

Psychological and pedagogical support for professional self-determination of students at the stage of pre-professional training

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ABSTRACT

This article presents the results of a study on "Psychological and Pedagogical Support for Professional Self-Determination of Students at the Stage of Pre-Vocational Preparation." It examines ongoing transformations in Russia's economic and educational spheres, highlighting the importance of replenishing labor resources amid challenging demographic conditions and developing new methods to align students with economic needs. The research problem is defined as identifying psychological determinants of students' professional self-determination and developing methodological frameworks for psychological-pedagogical support during pre-vocational preparation under the continuous Federal State Educational Standard, accessible to subject teachers. The aim of the study is to identify psychological features of students' professional self-determination at the pre-vocational stage and develop a program for psychological-pedagogical support. Key research outcomes include Clarification of "professional self-determination at the pre-vocational stage" as the process of students finding personal meaning in their chosen educational specialization. First comprehensive identification of psychological determinants affecting professional self-determination, with prominent hindering traits in adolescents: introversion, irresponsibility, dependence, lack of confidence, emotional instability, indiscipline, low competitiveness/leadership, undeveloped professional intentions, and inability to choose a specialization or vocational institution. Development and validation of a comprehensive support program integrating project-based learning, research activities, career trials, field visits, informational work, counseling, diagnostics, career-oriented games, and practical exercises. The program optimizes low self-determination levels and fosters key psychological determinants (sociability, emotional stability, responsibility, independence, confidence). Confirmation that specialization choice in contemporary socio-economic contexts is impeded by underdeveloped personal qualities. Students who select specializations demonstrate greater personal maturity than those with low self-determination.

Introduction

In connection with the transition to the unified state exam, many school graduates choose not only the specialty, but also the university itself based on the simple ratio of the results of the passed Unified State Exam and the passing score in a particular university. The choice of a profile is carried out spontaneously, thoughtlessly. The need to help students build a learning path "profile – profession – USE – university" in accordance with the professional interests, inclinations and intentions of students is obvious. As a result, the role of pre-professional training increases. The concept of "pre-professional training" first appeared in the Concept of Profile training, where it was emphasized that the profile of training at the senior level puts the graduate in front of the need to make a responsible choice of the profile of further education. Therefore, based on the Concept of profile training, pre-profile training should form the ability of students to assess their abilities for various types of activities; the ability to choose a profile; a high level of responsibility and motivation for learning in the chosen profile. Assessment of the state of pre-professional training in schools in Yekaterinburg allows us to identify the prerequisites for the development of psychological and pedagogical support for professional self-determination of adolescent students. These include in-depth study of subjects, elective and elective courses that duplicate sections of the State Educational Standard, the absence of mass professional tests, social practices, excursions to educational institutions and enterprises in Yekaterinburg, a reduction in the number of school psychologists, and the completion of specialized classes without taking into account individual psychological characteristics, interests and inclinations of students. Support of professional self-determination of students can be considered as a special form of psychological and pedagogical practice, which involves the co-participation of an adult in the individual development of a child by tracking (diagnosing) the process of activation, maturation, growth and formation of the necessary personality qualities and abilities that allow the child to choose a profile, profession based on their own resources. Thus, psychological and pedagogical support at the stage of pre-professional training is provided. Training plays a decisive role in the personal development of students, the choice of the profile of further education.

Many scientists have been searching for ways to activate and form professional self-determination of the individual. Such scientists as N. S. Glukhanyuk, S. S. Grynshpun, E. I. Golovakha, E. F. Zeer, E. A. Klimov, A. K. Markova, L. S. Mitina, N. S. Pryazhnikov, and N. S. Chistyakova. Made a great contribution to the study of professional self-

determination and professional orientation G. Rezapkina, E. N. Proshchitskaya, N. S. Pryazhnikov, N. S. Chistyakova and others summarized and presented the experience of pre-professional training.

