may indicate a personal immaturity, no criticality regarding their own capabilities.

Analyzing the performance level of aspiration and self-assessment by gender, we found the following results in terms of level of claims presented in Picture 6.

Picture 7 shows that a greater number of boys (57%) and girls (40%) revealed a very high level of claims.



Picture 7- Histogram severity level of boys' and girls' claims

These subjects are characterized not critical in the assessment of their own forces and capabilities. Any setbacks are measured as random and do not link with their own capabilities.

About 20% of boys and 30% girls revealed the average level of claims. These subjects adequately assess their own capabilities. They are realistic in forecasting success activity.

13% of boys and 20% girls revealed a high level of claims. These subjects are characterized by an optimal representation of the forces that may be an indication of a harmonious personality development.

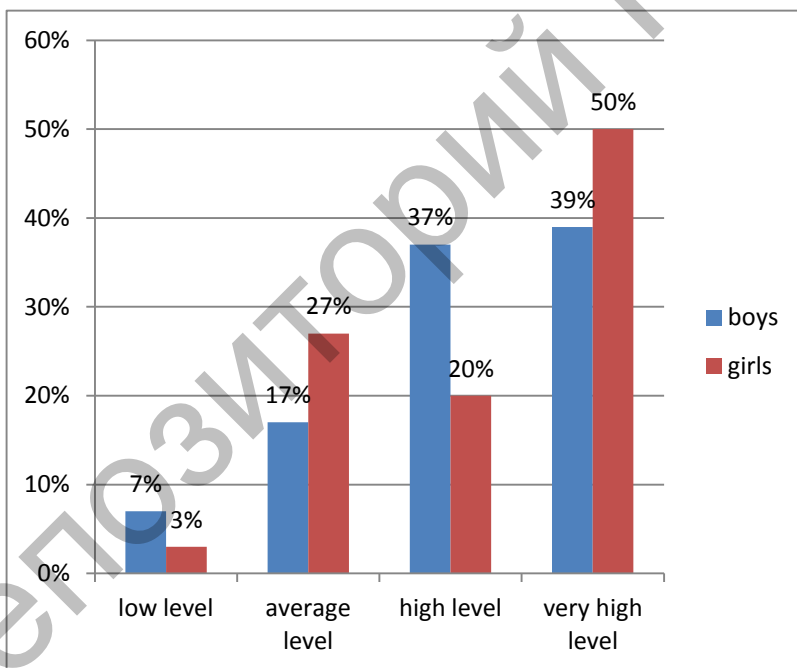
10% of boys and girls revealed a low level of claims. They tend to evaluate their potential as limited focused on solving only easy tasks.

Statistical analysis by students' T-test of differences in terms of claims' level among boys and girls are not found.

We found that the average performance of boys and girls are about the same.

Analyzing the performance of self-esteem in boys and girls which graphically presented in Picture 7, we have identified the following features.

Picture 8 shows that 39% of boys and 50% girls revealed a very high level. These subjects are characterized by high self-assessment, they showed personal immaturity, they are not able adequately and correctly assess their own strength, and they have difficulty in comparing their own possibilities and capabilities of others, which can lead to various conflict situations.



Picture 8-Histogram expression of boys and girls self-assessment

37% of boys and 20% girls revealed a high level of self-assessment. These subjects are characterized in assessing the adequacy of their own capabilities, they are sensitive to their mistakes and they are open for the experience, listen to the estimation of others.

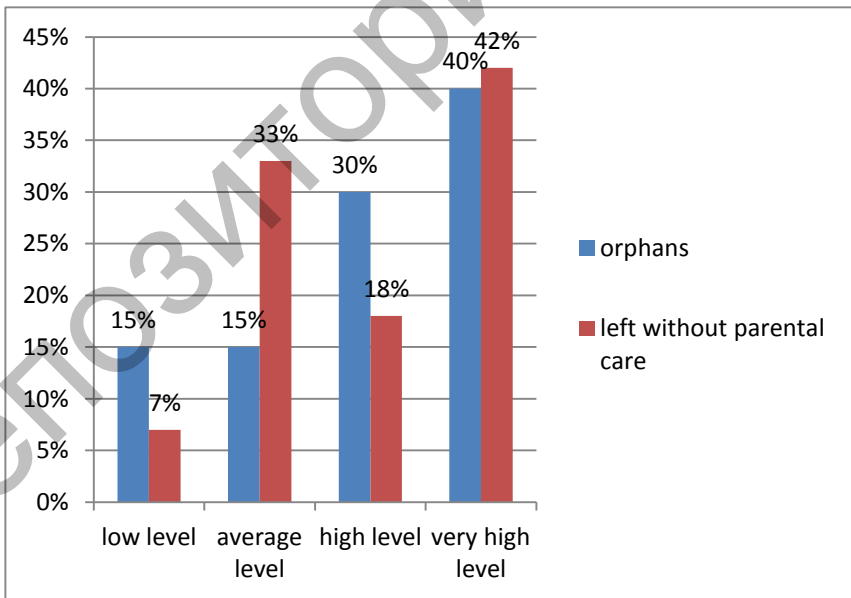
17% of boys and 27% girls revealed the average index. These subjects have a realistic and adequate self-esteem.

7% of boys and 3% of girls revealed a low level of self-esteem. These subjects are characterized by uncertainty and they closed to experience.

Statistical analysis by students' T-test of differences in self-performance of the Group in terms of self-assessment is not revealed.

Thus, both boys and girls in the first place of the expression have a very high level of aspiration and self-assessment, which can lead to a distortion in the development of personality and make it difficult in the process of personal and professional self-determination.

The results of each group are graphically presented in Pictures 9 and 10.



Picture 9- Histogram severity level of claims in social orphans

It is sufficient and provided for boys and girls that they are a group of high and medium level of claims and self-esteem. These teens are able realistically to assess their capabilities, they are open to new, listen to the evaluation of others, and can properly assess the results of its activities, which may also be an indicator of a successful personal and professional self-determination.

We also analyzed the performance level of aspiration and self-esteem of a teenager on the basis of social status. Analysis was applied to the results of two conditional groups. First - orphans, the second - children left without parental care.

Analyzing the results of the orphans, we found that 40% have a very high level of claims. These subjects tend to overestimate their own capabilities; they are not able realistically to evaluate their activities.

30% of subjects revealed a high level of claims. These subjects have the best realistic idea of their capabilities. They are successful in various activities, because they can predict their activities.

15% of the subjects revealed the average level of claims. These subjects are realistic in assessing their own capabilities. They prefer to solve problems of medium complexity and tend not to risk.

15 subjects revealed a low level of claims. These subjects were unsure of their own abilities and they tend to evaluate the tasks of any complexity both unrealistic.

Analyzing the results in the group of children without parental care, we found that 42% of them have a very high level of claims, which characterizes them as non-critical in the assessment of their own capabilities.

33% of the subjects revealed the average level of claims. These subjects adequately assess their own capabilities preferring to start with a light solution of problems, and if successful move on to more complex tasks.

18% of the subjects revealed a high level of claims. These subjects have the best idea of their capabilities.

7% of the subjects revealed a low level of claims. These subjects are characterized by uncertainty and not realistic in assessing their own capabilities.

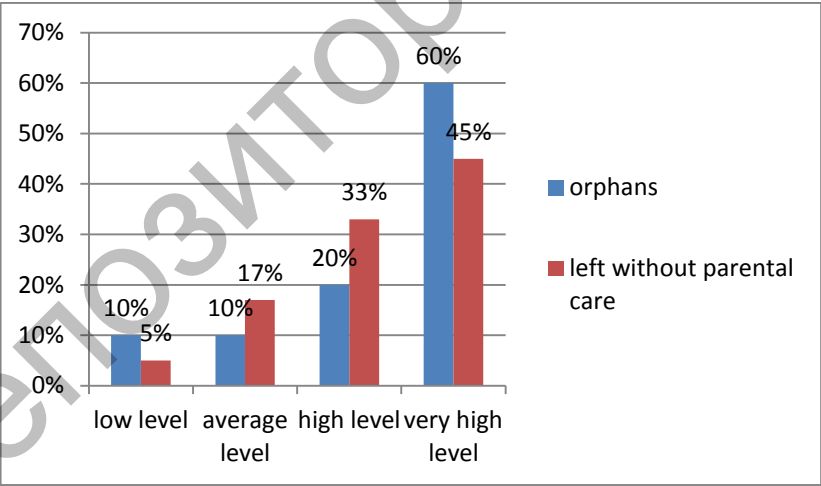
Comparing the results of the level of claims, we found some similarities and differences. Thus, in the first and the second groups

the larger number of subjects has a very high level of claims. In the group of orphaned teenagers occupy the second place with an average level of claims, and in the group of children left without parental care, the second place is occupied by young people with a high level of claims.

And in the first and second groups, the smallest number of adolescents has a low level of claims. Statistical analysis revealed no significant differences.

Analysis the level of self-confidence in two groups revealed the following. From Picture 6 we can see that 60% of orphans and 45% of children left without parental care have a very high self-esteem. This category is characterized by the subjects of social immaturity, they are not able adequately to assess the results of its activities, and it is difficult to compare themselves with others.

20% of orphans and 33% of those who left without parental care have a high level of self-esteem. They are characterized by adequate and realistic in relation to assessments of their own activities and results.



Picture 10- Histogram severity level of social orphans' self-confidence

10% of orphans and 17% of those who left without parental care revealed the average level of self-esteem. These subjects were adequately evaluate themselves and can compare themselves with others, they sensitive to their own mistakes.

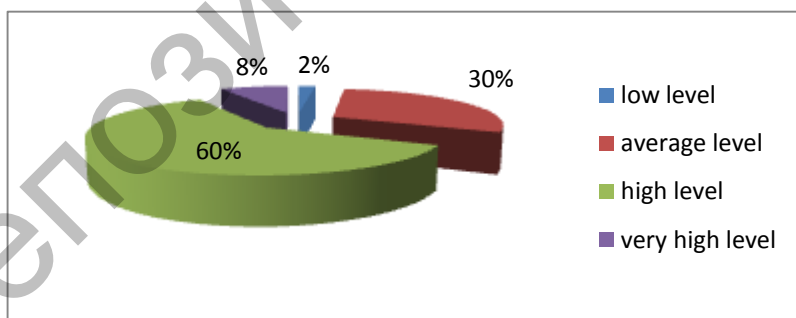
10% of orphans and 5% of those who left without parental care have low self-esteem. They are insecure, closed from the outside experience.

Thus, in general, the differences in these groups are not found. And the orphans and those who left without parental care, more and more based on the total sample have a very strong performance on the level of claims and self-assessment, which can lead to difficulties in personal and professional self-determination.

The next stage of our work was connected with the study of learning motivation in adolescents, which was detected by M. Lukyanova techniques. Analyzing the results, we have identified the following features.

In the first scale the personal sense of teaching were assigned as follows in the group (shown in Picture 10).

From Picture 11 we can see that a larger number of subjects (60%) revealed the high levels on this scale. These subjects positively assess the learning process and they show the positive side of learning. For this category of subjects, teaching is a prerequisite for further activity. They focus on the learning process.



Picture 11- Diagram Intensity Scale of “Personal sense of learning” in the group

30% of subjects revealed the average index according this scale. These subjects also positively evaluate the training. It is noted that the study is essential for their future success.

Although this category of subjects said that the training activity is not one of the top sides of their lives. There are other kinds like communication, entertainment etc.

8% of the subjects revealed a very high level of personal meaning of studying. These subjects hung up on learning activities, not seeing other spheres of life.

2% of the subjects have a low level on this scale, which may be indicated that the training activity is not meaningful and significant for this category of subjects. They are more focused on communication or entertainment.

Thus, most of the subjects revealed a high level of personal meaning of studying, which is an indicator of teenagers' interest in their educational activity.

Analyzing the results on the scale of "the ability to set goals" presented in Picture 8, we found the following.

From Picture 12, we can see that 57% of the subjects revealed a high level on this scale. These subjects are able to set specific targets in training activities and achieve them. The learning process for these subjects is planned and implemented.

29% of participants' rate on this scale is at a very high level. These teenagers are characterized by the very hard objectives in educational activity, difficulty adjusting them.

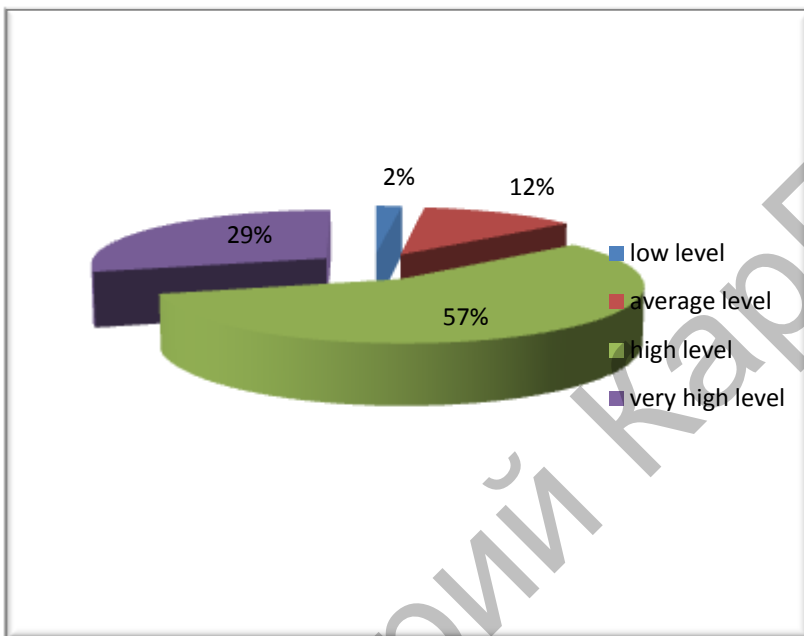
12% of the subjects revealed the average level on this scale. These teenagers are capable of goal-setting, but the process requires them to effort and help from adults.

2% of the subjects on this scale showed a reduction in performance.

They have difficulties in the capacity for goal-setting in studying activities. The most common purpose for them put their teachers, not but they.

Thus, on this scale, a larger number of subjects revealed the high levels, which indicates a marked capacity for goal-setting.

Analyzing the orientation of motivation in this group, we found the following (graphical indicators are presented in Picture 9).



Picture 12- Diagram of severity on a scale of “the ability to set goals” in the group

Picture 13 shows that the majority of subjects 80% prevails the positional motive. For teens, it is important to take a positive position in relation to other people, in order to get support from others, as well as obtain the approval from adults (especially teachers).

