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RESEARCH OF INDIVIDUAL-PSYCHOLOGICAL FEATURES OF PERSONALITY IN THE PERIOD OF EARLY YOUTH (USING THE EXAMPLE OF CHOOSING A PROFESSION)

The article presents the results of a correlation analysis of the relationship between temperamental and personal characteristics and the preferred choice of professional activities among high school students. The study is aimed at studying possible predictors in the situation of choosing a profession, in particular, temperament characteristics and dispositional personality traits during early adolescence. The methodological basis of the study was the work of the psychological content and characteristics of adolescence, the peculiarities of professional self-determination of the personality of a high school student. The study involved 68 high school students on the basis of No. 118 PUI school gymnasium of the Zhetysu district of Almaty. The first stage involved testing among subjects to collect and analyze the temperamental and personal characteristics of high school students, at the second stage the authors conducted an individual conversation about personal choices of professional activities. The results show that there are positive correlations between temperament parameters and dispositional personality traits on the one hand, and the choice of certain professions on the other. The obtained data on the professional values of modern youth, focusing on their personal choice, can be used as a basis for the development of career guidance programs for specialists working in educational institutions that contribute to the successful adaptation of school graduates to the requirements of the modern labor market in the Republic of Kazakhstan.

Key words: value sphere, choice, temperament, dispositional personality traits, age characteristics.

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Ерте жастық кезіндегі жеке-психологиялық ерекшеліктерді зерттеу (мамандық таңдау үлгісінде)

Мақалада жоғары сынып оқушылары арасында темпераментальдық және тұлғалық ерекшеліктер байланысын және кәсіби қызметті таңдауды корреляциялық талдау нәтижелері ұсынылған. Зерттеу кәсіпті таңдау жағдайындағы ықтимал болжамдарды, атап айтқанда, ерте жастық кезеңдегі адамның темпераменті мен диспозициялық ерекшеліктерінің ерекшеліктерін зерделеуге бағытталған. Зерттеудің әдіснамалық негізі жасөспірімдердің психологиялық мазмұны мен ерекшеліктерінің, жоғары сынып оқушысының кәсіби өзін-өзі анықтау ерекшеліктерінің жұмыстары болды. Зерттеуге Алматы қаласы Жетісу ауданы №118 МГ КММ базасында 68 жоғары сынып оқушысы қатысты. Бірінші кезеңде жоғары сынып оқушыларының темпераменттік және жеке ерекшеліктерін жинау және талдау үшін сыналушылар арасында тестілеу өткізу көзделген, екінші кезеңде авторлар кәсіби қызметті жеке таңдау туралы жеке әңгімелесу өткізді. Нәтижелер бір жағынан темперамент параметрлері мен жеке тұлғаның диспозициялық белгілері және екінші жағынан белгілі бір мамандықтарды таңдау арасында оң корреляциялық байланыстар бар екенін көрсетеді. Қазіргі жастардың кәсіби құндылықтары туралы алынған деректер олардың жеке таңдауына бағдарланып, мектеп түлектерінің Қазақстан Республикасындағы қазіргі заманғы еңбек нарығының талаптарына ойдағыдай бейімделуіне ықпал ететін білім беру мекемелерінде жұмыс істейтін мамандар үшін кәсіптік бағдарлау бағдарламаларын әзірлеу кезінде негізге алынуы мүмкін.

Түйін сөздер: құндылықтар саласы, таңдау, темперамент, тұлғаның диспозициялық ерекшеліктері, жас ерекшеліктері.

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Исследование индивидуально-психологических особенностей личности в период ранней юности (на примере выбора профессии)

В статье представлены результаты корреляционного анализа связи темпераментальных и личностных особенностей и предпочитаемого выбора профессиональной деятельности среди старшеклассников. Исследование направлено на изучение возможных предикторов в ситуации выбора профессии, в частности, особенностей темперамента и диспозициональных черт личности в период ранней юности. Методологической основой исследования стали работы психологического содержания и особенностей юношеского возраста, особенности профессионально-самоопределения личности старшеклассника. В исследовании приняли участие 68 учащихся старших классов на базе КГУ ШГ №118 Жетысуского района города Алматы. Первый этап предусматривал проведение тестирования среди испытуемых для сбора и анализа темпераментальных и личностных особенностей старшеклассников, на втором этапе авторами была проведена индивидуальная беседа о личном выборе профессиональной деятельности. Результаты показывают, что существуют положительные корреляционные связи между параметрами темперамента и диспозициональными чертами личности с одной стороны, и выбором определенных профессий – с другой. Полученные данные о профессиональных ценностях современной молодежи, ориентируясь на ее личный выбор, могут быть положены в основу при разработке профориентационных программ для специалистов, работающих в образовательных учреждениях, способствующих успешной адаптации выпускников школ к требованиям современного рынка труда в Республике Казахстан.