A. E. Klimov defines professional self-determination "as an important manifestation of mental development, the formation of oneself as a full-fledged member of the community of "doers" of something useful, a community of professionals"; N. S. Pryazhnikov - as "an independent and conscious search for the meaning of the work performed and all life activities in a specific cultural and historical (socio-economic) situation".

A number of dissertation studies are devoted to the problem of professional self-determination: "Professional self-determination: A personal aspect" (E. N. Borisova, 1995), "Professional self-determination of high school students in project activities" (A. N. Bobrovskaya, 2005), "Self-determination of students and schoolchildren in the field of professions related to information technologies" (V. V. Belousova, 2007), "Professional self-determination and career of modern youth" (Ya. V. Didkovskaya, 2008), "Professional self-determination of high school students in the educational process of the pre-university training system" (L. A. Kravchik, 2008). The practice of Russian education shows an ongoing interest in the problem of professional self-determination of the individual. Meanwhile, there is a shortage of special works devoted to the theory and practice of supporting students' professional self-determination at the stage of pre-professional training as part of the transition to second-generation standards.

In this study, we adhere to the interpretation of professional self-determination by E. F. Zeer, by which he understands "the construction of a professional plan by a person, the formation of internal readiness for a conscious and independent presentation, adjustment and implementation of the prospects for their development, readiness to consider themselves a subject that develops over time, and independently find personally significant meanings in a specific professional activity." A self-determined adolescent student is a subject who has realized what he wants (his goals, intentions, life plans), what he is (his personal and physical properties), what he can do (his capabilities, inclinations), what the team and society expect from him. Based on this, we consider the concept of professional self-determination of adolescent students at the stage of pre-professional training as a process of searching for personal meaning in the chosen profile of further education.

The analysis of methodological, scientific, methodological, psychological and pedagogical literature, the practice of work on professional orientation of young people and psychological support for professional self-determination of students allowed us to identify the following **contradictions** between:

- the expectations of modern society of professional self-determination from students and the insufficient development of their personal qualities that ensure professional self-determination (the ability to make a choice and justify it), the lack of ideas about the ways to get a profession.
- the need to develop personal qualities for professional self-determination of students at the stage of pre-professional training and insufficient psychological and pedagogical support for the process of professional self-determination of schoolchildren.
- the need to organize the process of developing students' personal qualities at the stage of pre-professional training and insufficient development of programs for psychological and pedagogical support of students' professional self-determination in the framework of the transition to second-generation standards.

The identified contradictions made it possible to formulate the research problem, which consists in determining the psychological determinants of professional self-determination of students and developing the content of methodological support for psychological and pedagogical support for professional self-determination of students at the stage of pre-professional preparation of the successive Federal State Educational Standard available to subject teachers.

As part of the solution of this problem, the topic of this study was determined:

"Psychological and pedagogical support for professional self-determination of students at the stage of pre-professional training".

The purpose of the study: to identify the psychological features of students' professional self-determination at the stage of pre-professional training and to develop a program of psychological and pedagogical support for students' professional self-determination.

Object of research: professional self-determination of the individual at the stage of pre-professional training.

Subject of research: psychological and pedagogical support of students' professional self-determination at the stage of pre-professional training.

Research hypothesis:

- 1) there are significant differences in the professional preferences of students with different levels of expression of personal qualities.
- 2) professional self-determination of students at the stage of pre-professional training will be promoted by psychological and pedagogical support, including: the development of individual psychological qualities of the individual (professional inclinations, intentions, interests, personal characteristics); involvement of students in value-seeking activities, the formation of ideas about the world of professions, the acquisition of experience in professional tests, introspection, self-knowledge, related to the further selection of the training profile.

In accordance with the goal, hypothesis, object and subject, the following

Research tasks are defined:

1. To study the theoretical and methodological foundations and applied aspects of the problem under study.
2. To identify psychological determinants of professional self-determination of 8th grade students at the stage of pre-professional training.
3. Develop and test a program of psychological and pedagogical support for students' professional self-determination at the stage of pre-professional training.