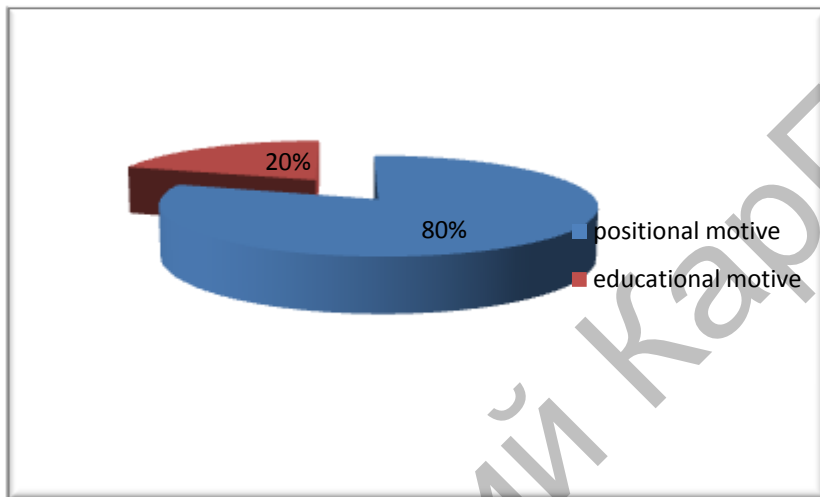
20% of subjects prevails the learning motive. The most important goals for them to get knowledge getting in study of activities and the process of teaching.

Analyzing the expression of internal and external motivation in the group, we have identified the following (figures are represented graphically in Picture 13).

52% of the subjects expressed the inside motivation exercises. These young people are focused on their own educational interests and they have a direct interest in the learning process and the result.

48% of subjects, both exterior and interior motives represented about equally. These subjects generally find the learning interesting, if

it is supported by external factors, praise adults, rewards for good study etc.



Picture 13 - Diagram of intensity kinds of motives in the group

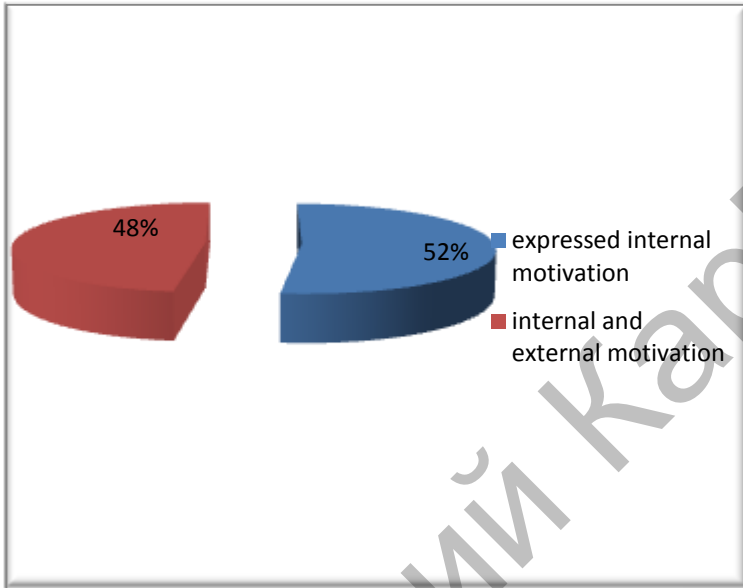
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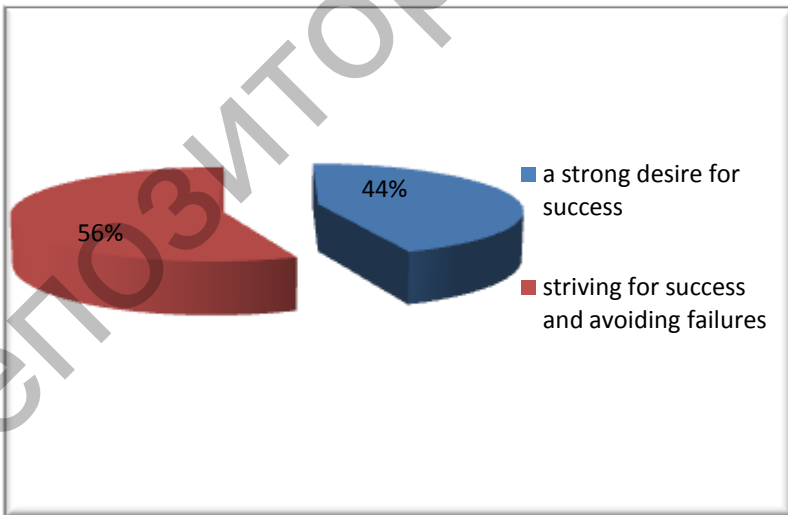
Analyzing the figures striving for success and avoid failure in adolescents, we have identified the following (figures are represented graphically in Picture 14).

Picture 15 graphically illustrates that in 56% of subjects observed in the behavior of to get success, the desire to win, to be the best, to receive praise and encouragement, as well as the avoidance of failures in situations where subjects were unsure of their own abilities.

The remaining 44% of the subjects showed an expressed desire for success. They evaluate their activities as successful, do not be afraid to take risks and act and they focused on generating positive results.



Picture14 - Diagram of intensity of internal and external learning motivation in the group

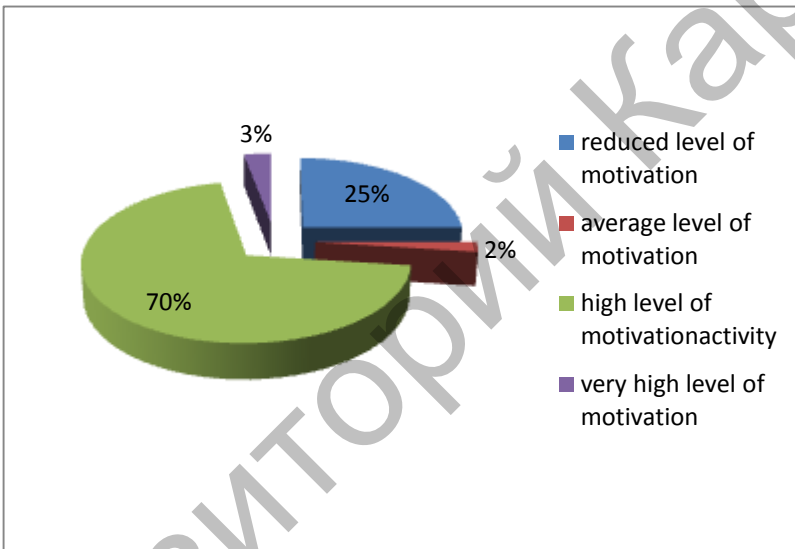


Picture 15- Diagram of the severity of aspiration to success / failure avoidance in the group

With regard to the realization of educational motives in the behavior of adolescents, we found the following information.

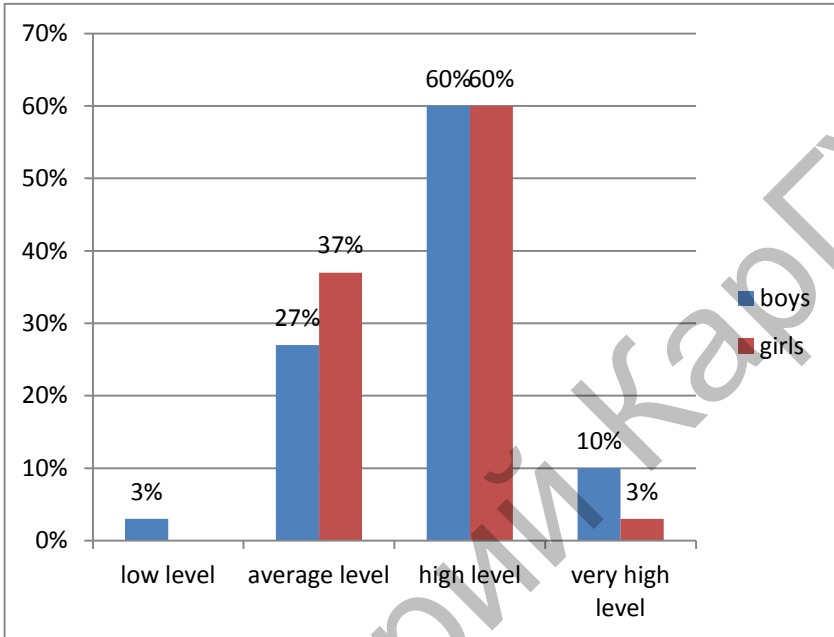
52% of the subjects of their study motives actively realized in behavior. These subjects aimed at educational activities and other activities showing cognitive interest, allowing them to broaden their horizons and to use the data obtained in the study.

Analyzing the overall studying motivation in the group, we have identified the following (graphical distribution of the results is presented in Picture 16).



Picture 16-Diagram intensity of learning motivation in the group

We found that 70% of subjects have a high level of motivation of studying, they are interested in learning activity; they can set goals in the learning process and focused on success. 25% of the total identified a reduced level of motivation of studying. For these subjects the learning process is a necessity in the process of studying they are often motivated by external influences. In 3% of the subjects totals are at a very high level. These subjects were considered for the main educational activity, they are focused on getting a large amount of information.



Picture 17 - Histogram intensity indicators on a scale of “personal meaning of learning” from a gender perspective

In 2% of subjects on the sum of all the components was taken by the average level of motivation study. These subjects were considered that studying activities have an important part in their life focused on success.

Thus, the overall results of the group show a high level of motivation study. Adolescents have an interest in learning activities, and focus on achieving success in learning.

Analyzing the results of diagnosis techniques and motives for learning among boys and girls, we found the following. So, on a scale of “personal meaning of learning” the results were as follows, the graphical representation in Picture 17.

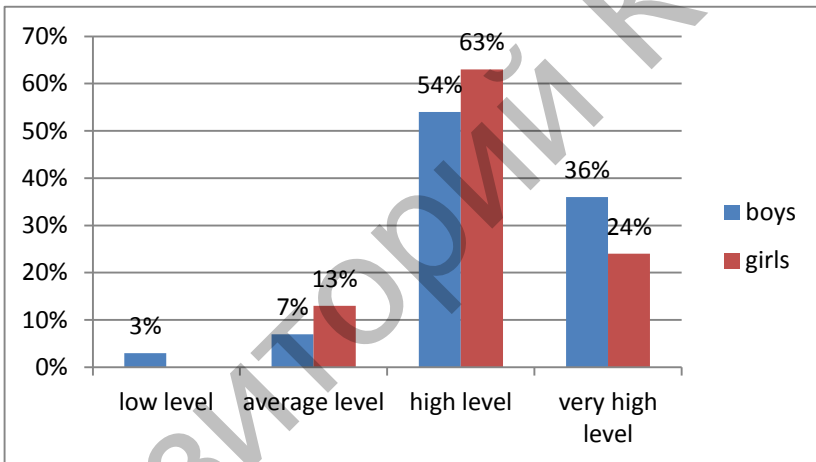
The results which are presented in Picture 17, shows us that both boys and girls (60%) have a high level of personal meaning of studying. These subjects clearly understand what you need to learn, evaluate training activities as an important part of their lives.

27% of boys and 37% girls found the average indicator on this scale. These subjects clearly evaluate the importance of training activities for the future.

10% of boys and 3% of girls revealed very high levels on this scale. These subjects consider that study is the only meaning of their life.

3% of boys have a low sense of personal sense of studying. These subjects do not consider that learning activities has an important part of their lives, and not focus on studying.

On a scale of “the ability to set goals” the results were as follows presented graphically in Picture18.



Picture18 - Histogram intensity scale “capacity to set goals” from a gender perspective

Analyzing the indicators of adolescents, we can see that 54% of boys and 63% girls’ performance on this scale are at a high level.

These children are able to set goals in studying activities for their learning process as is a clear schedule of the activity.

36% of boys and 24% girls revealed a very high level on this scale. These subjects are very clearly to set goals and reach them, but find it difficult to change them.

7% of boys and 13% girls’ indicators are in an average level.

They are able to set goals in educational activities and to reach them.

3% of boys identified an undervalued level. These subjects find it difficult independently to set a goal and achieve it.

Analyzing the direction of motives for boys and girls, we found that 74% of boys and 90% of girls are in the first place and they have their positional motive.

It is important for these boys and girls what position they occupy in the environment. They need to receive support and encouragement from others. In the second place of the group, both boys and girls have the learning motive.

So, for 26% of boys and 34% girls this is the leading motive. These subjects are focused on knowledge, it is important for them to have the learning process and the result.

Analyzing the intensity of external and internal learning motivation in the group, we found that 60% of boys both external and internal motives of techniques presented equally.

And a larger number of girls with 57% have the internal motive. The girls are focused on learning activities; they are interested in the process of knowledge of the world. At the same time, 53% of boys in their educational activities focused on success. While the girls, achieving success and avoiding failure expressed equally.

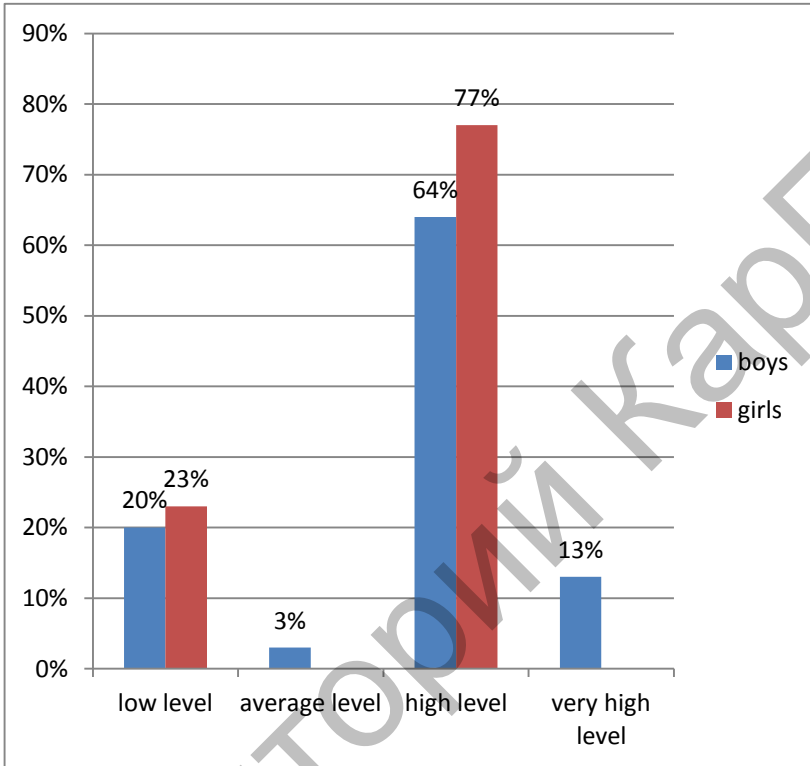
50% of boys and 53% girls can realize educational motives in their life. They tend to be active in cognitive position. Whereas, the remaining (50% of boys and 47% girls) their educational motives are rarely implemented.