Ключевые слова: ценностная сфера, выбор, темперамент, диспозициональные черты личности, возрастные особенности.

Introduction

The analysis of the relationship between psychological characteristics of personality and life choices in early adolescence is a promising field of psychological research, both domestically and internationally, attracting considerable attention from the global scientific community (Zaichenko, 2015:72; Utemuratova, 2014; Ogunyewo, 2015). Moreover, the evolving economic landscape, especially in Kazakhstan, coupled with global labor market trends (Duisenbekov, 2021:169-174), necessitates more sophisticated career guidance approaches, highlighting the urgency of this research. Improving interpersonal relationships, the success of interactions between people, and increasing the level of efficiency in joint activities – all these problems are focused in the area of an individual's professional self-determination. Choosing a profession upon graduating from high school presents a decision-making situation that entails significant life changes, as the choice of profession will directly impact the overall nature of the senior high school student's life. Researchers have been focusing on understanding the unique characteristics of professional self-determination among high school students, especially the factors that shape it (Kondratenko, 2018:71-79). Thus, the research problem stems from the need to

study aspects of career decision-making during senior high school. There is a need to expand research in the area of factors influencing career choice and to systematize them, developing a model that would describe the determinants that, to one degree or another, condition the decision-making process.

In this regard, the authors set a goal to study the potential predictors of choosing a particular professional field based on an analysis of the relationships with personality and temperamental characteristics. It should be noted that we are talking about a personal choice of profession, formed as a result of complex internal activity, in which the value sphere plays a significant role. Thus, using modern statistical data processing methods, it is possible to analyze the characteristics of an individual's value system during early adolescence, using the example of career choice. This has become the primary goal of this study. At the same time, the object of the study are aspects of senior high school students' career choice, and the subject is the temperamental and personal characteristics of senior high school students. As a research hypothesis, it is proposed that there is a connection between temperamental and personality characteristics, and the choice of profession by high school students.

To verify the hypothesis and accomplish the research goal, the following tasks were established:

- to conduct a theoretical analysis of contemporary research on personality and temperament traits during early adolescence;
- to study the features of career choice in senior high school students and the factors that influence their professional decisions;
- to theoretically analyze studies investigating the question of how senior high school students' personality and temperament traits relate to their preferred career choices.

Literature review

Adolescence is characterized by transformations in cognitive functions. In particular, there is an intensive development of formal-logical intelligence, which allows high school students to engage in reflection based on logical operations and abstract concepts. Concurrently, short-term and long-term memory capacities increase, and the speed of processing information acquired from environmental and social interactions rises to adult levels. Metacognitive abilities are developing, which are expressed in a young person's ability to analyze their own thought processes, identify logical contradictions in argumentation, and apply effective problem-solving strategies (Rusalov, 1991:118-123). Thus, the educational activity of high school students acquires an increasingly pronounced character of activity directed towards self-development.

This study focuses on analyzing the social situation of senior high school students' development in the context of their professional self-determination. At this age, academic and vocational activities acquire a dominant role, requiring individuals to make conscious decisions about their future profession. It should be noted that the described process is not limited to rational choice but involves deep personal involvement, which to a greater or lesser extent is based on individual interests, inclinations, and values. According to N.S. Pryazhnikov (Mitina, 2022), the key goal of vocational self-determination is to form in high school students an internal readiness for independent realization both in the professional and personal spheres of life. This is not merely about constructing career plans, but also about finding meaning that will give the chosen activity personal significance. The process of an individual's professional self-determination is not static; it represents a dynamic interaction between the subject – the schoolchild – and the object – the profession. The individual must adequately assess their abili-

ties, compare them with the requirements of various professions, and take into account the limitations and risks associated with the labor market and other social factors.

