

THE CONCEPT OF VOCATIONAL MOTIVATION IN ADOLESCENT PSYCHOLOGY

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Abstract: This article discusses the role and importance of the concept of professional motivation in the psychology of adolescence, the psychological measures necessary to manage one's mental state when choosing a profession, and the prevention of negative situations that may arise in adolescents when choosing a profession.

Keywords: teenager, adolescence, motivation, career guidance, correction, "I-concept"

INTRODUCTION

As one of the most important stages of personality psychology, adolescence is a period of extremely urgent scientific and practical importance in determining a professional direction, forming professional needs and aspirations, and determining future work activities based on various interests. In this process, first of all, it is necessary to understand the concept of professional motivation and its psychological foundations. After all, professional motivation is a person's motivation for a profession or field of work based on his or her inclinations, needs, interests, or ideals in connection with his or her future professional direction. This concept is manifested, in particular, with its own specific characteristics during adolescence. Because adolescence is a period of stabilization of a person's character, strengthening as a person, physical and mental development, and the formation of basic motivational factors. It is in this process that, if professional motivation is strong, a teenager can ensure a healthy professional identity in the future. These ideas are covered in scientific literature from various perspectives. To understand the scientific foundations of the concept of professional motivation, it is first necessary to consider the essence of the concept of motivation. Motivation is a set of factors that motivate a person to engage in some activity or action, such as internal talent, need, interest, value or desire for a result. Since motivation is studied as a general phenomenon in psychology, its manifestation in adolescence should be given special attention. Because adolescence is a period when transformation processes occur in the human psyche, on the one hand, towards continuity, and on the other hand, towards the stability of the individual.

Maslow stated that human needs are arranged in a hierarchical system, and this hierarchy, consisting of physiological needs, safety needs, belonging needs, esteem needs, and self-actualization needs, is also manifested in a certain form during adolescence. However, during this period, the needs related to self-expression, being valued in the community, and finding one's place in the future increase. Therefore, the profession to be acquired in the future appears as an important goal that allows these needs to be covered or replaced.

During adolescence, strong academic, social, or professional aspirations observed in a person are nurtured by a specific incentive. Before professional motivation arises on the basis of these, an adolescent develops an interest in certain areas through various school subjects, clubs, or sports activities. If this interest is supported in the right direction and is appreciated by the people around him - parents, teachers, and friends, an inner passion and even stronger aspiration

appear in the adolescent. Among the types of motivation, it is intrinsic motivation that is important in this regard. Because intrinsic motivation creates continuous efforts in a person in his field, in his profession, and forms innovative approaches. In this process, any difficulties - hard work, temporary failures, situations requiring perseverance - cannot stop the adolescent. Because intrinsic motivation forms the longest-term incentive mechanism in this person. At the same time, external (extrinsic) motivation is no less important. In external motivation, factors that encourage a person in their professional direction can be society, family, friends, environment, economic interests, or praise and awards. For example, if a teenager considers financial stability to be the main goal in choosing a profession, then external motivation will be the most important factor. However, it is noted in pedagogy and psychology that if external motivation is strongly combined with internal motivation, a person's professional development will be more consistent and effective. Because both motivational resources, combined, encourage a person to grow consistently and to continuously work towards achieving the goal.

Of course, several psychological factors are important for ensuring professional motivation during adolescence. The first is the development of the self-awareness mechanism. During this period, a teenager usually seeks to understand his personal abilities, interests, and specialization opportunities, and in this process, he should clarify his thoughts with the support of subjects such as parents, teachers, and psychologists. The second is external environmental factors, that is, information about professions in society, the need for professions, technological innovations, and market requirements. If a teenager has sufficient information in this area, the possibility of forming a clear idea of his future profession increases.