Analyzing the overall indicator boys and girls' of educational, we have identified the following (amounts are presented graphically in Picture 19).

From Picture 19 we can see that the figures for boys are more varied. At the same time, 64% of boys and 77% girls revealed a high level of motivation studying. These subjects are focused on the acquisition of knowledge, interested in learning outcomes.

20% of boys and 23% girls found a decreased level of motivation studying. These teenagers training are not interested in studying activities. They think it is formal and difficult.

Boys also have peculiarities with a very high level of learning motivation (13%). Girls have got such kind of group.



Picture 19 - Histogram intensity level of motivation at boys and girls

Statistical analysis of the results of boys and girls with significant differences were not found.

Thus, both the boys and girls have a higher percentage of people with a high level of motivation studying.

For a more detailed definition of educational motivation features, we analyzed the results of a technique based on the social status of adolescents.

Analyzing the results for each scale and using the T - Student test, we found significant differences on some scales.

The calculation results are presented in Table 2.

Table 2

Indicators of calculation the T- Student test on the learning motivation

Scales	Average	Average	t-value	p	Average irregular.	Average irregular.	F-concern
The ability to set goals	26,3500	21,5500	2,3136	0,02425	12,30436	3,40399	13,0659
Internal motive / External motive	18,0000	12,2500	2,2137	0,030795	7,67772	10,2500	1,7823
Success / Failure avoidance	17,5000	12,0000	2,2041	0,031493	7,86398	9,66092	1,5092

We can see from Table 2 that the differences found in three scales: the ability to set goals, internal/external motive, and success/failure avoidance.

Graphically, these differences are shown in Picture 20.

Such indicators may be due to make difficult the further professional development of adolescents, for example as part of vocational training.

Thus, adolescents who are brought up in an orphanage have shown good results on learning motivation. Most likely, this is due to the organization of educational process in an orphanage.

So, the picture is clearly expressed that the orphans, measure of the ability to set goals has a higher level than of children left without parental care.

Also, orphans expressed the inner motivation of educational activity. They are interested in the learning process, while the children left without parental care both internal and external motivation are presented equally.



Pictures 20-21- The educational process at the orphanage

Orphans are more likely than children left without parental care, implement their educational motives in behavior. They use the obtained knowledge in educational activity in their everyday life, and transform everyday knowledge in educational life.

Thus, the method by M. Luk'yanova has shown that in general, the subjects have the high levels of learning motivation, while prevailing positional and educational motives.

A larger number of subjects have an internal motivation exercises, focused on success, they actively realize their educational motives in behavior. But there are children who can be attributed to the risk group. They have a low level of motivation studying, they have difficulties in the formulation and implementations of objectives, rarely implement educational motives in behavior.

For the reliability of our results, we present the photo report during the work of the teaching staff with the pupils, which we have presented as Picture 21.

Teaching staff conducts tutoring, periodically arranges the control sections of knowledge. Results sections and observations are submitted and discussed at the pedagogical consultation.

Many students have difficulties in learning activities due to the ambiguity of the motivation in choosing career, as well as the lack of psychological preparedness.

Students do not have skills of self-learning and self-education and they do not properly supervise and evaluate themselves.

For comparison, we present the results of a study among teenagers who are brought up in the family. Internal individually significant are the predominant motives of students (45.7%). It is important for this part of the sample that the future profession can bring for them pleasure and can open up possibilities for creativity and communication.

In the second place is the percentage of respondents for whom the choice of profession is determined by internal socially significant motives (28.6%). It is important for them the social significance of the chosen specialty, also the prospects for communication and people management.

24.3% of high school students guided by external positive motivation. They are attracted by the material side, the promotion, the

prestige of the profession that is external stimuli, for which students are willing to make an effort in the professional sphere. Only 1.4% of girls dominate the external negative motivation. It can be assumed that they are faced with some pressure, criticism in the choosing of career. The whole is dominated by inner reasons (74.3%) in the sample, which are on the basis of job satisfaction and productivity.

Analysis of the results in the context of gender showed the following.

Intensity of motivation is about the same among boys and girls. Both, boys and girls dominate internal individually-significant motives. Less expressed socially-significant internal and external positive motivation. External negative motives were observed in high school students.

Thus, there is a similarity between the motives of teenagers from families and teenagers from the orphanage.

To reveal the inclinations and predispositions to any profession, we used the following techniques: differential-diagnostic questionnaire by E.A. Klimov, "Map of Interests" by A.E. Golomshtok and the essay "My future".

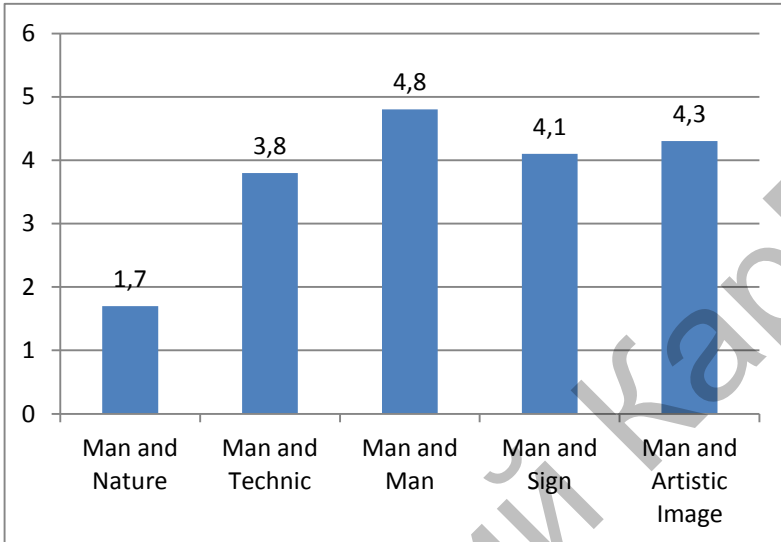
Analysis of the results for the entire sample allowed drawing some conclusions about the features of a professional orientation of adolescents.

Thus, by the method of E.A. Klimov group results were as follows (results presented graphically in Picture 22).

Picture 22 shows that the dominant group of teenagers is the sphere of "Human-Human". Subjects are interested to the career in which there is the possibility of interaction with other people, and also to assist and support the service sector, etc. These professions include the helping professions such as teachers, doctors, social workers, speech therapists, speech pathologists. As well as professions which belong to the service sector: managers, stylists, make-up artists, bankers, promoters, dealers, brokers, image-makers.

In second place on the severity of the sphere is the "Human-Artistic image".

Teenagers are interested in the profession of creative nature, which allows realizing creative ideas in various fields. These include: artists, designers, theater and ballet, entertainers, DJs, top models.



Picture 22- Distribution specificity of professional fields in the group



Picture 22 (a) - Sphere of “Human-Artistic image”



Picture 22 (b) - Sphere- “Human-Sign system music”



Picture22 (c) - Sphere- “Human-Technology”

And in third place on the severity is “Human-Sign system”. That is, there is an interest in occupations related to information technologies, programming processes, as well as with digital alphabetic characters, including musical specialty.

These include mathematics, computer science, editors, linguists, draftsmen, system administrators.

In fourth place on the severity is “Human-Technique”. Teens choose a profession related to the technique, control of the vehicle, assembly and installation of equipment.

And in last place on the severity of the “Human-Nature”. Teens prefer small professions related to crop production and animal breeding.



Picture 22 (d)-Sphere- “Human -Nature”

If we compare indicators severity of respondents’ professional orientation, teenagers are brought up in a family, there are some differences in the choice of professions.

For children from families most are focused on the profession of a number of “Human-Human” (40%). Approximately equally pronounced tendency to occupational categories of “Human-Artistic image”, “Human-Nature” and “Human-Technique” (respectively 18.3%; 16.7%; 15%).

The smallest number of students found a tendency for careers of a number of “Human-Sign system” (10%).

When you select a field of activity, it dominates the humanitarian focus. The focus on the profession of the “Human-Human” (40%) dominates the orientation on the sphere of “Human-Technique” (15%).

The gender dimension there are the following results. Girls are mostly focused on the profession of the “Human-Human” (53.3%). Half the senior pupils have shown a tendency to professions of the “Human-Artistic image” (30%). The smallest number of respondents are interested in the profession of “Human- Nature” and “Human-Technique” (10% and 6.7%). None of the girls are not focused on the profession of “Human-Sign system”.

In the group of young men are also most pronounced the propensity for occupation of the “Human-Human” (26.7%). At approximately equal to the percentage is shown against a tendency to professions “Human-Technique” (23.3%). Girls are focused minimally on these specialties minimally. The profession of “Human-Nature” is attractive for 23.3% of boys. For girls, this group of professions is one of the least position.

“Human-Sign system” - a career which targeted 20% of boys. The least chosen profession among young men – “Human-Artistic image” (6.7%). The sample of women, they are located on the second percentage.

The coefficient of the angular transformation by Fisher showed that the detected significant differences at the level of 0.01 in the number of young men and women who are hooked on professions “Human-Artistic image” ($\varphi * EMF = 2.459$ at the critical $\varphi * = 2.31$). Also, a significantly greater number of girls chooses the profession of the “Human-Human” ($\varphi * EMF = 2.134$ at the critical $\varphi * = 1.64$ at a significance level of 0.05). The profession of the “Human-Technique” chooses a significantly greater number of young people ($\varphi * EMI = 1.871$ at the critical $\varphi * = 1.64$ at a significance level of 0.05).

Not found the significant gender differences in orientation to the profession “Human-Nature” and “Human-Sign system”.

Thus, boys are most focused on such areas as people, technology and nature. Girls - on professions related to human and artistic manner [99].

We note that our results are consistent with the data that we have obtained in the study of career choices among the pupils of the orphanage. Teenagers from families and teenagers from the orphanage in the first place put the sphere of the “Human-Human”.

In these areas there is a difference. So, teens from families in equal positions are in the spheres of “Human-Nature”, “Human-Artistic image” and “Human-Technique”, but in adolescents from the orphanage choose the sphere “Human- Nature”, “Human-Technique” which is occupied in the rating of trades the last place.

A more detailed analysis of professional interests of the group was carried out on the basis of the method “Map of Interests” by A.E.Golomshtok.

Overall, the performance by this method were quite diversified, but we have tried to identify the major concerns expressed in the group.

We can see that in the first place is the “Technique”. Preference is given to this area 27% of the whole sample. These young people interested in working in the field of maintenance, to understand the variety of mechanisms.

The shpere of “Pedagogics” is in the second sample. This area is selected as the most interesting 25% of the subjects. These teenagers It is interesting for these teenagers to explain something and to interact with others.

The sphere of “Chemistry” is in third place of the preferences. This area is selected as the preferred 22% of the subjects. For these it is interesting to analyze the chemical process in different states.

Another area in severity (20% of subjects) is the “Physics”. Adolescents are interested in the physical properties of things and the nature of physical phenomena.

Next to this sphere is the sphere of “Astronomy” with the high scores in this area in 17% of subjects.

And the top sphere closes “Service sphere”. Preferences given to 15% of the subjects.

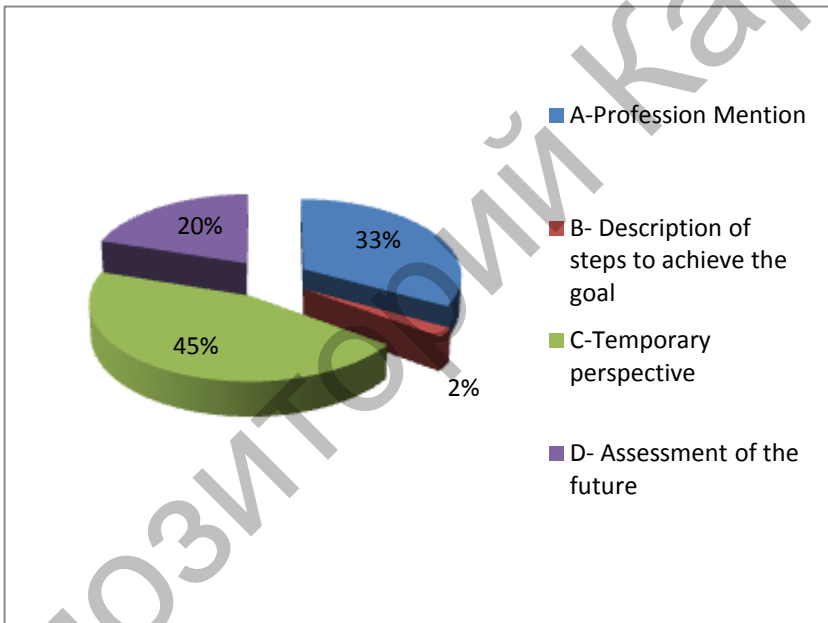
Thus, we can see that the whole group has a focus on the sciences (Physics, Chemistry, Astronomy), also Pedagogics and Social Sphere.

Analyzing the results of the works by a content - analysis, we have identified the following features of professional self-

determination.

Picture 23 shows the frequency use of each category in the sample.

Analyzing the pictures, we can see that most of the works in the category of teenagers found “time perspective”. Teenagers in their essays about the future often use the categories of the present and the last. These pictures, which make up 45%, occupy the first position among the pupils of the orphanage. Professional self-determination depends on the past and the present.



Picture 23 - Diagram of frequency use categories in the group

In the second place is the category of “reference to the profession”, that is quite a large number of children describe their future with a professional attitude, some describe specific profession, some only spheres of activity, some just say that they need to make a choice of profession, but they have not yet decided what it will be.

In the third place is the category of “assessment of the future”. This category reflects the emotional evaluations that give teens their

future in both positive and negative terms.