The theoretical and methodological basis of the research is based on the following principles: the activity approach of L. S. Vygotsky, A. N. Leontiev, and S. L. Rubinstein; the theory of system analysis of personality traits of K. A. Abulkhanova-Slavskaya, B. G. Ananyeva, B. F. Lomova; theories of professional self-determination and professional orientation by J. Holland, L. A. Yovaish, A. K. Markova, E. N. Proshchitskaya, N. S. Pryazhnikov, G. Rezapkina, L. V. Safonova, D. D. Super, S. N. Chistyakova; concepts of professional development of the individual by N. S. Glukhanyuk, E. F. Zeera, E. A. Klimova, S. A. Minyurova, L. M. Mitina, N. S. Pryazhnikova; the concept of professional identity of a person E. A. Klimov, A. K. Markova, N. S. Pryazhnikova, L. B. Schneider; concepts of development of adolescent students L. I. Bozhovich, L. S. Vygotsky, I. S. Kona, D. I. Feldshtein, P. A. Shavir; concepts of psychological and pedagogical support of V. I. Dolgova, I. V. Dubrovina, S. G. Kosaretsky, R. V. Ovcharova.

The following **methods were used in the study:** theoretical – analysis of philosophical, sociological, psychological and pedagogical literature on this problem, generalization of psychological

experience; empirical-experiment, comparative analysis, psychodiagnostic methods (testing, survey, questionnaire); methods of mathematical statistics. The following methods were used as psychodiagnostic tools: short orientation test (modified by V. I. Buzin), intellectual lability (modified by S. N. Kostromina), professional readiness questionnaire by L. N. Kabardova, questionnaire by R. Kettell (16 PF), professional intentions questionnaire by M. V. Ososova.

Research base. The study was conducted based on the Municipal Educational Institution Interschool Training Complex "Impulse" in Yekaterinburg, MBOU secondary school No. 138, MBOU secondary School No. 167.

Sample – 8th grade students of MBOU secondary school No. 138, MBOU Secondary School No. 167. Yekaterinburg in the number of 200 people, the average age of the subjects is 14 years. More than 1000 students of the 7th-9th grades of OU took part in the testing of the program and pilot studies. №100, №107, №128, №138, №167 city of Yekaterinburg, Sverdlovsk Region, and MBOU Secondary School No. 5. in Yugorsk, Tyumen region.

The scientific novelty of the study is expressed in the following:

- the concept of "professional self-determination at the stage of pre-professional training" is specified, which is defined as the process of students' search for personal meaning in the chosen profile of further education.

- for the first time, a comprehensive study of the psychological determinants that determine the professional self-determination of students at the stage of pre-professional training was conducted; the most pronounced personality traits that make it difficult for professional self-determination of adolescent students were identified: isolation, irresponsibility, lack of independence, self-doubt, emotional instability, indiscipline, an unspoken tendency to competition and leadership, lack of professional intentions, inability to make a choice of a profile and professional educational institutions;

- the correspondence of psychological determinants to the levels of professional self-determination is established.

- developed and tested a comprehensive program of psychological and pedagogical support for students' professional self-determination, focused on pre-professional training, which includes project, research activities, professional tests, excursions, informational work, professional counseling, diagnostics, active professionally oriented games and practical exercises.

- it is proved that a comprehensive program of psychological and pedagogical support optimizes the low level of professional self-determination, promotes the development of psychological determinants (sociability, emotional stability, responsibility, independence, self-confidence, emotional stability).

The theoretical significance of the study for pedagogical psychology is to clarify and expand the idea of activating students' professional self-determination; to deepen the understanding of internal determinants that determine the process of choosing a profile; to gain new knowledge about the relationship between professional self-determination and individual psychological characteristics of students. The authors formulate provisions and conclusions that reveal the importance of activating personal qualities in the process of professional self-determination and choosing the profile of further education. Theoretical prerequisites for the development of a model of psychological and pedagogical support for students' professional self-determination at the stage of pre-professional training are presented.

