

3 APPLIED PSYCHOLOGY AND RESEARCH ҚОЛДАНБАЛЫ ПСИХОЛОГИЯ ЖӘНЕ ЗЕРТТЕУЛЕР ПРИКЛАДНАЯ ПСИХОЛОГИЯ И ИССЛЕДОВАНИЯ

ISTIC 15.21.51
UDC 159.99

<https://doi.org/10.46914/2959-3999-2024-1-4-23-30>

BELYAKOVA A.D.,*¹

master of social sciences, senior lecturer.

*e-mail: 23242578@turan-edu.kz

ORCID ID: 0009-0002-1497-0262

MUN M.V.,¹

c.ps.s., associate professor.

e-mail: m.mun@turan-edu.kz

ORCID ID: 0000-0003-0714-3445

LOGINOVA N.A.,²

d.ps.s., professor.

e-mail: n.loginova@spbu.ru

ORCID ID: 0000-0002-3460-3497

¹Turan University,

Almaty, Kazakhstan

²St.Petersburg State University,

Saint Petersburg, Russia

LIFE STRATEGY AND VOCATIONAL SELF-DETERMINATION DURING EARLY ADOLESCENCE: INTERCONNECTIONS AND CHARACTERISTICS

Abstract

This study investigates the correlation between life strategy and career choice among high school students. The objective is to identify the relationship between temperament parameters (according to V.M. Rusalov's QFDPI methodology), personality traits (Big Five), and professional type (according to J. Holland) on the one hand, and future career choice on the other. The study involved 68 tenth-grade students. The following methods were used to collect data: the Big Five Questionnaire (adapted by A.B. Khromov), V.M. Rusalov's questionnaire of formal-dynamic properties of individuality (QFDPI), and J. Holland's test of professional personality type. The obtained data were subjected to correlational analysis to identify relationships between the studied variables. The results of the study showed that the formation of a professional personality type in tenth-grade students is closely related to the features of their life strategy. A combination of such characteristics as energy, extraversion, and openness to experience is typical of people with an active life strategy and is often associated with choosing professions that require initiative and leadership qualities. At the same time, conscientiousness and low levels of neuroticism contribute to the formation of more long-term and realistic life plans, which can be reflected in career choice and career building. By linking the research results to the concept of life strategy, we obtain a more holistic understanding of how individual personality traits influence professional choice and life path in general. This allows for more effective psychological assistance to adolescents in the process of career self-determination.

Key words: personality, life strategy, vocational self-determination, personality traits, early adolescence, life choices.

Introduction

The relevance of this study is determined by the increasing significance of the problem of career choice in the modern socio-economic conditions of the Republic of Kazakhstan [1]. The dynamic development of the labor market, driven by scientific and technological progress and globalization, places increasingly high demands on modern specialists. In this regard, choosing a profession becomes one of the most important decisions in a young person's life. The research problem lies in the need for a deeper understanding of the factors influencing the choice of a professional path among high school students. Despite a significant number of studies [2] devoted to the study of career choice, many aspects of this process remain insufficiently studied, especially in the context of modern realities.

The primary objective of this study is to systematize theoretical concepts of professional self-determination among high school students and to empirically test the hypothesis that the choice of profession is influenced by various socio-psychological factors, including interests, abilities, values, social expectations, and others.

The novelty of this research lies in an in-depth analysis of the factors influencing high school students' career choices within the context of contemporary socio-economic conditions in Kazakhstan.

The theoretical significance of this research lies in expanding theoretical understandings of individual career choice and in clarifying the roles of various factors in this process.

The practical significance of this research lies in the potential to develop more effective career guidance programs that take into account individual personality traits and contemporary labor market demands. The research findings can be used to create psychometric tools for assessing the vocational interests and aptitudes of high school students.

Thus, the study of the relationship between personality traits and career choice suggests the presence of a mediating variable life strategies. Life strategies, as relatively stable ways of interacting with the environment, are formed under the influence of a combination of factors, including personality traits and social experience. It is they, in our opinion, that determine which professional spheres will be most attractive to an individual and correspond to his or her values and goals.