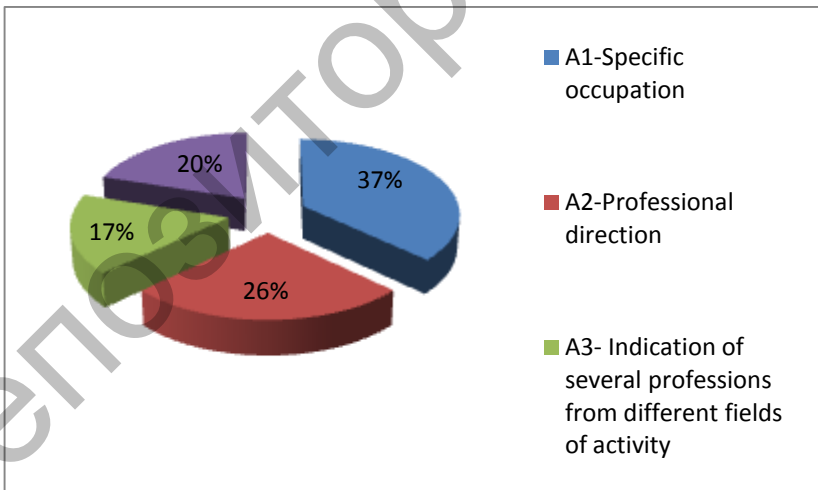
The least is represented category of “description of the steps to achieve”. Only 2% of the subjects clearly plan their future starting with the choice of profession, choice of educational institution, etc. This can be a clear sign for teenagers of psychological work on drawing up a clear plan for realization of their future.

For further detailed analysis, we made the most represented category separately. As presented in Figure 24 subcategories associated with the mention of the profession.

For further detailed analysis, we separately made the most represented categories. So, in Picture 24 presented subcategories associated with the mention of the profession.

From Picture 24 we see can that 37% of the subjects in their essays describe their future in a particular professional field (primary school teacher, mechanic, programmer, stylist, etc.) These subjects describe the activity, their approximate time etc.

26% of subjects in their works mentioned professional areas (for example: social sphere, the sphere of engineering, sphere of service).



Picture 24- Diagram frequency of using categories group “A”

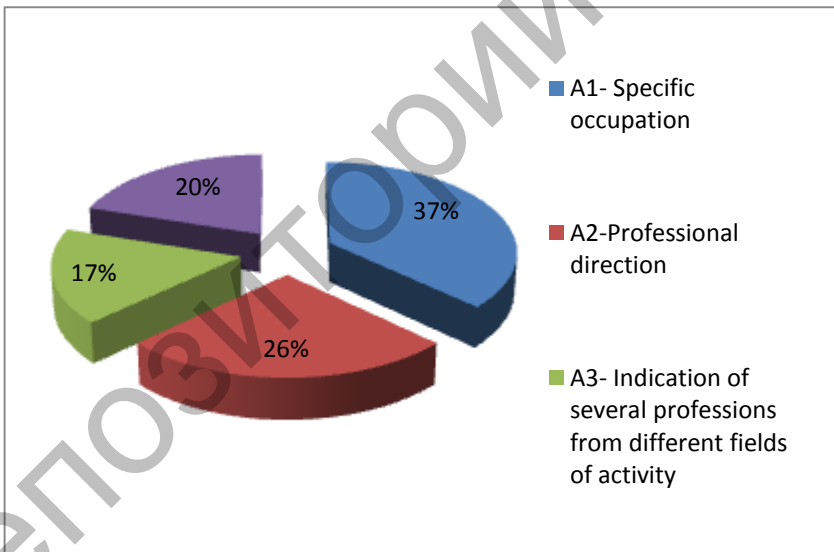
20% of subjects in all their writings don't mention about specific reference to occupations or occupational areas (e.g. in the future, they

need to work, but the main thing is to start a family, they need to get on their feet, etc.)

The remaining 17% of the subjects found in their writings some indications of the profession from various sectors, which could be an indication that the teenager thinks about professional orientation, but has not yet been determined. So teens say: “I would like to help people. Perhaps I’ll become a doctor, maybe a teacher or a scientist and maybe an astronaut. The main thing is to be helpful”.

Analysis of sub-categories for “time perspective” category identified the following characteristics shown in Picture 25.

Picture 25 shows that in an equal number of subjects by 37% in each subgroup in their writing works can be seen as an orientation to the past. These teenagers use words in the past tense, remember their childhood.



Picture 25-Diagram frequency of using sub-categories group “B”

The other subgroup pronounced the orientation towards the future. They describe the specific images of their future, both personal and professional.

26% of subjects prevail in the essays the category of present.

These subjects point out that they rarely think about the future, they need to live the present and to solve pressing challenges.

Analyzing the category of “assessment of the future”, it was found that 70% of the subjects their future painted in bright colors. Their rating is positive.

Teens describing their future use epithets like “happy”, “successful” and “interesting”. 30% of subjects’ assessment of the future is related to anxieties and experiences. Teens use epithets like “foggy”, “unknown” and “heavy”.

Thus, analyses of the whole group results reflect the following features.

The subjects are more focused on the profession of “Human-Human”, “Human-Artistic image”, “Human - a Sign system”.

Analysis of specific professional areas found the focus on the field of technology, education, science, service sector.

In the writings of many adolescents about their future is precisely reflected the professional sphere. Many of them describe their future through the categories of professional activity, with specific occupations or occupational areas.

Analyzing the results of the three methods like “Differential-diagnostic questionnaire” (DDQ), “Map of Interests” and essays from a gender perspective, we have identified the following features. So, the method of analysis by E.A. Klimov in the samples revealed statistically significant differences in the choice of professional fields.

Analyzing the given results it can be noted that girls are more characteristic on the sphere of the “Human-Human”, “Human-Artistic image”. They focus on communication in professional activities and creativity. But boys are more pronounced on the sphere of the “Human-Technique” and “Human -Sign system”. They are more interested in the activities with technique characteristics or signs conventional units etc.

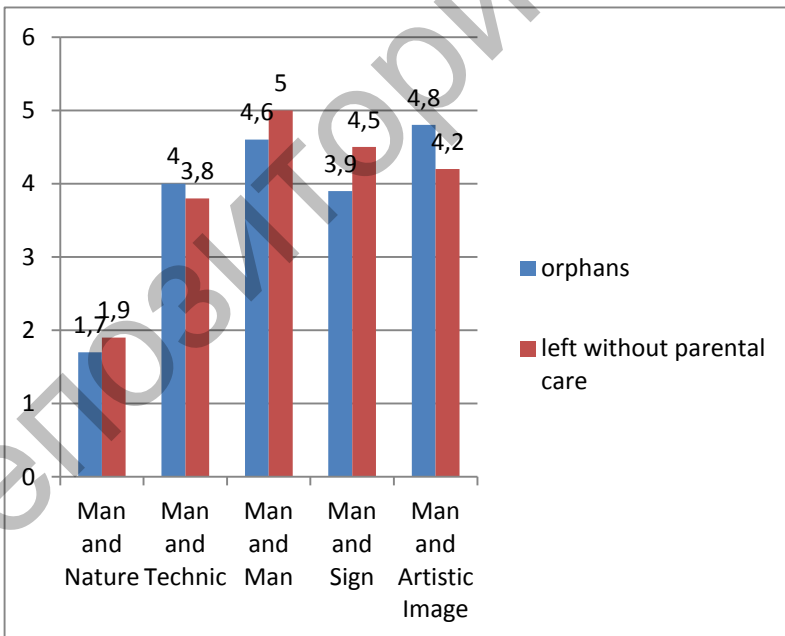
Analyzing the results according to the technique “Map of Interests” we also found statistical differences in the groups of boys and girls.

We can see that there are statistical differences in professional fields such as law, transport, education, service sector, electronics and electrical engineering. So, the boys pronounced their interest in the fields of transport, machinery and electrical engineering (index above

7 points). Girls in these areas of interest are denied. They expressed their interest in areas such as law, education and the service sector. The boys in these areas revealed a pronounced negative.

Analysis of boys and girls' essays revealed that two groups in equal amounts in their writings describe professional future. Girls often describe specific profession, whereas boys are characterized by the description of professional fields. Girls more often than boys in their essays develop the theme of a personal nature (family and children), whereas boys are more pronounced in the sphere of self-profession. Both boys and girls generally do not affect the problem of achieving the objectives set for the realization of the future. Also, the girls' orientation on the past is more common than in boys (although statistical differences were not found).

Thus, analyzing the results of a gender perspective, we were able to detect significant differences in the professional field and in the interests of boys and girls.



Picture 26-Histogram expression of professional fields in groups

In our opinion, although these differences are quite predictable and may be associated with stereotypes of male and female occupations.

Analyzing the results of techniques aimed at diagnosis of occupational interests from a position of social status, we have identified the following features.

So, according to the technique by E.A. Klimov group results as follows (presented graphically in Picture 26) were presented.

From the Picture 26 we can see that much difference between two groups by this method was not found.

The first group in the first place is the sphere of the “Human - Artistic image” and the second group “Human-Human” and the third group “Human-Technique”.

And the second group in the first place is the sphere of the “Human- Human”, the second group-“Human –Sign system” and the third-“Human-Artistic image”.

Thus, orphans prefer to engage in creative activities and activities related to communication and interaction. Children without parental care have the greatest interest in the field, coupled with dialogue and interaction, as well as in the field requiring the accuracy of calculations and the use of different languages.

Analyzing the results of the technique “Map of interests”, we found statistical differences in some areas of interest.

We can see that the orphans have the pronounced interest in areas such as Astronomy, History, Law and Pedagogy. While children left without parental care in these areas of interest are denied.

Analyzing the writing works, we found that in both groups there are teenagers who describing their future, indicate primarily on the professional aspect. At the same time, children are orphans in the works often indicate a specific profession, whereas children without parental care indicated the professional direction.

In the second group, there are young people who say that parents play a big role in the choice of future profession. For example: “When I go home, Dad and I repair our car. I like it, and I’m thinking in the future I’ll become a car mechanic”.

The orphans often describe their future, describe the personal side (family, children, flat), and adolescents without parental care,

describe the future often point to the professional aspect (I find a good job, I will earn a lot, I'll become a respected person in the profession).

Thus, the results of professional self-determination research of social orphans at the stage of adolescence allowed saying that professional self-determination is a complex process that depends on the level of aspiration and self-esteem, motivation level, as well as a clear understanding of their own future.

We found the very high rates and the level of claims and self-assessment of a large number of subjects, which may indicate a personal immaturity, not critical of their own capabilities, which may make difficult the professional self-determination process.

For this category of adolescents it should be carried out the work on the psychological adjustment of aspiration level and self-esteem.

Another part of the sample is adequate indicators of self-esteem and level of aspiration. These subjects will be more successful in the process of professional self-determination.

As for the learning motivation, its level in the most subjects is high. They are active in the educational activity, motivated by internal reasons, striving for success and actively realize the learning motivation in behavior, which can serve as an indicator of success in the process of training. But there are a small number of children with a low reading on learning motivation.

These young people are oriented to external factors, they are unstable in the educational interests and the process of goal-setting is difficult. It may also be an indicator of possible problems in the future, including in the course of professional formation.

As for the definition of relevant professional fields for teenagers, we can find here the subjects which are more focused on the profession of "Man-Man", "Man-Artistic image" and "Man-Sign".

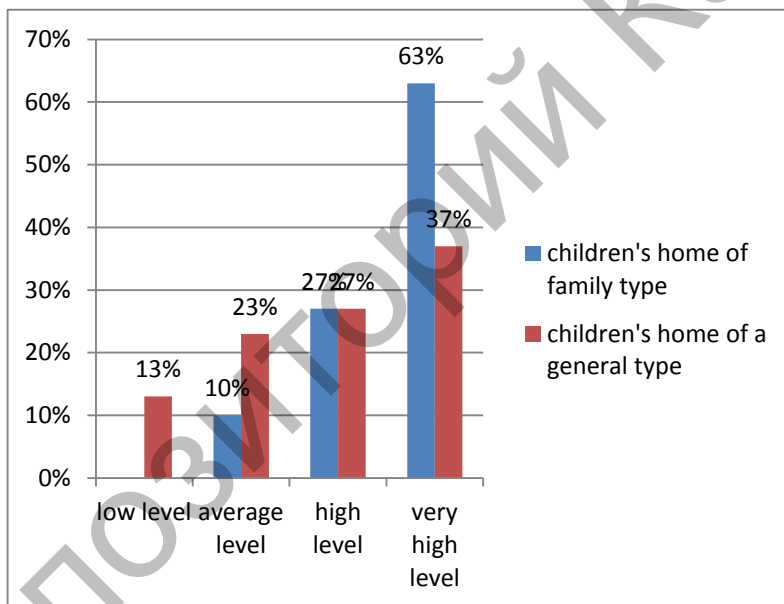
Analysis of specific professional areas of focus found on the field of technology, education, science, service sector. In the essays about their future, it reflected exactly the professional sphere.

Many of pupils describe their future through the categories of professional activity, with specific occupations or occupational areas.

2.3 Comparative analysis of the features of social orphans' professional self-determination, brought up in an orphanage of a common and a family type

To determine the differences of teenagers' professional self-determination, children who brought up in social institutions of family and a common type, we compared the results of the testing the children who live in home of a family type "Tansholpan" and the children who live in an orphanage of a common type "Pioneer".

Analyzing the method by Dembo-Rubinstein in the two groups, we have identified the following features shown in Picture 27.



Picture 27-Comparative indicators of self-assessment

The analysis of self-assessment parameters in two groups revealed the following. Both in a children's home of a family type and the children's home of a common type the largest number of examinees have a very high self-esteem (accordingly, 63% and 37%). It can talk about the personal immaturity, not the ability to evaluate

their activities and results. These subjects have a low sensitivity to environmental assessment and they are quite often closed to experience.

In the second place there are the subjects with adequately high level of self-assessment. There are 27% of them in each group. This is the test that adequately and realistically assesses their capabilities and performance. They tend to listen to the evaluation of others, they are open to experience.

We also learnt that in the orphanage of a common type, there are 13 % of pupils with a low self-assessment. But there aren't any children living in an orphanage of a family type with a low self-assessment. They are characterized by lack of confidence in their own abilities, with reduced liability.

Thus, we can see that in both groups there is a large number of subjects with adequate and realistic self-esteem. They are open to experience and critical of self-empowerment. They also listen to the evaluation of others. But in both groups there are students who can be related to the risk group, as they have a high self-assessment which can complicate the process of personal development. In addition, there are the subjects with a low self-assessment, who also are at risk and need of psychological support.

