

Proorientation and Professional Self-Determination of Older Teenagers with Emotional-Volitional Violations

Oksana F. Karochkina

St. Petersburg, Russia, karochkina86@mail.ru

Abstract: The article presents the experience of the practical application of vibraimage technology as a diagnostic method for the process of career guidance and professional self-determination of older adolescents with emotional-volitional disorders in professional educational institution. The features of the career guidance system formation in adolescents with a partial defect in the emotional-volitional sphere are described.

Keywords: Career guidance, emotional-volitional disorders, adolescence, vibraimage, profile of multiple intelligences, abilities.

The choice of a profession can rightfully be considered one of the key tasks of early adolescence. Internally focused on the future, young people realize that achieving success on the path of life, mainly, will directly depend on an adequate choice of profession. Taking into account the socio-economic state order, based on their capabilities and abilities, personal potential, girls and boys choose one way or another of acquiring vocational education, and also try on possible variations of mobilization for professional work (Volkov, 2008; Zeer & Rudey, 2008; Rezapkina, 2005). The process of vocational guidance and professional self-determination of older adolescents with emotional and volitional disorders at the time of their entry into the vocational education system, in fact, goes beyond the scope of scientific interests, and is not subject to full-fledged comprehensive research. To an insignificant extent, the conditions, forms and methods of professional self-determination are developed and worked out, the specificity of the system of career guidance and professional development of older adolescents with a partial defect in the emotional-volitional sphere is not emphasized (Caprava & Cervone, 2003; Mikhailova, 2008; Romanova, 2003).

Abilities are individual psychological properties of a person, manifested in success and at the proper level of exclusivity in comprehending and performing activities with minimal loss of time and internal sources. Abilities are not summed up by a simple addition of the skills, knowledge and skills of an individual, but develop in the process of activity from the inclinations of a person.

- General abilities are a favorable human potential inherent in most people with an equal importance for many activities.
- Professional or special abilities are the potential for improving certain personality traits for a specific field of activity: pedagogical, artistic, mathematical, sports, music, etc. Their development requires colossal and lengthy training (Chistyakova, 2000).

Early youth is accompanied by such leading activities as educational, professional and interpersonal communication. Thus, sympathy for academic subjects is manifested in a significant selectivity, a subjective choice of “interesting” and “uninteresting” disciplines. Cognitive activity is subordinated to the desire to find a promising and interesting profession.

The research problem lies in the need to develop pedagogical conditions and in the choice of appropriate pedagogical strategies, forms and methods of career guidance and professional self-determination of older adolescents with emotional and volitional disorders in the context of vocational education.

Purpose: to study the process of career guidance and professional self-determination of older adolescents with emotional and volitional disorders.

Methods and Materials

Object: the process of career guidance and professional self-determination of older adolescents with emotional and volitional disorders. Emotional-volitional disorders are understood as asynchrony in the development of elementary and higher emotions. In such adolescents, disharmony is found between the intellectual and emotional-volitional spheres. The cognitive sphere does not regulate the emotional-volitional sphere. In turn, the emotional-volitional sphere has a detrimental effect on the intellectual development of problem adolescents, which does not occur with the normal development of adolescents.

The main types of disorders in disharmonious development are:

- with a predominance of the phenomena of mental instability;
- with a predominance of the phenomena of affective excitability;
- with a predominance of disinhibition of drives (Lebedinskaya, 2018).

The study was carried out on the basis of the professional educational institution Zvezdnu College of St. Petersburg, where older adolescents 15–17 years old with emotional and volitional disorders study.

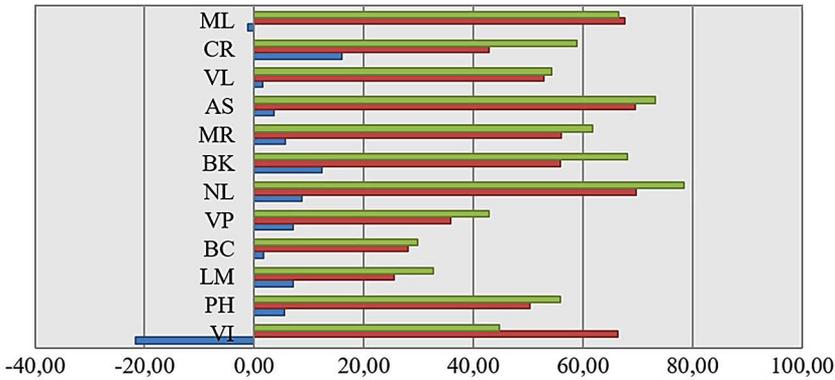
We examined 36 adolescents aged 15–17 years. Among them, the experimental group consisted of 18 older adolescents with emotional-volitional disorders: 15 girls and 3 boys. The control group consisted of 18 adolescents with normal mental development. All adolescents are students of the professional college “Star”. The study involved students of two groups, in the second year of study.

Subject: professional self-determination of older adolescents with emotional and volitional disorders.

The hypothesis consists in the assumption that older adolescents with emotional-volitional disorders have features of the formation of a system of career guidance and professional self-determination in comparison with adolescents without emotional-volitional disorders.

