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Professional Preference as a Factor Determining the Process of Professional Identification During Student Age

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Abstract: The article examines the influence of professional inclinations on the formation of professional identity in an individual. Initially, the level of study of the problem of professional inclination in psychological science was analyzed. Accordingly, the relationship between professional identification and professional inclination was empirically verified.

Keywords: personality, student personality, professional inclination, professional identification, working with people, intellectual work activity, production activity, aesthetics and aesthetics, types of active activity, types of planned economic activity, undefined professional, non-consistent with one's will, crisis of choice, formed.

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It is known that the process of professional orientation, which includes the formation of professional inclinations in an individual, is complex and multi-stage. Therefore, despite the fact that many studies have been conducted in this area, this important problem has not been studied or its unexplored aspects can be distinguished. This means that the problem of our research is the study of actions that influence the process of professional identification.

Taking into account the formation of the professional orientation of young people, I.S. Kon emphasizes "aspects related to the establishment of a balance between the social usefulness of future professional activity, individual characteristics, interests, inclinations, abilities, and the needs of society for representatives of a certain profession, which constitute the lifestyle of a developing person" [5]. Many different biological and social factors influence a person's professional self-determination. According to the research of foreign scientists V.Vdovin, I.A.Zaborskaya, E.A.Klimov, O.P.Nemenova and L.A.Khramtsova, N.S.Pryazhnikov, a number of factors influence the formation of a professional orientation. In particular, the system of universal human values, socio-economic conditions, social environment, individual psychological characteristics of the individual, level of awareness, etc. We studied the process of forming professional inclinations in boys and girls, taking into account the abilities and skills developed by E.A. Klimov, from the point of view of the principle of unity of consciousness and activity, adopted in Russian psychology [4].

Scientists recognize the existence of innate psychological qualities resistant to social influence: It is undoubtedly important for them to identify the tendencies that influence the success of activity.

Nevertheless, the human psyche possesses significant plasticity and adaptability. Abilities are developed and improved through learning and supplemented with other abilities. We believe that it is necessary to develop a professional orientation, taking into account the individual characteristics of the personality that arise in the process of personality development under the influence of external and internal factors and conditions.

In general, the process of forming a professional orientation and, in particular, a professional inclination is carried out consciously and manifests itself not only in the desire to engage in an interesting activity that contributes to the satisfaction and implementation of personal labor needs, but also in the desire to benefit other people. The chosen profession must correspond to the interests, inclinations, abilities of the individual and, at the same time, the needs of society for workers of a certain profession. This means the connection between the personal and social aspects of your chosen profession (meaningful and flexible components).

The process of developing professional inclination is multifaceted and active. In this case, the advice of influential people (teachers, parents, older friends and relatives), their professional experience, the influence of the mass media, the practice of students during the period of labor and vocational education, and much more play a role.

The choice of profession is greatly influenced by available data on the amount of future income, the possibility of its development in proportion to the growth of professional experience and skills, the possibility of meeting housing needs, improving the level of healthcare, recreation, culture, and education [2]. At this point, we were able to determine what place professional inclination occupies in the system of professional orientation. Therefore, we tried to approach it from the assumption that the professional orientation is a complex structure, representing a set of motives, interests, and dominant relationships. These relationships are determined by the system of value orientations of the individual and differ in the individual's attitude towards themselves and the people around them, towards the content of professional activity in professional activity.

A person's attitude towards a profession is formed on the basis of personal values and relationships. It consists of attitudes towards types of activities, forms of professional training, people representing a particular profession, as well as the prestige of a particular profession in general. In addition, a person forms an attitude towards themselves as a future representative of this profession: assesses the adequacy of the level of requirements, determines the possible change in self-esteem, self-esteem. This is accompanied by professional interests as an expression of the emotional attractiveness of a certain profession for a person. The central element of the direction - the motives that determine the choice of one or another model of behavior - are subjective motives.

Professional inclinations are desires, motivations, and needs for certain types of activities. The attractiveness of a particular activity and interest in its content depend on a person's inclination. Thus, all the elements of the professional orientation discussed above influence the formation of professional inclinations [6]. The process of forming a professional orientation cannot be considered without recognizing the presence of masculine and feminine stereotypes. This reflects the differences in the goals of men and women, their psychological characteristics[1].