The practical significance of the research is determined by the possibility of introducing into the educational practice of schools the results obtained during the dissertation research.

Testing and implementation. The main pilot studies were discussed at the Department of APU USPU, at pedagogical councils of MUK "Impulse", were presented at scientific and practical conferences of various levels: international (Yekaterinburg 2005, Novosibirsk 2010), All-Russian (Krasnoyarsk 2010, Moscow 2009), regional (Yekaterinburg 2008), at city pedagogical readings (Yekaterinburg 2006, 2007). The practical experience of the research was reflected in conducting city seminars on the plan of the Education Department of the Yekaterinburg City Administration: "Creating conditions for students' research activities in the framework of specialized training" (2006), "Elective courses in pre-professional training and specialized training as an element of network interaction" (2007).

Methodology

The analysis of the conceptual framework used by researchers to describe the process of professional self-determination suggests that the main concepts used are "self-determination" and "professional self-determination". The phenomenon of "self-determination" is interpreted by philosophers as a choice based on will and freedom (A. Schopenhauer); the ability to think independently and the ability to raise new questions (F. Nietzsche); the path of a person with faith in God in the process of working on the earth (M. Heidegger); human

being and becoming (K. Schopenhauer). Jaspers); free choice, which determines the present (J.-P. Sartre).

The methodological foundations of the psychological approach to the interpretation of the concept of self-determination were laid by S. L. Rubinstein.

This approach is based on the principle of determinism, which consists in giving a special role to the internal moment of self-determination, loyalty to oneself, and not unilateral submission to external circumstances. Later, K. A. Abulkhanova-Slavskaya identified self-determination, self-activity, and conscious occupation of a certain position.

As a scientific concept, professional self-determination was formed and most actively developed in the framework of career guidance, since it was assumed that this process is most inherent in the stage of opting, choosing a profession in adolescence. In Russian psychology, some scientists (S. N. Chistyakova) adhere to the position of designating professional self-determination as a combination of professional self-consciousness and professional orientation, thereby emphasizing the main localization of the process of professional self-determination in the sphere of self-consciousness. Thus, N. V. Samoukina characterizes professional self-determination as the process of developing a student's attitude to his future profession (formation of professional orientation) and the process of developing his attitude to himself as a potential subject of the chosen profession (formation of self-consciousness).

Results

The study was conducted based on the Municipal Educational Institution interschool training complex "Impulse" in Yekaterinburg. Sample – 8th grade students of MBOU Secondary School No. 138, No. 167. Yekaterinburg. The total number is 200 people; the average age of the subjects is 14 years.

At the first (preparatory) stage, the logic of the experiment was developed, the main indicators of professional self-determination of students were determined: personal characteristics, intellectual abilities, intellectual ability of students, awareness of the world of professions, the formation of ideas about the world of professions, about the ways of obtaining, the choice of a profile for further education.

At the second (ascertaining) stage, the psychological features of professional self – determination of students at the stage of pre-professional training were determined based on the analysis of the data obtained at the beginning of the 2009-2010 academic year in the 8th grades according to the

selected indicators: first, 148 students ($\bar{x}=20$; $\sigma=5.4$; $\max=36$) have average statistical and higher intellectual abilities, which will ensure their successful completion of professional training in the future.

Secondly, it was found that 152 ($\bar{x}=20$; $\sigma=5.4$; $\max=36$) students have intellectual lability at the average level and above, which will allow students to quickly move from solving one type of problem to another and solve them efficiently. The data obtained confirms the results of the short orientation test methodology on the average intellectual abilities of the surveyed students.

Third, it was found that 41 % (n=83) of students were undecided about which school to enroll in after graduation; 61 % (n=122) of students did not choose a further education profile. The surveyed students note the following obstacles in the implementation of professional intentions: poor awareness of the world of professions in 46 % (n=92) of students, self-doubt and low self-esteem in 21 % (n=43) of students, lack of sustained interest in 32 % (n=65) of students. Moreover, 62 % (n=124) of students consider the opportunity to earn good money as a priority factor in choosing a future profession, but 41 % (n=82) of the surveyed students do not have any ideas about the future profession.