The object of this study is the personality of an adolescent at the stage of choosing a professional path. The subject of the study is the temperamental and personal characteristics of high school students in the context of career choice. The research hypothesis is that an individual's personality profile, composed of temperamental traits, personal qualities, and emotional intelligence level, acts as a determinant of a high school student's career choice.

The rapid development of cognitive functions during adolescence opens new avenues for young people to develop life strategies aimed at self-realization and personal goal achievement. The enhancement of formal operational thought, critical thinking, and reflection contributes to the development of adolescents' ability to make independent decisions, set goals, and plan their lives.

Studies have demonstrated a strong correlation between cognitive changes during adolescence and the development of identity and values [6]. A comprehensive understanding of these interconnections enables the development of programs aimed at supporting adolescents in their personal growth and life choices.

The central question of our research is to examine the social situation of development of high school students in the context of career choice [7, 8]. The transition to senior grades is accompanied by the need to make responsible decisions about future professional activities. Educational and professional activities become leading and require adolescents to make a conscious choice of a professional trajectory, taking into account individual characteristics, interests, and abilities. According to N.S. Pryazhnikov [9], the main goal of career guidance is to develop in high school students an internal readiness for independent realization in the professional sphere.

Identity formation in adolescence is a dynamic process through which individuals actively construct their sense of self within a sociocultural context [10]. While vocational self-concept is one aspect of this process, deeper questions about the meaning of life, values, and one's place in society underlie it.

The value-semantic sphere serves as a kind of compass, guiding adolescents through the stormy sea of life. It is precisely the system of values that determines their life priorities, motivates them to act, and shapes a stable worldview [11, 12]. Adolescents actively seek answers to questions about

good and evil, justice and injustice, and the meaning of life. These searches largely determine their future career choices and life path. Thus, identity formation during adolescence is a complex process that intertwines cognitive, emotional, and social aspects. Vocational self-determination and the value-semantic sphere are interconnected components that define an adolescent's life path.

The issue of vocational self-determination has been extensively explored by both domestic and foreign researchers. Kazakhstani scholars, such as Zh. Aymaulytov and Kh.T. Sheryazdanova, have made significant contributions to this field by investigating the specific features of individual career orientation and the role of career guidance [13, 14]. Domestic research has also encompassed a wide range of issues, including youth employment strategies and the influence of external factors, such as the labor market, on career development. According to I.M. Kondakov and A.V. Sukharev, foreign researchers have proposed diverse approaches to studying career development, which can be conditionally divided into five main directions [15].

Materials and methods

The study was conducted at Secondary School No. 118, Zhetysu district, Almaty, among 68 10th-grade students aged 14–17. To exclude the influence of social desirability bias, data from 13 participants were excluded. To obtain empirical data on the relationship between temperament, personality traits, and career choice among high school students, the following diagnostic tools were used: the five-factor personality inventory (adapted by A.B. Khromov) [3], which allows assessing the main personality traits; Rusalov's questionnaire of formal-dynamic personality properties [4], aimed at studying the dynamic features of temperament; and Holland's vocational personality type test [5], which allows determining inclinations towards different types of professional activity.

To assess the personality structure of the participants, the Big Five Inventory (BF5; Russian adaptation by A.B. Khromov) was used. The questionnaire consists of 75 items designed to measure five universal personality traits: extraversion, openness to experience, conscientiousness, agreeableness, and neuroticism. Respondents rated each item on a 5-point Likert scale, indicating their level of agreement or disagreement. The resulting data were subjected to standard processing procedures, including the summation of scores for each of the five scales.

To assess the characteristics of temperament in the psychomotor, intellectual, and communicative spheres, the Rusalov Formally-Dynamic Properties of Personality Questionnaire (QFDPI) was used. This methodology consists of 150 statements that allow for the evaluation of typical behavioral patterns. Data processing is carried out using 13 scales characterizing various aspects of temperament, and six integral indicators reflecting overall activity and personality adaptability.