The problem of vocational self-determination, being historically conditioned, exhibits evolution under the influence of transformations of the individual on the one hand, and of society on the other. Based on this, it is conditionally possible to distinguish two approaches to solving the problem of choosing a profession (Rogov, 2015:107-112). The first approach is diagnostic, focusing on identifying an individual's professional suitability (ideas proposed by A. Leon). It is assumed that the choice of profession can be made based on an assessment of individual abilities and inclinations. The second approach is educational, focusing on preparing for a profession-related life. Within this approach, particular attention is paid to the process of an individual's professional self-determination. While it cannot be definitively claimed that the educational approach fully explicates the phenomenon of personal agency and its capacity for self-development, an integrated approach is needed to comprehensively understand the characteristics of senior high school students' vocational self-determination, combining elements of the aforementioned approaches.

According to E.A. Klimov (2004), the situation of choosing a profession is based on considering one's own desires, abilities, and the needs of the surrounding society. Klimov (Slepko, 2015: 44-50) lists the following factors influencing a teenager's choice of profession (Figure 1).

Issues of career choice, individual career preferences, and the importance of career guidance in education and psychology are explored in the research of Kazakh scholars Zh. Aymautov, Kh.T. Sheryazdanova, M.K. Sadykova, A.Sh. Ikramova, I.B. Yusupova, N.S. Akhtaeva, and others (Beysmenbaev, 2015:145-151; Duysenbekov, 2021:169-174; Djakupova, 2016:265-268; Sadykova, 2019:18-23).

There are domestic studies on vocational self-determination and the factors influencing its formation (Beismembayev, 2015:145-151; Zhakupova, 2016:265-268; Sadykova, 2019:18-23). In particular, the role of employment strategies and professional activity style among modern youth is emphasized (Sadyrova, 2016:57), as well as the role of the development of the labor market as an external factor in the formation of a person's professional activity (Abdikeyeva, 2017:60).

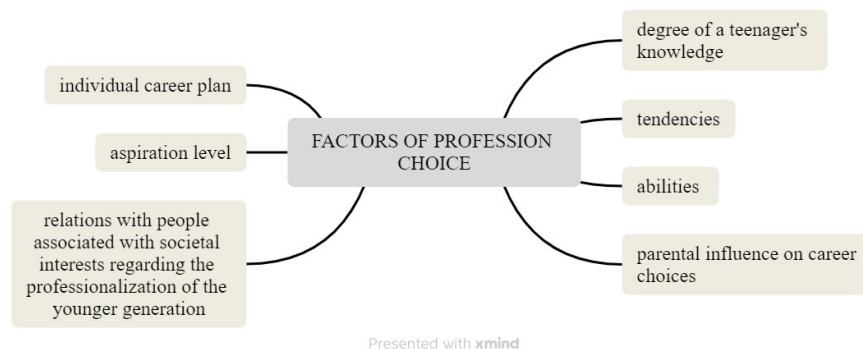


Figure 1 – Factors Determining Career Choice According to E.A. Klimov
Note – created by the author

In the works of I.M. Kondakov and A.V. Sukharev (Kondakov, 1989:158-164; Musaeu, 2022), an analysis of professional development theories among

foreign researchers is conducted. These theories are conventionally divided into five directions. A brief summary of the analysis is presented in Table 1.

Table 1 – Theories of Professional Development Among Foreign Researchers (Classification by I.M. Kondakova and A.V. Sukhareva)

<i>Direction</i>	<i>Representatives</i>	<i>Concept of Career Choice</i>
differential-diagnostic	F. Parsons, R. Kettell, R. Ammons	= a conscious process of matching one's own qualities with the external requirements of professional activity.
psychoanalytic	U. Moser, E. Burdin, Z. Roy	= a way to satisfy needs of different levels.
theory of decision-making	H. Tiedeman, G. O'Hara, D. Tiedeman	= a system of orientations in professional alternatives.
developmental theory	E. Ginzberg, S. Shartzer, B. Wolder, D. Super	= as an irreversible process of a series of interrelated decisions; it ends with the agreement of external and internal factors.
typological	J. Holland	= a component of the system of personality type, intelligence and self-assessment.