Fourth, individual psychological characteristics of adolescent students at the stage of pre-professional training are: low level of sociability of the surveyed (factor A – 44 % (n=89); emotional instability of students (factor C) - 49 % (n=99), unscrupulousness and dishonesty of students (factor G) - 41% severity, masculinity, and realism of students (factor I) – 52 % (n=105); rigidity, conservatism, and respect for students' authority (factor QQ1) - 48 % (n=96); low self-control and impulsiveness of students (factor QQ3) - 22 % (n=45). At the same time, 68 % (n=136) of the respondents showed low values on the MD scale, which may indicate the instability of self-esteem characteristic of adolescent students, leading to overestimation of their capabilities.

Fifthly, 20 % (n=40; $\bar{x}=12$) of students showed a professional orientation to the type of professions "human-technology"; 23% (n=46; $\bar{x}=12.5$) of students – to the type of professions "human-sign systems"; 40% (n=80; $\bar{x}=12.5$) of students-to the type of professions "human-sign systems". $\bar{x}=14.3$) students - to the type of professions "man-artistic image", 7 % (n=14; $\bar{x}=7.9$) students – to the type of professions "man-nature"; 10 % (n=20; $\bar{x}=12.4$) students – to the type of professions "man- person". It is established that students' professional preferences are given to creative professions.

Analysis of the psychological characteristics of students with different levels of self-determination showed that students with a low level of professional

self-determination are characterized by: isolation ($\bar{x}=4$); average level of intelligence ($\bar{x}=3.9$); emotional instability ($\bar{x}=4.1$); compliance ($\bar{x}=4.4$); carelessness ($\bar{x}=7$); irresponsibility ($\bar{x}=4.1$); timidity ($\bar{x}=3.7$); emotional sensitivity, helplessness ($\bar{x}=7$); average level of desire for competition ($\bar{x}=7$); tendency to practical activities ($\bar{x}=3.8$); straightforwardness ($\bar{x}=2.8$); anxiety ($\bar{x}=7.7$); conservatism, rigidity ($\bar{x}=3.6$); dependence on the group, lack of independence ($\bar{x}=4.1$); poorly formed self-control, disorganization ($\bar{x}=3.5$); tension, irritability ($\bar{x}=7$).

Students with an average level of professional self-determination are characterized by: an average level of sociability ($\bar{x}=6$); an average level of intelligence ($\bar{x}=5$); emotional stability ($\bar{x}=6$); dominance ($\bar{x}=6$); restraint, seriousness ($\bar{x}=4$); responsibility ($\bar{x}=4.7$); courage ($\bar{x}=7$); protected emotional sensitivity ($\bar{x}=4.1$); average level of desire for competition ($\bar{x}=4.6$); tendency to practical activities ($\bar{x}=7$); diplomacy ($\bar{x}=8$); self-confidence ($\bar{x}=3$); a tendency to new things, flexibility ($\bar{x}=6$); a tendency to independence, independence from the group ($\bar{x}=7$); self-control ($\bar{x}=6$); relaxation ($\bar{x}=3$).

Significant differences were found between groups of students with different levels of professional self-determination. The results indicate that the group of students with a low level of professional self-determination significantly differs from the group with an average level of professional self-determination in all personal characteristics measured by the method of R. Kettell. Students with an average level of professional self-determination are more sociable, tend to compete and experiment, are determined, diplomatic, have higher self-control and emotional stability, and are more responsible, reserved and rational in their actions ($p < 0.05$). Thus, students who choose a learning profile demonstrate greater personal maturity in comparison with those who choose a learning profile, with students with a low level of professional self-determination. The results obtained indicate a significant role of student's personal characteristics in successful professional self-determination.