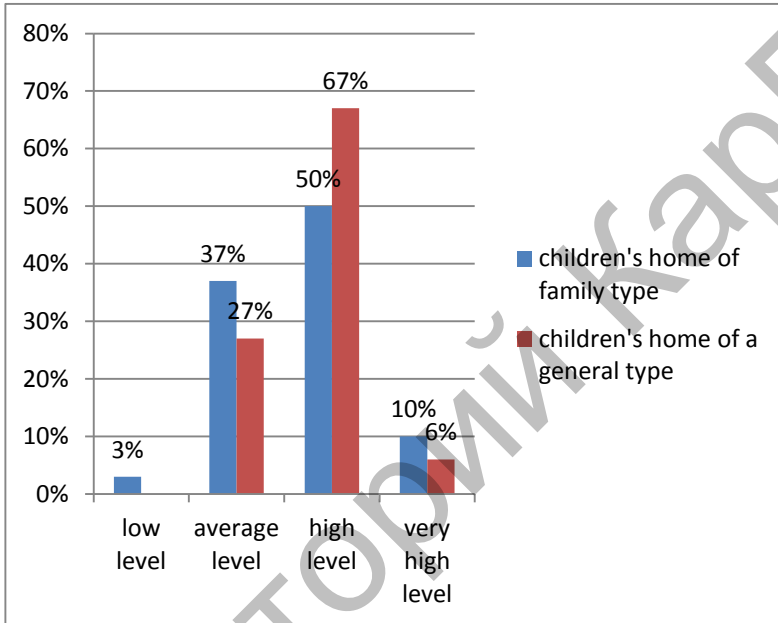
Analyzing the indicators of motivation in groups, we have identified the following features. Graphic indicators on the scales are presented in Pictures 28, 29, 30 and 31.

So, on a scale of personal meaning of teaching a large number of subjects in the first and second groups found high rates (accordingly, 50% and 67%). These subjects understand the importance of training activities in their lives. They are interested in getting of knowledge and a clear understanding of their role in the future.

The second part of the sample represents students with an average level on this scale. The first group of 37% and 27% - in the second. These subjects adequately evaluate studying activities. They understand the role of education in the life and in the formation of the future.

The third places in both groups (10% and 6%) subjects have a very high level. They are focused only on studying activities, while no attention is the process of obtaining knowledge through the interpersonal communication. Also, in a children's home of a family

type there are the subjects (3%) with a low level on this scale. These subjects do not see the deep meaning in studying activities, they focus more on entertainment.



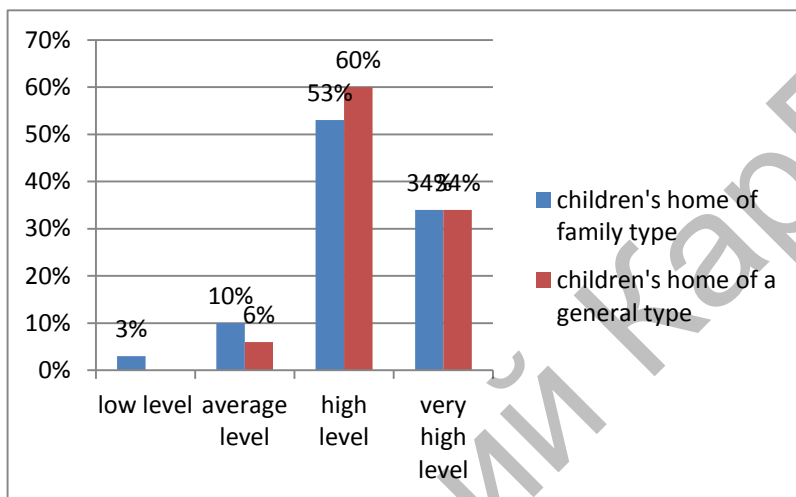
Picture 28-Comparative figures for the scale of personal meaning of studies in groups

Thus, in general, in both samples there is a positive trend. A large number of subjects have an average or high on this scale, which indicates the focus on studying activities, understanding the importance of life learning. But in both groups we can pupils with a very high level, which may indicate a certain obsession of studying activities, and orientation only on studying, without regard to other areas of learning and experience.

Analyzing the indicators of a scale, the ability to set goals in groups, we found the following. A larger number of subjects in the first and second groups (accordingly, 53% and 60%) have high rates of given scale.

Our subjects are inclined to set specific targets in studying

activities, and focus on achieving them, which makes the learning process more structured and controllable.



Picture 29 - Comparative figures for the scale of the capacity for goal-setting of groups

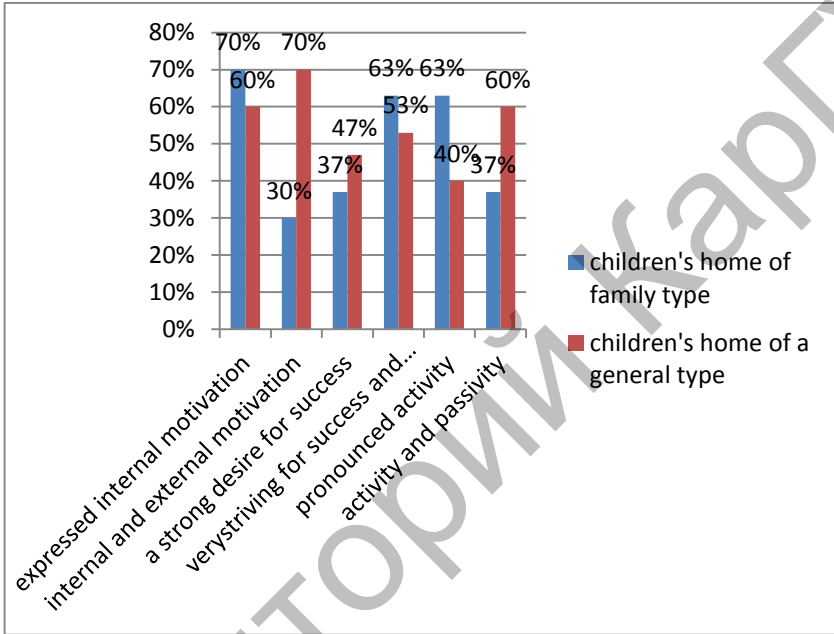
In second place in the samples are subjects with very high levels (34% of subjects in each group).

These subjects are characterized by the ability to set clear goals in the studying process, but they are also distinguished by rigidity. They are difficult to adjust the goals they set before, even if the target is not currently realizable. This leads to some difficulties in learning process.

At children's home of a family type there are also pupils with a low level. These subjects are characterized by difficulty in setting goals, and studying activities, they are often characterized by randomness.

Thus, the majority of subjects in both groups have high goal-setting indicators; they set specific goals in studying activities and systematically realize them. But there are groups of subjects with a very high rate. They hardly change milestones that reduce the efficiency of learning activities.

Analysis of motivation orientation showed that in both groups in the first place there is a positive motive. For subjects it is important to have a social role which they perform in the group.



Picture 30 - Comparative diagram with additional scales

So, according to the Picture 30, we can see that the educators of children's homes of a family type prevails inner motivation exercises, they tend to be self-motivated in studying activities and do not need additional stimulus from the outside. While educators of an orphanage their exterior and interior motives are equally represented. For educators it is important not only the meaningful inside of the activity, but also an external evaluation of others (e.g. rewards and punishments).

In the first and second groups we can see a large number of subjects who identified equally striving for success and avoiding failure. That is, the subjects in favorable situations are guided by success, whereas in ambiguous situations they try to they try to avoid

the failed situation. This can manifest in the refusal of any activity, if it was originally rated as difficult.

Most of the children's family type orphanages are active in the realization of the educational motivation. These subjects implement learning motivation in their behavior. Whereas the learning motivation of children's home common type orphanages is rarely realized in their behavior. These subjects are capable of studying in a strictly organized conditions (e.g., at school), and in daily life getting knowledge becomes to be difficult.

Analysis of the overall level of learning motivation in the groups identified the following indicators shown in Picture 31.

The picture shows next indicators. We can see that 83 children's family type orphanages and 57% children's home common type orphanages shown a high level. These subjects generally focused on studying activities. They are interested in studying process. In the group children's family type orphanages have a very high level of general learning motivation (11%). These subjects are limited in some interests, they hung up only on studying activities, at the same time it is important for them external evaluation of their success in school.

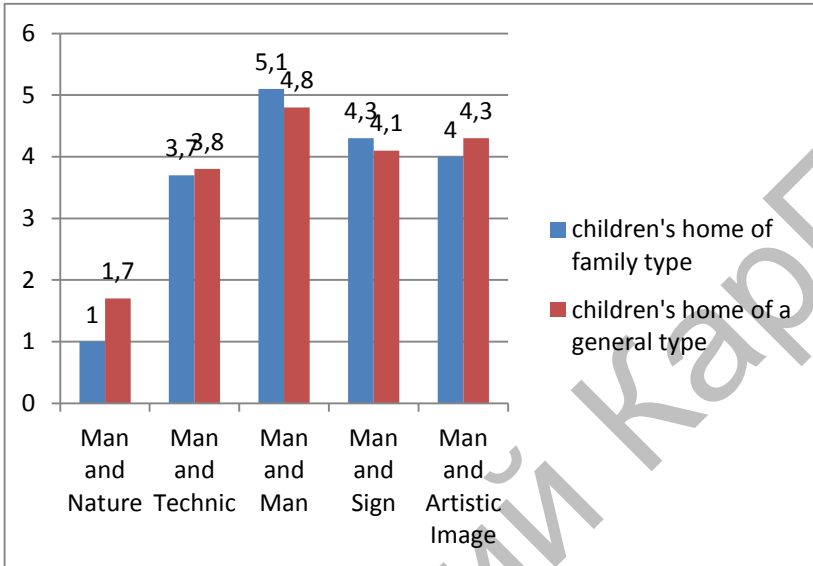
A group of children's home common type orphanages have the high percentage of those who have too low performance on this scale (43%). These subjects are not fully focused on studying activities, for them the more important component is the social activity (communication, entertainment, etc.).

Thereby, the overall learning motivation in groups suggests that teenagers who are brought up in a children's home of family type have high levels, while children's home common type orphanages have the lowest rate.

To identify statistically significant differences between groups in terms of self-assessment, level of aspiration and motivation of studying we have made calculation for the T-test of students.

We can see that there are statistical differences in the level of claims. So children's home of family type orphanages have the high level of claims, indicating that a realistic assessment of their own capabilities and openness to experience.

But children's home common type orphanages generally prevails a very high level of claims, which may indicate uncritical and unrealistic of adolescents to their own possibilities.



Picture 31- Distribution indicators of professional spheres of groups

Also it was found statistical differences in motivation of teaching forms. So, children's homes of family type orphanages prevails their intrinsic motivation, and activity in the realization of educational motives. They are also characterized by a high level of general learning motivation. While children's homes of the general type orphanages having outer and inner motivation are represented equally, and their educational motives in behavior is rarely implemented. These subjects have reduced indicators of general learning motivation.

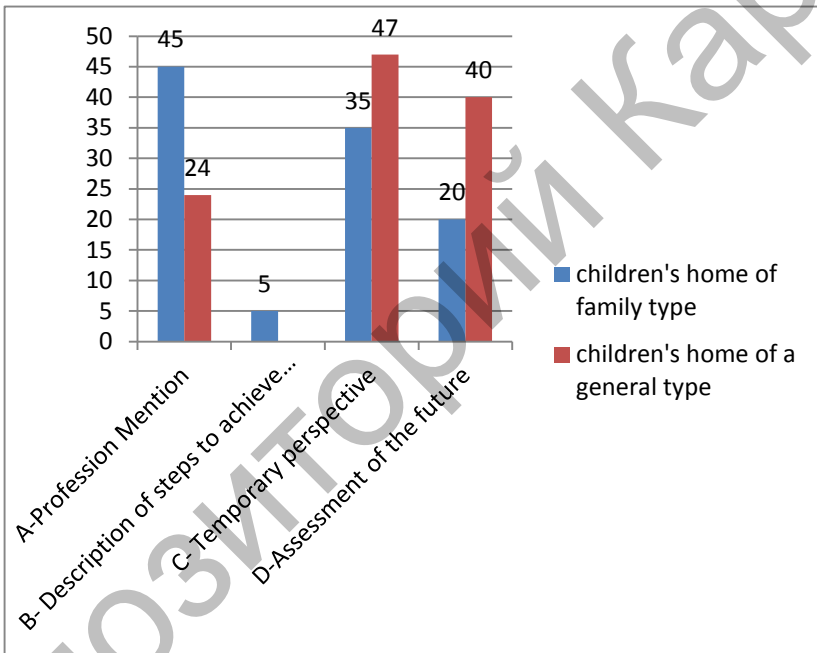
Analyzing the performance of a professional orientation in both groups, we found the following. So the following data were obtained on the severity of professional fields in groups presented in Picture 32.

It can be seen that in both groups, the highest score received sphere "Man-a Man". The subjects are interested in professions related to the profession of communication and interaction.

In second place in the group of children's homes of family type orphanages there is the sphere "Man- Sign system". Subjects were interested in working with algorithms, information systems and

different languages. And in the second place in the group children’s home common type orphanages there is the sphere “Man - an artistic image”. Subjects are interested in the professions allows them to create, to freely express their ideas or to decorate their surroundings.

The analysis of professional interests revealed the following expressed directions. For the children’s home of family type orphanages mostly peculiar interests in such professional fields as transport, service sector, machinery and electrical engineering.



Picture 32 - Indicators of severity categories in groups

For subjects who are brought up in a children’s home of the general type, the greatest manifestation received such professional interests as art, transportation and technology.

Content - analysis of the works in groups showed the following characteristics in the perception of adolescents’ future (graphical data content analyses are shown in Picture 35).

In the picture we can see that the children's home of family type orphanages most often in their essays mention of a specific trade or professional sphere. Many subjects have already chosen their future profession (teacher, programmer, car mechanic, hair stylist, etc.).

Teens say that they choose occupations like their parents or adults who surround them. That is, we can talk about reference points that are associated with the adults around young people.

Subjects who are brought up in a children's home of the common type, write about the complexity of professional choice (for example: "I do not know what I'll become: a pilot, or a doctor, may a businessman. Importantly, I must help people").