Note – prepared by the author

A comprehensive analysis of both foreign and domestic research on career choice reveals a multi-faceted perspective on this issue. Scholars strive to define career choice as an outcome of the interplay between internal and external factors, with individual psychological characteristics serving as prime examples of the former. They view career choice as a dynamic process embedded within the structure of personality.

In summary, a theoretical analysis of existing research reveals an extensive empirical database on factors that, to varying degrees, influence career choice and the conditions for successful professional realization. However, despite the diversity of existing models, the task of developing a universal model of professional type remains relevant. Such

a model would adequately reflect both the individual psychological characteristics of high school students and the characteristics of the professional environment.

Materials and methods

An experimental study to investigate the temperament and dispositional traits of high school seniors during the process of choosing a profession was conducted at the Communal State Institution "School-Gymnasium No. 118" in the Zhetysu district of Almaty city. Eighty-one participants aged 14 to 17 (9th to 11th graders) were involved in the study. Thirteen participants were excluded due to high levels of social desirability bias in self-report-

ed behavior, as assessed by the control scale of the Questionnaire of formal-dynamic properties of personality (Rusalov, 2009). Therefore, the data of 68 students were included in the subsequent analysis: 30 students from the 9th grade, 22 from the 10th, and 16 from the 11th. The average age was 15 years.

Within the framework of the experimental study, the following hypothesis was put forward: temperament traits and personality characteristics contribute to the formation of a specific type of senior high school student personality, which to some extent determines their choice of profession.

To collect data, diagnostic methods aimed at studying personality traits and temperament in early adolescence were used: the Big Five personality inventory adapted by A.B. Khromov; and the Rusalov's questionnaire of formal-dynamic properties of individuality (FDPI). Data were analyzed using IBM SPSS Statistics 20. Statistical tests included the independent samples t-test, Pearson's chi-square test, Spearman's rank correlation coefficient, Kol-

mogorov-Smirnov test for normality, and Cohen's kappa for inter-rater agreement.

1. The Big Five Factor Personality Inventory (BFPI; Khromov, 2000) is designed to provide a structural description of personality based on five primary traits: extraversion, openness to experience, agreeableness, conscientiousness, and neuroticism. The questionnaire used in the adaptation by A.B. Khromov consists of 75 bipolar statements that define forms of personality behavior in life situations. Participants were asked to read each statement and determine the degree of agreement on a rating scale from -2 to 2, indicating the polarity of the trait being investigated. After completing the forms, interpretation was carried out using a key: stimulus ratings of -2, -1, 0, 1, 2 were converted into scores of 5, 4, 3, 2, 1, respectively. For each trait, the sum of the corresponding statements was calculated. Low and high values determined the degree of deviation in one or the other direction of the trait. The substantive characteristic of each trait is presented in Table 2.

Table 2 – A Descriptive Breakdown of the Facets Comprising the Big Five Personality Model

<i>Dispositional characteristic</i>	<i>Content</i>	<i>High values</i>	<i>Low values</i>
Extraversion	external or internal locus of attention	Extraversion: a personality trait characterized by outgoingness, assertiveness, and a tendency toward sociability	Introversion: an inward orientation of the psyche, independence, and a desire for autonomy
Agreeableness	an individual's interpersonal orientation	Attachment: the need for interpersonal connections, responsiveness, and a desire to help	Individualism: a desire to distance oneself and focus on personal issues rather than collective concerns
Conscientiousness	degree of volitional behavior regulation, responsibility	Behavioral regulation: characterized by consistent patterns of activity and a high degree of self-control.	Naturalness: a tendency toward impulsivity, inconsistency, and lack of precision; a lack of deliberation in actions.
Neuroticism	degree of individual sensitivity	Emotionality: reactivity of negative emotion onset, high sensitivity to stressful situation	Emotional composure: self-reliance and self-assurance, rational responses to stressors.
Openness to experience	openness to knowledge and experience gained from the external world	Open-mindedness and curiosity: a lighthearted attitude towards life, characterized by openness to new experiences and a strong curiosity about both the inner and outer worlds	Pragmatism: a grounded and conservative outlook, a narrow focus of interests, and a closed-minded approach.
Note – prepared by the author			

2. The Rusalov Questionnaire of Formal-Dynamic Properties of Personality (Rusalov, 2009:165-178) is employed for diagnostic purposes to examine aspects of temperament within psychomotor, intellectual, and communicative domains. The

questionnaire consists of 150 statements designed to identify typical personality behaviors and assess the degree of their correspondence (characteristic, rather characteristic, slightly characteristic, uncharacteristic). Upon receiving the responses, the data

is processed according to a key that identifies 13 scales (including a control scale for social desirability), distributed across three temperament domains (Figure 2) and six integrative indices: psychomotor, intellectual, and communicative activity indices, a general activity and adaptability index, and a general emotionality index.