Features of the relationship between personal characteristics and professional preferences are studied (Spearman's correlation analysis Спирмена). A comparative analysis of indicators of interrelations between professional preferences and personal characteristics of students with different levels of professional self-determination allows us to draw the following conclusions:

- depending on the level of professional self-determination, there are different trends in the conjugation of personal characteristics with professional preferences of the individual.

- in the group of students with a low level of professional self-determination, the correlation of personal characteristics with professional preferences of the individual is significantly lower than in the group of students with an average level of professional self-determination ($\Phi_{em} = 11.63$; $p = 0.01$).

Thus, the results obtained may indicate a significant role in students' personal characteristics in the process of determining students' professional self-determination at the stage of pre-professional training.

Empirical testing of the main hypothesis of the study is that there are significant differences in the professional preferences of students with different levels of expression of personal qualities was carried out in several stages. Combining the methods of organizing subsamples with the methods of inductive statistics (nonparametric analysis of the method of variance one-factor analysis for unrelated samples according to the Kruskal-Wallis's criterion in combination with pairwise comparison of subsamples according to the Mann-Whitney criterion) allowed us to identify the features of determining students' professional preferences.

It was found that students' professional preferences are influenced by such personal characteristics as sociability, emotional stability, leadership aptitude, ability to work in a group, prudence, and self-confidence. The specificity of determination is determined using the Mann-Whitney criterion. Based on the results of pairwise comparison of groups of students with different levels of personal characteristics, the correspondence of personal characteristics and professional preferences was established. Interpretation of the levels of expression of personal qualities in accordance with the method of R. Kettell allowed us to determine the features of determination of professional preferences in a meaningful way.

Thus, the correspondence of personal characteristics of students to specific types of professions chosen by them as preferred is established.

The type of professions "human-sign systems" and "human-technique" are preferred by students with a low level of sociability, confidence, inclined to leadership, able to work in a group, often showing sentimentality and simplicity, but with an insufficiently stable emotional sphere and not characterized by constant goals. The type of professions "man-nature" is chosen by students with unspoken leadership qualities, who prefer to work individually and have an intellectual approach to assessing situations. The type of profession "human-artistic image" is chosen by students who are emotionally stable, responsible, prefer to work individually, and have an intellectual approach to

assessing situations. The "person-to-person" type of professions is preferred by students with a high level of sociability, who have an intellectual approach to assessing situations, are not inclined to leadership, and are emotionally stable, but tend to experience dissatisfaction and guilt.

Thus, the main hypothesis of the study found evidence-based empirical support. The study found that there are significant differences in the professional preferences of students with different levels of expression of personal qualities.

Based on the above, it seems relevant to develop students' personal qualities such as sociability, emotional stability, discipline, a tendency to competition and leadership, independence and making a choice of the profile of further education and building a learning trajectory. While studying the professional intentions of adolescent students, it was revealed that it is necessary to assist students in building the learning trajectory "profile-profession- Unified State Exam-university" in accordance with their professional interests, inclinations and intentions.

At the third (formative) stage, testing and verification of the effectiveness of the developed program of psychological and pedagogical support for professional self – determination of students at the stage of pre-professional training were carried out. Evaluation of the effectiveness of the process of psychological and pedagogical support involved studying the positive dynamics of professional self-determination of students and their readiness to choose the profile of further education.

Testing of the program, which is designed for 34 hours with 1 lesson per week, was carried out as part of a dissertation study on 30 8th-grade students selected for the experimental group. The analysis of the results of testing the program of psychological and pedagogical support for students' professional self-determination at the stage of pre-professional training was a convincing confirmation of our hypothetical assumptions.

The T-Wilcoxon criterion was used to identify the shift of values on the scales of the R. Kettell questionnaire during the transition from the first dimension to the second in each group of students before and after passing the psychological support program.

