

METHODS FOR DIAGNOSING PROFESSIONAL IDENTITY AND VALUE ORIENTATIONS

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Abstract

The use in professional counseling of techniques aimed at identifying self-awareness and self-esteem of a person gives not only a diagnostic, but also, to some extent, a psychocorrectional effect.

1) In the practice of professional counseling, for example, I. Kohn's method of describing oneself is used: "Who I am" and "I am in 5 years." ("Write an essay on the topic "Who I am" and the topic "I am in 5 years"). This technique allows, first of all, to identify the content components of self-awareness, its most relevant parameters. Self-description allows you to define:

1) socio-role self-identity (to which community a person considers himself at the present moment, to which he would like to refer himself, with whom he identifies himself);

2) the orientation of a person to his own specific features and qualities that distinguish him from others and by which he compares himself with others;

3) the ability to make predictions about oneself, the place of the profession in the general life context of a person. [1]

Young people who are concerned about their professional future, striving to study in a vocational educational institution or get a profession in the process of work, have a faster development in assessing their personal qualities in comparison with the assessment of their professional qualities. Students better imagine themselves as a person in general, that is, in the aggregate of moral, physical, intellectual qualities, their interests and inclinations, but to a lesser extent they have an idea of their professional "I".

The existing differences in self-esteem, first of all, relate to its content components. Some know more about themselves, others less; certain personality traits, abilities that are significant at the moment are subject to analysis and assessment, others, due to their irrelevance, are not assessed by a person (although they can be assessed by a number of parameters). There are such personal properties and qualities that are not included in the sphere of awareness and self-esteem, a person simply cannot evaluate himself according to a number of parameters.

2) To identify not only meaningful, but also evaluative parameters of self-awareness, you can use various modifications of the Dembo-Rubinstein method for self-assessment by placing yourself on the scale. Self-assessment scales should include both professionally significant and general personal qualities, which makes it possible to determine the place and significance in the structure of self-assessment of professionally significant qualities. For example, such scales for assessment can be proposed: intelligence, strength, kindness, ability, will, responsibility, activity, sociability, success, fairness, courage, compliance, quick temper, stubbornness, caution, decisiveness, independence, hard work, purposefulness, health, happiness.

Self-assessment results serve as the basis for conversation and further examination. It is necessary to especially highlight those parameters of self-esteem that cause difficulties in their assessment.

Success in solving psychological problems is always about choice. The choice is made on the basis of what a person considers the most important and correct on the basis of the values formed in his past experience. Therefore, the diagnosis of a person's value orientations makes it possible to get an idea of his problems, comparing values between themselves and with the real conditions in which these values may or may not be asserted. Such a comparison is possible using techniques that allow you to rank values or compare the idea of your values with real behavior. For ranking values, a list of values (work, education, family, material well-being, health, friendship, hobbies, fame, wealth, power, etc.), or a list of statements such as: "I would like my job ..."

- was deservedly appreciated by others;
- was interesting for me;

- brought in large incomes;
- was useful and necessary for people;
- gave me joy and pleasure, etc. [2]

Conversation is a very important method for diagnosing professional orientations of an optician. A person's idea of himself must be linked to the idea of the chosen profession, therefore the whole conversation is based on identifying these ideas and comparing them. You can ask the consultant to describe what, in his opinion, types of work have to be performed in this profession and what knowledge, skills and abilities are required for this. What is most appreciated in this profession, what are the qualities of a person who has achieved success in this profession? In the conversation, it is necessary to determine for what reasons the consultant chooses a particular profession, who approves and who condemns his choice, why, and what arguments seem convincing to him. It is good to use specific examples. For example, discuss which of the relatives or acquaintances has such a profession, why he chose it and why the consultant chooses it, what is the future of this person, and how the consultant sees his future, etc.

Further steps in the diagnosis of psychological problems of professional self-determination of a person are associated with the consultant's ability to highlight those issues for discussion that will help a person to better understand himself what is required of him in order to adapt in the modern professional world. [3]

Work to increase the level of self-awareness and self-esteem allows students to come to an awareness of the level of motivation for professional choice of real and desired motives of work, exacerbate psychological contradictions that can force students to solve the problem of professional searches or professional choices, and not wait for ready-made proposals and instructions.

In some cases, professional advice is not enough for a person to solve his problem and special psychocorrectional work is required. As experience shows, the most effective methods of psychocorrectional work with high school students who have difficulties in professional self-determination are group methods of active learning and, in particular, socio-psychological trainings.

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