To diagnose the professional interests and inclinations of the subjects, the Holland's vocational preference inventory was used. This methodology is based on the theory of congruence between personality and professional environment. Research participants ranked pairs of professions reflecting six personality types: realistic, investigative, artistic, social, enterprising, and conventional. The obtained results allowed for the creation of an individual professional profile for each subject, determining the most suitable types of activities and working conditions.

To delve deeper into the participants' vocational preferences, individual interviews were conducted following psychometric assessments. These discussions, focused on eliciting professional interests, prompted participants to articulate their own perceptions of future careers. The resulting data not only identified preferred fields of activity but also revealed the challenges faced by high school students in making career choices. Based on these findings, a comprehensive list of occupations was compiled and subsequently categorized into six types according to Holland's typology.

To examine the relationship between high school students' individual career preferences and Holland's vocational types, a data analysis of survey results was conducted. Findings indicate that a majority of participants exhibited congruence between their stated career preferences and one of Holland's six types. For instance, students who selected art-related professions (e.g., model, musician, designer) were predominantly classified as artistic. However, instances where career choices did not align neatly with Holland's typology were observed (e.g., a student with a realistic type choosing a career as a cosmetologist). This incongruence may be attributed to the influence of additional factors such as social stereotypes, prestige associated with certain occupations, and accessibility of training.

Results and discussion

Senior high school students' career choices are significantly influenced by individual personality traits, including temperament and character. Vocational preferences among adolescents are shaped by a combination of personal factors such as temperament, interests, and values. Individual differences in career choice among high school seniors are linked to their unique personality characteristics and value systems. The developed model of factors influencing career choice among high school students demonstrates the differential nature of the career choice process among senior high school students, traces the link between career choice and individual personality traits, and improves the structure of work of educational institution psychologists and contributes to increasing the effectiveness of psychodiagnostic activities of specialists within the framework of career guidance. The vocational preferences of senior high school students demonstrate a high degree of individuality and are associated with a variety of life strategies. An analysis of these strategies allows for the identification of differential patterns of career choice and the development of more personalized career guidance programs.

The results of the correlational analysis (Table 1) indicate a significant positive correlation between the social personality type and both ergic and plastic dimensions of intelligence.

1. Individuals with a social personality type, characterized by developed communicability, empathy, and adaptability, exhibit high levels of intellectual abilities, a drive for mental activity, and flexibility in switching between different types of intellectual activity. These findings support the hypothesis that high school students with a pronounced social personality type are more likely to succeed in professions requiring developed communication skills and the ability to interact with people (psychologist, social worker, teacher, etc.).

Table 1 – Correlations between temperament parameters (Rusalov's QFDPI), Big Five personality traits, Holland's occupational type, and career choice (individual interview) among 10th-grade students

Temperament parameter	The career type			
	Social type	Realistic type	Enterprising type	Undifferentiated type
Intellectual energy	,474*			
Intellectual flexibility	,454*			
Communication speed			,512*	
Affective communication		-,512*		
Personality trait				
Extraversion		-,498*		
Conscientiousness				-,442*
Openness to experience				-,437*
*p<0,05.				
Note: Compiled by the authors.				

2. Analysis of the obtained data revealed a statistically significant negative correlation between the realistic personality type and two key personality characteristics: emotional expressiveness in communication and extraversion ($p < 0.05$).

Individuals exhibiting a realistic personality type tend to demonstrate lower sensitivity to social failures and reduced expressiveness of extraverted traits such as sociability and the drive for social interactions. Instead, they are characterized by greater introversion, independence, and a propensity for autonomous work.

The findings support the hypothesis that the choice of realistic professions (engineer, technician, agronomist, etc.) is associated with a specific personality profile characterized by low levels of emotional involvement in interpersonal relationships and a preference for independent work. Thus, it can be inferred that introversion and low emotional sensitivity in communication contribute to the

development of interest in technical and natural science fields, which are dominated by tasks requiring precision, rationality, and independent problem-solving.