After applying the specified methodologies to the subjects, individual interviews were conducted, during which subjective responses to questions about profes-

sional preferences were recorded. During the conversation, questions were posed to guide the high school student towards selecting a preferred profession. Answers were recorded individually and analyzed for any inability to choose a career. Upon completion, a comprehensive list of professions was compiled, categorized into 6 professional types according to the J. Holland model (Rezapkina, 2005), including independent responses from participants who were unable to make a definitive choice (Table 3).

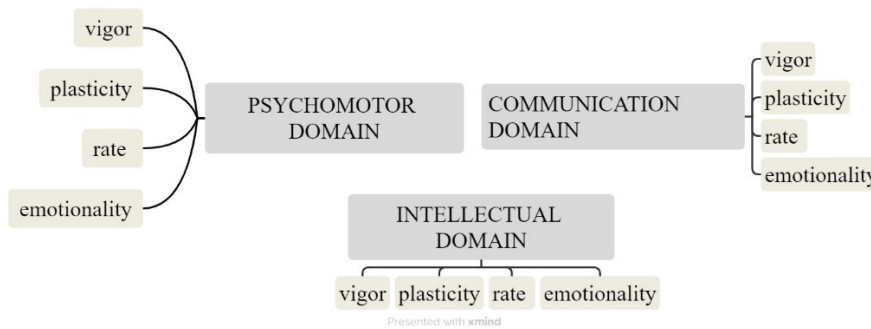


Figure 2 – Distribution of temperament traits across three behavioral domains (Rusalov’s FDPI)

Note 1 – Capital letters in dark gray rectangles denote spheres of personality behavior; capital letters in light gray rectangles denote temperament parameters

Note 2 – Created by the author

Table 3 – Comparison of individual preferences for preferred professions among high school students with professional types according to John Holland’s model

<i>Nº</i>	<i>Individual response</i>	<i>Professional type</i>
1	dentist, psychologist, doctor, tour guide and interpreter, pharmacist	social
2	sole proprietor, marketer, lawyer, attorney, businessman (businesswoman), diplomat	entrepreneurial
3	model, musician, designer, illustrator, actor, writer, makeup artist	artistic
4	financier, forensic scientist	conventional
5	programmer, translator	intellectual
6	engineer, cosmetologist, flight attendant, investigator, prosecutor, auto mechanic, cook	realistic
7	undetermined	

Note – created by the author

As a result of comparing individual responses with professional personality types, 7 additional variables were obtained, reflecting the professional personality type of a senior high school student based on independent choice, including a situation of uncertainty. The purpose of using the interview method is to collect and analyze the conscious choice of a preferred profession by a senior high school student in a decision-making situation.

Results and discussion

The results of this study are revealed through a correlational analysis of the relationship between temperament traits, personality characteristics, and the personal choice of a preferred profession among high school students. The data from the analysis of temperament and personality parameters in relation to the personal choice of a profession among high school students are presented in Table 4.

Table 4 – Correlations between temperament parameters (Rusalov's FDPI), personality traits (Big Five) and career choice (individual interview) for the entire sample

<i>Temperament Parameter</i>	<i>Professional type</i>			
	RE (ii)	IN (ii)	SOC (ii)	UND (ii)
Psychomotor emotionality			-,242*	
Intellectual plasticity			,303*	
Intellectual emotionality	-,263*	,288*		
Communicative vigor		-,242*		
Communicative speed			,269*	
<i>Personality Trait</i>				
Extraversion	-,256*			
Agreeableness	-,348**			
Conscientiousness	-,356**		,395*	-,247*
Neuroticism	-,356**			
Note 1 – * $p < .05$; ** $p < .01$ Note 2 – Coefficients of significant correlation at the level of $p < .01$ are highlighted in bold. Note 3 – RE – realistic; IN – intellectual; SOC – social; UND – undetermined; (ii) – career choice during an individual interview Note 4 – created by the author				