Research methods: VibraMI program (VibraMI, 2020) based on vibraimage technology. The vibraimage technology allows one to obtain multidimensional dependences of the characteristics of the psychophysiological state (PPS) and register the change in energy and the direction of this change (Minkin, 2017). The change in the energy released (consumed) by a person during the transition from the initial state to

another energy state is measured in kcal/min (VibraMI, 2020; Minkin, 2019). Consider the profile of multiple intelligences (Minkin & Nikolaenko, 2017) in adolescents with emotional-volitional disorders, shown in the figure 1.



	VI	PH	LM	BC	VP	NL	BK	MR	AS	VL	CR	ML
■ control group	44,8	55,9	32,7	29,8	42,9	78,4	68,2	61,7	73,2	54,3	58,9	66,5
■ experimental group	66,4	50,4	25,6	28,1	35,8	69,7	55,9	56	69,6	52,8	42,9	67,7
■ values of difference	-21,60	5,50	7,10	1,70	7,10	8,70	12,30	5,70	3,60	1,50	16,00	-1,20

Fig. 1. Comparative assessment of the results of the multiple intelligences profile of the control and experimental group of adolescents

Legend. VI – intrapersonal; PH – philosophical; LM – logical-mathematical; BC – business-commercial; VS – visual-spatial; NL – naturalistic; BK – bodily-kinesthetic; MR – musical-rhythmic; AS – ascetic; VL – verbal-linguistic; CR – creative; ML – interpersonal types of MI.

When studying the profile of multiple intelligences, the following results were obtained: in adolescents with emotional-volitional disorders, the prevailing intelligence is “naturalistic” – 69.7% – average level, “ascetic” – 69.6% – average level and “interpersonal” – 67.7% – average level. The least low indicators of such types of intelligence as “logical-mathematical” – 25.6% – low level and “business-commercial” – 28.1% – low level (Fig. 1).

In adolescents in the control group, the prevailing type of intelligence is “Naturalistic” – 78.4% – high level and “ascetic” 73.2% – high level. The “interpersonal” type is not the leading one. The least low indicators were obtained in relation to “logical-mathematical” – 32.7% and in relation to “business-commercial” – 29.8%, as in adolescents in the experimental group (Fig. 1).

It is especially need to draw attention to “intrapersonal intelligence”. This type of intelligence is significantly higher in adolescents with emotional and volitional disorders (66.4%) than in adolescents in the control group. Perhaps this is the ability to concentrate and abstract from what is happening and be “alone with yourself” in order to find the right solution among the adolescents of the experimental group. On the contrary, adolescents in the control group do not have trouble in establishing social contacts, are able to clearly define their position, and therefore do not need silence and solitude to make any decision.

Conclusion

Thus, adolescents with affective behavior and adolescents with normal development have the same leading types of multiple intelligences. At the same time, adolescents in the control group are more confident in their abilities and are interested in additional information about their abilities; they are much more prepared for the realities of our life, which is confirmed by quantitative indicators and more developed interpersonal intelligence in relation to intrapersonal intelligence.

References:

1. *Caprara, G. V., Cervone, D.* (2003). A Conception of Personality for a Psychology of Human Strengths: Personality as an Agentic, Self-Regulating System. In L. G. Aspinwall & U. M. Staudinger (Eds.), *A Psychology of Human Strengths: Fundamental Questions and Future Directions for a Positive Psychology* American Psychological Association, pp. 61–74. <https://doi.org/10.1037/10566-005>
2. *Chistyakova, S. N., Shalavina, T. I. ed.* (2000). *Your Professional Career: A Textbook for Grades 8–11 of General Education Institutions.* Moscow: Prosveshchenie Publ. (In Russ.).
3. *Lebedinskaya, K. S., Lebedinsky, V. V.* (2018). *Disorders of Mental Development in Childhood and Adolescence: a textbook for universities.* 8th ed., Rev. and add. Moscow: Academic project. (In Russ.).
4. *Mikhailova, T. A.* (2008). *Socio-Pedagogical Support of Students with Special Adaptive Capabilities in the Process of Obtaining Secondary Vocational Education,* dissertation abstract, Moscow. (In Russ.).
5. *Minkin, V.* (2017). *Vibrainage.* St. Petersburg: Renome. DOI: 10.25696/ELSYS.B.EN.VI.2017
6. *Minkin, V. A.* (2019). *Method of Evaluating a Person's Psychophysiological State,* RU 2695888.
7. *Minkin, V. A., Nikolaenko, Y. N.* (2017). *Vibrainage and Multiple Intelligences.* St. Petersburg: Renome. DOI: 10.25696/ELSYS.B.EN.VIMI.2017
8. *Rezapkina, G. V.* (2005). *Secrets of Choosing a Profession, or a Graduate's Guide.* Moscow: Genesis. (In Russ.).
9. *Romanova, E. S.* (2003). *99 Popular Professions. Psychological Analysis and Professiograms.* 2nd ed. St. Petersburg: Peter. (In Russ.).
10. *VibraMI10* (2020). *Psychophysiological Profiling System. Version 10.* [Electronic resource]. Elsys Corp publishing. Available at: <http://www.psymaker.com/downloads/VibraMIEng10.pdf> (Access: 24 March 2020).
11. *Volkov, B. S., Volkova, N. V.* (2008). *Age-Related Psychology.* Moscow: Academic Project. (In Russ.).
12. *Zeer, E. F., Rudey, O. A.* (2008). *Psychology of Professional Self-Determination in Early Youth,* Textbook. Manual, Publishing house of the Moscow Psychological and Social Institute, Voronezh, Publishing house NPO MODEK. (In Russ.).