In subjects who are brought up in children's home of family type, we could find in their essays how they described the steps to achieve professional goals. They planned their activities: to finish school, go to college, at the senior year to go to the practice and there to prove themselves to be the employed later, and then start their own business. In the essays of the second group descriptions of the steps to achieve the goals are absent.

With regard to the category of temporal perspective, it was represented in the writing works, both in the first and the second groups. But in the first group of their writing works often it is described the future (both near and far), and the second group has a tendency to orientation at present, and in some cases to the past.

Assessment of the future also expressed in the essays of both groups. Moreover, in the first and in the second group it is more positive and brighter. Teens say that they will be successful in the future and they will be happy people.

Adolescents raised in orphanages are limited in the choice of schools, and they are forced to act in those educational institutions, with the administration of the children's homes entered into the contract with the support of city and regional local government offices [100].

Senior students living in children's homes cannot define on their own self-determination in a professional choice, and they are aware of the possibilities in choosing their future profession.

Adolescents, who are brought up in children's homes prevail motives of today's and the near future. Professional self-determination of teenagers, who belong to the category of social orphans, has its own

specific features. It is difficult to individually-psychological features of teenager personality belonging to this category, as well as the social situation and education of those conditions, which are characteristic for social institutions.

Statistical analysis of the professional interests of groups revealed some differences.

So, we can see that in the group of children's home of family type the interests in such professional fields as mathematics, geology interest are denied, but the second group in these areas of interest weakly expressed. Also, the subjects of the second group are interested in art more active, but in the first group it is denied.

The analysis of young people's professional orientation from different groups revealed that both groups have a strong interest in areas such as "Man - a Man". At the same time professional interests of the first group are in the service sector, transport and technology. And the second group is interested in the field of art and transport.

We found that the children's home of family type orphanages in their writing works about future is more common and descriptions of specific occupations focused on the future, which is colored with positive characteristics. And pupils of the general type don't focus on a particular profession; at the same time in their essays they describe the past and the present. This may indicate that the choice of the professional future of the second group's children has not yet done.

So, the boys revealed differences in the level of self-assessment and general learning motivation. Self-performance of pupils living in the family type children's home is statistically higher than pupils of the common type children's homes.

Thus, a qualitative analysis of the results suggests that in the first group their self-assessment is more increased, while the second group the low self-assessment.

That is, the boys from the children's homes of family type often view themselves not realistic, they are not always sensitive to their mistakes and failures. They cannot adequately evaluate themselves in comparison with others. And the self-assessment of pupils of the common type is adequate and realistic.

The indicator of learning motivation of adolescents from children's homes of family type is higher. They are more focused on

studying activities and evaluate them as a necessary and significant for the future life.

Adolescents from children's homes have the lower motivation of schooling. They consider that learning activities are not so important, but they do not openly ignore it. Perhaps this is due to the hard social control of the orphanage.

There are also differences on some scales of two groups among girls.

The picture 33 shows the graphical differences on such scales as the level of claims and success / failure avoidance.

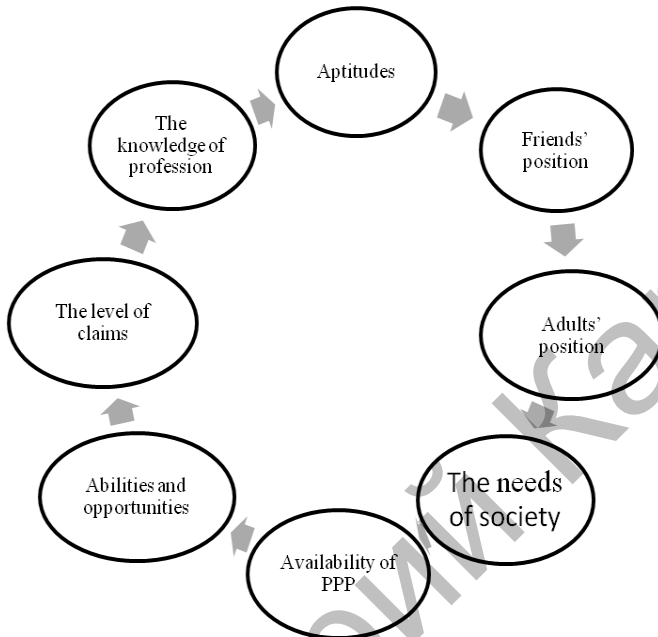
Girls who brought up in a children's home of family type the level of claims is lower than girls who brought in children's homes common type. Qualitative analysis on this scale has revealed that the first group has the high level of claims. They have the best understanding of their capabilities and they are able to evaluate their own activities. And the second group has a very strong performance on this scale. They are characterized not critical and not realistic for their own actions and abilities.

Also, girls are brought up in a children's home of family type is equally expressed as success and avoiding failure (depending on the complexity of the problem). And pupils of children's homes of common type there are many girls with the focus on achieving success.

Thus, analysis of the results by gender also found differences in pupils of children's homes of family and common types. In boys, these differences are expressed in terms of self-assessment and the overall level of learning motivation and girls in terms of level of claims and expressed the orientation towards success.

The results obtained in our study allow drawing some conclusions about the peculiarities of social orphans' self-determination at the stage of adolescence in the context of gender-sensitive, social-type orphanage and children's home type.

After finishing of the study, pupils of children's home suggested the model of how to build your own personal professional plan. The support for that proposed E.Klimov's "Octagon", where given key factors influencing the choice of profession.



Picture 33 - Construction of PPP

For the assimilation of this scheme teenagers from the orphanage were invited to get acquainted with the main factors that can determine the professional choice: the presence of inclinations, abilities, information about the chosen specialty, the influence of friends, teachers, or significant adults, the level of claims (the expectation of the profession), the demand for the company from the profession and the existence of the plan [12].

Thus, the professional choice will be successful if all these factors are taken into account in the construction of personal professional plan. Assimilation of this scheme will help the adolescent to have self-determination in choosing a profession through professional orientation games.

One of the types of career-oriented games is a study aimed at acquaintance students with the professions and what requirements may be presented in front of a person.

Career-guidance game “Association” is a study which gives ideas about the different specialties, as well as adjusts the view of them and forms a positive attitude to the professional activity [101].

Career-guidance game is best done in class groups. The rule of the game is that three pupils can be chosen from the group, and with reliance on associative questions they try to guess the occupation created by participants of the game. The types of occupation can have the following possible associations. They can be associated with the color, flavor, season, music, rock band.



Picture 34- Career-guidance game “Association”

Participants of the game should get out of the class and come up with two

associative problems, but this time the other players must guess one of the profession which can attract teenagers. Then three members must come into, and each of them offers a question when he addresses it to a particular student in the class. During the game by three participants may be sounded six questions on the part of the class it

should be six sound answers that the master must fix in his notes. When time runs out (30 seconds), the participants must submit their guessing three versions of clues. If one of the options was the right and the forth name of profession was announced, the participant who guesses right becomes the winner.

The next type of career-oriented games is trial training, where students can try to test their capabilities in a variety of professional gaming situations. These include a trial training game “Novice-Mentor” which helps to understand the features of the real relations between people of different age groups. Teens need to write down on separate pieces five important qualities that in their opinion have a mentor-a teacher and five important qualities that should possess a novice-a teacher (The pictures 34, 35).



Picture 35 - Training professional orientation games

Then randomly is given the instructions, which describes the production situation in the pedagogical team or other group. For example, a newcomer joined the cult of youth clothing areas as Goth or punk rocker. The teacher-mentor must respond to the behavior and

the appearance of his freshman. This situation needs to demand solution and each participant will lose his answer. Then, during the discussion on more efficient solutions out of a problem situation, the leader briefly sets those personal qualities of a mentor and the novice which contributed to the successful exit of a difficult situation. And after finishing the game, the pupils are invited to make and justify important qualities for teamwork and mentor novice. Such games help the children from the orphanage to simulate certain life, the production situation, which in the future can help to establish mutual understanding and avoid conflict situations, which are also taught the skill to negotiate.

Thereby, professional orientation games make adjustments in the views of the students considered the chosen career, and become more effective in professional self-determination.

CONCLUSION

Analyzing the scientific views of different authors, we noted that the social conditions of life and education of high school students have an impact on the process of their professional self-determination. Many researchers have determined that the students all have pathologies in development which are initially predetermined by the conditions in which they develop.

In comparison with children who are brought up in the family, the professional self-determination of social orphans has their own specific characteristics.

Their professional self-determination has two ways.

On the one hand, the older adolescent children tend to live independently; on the other hand, they feel fear of independence, since they fully realize the difficulty of autonomous life without social care by the state.

Such children are less socialized. The lower motivation for choosing a profession, insufficient level of development of cognitive abilities, ignorance of modern living conditions outside of orphanages, all this aggravates the problem of professional choice and complicates the process of their professional self-determination.

In research works were identified several factors that adversely affect the formation of professional self-determination ability.

First of all, it is one-sidedness of communication only with children-peers who are in the same social conditions which in turn leads to ignorance about the role-play games, which lays the performance of professional choice. According to I. Kohn, professional self-determination has its roots in a deep childhood. It is at that time the child playing fulfills various professional behaviors and tries on a particular professional role.

Secondly, children of older adolescents living in orphanages consider other children to be relatives, the overall development situation becomes for them at a certain point and a common fate. Living in one territory and distributing all problems together, they form the so-called "family model". Consequently, the orphanage "We" becomes the opposite of adolescents living in the family "They".

The adolescents are the part of the community as “we” become conformal. They do not have equal relations with their peers and they do not develop communication skills, which also leads to the restriction of social contacts.

The third one, there is a lack of communication and relations with relatives and friends, which in turn reduces the ability to professional self-determination, as these children do not have examples to follow, and they do not know the “past” of their family, which means that it is difficult for them to imagine their own “future”. The loss of the personal history greatly affects the development of the child as a whole.

1. A greater number of subjects revealed very high rates in terms of level and claims and self-assessment, which may indicate the personal immaturity, they are not criticality about their own capabilities.

2. Both the orphans and children left without parental care have a higher proportion of the sample than the whole sample in terms of claims and self-assessment which can lead to difficulties in personal and professional self-determination.

3. The results of adolescents in the group indicate a high level of motivation for teaching. Adolescents have an interest in learning activities and focus on achieving success in learning.

4. Comparing the results by the level of educational motivation in the group of orphans and children left without parental care, the Student’s T-criterion ($p \leq 0.002$) revealed differences in scales: ability to target, internal / external motive, and achievement of success / avoidance of failures:

- Orphanages have the indicator of capacity for goal-setting with a higher level than children left without parental care:

- In the case of orphans, the internal motivation for learning activities is expressed. They are interested in the process of education, whereas in children left without parental care; both internal and external motivation is equally represented.

- Orphans more often than children left without parental care implement their educational motives in behavior.

5. Subjects are more focused on the profession “Human-Human”, “Human-Artistic image”, “Human-Sign system”:

- The analysis of specific professional spheres revealed the focus on the areas of technology, pedagogy, exact sciences and the service sector.

- In essays of many adolescents about their future is reflected in the professional sphere. Many describe their future through categories of professional activity with the indication of specific occupations or professional directions.

6. Statistical analysis in groups of boys and girls according to the Student's T-test ($p \leq 0.002$) revealed differences in the following characteristics:

- The girls are more characterized the sphere of "Human-Human" or "Human- Artistic image". They are focused on communication in professional activities and creativity. However, the areas of "Human-Technology" and "Human-Sign system" are more pronounced in boys.

- There are statistical differences in such professional fields as law, transport, pedagogy, service, technology and electrical engineering. So, the boys have a vivid interest in the spheres like transport, engineering and electrical engineering (the indicator is above 7 points). In these areas as for the girls interest is denied because girls expressed their interests in such areas as law, pedagogy and the service sector. Boys have a pronounced denial in these spheres.

7. Analysis of boys' and girls' essays revealed that both groups in equal parts describe the professional future in their essays:

- The girls more often describe specific professions, while boys are characterized by a description of professional spheres.

- The theme of a personal nature (family, children) is more often revealed in girls than in boys writing tasks, while boys have a more expressed sphere of professional self-realization.

- Both boys and girls basically do not touch the problem of achieving the goals set for their future realization.

- The girls' orientation towards the past is more common than boys' (although no statistical differences were found).

8. Statistical analysis by the Student's T-criterion ($p \leq 0.002$) in groups of orphans and children left without parental care revealed differences in professional interests:

- Orphanages expressed their interest in such careers as astronomy, history, law, pedagogy. Whereas interest children left without parental care in these areas is denied.

- Orphaned children in their essays often mention specific professions, whereas children left without parental care talk about a professional direction.

- Orphans more often describe the future, the personal side (family, children, and apartment). But adolescents left without parental care describe their future or often point to a professional aspect (I will find a good job, earn a lot of money and become a respected person in my future profession).

9. Analyzing the indicators for children who were brought up in a family-type orphanage and in a children's home of the general type, the following peculiarities were revealed:

- According to the level of claims there are statistical differences. So, pupils of family-type children's home have a high level of claims, which indicates a realistic assessment of their own capabilities, openness to experience. And pupils of general type children's home have a very high level of claims which may indicate the uncritical and unrealistic attitude of adolescents to their own abilities.

- Pupils of family-type children's home are dominated by internal motivation, and they are active in the implementation of educational motives. They are also characterized by a high level of general motivation for teaching. Whereas pupils of general type children's home have their external and internal motivation are equally represented, and educational motives in behavior are rarely realized. These subjects have reduced indicators of the overall motivation of the teaching.

- Statistical analysis of professional interests in groups revealed some differences.

- in the group of pupils of family-type children's home interest in such professional fields as mathematics and geology is denied, but in the second group in these spheres interest is poorly expressed.

Also, subjects who are brought up in a children's home of a general type are more interested in art, but in subjects who brought up in a children's home of a general type it is denied.

- pupils of family-type children's home in their writings on the

future are more likely to find descriptions of specific professions, an orientation toward the future that is colored by positive characteristics. And the pupils of general type children's home do not have an orientation toward a specific profession, while the present and the past prevail in their works.

A person's choice of professional activity is one of the most important aspects of human development in modern society. The principle of determinism in the process of professional self-determination implies a thorough analysis of the two main systems:

The first system is directly a person who faces the choice of his or her own professional activity.

The second system is the system of orienting youth and adolescents on the issues of choosing the optimal professional activity.