3. A statistically significant positive correlation was found between the enterprising personality type and communication speed ($p < 0.05$). This suggests that the development of verbal abilities in adolescents may be a contributing factor in the formation of an entrepreneurial orientation. Individuals with a high level of entrepreneurialism tend to exhibit higher speech rates, enabling them to effectively interact with others, persuade, and motivate. The choice of professions such as lawyer, diplomat, marketer, businessman, journalist, and director is associated with the need for constant communication and the ability to express oneself quickly and clearly.

4. The study revealed that high school students experiencing uncertainty in their future career choices exhibited significantly lower scores on the conscientiousness and openness to experience scales ($p < 0.05$). Individuals with high levels of uncertainty tended to be careless, inconsistent in their actions, and showed less interest in new knowledge and experiences. These findings suggest that a lack of clear career preferences is associated with underdeveloped self-regulation, planning skills, and a drive for self-development.

The study revealed a significant correlation between high school students' career decision-making and their temperamental and personality traits. Specifically, temperamental traits such as energy level, plasticity, speed, and emotional expressiveness in communication, in conjunction with personality traits such as extraversion, conscientiousness, and openness to experience, exert a substantial influence on the formation of vocational preferences. These findings expand our understanding of the psychological mechanisms underlying career choice and can be utilized to develop more effective career guidance programs.

The findings suggest that temperament and personality traits play a significant role in shaping the vocational interests and preferences of high school students. However, further research is needed to fully understand this phenomenon by investigating the interplay of various psychological factors influencing career choice.

Conclusion

The findings of this study confirm that high school students' career choices are not random but rather the result of a complex interplay of various psychological factors. Temperament and personality traits play a pivotal role in this process, shaping both adolescents' interests and aptitudes and their ability to adapt to the demands of different professions. Recognizing this interrelationship enables more effective career counseling that takes into account the individual characteristics of each student. In an era of a rapidly changing labor market and increasing competition, the issue of career development has become increasingly pressing. The results of this study contribute to the development of contemporary career counseling grounded in the principles of individualization and personalization. They underscore the importance of creating a learning environment that fosters students' abilities for self-awareness and self-development. The conducted research has provided answers to several important questions related to the influence of psychological factors on career choice. However, it also opens up new avenues for further research. For instance, it would be interesting to examine how socioeconomic factors interact with psychological characteristics in the process of career development. Additionally, a promising direction for future research is the study of the dynamics of career interests throughout adolescence and young adulthood.

REFERENCES

- 1 Дуйсенбеков Е.Б., Байкулова А.М. Профессиональная ориентация и профессиональное самоопределение как психолого-педагогическое явление и процесс // Вестник Казахского национального женского педагогического университета. – 2020. – № 1. – С. 169–174.
- 2 Атаева С.А., Бабаева З., Ковусова Э. Методы профориентации в современной психологии: подходы и перспективы // Вестник науки. – 2023. – Т. 1. – № 10(67). – С. 226–230.
- 3 Хромов А.Б. Пятифакторный опросник личности: учебно-методическое пособие. – Курган: Изд-во Курганского гос.университета, 2000. – 23 с.