1. The choice of professions categorized as realistic during the interview was negatively correlated with intellectual emotionality ($p < .05$), as well as Big Five personality traits of extraversion ($p < .05$), agreeableness ($p < .01$), conscientiousness ($p < .01$), and neuroticism ($p < .01$). In other words, high school students are more likely to choose realistic professions that involve solving concrete problems and physical activity if they are characterized by:

- emotional sensitivity regarding failures in intellectual activity;
- introversion, self-reliance, and a preference for independence;
- a tendency towards detachment, focusing on personal problems at the expense of social ones;
- a tendency towards impulsivity, lack of attention to detail, and inconsistent behavior;
- self-sufficiency and self-confidence, a rational response to stressful situations.

High school students characterized by emotional restraint, self-confidence in intellectual tasks, and a preference for autonomy and detachment, along with traits of carelessness, inconsistency, and sloppiness, are more likely to pursue careers in engineering, cosmetology, flight attendant, investigation, prosecution, auto mechanics, cooking, and other related fields. The findings are corroborated by recent British research (Tomšik, 2018:100-108), which highlights a negative correlation between choosing a teaching career and personality traits such as neuroticism.

roticism.

2. Choosing professions classified as intellectual during the interview was positively correlated with intellectual emotionality ($p < .05$) and negatively correlated with communicative energy ($p < .05$). In other words, high school students' choice of intellectual professions is partially determined by their emotional sensitivity to failures in mental activity, on the one hand, and a low need for social contacts, on the other. The more sensitive a high school student is to failures in mental activity and the less they desire to interact with others, the more likely they are to choose professions such as programmer, translator, etc.

3. Choosing a social-type profession during an interview was positively correlated with intellectual plasticity ($p < .05$), communicative speed ($p < .05$), and conscientiousness ($p < .05$), and negatively with psychomotor emotionality ($p < .05$). That is, high school students who chose social-type professions demonstrated higher flexibility in switching between mental activities, faster speech, higher levels of self-regulated behavior, and lower emotional sensitivity during physical activity. The social professional personality type is also formed under the condition of low levels of psychomotor emotionality, as confirmed by some studies (Jaracz, 2021:287-834; Akiskal, 2005:201-206). The more a high school student seeks variety in intellectual activity, the better developed their speech speed, and the better

they are able to regulate their activities and remain self-assured when performing motor operations, the more likely they are to choose professions such as dentistry, psychology, medicine, tour guide-translator, pharmacy, and others.

Of particular interest are the findings of Japanese researchers who studied the temperamental characteristics of nurses (Tanaka, 2020: 700-710). Despite the fact that the experimental sample was older than the one presented in this article, it is worth noting the obtained data on a pronounced negative correlation between psychomotor emotionality and such communicative qualities as compassion and empathy, which are necessary in working with patients. Such subjects got tired faster, experienced less empathy and compassion, and were more prone to emotional burnout.

Conclusion

Consequently, the significance of investigating vocational self-determination is especially pronounced during the senior high school years, commencing in the 9th grade. As senior high school students approach graduation, the necessity of making a vocational choice becomes increasingly press-

ing. This choice is facilitated through the process of re-evaluating one's personal structure. The vocational decisions made by senior high school students during the transition to adulthood are primarily influenced by innate psychological attributes that shape the content of their behaviors and activities. Additionally, these decisions are shaped by personality traits, which represent an individual's inherent inclination to behave in specific ways.

The findings of this study can serve as a foundation for creating a comprehensive career guidance program tailored for psychologists, school counselors, and educators. This program can be seamlessly integrated into the professional practices of psychologists working in educational settings. Given the pivotal role of emotional intelligence in shaping career choices, it is essential to consider the unique developmental trajectory of this construct among 9th and 10th-grade students. This is particularly relevant when students are considering professions in the social (e.g., dentist, psychologist, doctor) and artistic fields (e.g., model, musician, designer). Career counseling in this context should prioritize individual consultations to facilitate a more in-depth exploration of the factors influencing students' career decisions.

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