This system includes the direct influence of various social institutions (for example, the family, school, public organizations, as well as literature, television, art) on the motivation for choosing the sphere of professional activity. All these systems of means of professional counseling and orientation are aimed at solving the paramount problems of professional education, as well as individual counseling. Also, this system is called upon to identify and awaken professional inclinations and preferences, to provide direct assistance in employment and to promote the most favorable passage of the adaptation period in the professional sphere of activity.

So, the problem of professional self-determination of high school students who live and bring up in orphanages should be given the special attention, as they must learn to consciously to build their professional and life plans and independently implement them at different stages of their ways of life.

The practical significance of the research results consists in the possibility to use the obtained data for scientifically based development of programs of psychological and pedagogical support for the professional development of adolescents in the process of preparation. The data obtained can be used in training courses in the training of specialists in the psychology of the individual, labor psychology and social pedagogy. The results of the research will make it possible to deepen the content of psychological and pedagogical work in vocational guidance among high school students who are brought up in the conditions of an orphanage.

In addition, the practical importance of our study is that the results can be used in working with high school students, in special classes, whose goal is the professional self-determination of students. Also, our data can be used for professional counseling and training for successful employment.

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APPENDIX A

Passport of MGA “Oblast children’s home of family type Tashsholpan”

-Opening year - 2003

-Design capacity - 120 places

-Contingent - 118 children

-Number of employees: pedagogical staff is 36 people.

-Educational-material base: 8 apartments, assembly hall, gym, medical unit, workshop, sound recording studio, psychologist's office, creative studio, large game room, food box.

Sporting life







Military-patriotic education



Holidays



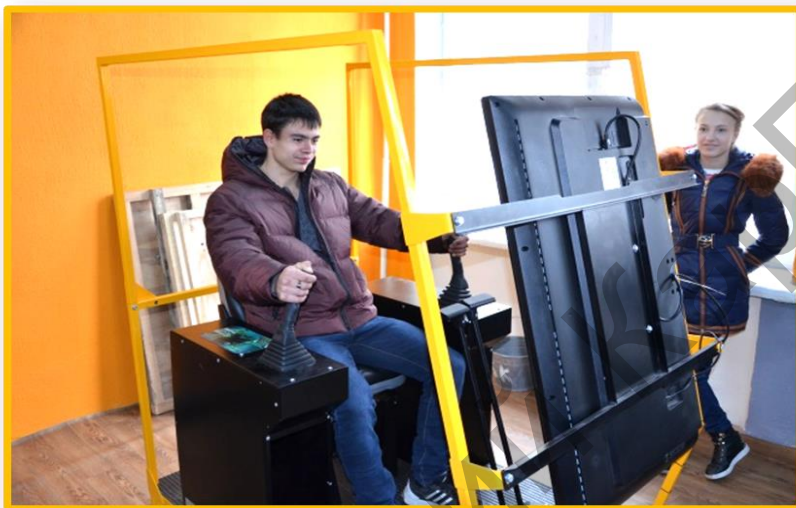
Career-guided tours



Labour education



Relaxation



Classes with elements of training



Living conditions



VOCABULARY

Acceptance-related to consumers of social services and work them considering their features. It is not to approve the behavior of consumers, but to pay tribute to a person and his current circumstances./ Acceptance is the basis of relations established by the social worker, expressed sympathy for the client in maintaining a constant concern and sympathy. Acceptance does not imply endorsement.

Adaptation potential-degree of open opportunities of the individual to join the new changing environment conditions.

Age- the specific, rather limited in time, the grade of psychological development of the individual and his development as a person, characterized by a set of the natural psychological changes not connected with distinction of specific features.

Aggressiveness- the behavioral reaction of person to significant contradictions and irritating factors to the hostile behavior directed to the physical, moral, mental damage of the individuals. Thus, causing damage is not an aim in itself. There are various factors to aggression both instinctive and social, the researchers consider.

Alternative allocation of children- child care by parents relatives, transfer of the child for an adoption or care to the other family, in urgent cases, child allocation to the special establishment when parents do not take care of the child or do it inadequately.

Alternative forms of education of the orphan children and children who remained without guardianship of parents- device of children in related families or in the absence of such opportunity, in the accepting families taking into account needs of the child with the purpose to reduce risk of the placement of the child to residential institution.

Altruism- the moral principle in unselfish service to other people, readiness to endow for the sake of other people benefit. Characteristic features of altruism are: dedication, conscious and voluntary service to people, desire to help other people, to contribute to their happiness a motive of love, devotion, fidelity, mutual aid, sympathy, compassion. Altruism is opposite to egoism.

Anomy- the term means different types of violations at the valuable and standard system of society; the society condition at which the most of it are of aware the moral standards and commitments and negative to them or indifferent.

Being dependent- striving to count on the help of others, but not on own strength.

Benevolence- free financial support to the poor, based on mercy and desire to be good to the others. Individuals, organizations and the state can do the charity.

Casework- process of interaction of social workers, consultants with certain clients and families, by means of various methods of psychoanalysis, consultation, interaction with the organizations which could solve the clients problems. Now many problems of clients manage to be solved or weakened by non-therapeutic methods or a combination of various approaches.

Character- is an individual combination of the steady mental features of the person causing a way, typical for this subject, behavior in certain vital conditions and circumstances. Character, closely connected with different parts of the persons identity, in particular with temperament, defines an external form of character expression, having a peculiar mark on its manifestations.

Charity- an ethical category lifestyle of a man targeting to help someone or to forgive someone out of compassion, humanity. It assumes the following qualities: compassion, the need to provide free assistance to those in need.

Child with the limited opportunities- is a child or children under eighteen years with physical and mental defects having the activity restriction caused by the congenital, hereditary, acquired diseases or consequences of injuries confirmed in accordance with the established procedure.

Child- the person who is under eighteen- year age according to the legislation of the Republic Kazakhstan.

Child of the «risk» group- the child under three years having high probability of lag in physical, and mental development in the absence of early intervention and rendering social and medico-pedagogical correctional support.

Child without parental support- the child who remained without care of one or both parents because of parents were restricted or

deprived of their parental rights, or recognized as unknowingly absent, announced of their death, recognized incapable (limited capability), imprisoned, evaded of child education or from protecting of their rights and interests, refused to take the child from educational or medical institution and in other cases of parental care absence.

Childhood- state of persons life cycle when the formation of an organism, development of its major functions, active socialization of the individual (i.e. who acquires a certain system of knowledge, norms, values and develops the social roles how accustom to the full-fledged and full member of society).

Children- the social and demographic group of the population aged under 18 years having a specific need and interests, social and psychological features.

Children rights protection- means prevention and response to violence, operation and cruel the treatment of children, including commercial and sexual operation, trade in children, child labor, the traditional ceremonies doing harm to health. Protection of the rights of the children who are deprived of parental care, children who act unlawfully, the children living in conditions of the armed conflict should be of priority concern of the children should be of priority concern.

Children without parental support- the children who remained without parental care of one or both parents due to restrictions or deprivation of their parental rights; recognition incapacitated (it is limited capability); serving by parents of punishment in imprisonment places, evasion of parents from educational of the child or protecting of his rights and interests, including at refusal of parents to take the child from educational or medical institution and in other cases of lack parental care.

Children home- an institution for the 24 hour stay for children and teenagers. There are different countries with different accepted criteria for definition of a number of children who can be places in orphanage. Each orphanage has to be certified, has the provision on functioning with the description of the purposes, tasks, work methods with children. Orphanages even more often try to satisfy special needs or children at this or that stage of life, particularly train children for long accommodation in a foster home or help the youth to adjust to an independent life.

Children rights – a request for treatment or protection, made by children or on their behalf on a legal basis.

Client-centered counseling- approach to counseling, allowing the client to feel own importance. Client-centered counseling is based on the work of Carl Rogers, who in the 1950-s proposed concept and terminology which had noticeable impact on social work.

Close relatives- parents (parent), children, adoptive parents (adopters), the adopted (adopted), full and half siblings, a grandfather, grandmother, grandchildren.

Communication skills- ability, predisposition to dialogue and communication, the establishment of contacts and relationships, psychological and other compatibility and sociability. Its is crucial in social work.

Compliance to the age- representation that people with mental development disability have to dress, behave, participate in different types of activity and perceived by the environment according to the chronological age. This principle often is associated with normalization. / The principle of compliance to age, in particular, means that adults with violations of development should not play, for example, with children's toys though it would correspond to their level of development. The reason for this wrong approach serves that fact that the similar behavior does not correspond to the social norms, is «unworthy» and people around do not respect.

Complicated disability- any combination of mental and physical disabilities.

Conflict- interaction of two or more subjects having the mutually exclusive purposes and realizing one of them to the detriment of another one (or one at the expense of another). The conflict- is a form of expression of a contradiction. The conflict finds the expression in fight and rivalry, the competition and contention, crisis and split.

Conformism- a timeserving, noncritical acceptance of the existing order of things, norms of values, habits, opinions etc., lack of own position.

Counseling- a process where a trained person support or supervises another person in the individual work. Consultation has to assist someone in stressful situation as a result of traumatic events, such as job loss or bereavement, or because of the current circumstances, for example- a failed marriage, financial difficulties or poor housing

conditions. Consultation may also include recommendations such as care. Despite the broad sense of the term, its basic meaning is to help the counselee to manage his own life due to a realistic assessment of the current and good understanding of the emotional and interpersonal experience.

Custodial care- an alternative form of child protection, legal form of protection of the rights and interests of children from the age of fourteen to eighteen, as well as persons recognized by court as incapable (partially capable). The trustee is obliged to protect the rights and interests of the fosterling to live with him and perform the appropriate duties. Guardianship-one of the main areas of social work in general.

Deconditioning- adaptation process violation that is adaptations of the personality to new conditions of the social environment, a mismatch of a self- assessment and claims of the person with his real opportunities and realities of the social environment.

Dependency- providing the unemployed (sick, elderly, minor, etc.) with the means necessary for existence.

Desocialization- violation of the socialization process that is an individual assimilates a certain system of norms and rules of life allowing him to live in the society and to be a full member of it.

Deviant behavior- negative forms of behavior, moral defects demonstration, a deviation of moral norms, the right, a form of the moral evil (crime, immoral behavior, etc.). Social workers of different specializations should deal with deviant behavior which is one of acute issues.

Diagnostic school in social work- the direction in social work where representatives believe that an assessment of the identity of the client from the social worker cannot be adequate without the data concerning the initial stage of his/her formation which starts at the early childhood.

Direct assistance- activities of the social worker in the interest of the client when performance goals are determined as a result of direct contact with the client.

Early support- the socio-medical and pedagogical improvement support of children of early age (till three years) including screening of psychophysical violations, medical psychology and pedagogical diagnostics, the treatment, developing training.

Employment assistance- complex of the organizational, economic and legal actions urged to promote ensuring labor employment of the population.

Employment – the activity of citizens, connected with satisfaction the personal needs which does not contradict the Constitution, laws and other regulations of the Republic of Kazakhstan, brings them earnings or the income.

Examination- is consideration, studying of any questions, problems, the decisions demanding special knowledge for the representation of motivated, reasoned conclusion, scientific justification.

Experiment- is the research method urged to establish the reason and result in strictly controlled conditions.

Family- a circle of people, the connected property and personal non-property rights and duties following from marriage, relationship, adoption or other form of acceptance of children on education and urgen to promote strengthening and development of the family relations. Family members are united by cohabitation and housekeeping, emotional life, mutual obligations for the relation to each other. / Types of families: simple family is one marriage couple with non-married children (or without children). The family in which children live with one of parents called one parent family. Three or more generation families unite parents, their adult children with husbands, wives and children, grandsons called as complicated and expanded. Number of children allocates no-children, one- two children or a family with many children. The low- income family is a family, which level of the income does not exceed the consumer minimum. The family of social risk is the family which does not correspond to the responsibility and does not carry out sufficiently the functions, come across with negative social factors, closely interacts with groups of social risk.

Family education- activity of a family, carried out by parents and senior family members. Family education is established on the emotional based on love and kind attitude to other people; it is directed to create comprehensively developed personality and prepare him/ her to the public life.

Forecast- a multivariate hypothesis on possible options and ways of future development of the object, phenomenon, process; research

aiming at the analysis of the initial information enhance the scientific validity of the control activities.

Foster children- children who are under the care of the state in charge of adoption and placing children in foster families, but they are brought up in families of foster parents in a short, medium or long period of time. These children are in foster care until reunification with biological parents or until their adoption. Adoption of the child may take place or with the voluntary consent of the biological parents, or after the court decision on deprivation of parental rights. Therefore, parents of these children may want to have parental rights, and to be deprived of these rights by the court. Accordingly, children are subject or not subject to adoption.

Frustration- is the mental state which, expressed in characteristics of experiences and behavior, arise in a condition of disappointment, failure of any purpose, significant for the person, requirement. Frustration condition bring to various negative experiences: disappointment, irritation, oppressive alarm, despair, etc. Frustrations arise in conflict situations when, for example, the satisfaction of requirement encounters insuperable or formidable barriers. High level of frustration leads to disorganization of activity and decrease its efficiency.

Gender- a set of social and cultural norms which society assigns to carry out to people depending on their biological gender- female and male.

Generation- social and age category, a nominal group. The criteria for its allocation: the time of physical maturation of young people, the average age of marriage, the time of the beginning of work as the main criterion of social maturity, a common way of thinking, behavior, values, an inextricable link with the major historical events, the degree of origin from a common ancestor (fathers, grandchildren, etc.).

Group of social risk- is the group that unites people who are subject to dangerous negative impacts and threat of life to the society. Traditional risk groups are alcoholics, homeless people, and other groups, whose way of life possible to characterize as manifestation of society «disease». The risk group includes the persons having the increased risk with AIDS: prostitutes, homosexuals, addicts, venereal patients, etc.

Group work- a method of social work when the people having common interests or problems with the assistance of the social worker regularly meet for implementation of the activity directed on achievement of common goals.

Guardianship – one of the forms of social and legal personal and property rights and interests of the disabled (mentally ill, minors) people who have lost the care of relatives and friends. Family- based from of adoption of a child and the legal form of protection of the rights and interests of children who have not attained the age of fourteen. Guardianship is established by the court. T is based on well-known legal concept of *parents patriae* (literally- a state of parenthood when the guardian looked after and cared for those who could not meet their own needs)/

Health- a condition of full physical, spiritual and social well-being when organs and system of a human body are counterbalanced with the surrounding and production environment, and not just absence of diseases and physical defects.