- 4 Русалов В.М. Опросник формально-динамических свойств индивидуальности: учебно-метод. пособие. – М., 1997. – 35 с.
- 5 Резапкина Г.В. Психология и выбор профессии: программа предпрофильной подготовки. Учебно-методическое пособие для психологов и педагогов. – М.: Генезис. – 2005. – 208 с.
- 6 Ходжаев Б.Х. Общая характеристика подросткового возраста и становление самосознания в подростковый период // Academic research in educational sciences. 2021. Vol. 2. No. CSPI conference 1. P. 1102–1109.
- 7 Захарова И.В. Профессиональное самоопределение старшеклассников: социальные факторы и личные мотивы // Образование и саморазвитие. – 2021. – Т. 16. – №. 4. – С. 120–135.
- 8 Андрианов А.С. Профессиональное самоопределение старшеклассников в построении образовательной стратегии // Академическая мысль. – 2022. – №. 3(20). – С. 12–16.
- 9 Пряхников Н.С. Мотивация и стимулирование трудовой деятельности: учебник и практикум для вузов. – Москва: Издательство Юрайт, 2024. – 365 с. URL: <https://urait.ru/bcode/536703> (дата обращения: 11.12.2024)
- 10 Ситникова И.В. Образ будущей профессии в построении профессиональных планов студентов // Молодежь: актуальные социальные практики. – 2020. – С. 95–111.
- 11 Корнеева А.В. Ценностно-смысловой аспект профессиональной самореализации личности // Вестник педагогических наук. – 2021. – № 7. – С. 121–123.
- 12 Резапкина Г.В. Две модели сопровождения выбора профессии // Digital society as a cultural and historical context of human development. – 2020. – С. 328–333.
- 13 Бейсембаев Г.Б., Шеръязданова Х.Т. Новая технология проведения профориентационной работы // Высшее образование сегодня. – 2015. – №. 6. – С. 32–36.
- 14 Садыкова А., Атемова К., Джексенбаева К. Жоғары сынып оқушыларының кәсіп таңдауына әсер етуші психологиялық факторлар // Вестник КазНПУ имени Абая. Серия: Психология. – 2024. – Т. 79. – № 2.
- 15 Кондаков И.М., Сухарев А.В. Методологические основания зарубежных теорий профессионального развития // Вопросы психологии. – 1989. – Т. 5. – С. 158–164.

REFERENCES

- 1 Dujsenbekov E.B., Bajkulova A.M. (2020) Professional'naja orientacija i professional'noe samoopredelenie kak psihologo-pedagogicheskoe javlenie i process // Vestnik Kazahskogo nacional'nogo zhenskogo pedagogicheskogo universiteta. No. 1. P. 169–174. (In Russian).
- 2 Ataeva S.A., Babaeva Z., Kovusova Je. (2023) Metody proforientacii v sovremennoj psihologii: podhody i perspektivy // Vestnik nauki. T. 1. No. 10(67). P. 226–230. (In Russian).
- 3 Hromov A.B. (2000) Pjatifaktornyj oprosnik lichnosti: uchebno-metodicheskoe posobie. Kurgan: Izd-vo Kurganskogo gos.universiteta, 23 p. (In Russian).
- 4 Rusalov V.M. (1997) Oprosnik formal'no-dinamicheskix svojstv individual'nosti: uchebno-metod. posobie. M., 35 p. (In Russian).
- 5 Rezapkina G.V. (2005) Psihologija i vybor professii: programma predprofil'noj podgotovki. Uchebno-metodicheskoe posobie dlja psihologov i pedagogov. M.: Genезis. 208 p. (In Russian).
- 6 Hodzhaev B.H. (2021) Obshhaja harakteristika podrostkovoego vozrasta i stanovlenie samosoznanija v podrostkovoem period // Academic research in educational sciences. Vol. 2. No. CSPI conference 1. P. 1102–1109. (In Russian).
- 7 Zaharova I.V. (2021) Professional'noe samoopredelenie starsheklassnikov: social'nye faktory i lichnye motivy // Obrazovanie i samorazvitie. V. 16. No. 4. P. 120–135. (In Russian).
- 8 Andrianov A.S. (2022) Professional'noe samoopredelenie starsheklassnikov v postroenii obrazovatel'noj strategii // Akademicheskaja mysl'. No. 3(20). P. 12–16. (In Russian).
- 9 Prjashnikov N.S. (2024) Motivacija i stimulirovanie trudovoj dejatel'nosti: uchebnik i praktikum dlja vuzov. Moskva: Izdatel'stvo Jurajt, 365 p. URL: <https://urait.ru/bcode/536703> (data obrashhenija: 11.12.2024). (In Russian).
- 10 Sitnikova I.V. (2020) Obraz budushhej professii v postroenii professional'nyh planov studentov // Molodezh': aktual'nye social'nye praktiki. P. 95–111. (In Russian).
- 11 Korneeva A.V. (2021) Cennostno-smyslovoj aspekt professional'noj samorealizacii lichnosti // Vestnik pedagogicheskix nauk. No. 7. P. 121–123. (In Russian).
- 12 Rezapkina G.V. (2020) Dve modeli soprovozhdenija vybora professii // Digital society as a cultural and historical context of human development. P. 328–333. (In Russian).