Professional identification (professional affiliation) is one of the most important characteristics of every person. A person's self-perception is an integral part of the self-perception of most adults. The more pleasant the activity, the more harmonious this imagination will be. Later, a person cannot imagine themselves far from their profession. If, for any reason, he cannot continue to engage in the work he loves (unemployment, health problems, illness, retirement), this becomes a real life tragedy for him.

Determining one's professional choice is not based on a one-minute choice, but begins before this process and continues later, along with education and mastering the profession. The difficulty of

the choice also lies in the fact that it means choosing one profession as the most suitable and rejecting others. It is possible to distinguish 4 levels of professional identification (suitability) that a person encounters in the process of determining their professional choice.

- unclear professional identification: a choice of life path has not been made, there is no clear vision of the career, a person has not even set a goal for himself;
- non-consensual (forced) professional identification: a person has a formed idea of their professional future, but they are not the result of external influences (for example, parents) and independent choice;
- professional identification - a crisis of choice: a person understands the problem of choosing a profession and searches for its solution, but the most suitable option is not yet clear;
- formed professional identification professional plans are clear, which is the result of a conscious independent decision.

In order to study the influence of professional inclination on the formation of professional identification in the student period, the methods of studying the "Level of Professional Identification" (developed by A.A.Azbel, A.G.Gresov) and the "Determination of Professional Inclination" (developed by L.Yovayshiv, G.Rezapkinoy) were conducted, and the obtained results were analyzed in terms of quantity and quality.

Table 1. Intercorrelation between manifestations of professional identity and criteria of professional inclination during student life

Criteria of professional inclination	Uncertain professional	Involuntary	Crisis of choice	Formed
Working with people	-0,08	-0,18**	0,006	0,14**
Intellectual activity	-0,002	-0,07	0,07	0,03
Production activity	0,07	0,12*	-0,01	-0,14**
To aesthetics and elegance	0,08	0,09	-0,003	0,07
By types of motor activity	-0,03	0,01	0,009	0,04
Types of planned economic activity	-0,04	0,005	-0,03	0,01

According to the results of Table 1, it was observed that the tendency to work with people has a significant opposite correlation ($r=-0.18$; $p\leq0.01$) with involuntary (forced) professional identification. According to it, in order to work in professions related to people during their student years, their own interests and inclinations towards these professions must prevail. At the same time, if the chosen profession is carried out under the influence of others, it is explained by the fact that the student, in turn, encounters difficulties in entering into human relationships and increases the feeling of dissatisfaction with his future profession.

According to the results of the methodology, it was observed that the tendency to work with people has a high degree of significance correlation with the formed professional identification ($r=0.14$; $p\leq0.01$). This, in turn, is characterized by the conscious choice of the future profession by students and the predominance of strong enthusiasm and interest in their profession. From this point of view, it is observed that there is a strong connection between these events.

According to the results of the experiment, it was noted that the propensity for production activity has a significant correlation ($r=0.12$; $p\leq0.05$) with non-voluntary (forced) professional

identification. As can be seen from the results, mandatory selection is also important for students who have chosen professions related to production. Indeed, it should be noted that during the student period, if interest in production activity was initially not strongly manifested, then as a result of penetration into the activity, it was observed that interest gradually develops in them.

According to the results of the empirical study, it is observed that the propensity for production activity in the student group has a high degree of contradictory significance with the formed professional identification ($r=-0.14$; $p\leq0.01$). According to him, it became known that if a student has an independent opinion, decisions regarding the chosen profession, then in a certain sense they will be prevented from choosing professions related to production. Consequently, it was noted that the conscious adoption of professional plans and decisions in the student's personality always limits their activity in professions related to production.

According to the research results, it was established that a propensity for mental activity, a propensity for aesthetics and aesthetics, a propensity for active types of activity, a propensity for planned and economic types of activity are independent phenomena, not interconnected with indefinite professional identification, non-consensual (forced) professional identification, a crisis of choice, and formed professional identification.

According to the results of the presented research, mutually significant differential differences are observed between professional identification and professional inclinations during the student period. Accordingly, it is advisable to formulate the following conclusions:

- differential differences are observed with the structural manifestations of professional identification of the formation of professional inclinations of the individual;
- it was noted that the inclination towards production activities, aesthetics, and aesthetics during student years is a separate phenomenon, independent of the manifestations of professional identification;
- it was revealed that there is a positive correlation between the criteria of professional inclination in the student's personality, such as inclination to work with people, mental activity, and manifestations of professional identification.

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