In the experimental group (n=30): 20 respondents (Fem.=0.029; Fcr.=2.28; p=0.01) showed awareness of the world of professions; 27 people (Fem.=0.469; Fcr.=1.64; p=0.05) made a preliminary choice of a professional educational institution; 23 students determined the further development of professional education. training profile (Fem.=2.42; Fcr. =2.28; p=0.01) and formed an idea of the chosen profession

(Fem.=0.291; Fcr.=1.64; p=0.05). Thus, the level of professional self-determination of students in the experimental group increased. Significant differences were obtained by the following criteria: awareness of the world of professions, choosing a profile for further education.

In the control group (n=30), the following results were recorded: the number of schoolchildren informed about the world of professions decreased and amounted to 12 respondents (Fem.=1.45; Fcr.=1.64; p=0.05); 17 respondents made a preliminary choice of a professional educational institution (Fem.=1.2; Fcr.=1.64; p=0.05); the choice of further training profile was shown by 10 students (Fem.=0.018; Fcr.=1.64; p=0.05); 16 students formed ideas about the chosen profession (Fem.=0.92; Fcr.=21.64; p=0.05). It can be stated that the level of professional self-determination of students in the control group did not change, no significant differences were found.

According to our study, 23 8th grade students chose a profile based on their personal qualities (the choice of students coincided with the recommendations of a psychologist in 77% of respondents; 23% postponed the decision to choose a profile). On the one hand, students became more conscious and responsible about determining their future profession and building a learning path, on the other hand, 7 respondents of the experimental group chose a profile for further education, possibly guided by the prestige of the profile area at school, instructions from parents, the media.

In our opinion, the following factors contribute to the choice of a further education profile: reading literature about professions, expanding one's horizons about the world of professions, the presence and development of communicative and intellectual abilities, adequacy, calmness and self-confidence.

Conclusion

The results of the study provide the basis for the following conclusions:

1. The content of the concept of professional self-determination of adolescent students at the stage of pre-professional training is revealed and concretized in the aspect of students' search for personal meaning in the chosen profile of further education. It is revealed that the choice of the profile of further education in the context of professional self-determination at the stage of pre-professional training is determined by psychological determinants: a high level of sociability, independence, self-confidence, emotional stability, a tendency to compete and lead.

The significance of the results obtained is determined by the fact that the choice of a profile is fundamental in building the future trajectory of learning for older students and is the beginning of the path of choosing a profession, the Unified State Exam, a professional educational institution and – in the future – professional development, career building.

2. The features of the relationship between personal characteristics and professional preferences are studied. It was found that students' professional preferences are influenced by such personal characteristics as sociability, emotional stability, leadership aptitude, ability to work in a group, prudence, and self-confidence. The main hypothesis of the study found evidence-based empirical support. The study found that there are significant differences in the professional preferences of students with different levels of expression of personal qualities. The features of determining professional preferences by personal characteristics of students are determined in a meaningful way.

It is established that the process of choosing a profile in modern socio-economic conditions is complicated by the lack of formation of personal qualities of students. Students who choose a learning profile show greater personal maturity in comparison with students with a low level of self-determination.

3. A program of psychological and pedagogical support for professional self-determination was developed and tested, aimed at developing students' personal qualities at the stage of pre-professional training, in the process of which there is a search for personal meaning in the chosen profile of further education. Analysis of the results of testing the program has shown that the proposed technology for improving students' professional self-determination at the stage of pre-professional training really contributes to the professional self-determination of students at the stage of pre-professional training, the development of personal characteristics, and the choice of a further education profile. Psychological and pedagogical technology includes interrelated and interdependent elements of developmental psychodiagnostics, professional counseling, training technologies (active forms of career guidance and games), project and research activities of students, as well as acquaintance with the world of professions, excursions to enterprises and educational institutions, and professional tests. The study shows that the development of psychological determinants, by which we mean individual psychological characteristics, optimizes the low level of professional self-determination of students at the stage of pre-professional training.

4. The identified individual psychological features of students' professional self-determination can be taken into account when organizing pre-professional training of students, forming profile classes at the senior level of education; methodological developments of students' professional self-determination in the framework of pre-professional training can be used in the educational process of any general education institution.

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