- 13 Bejsembaev G.B., Sher'jazdanova H.T. (2015) Novaja tehnologija provedenija proforientacionnoj raboty // Vysshee obrazovanie segodnja. No. 6. P. 32–36. (In Russian).
- 14 Sadykova A., Atemova K., Jeksenbaeva K. (2024) Joğary synyp oquşylarynyň käsip tañdaýyna äser etuşi psihologialyq faktorlar // Vestnik KazNPU imeni Abaia. Seria: Psihologia. V. 79. No. 2. (In Kazakh).
- 15 Kondakov I.M., Suharev A.V. (1989) Metodologicheskie osnovaniya zarubezhnyh teorii professional'nogo razvitija // Voprosy psihologii. V. 5. P. 158–164. (In Russian).

БЕЛЯКОВА А.Д.,*¹

м.соц.н., сениор-лектор.

*e-mail: 23242578@turana.edu.kz

ORCID ID: 0009-0002-1497-0262

МУН М.В.,¹

к.пс.н., ассоциированный профессор.

e-mail: m.mun@turana.edu.kz

ORCID ID: 0000-0003-0714-3445

ЛОГИНОВА Н.А.,²

д.пс.н., профессор.

e-mail: n.loginova@spbu.ru

ORCID ID: 0000-0002-3460-3497

¹Университет «Туран»,

г. Алматы, Казахстан

²Санкт-Петербургский

государственный университет,

г. Санкт-Петербург, Россия

ЖИЗНЕННАЯ СТРАТЕГИЯ И ПРОФЕССИОНАЛЬНОЕ САМООПРЕДЕЛЕНИЕ В ПЕРИОД РАННЕЙ ЮНОСТИ: ВЗАИМОСВЯЗИ И ОСОБЕННОСТИ

Аннотация

Данная работа посвящена исследованию взаимосвязи между жизненной стратегией и выбором профессии у старшеклассников. Целью исследования является выявление взаимосвязи между параметрами темперамента (по методике ОФДСИ В.М. Русалова), чертами личности (Большая пятерка) и профессиональным типом (по Дж. Холланду), с одной стороны, и выбором будущей профессии – с другой. В исследовании приняли участие 68 учащихся десятых классов. Для сбора данных использовались следующие методики: Биг 5 (пятифакторный личностный опросник в адаптации А.Б. Хромова); опросник формально-динамических свойств индивидуальности (ОФДСИ) В.М. Русалова; тест профессионального личностного типа Дж. Холланда. Полученные данные были подвергнуты корреляционному анализу для выявления взаимосвязей между изучаемыми переменными. Результаты исследования показали, что формирование профессионального личностного типа у учащихся 10-го класса тесно связано с особенностями их жизненной стратегии. Комбинация таких характеристик, как эргичность, экстраверсия и открытость опыту, характерна для людей с активной жизненной стратегией и часто связана с выбором профессий, требующих инициативности и лидерских качеств. В то же время добросовестность и низкий уровень нейротизма способствуют формированию более долгосрочных и реалистичных жизненных планов, что может отразиться на выборе профессии и построении карьеры. Связывая результаты исследования с понятием жизненной стратегии, мы получаем более целостное представление о том, как индивидуальные особенности личности влияют на профессиональный выбор и жизненный путь в целом. Это позволяет более эффективно оказывать психологическую помощь подросткам в процессе профессионального самоопределения.