Also, the formation of professional motivation in adolescence is associated with a number of psychophysiological changes. At this stage, a number of plastic changes occur in the child's nervous system, the hormonal background changes significantly, and emotional instability can be observed. Therefore, young people often have rapid emotional changes in their state, which can lead to rapid changes in interest from one profession to another or to a hot-cold relationship. In this case, it is important to provide understanding, provide referrals, and organize consultations to strengthen professional motivation. Because professional motivation in a teenager does not appear once and remain - it must be consistently supported and nurtured. The choice of a future profession often develops during adolescence under the influence of role models - famous personalities, movie heroes, sports stars, or acquaintances. But these influences do not just appear in the form of noise, but awaken in the teenager's subconscious as a clear image, a symbol of some success. If a teenager sees that the life path associated with this profession will be successful, then he will intend this image. However, for this intention to take root seriously, as psychology says, it needs to be combined with real experience, practical opportunities, and achievable reality. For example, if a teenager is interested in photography or design, he must first understand what this profession is behind the scenes, what qualifications and skills are required, and how long it takes to master real skills. Only then can internal motivation be discussed and strengthened by the external environment.

One of the factors that deepens the motivation for a professional direction during adolescence is the formation of a person's "I-concept". "I-concept" is a model of self-understanding of a person. It reflects what a person can do, what skills and abilities he has, what his moral and aesthetic ideals are, what his place in society is, what his vision of the future is - all

these aspects are reflected in a single whole. In this system, the professional direction is also an important component, and the teenager determines professional motivation precisely through the “I-concept”. This happens in stages, that is, first the teenager has common interests, then he sorts them according to his abilities, and finally professional motivation can be determined. Based on psychological theories, one of the most common cases of professional motivation during adolescence is the romanticization or simply idealization of the chosen profession. For example, some teenagers may perceive a doctor only as a generous, helpful, and high-status profession, but they may deny that the medical profession requires tolerance, responsibility, continuous learning, and hard work. Therefore, educators, psychologists, and parents should create conditions for adolescents to become familiar with each profession by providing them with real information about it and shadowing them (staying with a professional for at least a day, observing them).

The family environment plays a significant role in the formation of professional motivation in adolescence. Open discussions about professions in the family, and the parents or other family members talking about their personal work activities, can arouse interest in various areas in a child. It is in the family that intrinsic motivation can be stimulated by giving the child freedom in choosing a profession, but at the same time reasonable advice. If parents insist that their child also choose their chosen profession, then forced external motivation occurs. This can lead to the fact that the teenager’s intrinsic interest in this area will not be the leading force, but, on the contrary, a feeling of submission or forced action will arise.

Psychologically, the most important factor is the formation of a sense of personal identity in a teenager, “my profession.” When this happens, the teenager will emerge as a person with a clearly defined goal, less susceptible to negative influences.

There are many scientific approaches to motivation theories. For example, in the behaviorist approach, professional motivation is considered to be formed under the influence of various stimuli (positive or negative). In the cognitive approach, professional motivation is understood to be formed through the child’s conscious determination of a professional choice, distinguishing between the positive and negative aspects of the field, and analyzing future results. In the humanistic approach, a person’s professional choice is interpreted as a step towards self-realization, freedom, and true happiness. During adolescence, all three approaches are intertwined, because a teenager simultaneously lives in a family-friendly environment (an environment where behavioral stimuli operate), at the same time shares experiences with those at school or around him (carries out cognitive analysis), and also conducts an internal discussion through his personal values and desires (the principles of freedom and self-awareness in the humanistic approach).

In order to clearly explain the concept of professional motivation in the psychology of adolescence, it is necessary, first of all, to pay attention to the concept of “role identification”. Role identification is the process by which a person imagines how he feels within a certain profession, what skills and attributes he should have, and feels the same as those who have this profession. For example, a teenager who intends to become a teacher begins to feel the role of a teacher in himself, forms ideas about the teacher’s authority, style of speech, demandingness, and knowledge. It is in this process that professional motivation deepens, because the teenager tests

this role in himself, practices it in his own way. However, this practice can also be clearly demonstrated in life, small projects or experiments.

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