Healthy lifestyle- the way of life uniting everything that promotes performance by an individual of these or those public and household functions in the most optimal conditions for an organism. The healthy lifestyle includes rationally organized, physiologically optimum work, moral and hygienic education, implementation of rules and requirements of a balanced diet, psycho-hygiene and personal hygiene, the active motive mode and systematic occupations by physical culture, the thought- over organization of leisure, refusal of addictions etc.

History of a case- the chronological report on the person and his family with the indication of important events or factors which can explain the uprising of personal or family problems.

Human factor- the broadest and common designation of all set of properties of the worker as social category (qualification, motives of behavior, interests, consciousness, culture, etc.)/

Human rights- principles, norms of relationships between people and the state, providing the individual an opportunity to act on his own (this is commonly referred to some of the rights of freedom) or to obtain certain benefits (own right)/

Humanity- historically changing system of views based on recognition of value of the person as a personality, his rights for

freedom, happiness, development and demonstration of the abilities. The benefit of the person is considered as a criteria of social institute s assessment and the principles of equality, justice, humanity are norm of human relations. Humanity is one of the most important principles of social work.

I- is the concept, expressed unity and integrity of the personality with her subjective, inner side, the individual for he is known to himself what he sees and represents himself.

I - concept- is the realized system of representations of the individual about himself/ herself as a basis of integration with other people and the attitudes towards itself. I – concept is an image of I including cognitive, emotional and estimated and strong- willed components. I – concept includes real I and ideal I. In this regard, the concept I – concept is widely used in pedagogics where real (valid) and ideal (possible) are considered as intrinsic measurements of the person (as the individual, the personality, identity), necessary for planning of process of his education. The formation of I- concept occurs in the course of formation of the person as an individuum.

Identification- recognition and identification with someone. The result of the identification (in social and psychological sense of this world) is training with the help of supervision over the object and imitation. While identifying the subject copies external forms of the object s behavior, thoughts, feelings and actions of other person. During identification values, norms, ideals, roles and moral qualities of other person are acquired.

Identity- unique originality of the psyche of every person exercising its livelihoods as a subject of socio- historical culture; pinnacle of human development as an individual and as a person and a stakeholder. Man as an individual reaches the top of his actual development, realizing, physical, mental and spiritual potential, bringing it closer to the urgency for a unique, holistic, authentic state. Among them: the unconditional moral significance and value to the community of people, the ability to creative problem solving, maturity of internal picture of health, self- sufficiency. The individuality of the person is based on inherited instincts in the progress of education. And then- on the progress of self-conscious.

Individual- a specific person as a certain representative of a human community, natural and social human being who has consciousness,

higher mental functions, integrated psycho-physiological organization. Individual properties include a wide class of properties and qualities (health indicators, development, temperament, intellect, emotions, etc.).

Infantilism- a delay in the development of the organism. A characteristic feature of infantilism – a combination of physical and mental underdevelopment. The children has delayed growth, body proportions are retained, children have underdevelopment sexual organs, secondary sexual characteristics are absent or poorly expressed. Mental development is below the age level. Feature infantilism- the reversibility of symptoms and full compensation of mental development of children in the future. Some forms of infantilism are genotypic conditionarity. Early childhood infectious diseases, intoxication, prolonged intestinal is caused by damage to the fetus, its pathology fetal development or birth trauma.

Interview- a number of questions that the researcher asks respondents personally. The interview in social work- focused dialogue, usually face, between social workers and service users, including potential.

Labor market- is the sphere of formation of supply and demand of the economically active population. In labor market, there are progresses of the movement of labor, inclusion in a social production, release, use, distribution and redistribution.

Lawful representatives of the child - are parents, adoptive parents (adopters), trustees, foster tutors, other persons replacing them (agencies of guardianship and guardians, public institutions of guardianship, residential establishments), the care which provides according to the legislation of the Republic of Kazakhstan and with the Convention on the Child s Rights, education, upbringing, protection of the rights and interests of the child.

Lifestyle- system of society s activity, social groups and individuals determined by social and economic conditions of their lives.

Minors- persons under 18 years of age, according to the legislation of the Republic of Kazakhstan.

Monitoring- monitoring of consumer social services or general research work to assess its efficiency and effectiveness. / Monitoring is carried out in accordance with the standards adopted by the Social Welfare Services. Almost all manages monitor the work of their subordinates. The purpose of monitoring – the proper use of funds

(efficiency), effectiveness and accountability of effort (and government compliance guidelines).

Motive- what motivates human activity for which it is performed. In modern psychology, the term «motive» is used to refer to a wide variety of events and conditions that cause the activity of the subject. In the role of a motive needs, interests, inclinations, emotions and goals can serve.

Non- judgmental attitude- no propensity to charge, avoiding attributing blame or innocence of individuals or their behavior. Non-judgmental attitude – the principle of social work.

Object of social work- weakly- protected segments of the population which include: disabled people, elderly people, children and teenagers of deviant behavior, orphan children, persons of no fixed abode, pregnant women and nursing mothers, large families, etc/.

Observation- a method of collecting primary social information by means of registration by the researcher of the occurring events and also conditions in which they take place.

Orphan child- is a child, whose both parents or the only parent died.

Orphanage- is the social phenomenon caused by existence in society of children which parents died, and the children without parental support owing to deprivation of the parental rights, recognition in accordance with the established procedure of parents disabled and absent, etc.

Patronage- a type of social service, mainly at home, for individual clients and groups of risk which consists in constant social surveillance, regular visit of their dwellings by social (and others) workers, rendering the necessary economic, material and household, treatment- and- prophylactic help to them etc.

Personality- distinct content models of action, thinking and the individuals feelings. The personality as the subject of the public relations and conscious activity, possesses steady system of socially significant lines which characterize it as the member of society, a community and a group. / In the general psychology the personality most often is meant as some kernel integrating the reporting to his behavior necessary sequence and stability.

Poll- a method of collecting social information on the studied object during (respondent) mediated (questioning) or direct (intrview) of social and psychological communication of the sociologist and

interrogated by registration of answers to the questions following from the purposes and research problems.

Prioritizing problems- a stage of the problem aligned work when the client and the expert make the list of problems, distinguishing from them two- three sharpest which the client would wish to resolve at first. The motivation of the client is the main factor which the social worker while choosing should consider.

Professional diagnostics- system of the specific moral requirement and standards of behavior designated in the code of this expert.

Professional orientation- a system of measures aimed at assisting in the choice of types of work.

Protection of the rights of children- complex system of measures directed on the protection of the rights of all children with emphasis on group of the children who are in difficult life situations. Such vulnerable groups include the children living in poverty; children deprived of parental guardianship; children with special needs and disabled children; children refugees; children belonging to minorities and indigenous people; children- the victims of violets and children in the armed conflicts of the rights of children depends on conflict to the law. Efficiency of protection of the rights of children depends on existence of the legislative regulatory base corresponding to the international principles and the best interests of the children; state programs on protection of the rights of the children provided with sufficient financing; the unified body bearing responsibility and coordinating activity of the state and non-state organizations for protection of the rights of children; the authorized services rendering professional preventive and rehabilitation services to children and their families; and also systems of the state independent monitoring of position of children in protection of their rights.

Purpose- is the planned result, an ideal, imaginable anticipation of result of activity. The purpose content depends on objective laws of reality, real opportunities of the subject and the applied means.

Research, social research- it is a systematic process with the purpose to describe social behavior or to check theories of social behavior. The reasons for carrying out a research, as well as its types, can be various. On type of the research can be characterized as descriptive, studying of a stereotype social behavior or changes of stereotype of social behavior of different groups; explanatory, an explanation of

distinctions in stereotypes of social behavior of different group; estimated, i.e. assessment of the specific program or outcomes; research, carrying out primary studying of social behavior or conditions; the experimental- check of a certain hypothesis. Despite the research objectives on the center of attention there is the research task which usually has empirical and theoretical aspects.

Responsibility- a duty and readiness of the subject to be responsible for the actions, acts their consequences. Social responsibility is the moment of interaction between individuals, an individual and a collectivity, an individual and a society etc. depending on a form in which the objective relations, and norms which regulate them are shown. There are the following types of social responsibility: legal, moral, political and others types.

Right- system of obligatory social norms protected by the power of the state. With the help of right social powers in which hands there is a government, regulate behavior of people and their collectives, give definitions to a certain set of public norms.

Role- playing game- is a method which is used to train social workers and experts of adjacent professions; participants carry out concrete roles and win back them in a concrete situation. The role- playing game develops skills of direct work with children and families, skills of consultation, and skills in court performance.

Self- determination- the right of the client to make decisions independently, without influence and intervention of people around./ In social pedagogic practice self- determination of the client means a choice of service to minimize people s dependence on people around (especially social workers) and development of personal independence. Self- determination on social circumstances (the poor cannot become at own will rich), personal opportunities (having Alzheimer's disease hardly expresses the point of view), resources of a social service (lack of opportunity to provide housing to all needing), and also requirements and desires of people around. Self-determination encouragement is a key problem of social work under any circumstances and in all the client groups.

Social adaptation- process and result of the adaptation of the personality, a social group or group to conditions of the new social environment. Social adaptation has two forms: active when the individual seeks for impact on the social and environment for the

purpose of its change, and passive when he does not seek for impact on it.

Social and psychological training- is set of methods of the organization of intra group interaction for development of the personality and improvement of the group relations: ability to analyze the behavior and a condition of members of group and own, to analyze a situation and the role in it, quickly to be reconstructed in various conditions and different groups etc.

Social change- transformation of cultural and social institute eventually.

Social development- the process during which there are essential quantities and high- quality changes in the social sphere of public life or its separate components- the social relations, social institutes, social- group and the social and organizational structures, etc.

Social diagnostics- process of research of social object, the phenomenon by recognition and studying of relationships of cause and effect, the relations characterizing its state and tendencies of development. The purpose of diagnostics consists in penetration into essence of the specific social problems inherent in object or the phenomenon, and their description in system of indicators (norms, standards, reference points of the diagnosed sphere of activity).

Social environment- a set of material, economic, social, political and spiritual living conditions, formation and activity of the person (family).

Social inspection of children- definition of degree of social insufficiency which can be caused by restriction of physical independence, mobility, ability to be engaged in usual activity, economic independence and ability to integration into society taking into account age standards for children of the corresponding age.

Social interaction- process of communication, because of which the community in understanding of a social situation between his subjects is developed and is reached a certain degree of solidarity. By means of social interaction people act and react in relation to another.

Social orientation- is the valuable attitude of the subject to the social object expressed in readiness of positive or negative reaction.

Social teacher- a teacher of any education institutional who is responsible for upbringing work in a class, group, etc. with the aim to

form the general culture of the children and youth, adaption of the personality to life in the society. It is a specialist in the social work.

Social values- are in a broad sense it is the importance of the phenomena and subjects of reality from the point of view of their compliance or discrepancy to requirements of society, social groups and the personality; in narrow sense- the moral and esthetic requirements developed by human culture and which are products of public consciousness.

Socialization- process of the personality formation, education and assimilation of the values, installations, behavior patterns inherent to this society, social group and other peoples community. In the course of socialization, people adjust and develop cultural norms of society and find their own roles.

Stress- is the nonspecific answer of an organism to any requirement imposed it.

Teenager- boys and girls in the transition from childhood to the age of the youth. According to the UN definition, a teenager is a person aged 10 to 19 years. The main specific features of this category are determined by physical, psychological and social formation of the person that occurs during this period. The term includes the early, middle and late adolescence.

Temperament- a natural ratio of the steady specific features of the personality characterizing various parties of dynamics of mental activity. / Temperament of the person develops on a basis the characteristics of his/ her psychological features. Sanguine person is the person live, mobile, quickly responding to surrounding events, easily overcoming failures and troubles. Slow and imperturbable person with steady aspirations and more or less constant mood, with weak external expression of the sensitivity is defined as a *phlegmatic person*. Choleric people are people with fast, goal- oriented, capable to hard working in business with passion, but unbalanced, inclined to rough emotional flashes, sharp changes of mood. Melancholic people are usually person, easily vulnerable, inclined deeply to endure even insignificant, but externally inertly reacting to the surrounding.

Trustee- 1) a person entrusted with guardianship, as prescribed by law to perform the functions of guardianship;

2) the legal representative of the ward making household transactions from his name. The guardian can be only a citizen who has attained 18 years of age who voluntarily assumes the function of guardianship.

Up- bringing- is the process of systematic and purposeful impact on spiritual and physical development of the personality to prepare him/her to productive, public and cultural activity. It is closely connected with education and training.

Values- are cultural standards, making a start from which people define the benefit, virtue and beauty and which in a broad sense are standards of life in society. There is the belief that something is good and desirable. Values are important to what it is worth aspiring. / All social work is based on values system. It is not simply a technical activity in the moral vacuum; its purposes and tasks are subject to influence of views of people on a social system and regulation of social relationship.

Vital plans- the main objectives, ideas, dreams focused on a choice of a course of life, connected with acquisition of a profession, with labor career, creation of a family, the solution of domestic questions, amateur occupations and etc. There can be individual (physical, creative, somatic) and public (family, social, political).

Youth- socio- demographic group, still in its infancy and social psycho-physiological maturity, as well as adaption to the execution of the social roles of adults. According to the legislation of the Republic of Kazakhstan- citizens between the ages of fourteen and twenty- nine years.

Youth culture and subculture- system of values, installations and types of general behavior for a group of young people and other different young people or society in general. / Social workers and other teenagers and young specialists note strong influence of group of contemporaries on behavior of young people. In certain cases (criminal behavior, for example) during the social work with young people it is necessary to consider influence of group on behavior of the individual and work directly with it if specific problems are obviously connected with group dynamics.

Научное издание

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**ПСИХОЛОГИЧЕСКИЕ И ПЕДАГОГИЧЕСКИЕ
ОСОБЕННОСТИ ПРОФЕССИОНАЛЬНОГО
САМООПРЕДЕЛЕНИЯ СОЦИАЛЬНЫХ СИРОТ**

Монография

(на английском языке)

Отпечатано с авторского оригинала

Подписано в печать 09.08.2018 г. Формат 60×84 1/16. Бумага офсетная.
Объем 9,75 пл. Тираж 100 экз. Цена договор. Заказ № .

Отпечатано в типографии Издательства КарГУ им. Е.А.Букетова
100012, г. Караганда, ул. Гоголя, 38. Тел. (7212)51-38-20