Ключевые слова: личность, стратегия жизни, профессиональное самоопределение, индивидуально-психологические особенности, ранняя юность, жизненный выбор.

БЕЛЯКОВА А.Д.,*¹

әлеум.ғ.м., сениор-лектор.

*e-mail: 23242578@turan-edu.kz

ORCID ID: 0009-0002-1497-0262

МУН М.В.,¹

пс.ғ.к., қауымдастырылған профессор.

e-mail: m.mun@turan-edu.kz

ORCID ID: 0000-0003-0714-3445

ЛОГИНОВА Н.А.,²

пс.ғ.к., профессор.

e-mail: n.loginova@spbu.ru

ORCID ID: 0000-0002-3460-3497

¹«Туран» университеті,

Алматы қ., Қазақстан

²Санкт-Петербург

мемлекеттік университеті,

Санкт-Петербург қ., Ресей

ЖАСТЫҚ ШАҚТАҒЫ ӨМІРЛІК СТРАТЕГИЯ МЕН КӘСІБИ БАҒДАРЛАНУДЫҢ: ӨЗАРА БАЙЛАНЫСЫ МЕН ЕРЕКШЕЛІКТЕРІ

Андатпа

Бұл зерттеу жасөспірімдердің өмірлік стратегиясы мен кәсіптік бағдарды таңдау арасындағы байланысты зерттеуге арналған. Зерттеудің мақсаты – темпераменттің параметрлері (В.М. Русаловтың ОФДСИ әдістемесі бойынша), жеке тұлғаның қасиеттері (Үлкен бестік) және кәсіби тип (Дж. Холланд бойынша) арасындағы өзара байланысты, бір жағынан, ал болашақ кәсіпті таңдаумен – екінші жағынан анықтау болып табылады. Зерттеуге 10-сынып оқушыларының 68-і қатысты. Деректерді жинау үшін келесі әдістер қолданылды: Биг 5 (А.Б. Хромовтың бейімдеуіндегі бес факторлы жеке тұлғалық сауалнамасы); В.М. Русаловтың формальды-динамикалық жеке тұлғалық қасиеттер сауалнамасы (ОФДСИ); Дж. Холландтың кәсіби жеке тұлғалық типінің тесті. Алынған деректер зерттелетін айнымалылар арасындағы өзара байланысты анықтау үшін корреляциялық талдауға ұшыратылды. Зерттеу нәтижелері 10-сынып оқушыларының кәсіби жеке тұлғалық типінің қалыптасуы олардың өмірлік стратегиясының ерекшеліктерімен тығыз байланысты екенін көрсетті. Эргичность, экстраверсия және жаңа тәжірибеге ашықтық сияқты қасиеттердің үйлесуі белсенді өмірлік стратегиясы бар адамдарға тән және жиі бастамашылдық пен лидерлік қасиеттерді талап ететін кәсіптерді таңдаумен байланысты. Сонымен қатар, адалдық және нейротизмнің төмен деңгейі ұзақ мерзімді және реалистік өмірлік жоспарларды қалыптастыруға ықпал етеді, бұл кәсіпті таңдауға және мансап құруға әсер етуі мүмкін. Зерттеу нәтижелерін өмірлік стратегия ұғымымен байланыстыра отырып, жеке тұлғаның жеке ерекшеліктері кәсіптік таңдауға және өмір жолына қалай әсер ететіні туралы толық бейне алуға болады. Бұл жасөспірімдерге кәсіби өзін-өзі анықтау процесінде психологиялық көмек көрсетудің тиімді әдістерін әзірлеуге мүмкіндік береді.

Тірек сөздер: тұлға, өмірлік стратегия, кәсіби өзін-өзі анықтау, жеке психологиялық ерекшеліктер, ерте жасөспірім, өмірлік таңдау.