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THE ROLE OF INDIVIDUAL PSYCHOLOGICAL DIFFERENCES IN THE PROFESSIONAL SELF-DETERMINATION OF YOUTH

Анотація. У статті аналізується вплив індивідуальних психологічних відмінностей на процес професійного самовизначення молоді. Виявляється роль особистісних характеристик, мотиваційних установок, стилів мислення та рівня емоційної саморегуляції у виборі професійної траєкторії. Визначено фактори, що сприяють або ускладнюють прийняття кар'єрних рішень в умовах соціальної нестабільності та трансформації освітнього простору. Обґрунтовано доцільність індивідуалізованого підходу до професійного консультування, що враховує психологічні особливості молоді та сприяє успішній реалізації особистого потенціалу.

У статті розкрито важливість індивідуальних психологічних відмінностей як ключового чинника у процесі професійного самовизначення молоді. Автор підкреслює, що кар'єрні рішення формуються не тільки під впливом зовнішніх умов (соціальних, економічних), а й крізь призму внутрішніх особистісних особливостей, що визначають сприйняття професійної реальності та механізми адаптації.

Професійне самовизначення розглядається як багатокомпонентний процес, що включає оцінку власного потенціалу, постановку цілей, вибір освітньої або кар'єрної траєкторії та адаптацію до змін. Обґрунтовано доцільність використання індивідуалізованого підходу в діяльності з профорієнтації, освітній практиці та консультаційних програмах, особливо в умовах соціальної нестабільності та трансформації ринку праці. Такий підхід сприяє формуванню професійної ідентичності, стратегій самореалізації та розвитку гнучкого мислення.

Виявлено основні моделі професійного консультування (холістична, наративна, когнітивно-поведінкова, коучингова та адаптивна), які демонструють стратегічну гнучкість у підтримці молоді з урахуванням психологічного різноманіття, мотиваційних установок та емоційної готовності до самовизначення. Такі моделі є не лише інструментами профорієнтації, а й засобами розвитку стратегій самореалізації в динамічному соціокультурному просторі.

Ключові слова: професійне самовизначення, індивідуальні відмінності, молодь, психологічна адаптація, мотивація, емоційна саморегуляція, особистісні чинники, кар'єрне консультування.

Abstract. The article analyzes the influence of individual psychological differences on the process of professional self-determination of young people. The role of personal characteristics, motivational attitudes, thinking styles and the level of emotional self-regulation in choosing a professional trajectory is revealed. Factors that facilitate or complicate career decision-making in conditions of social instability and transformation of the educational space are identified. The feasibility of an individualized approach to professional counseling is substantiated, which takes into account the psychological specifics of young people and contributes to the successful realization of personal potential.

The article reveals the importance of individual psychological differences as a key factor in the process of professional self-determination of young people. The author emphasizes that career decisions are formed not only under the influence of external conditions (social, economic), but also through the

prism of internal personal characteristics that determine the perception of professional reality and adaptation mechanisms. Professional self-determination is considered as a multi-component process that includes assessing one's own potential, setting goals, choosing an educational or career trajectory, and adapting to changes. The feasibility of using an individualized approach in career guidance activities, educational practices, and advisory programs is substantiated, especially in conditions of social instability and labor market transformations. Such an approach contributes to the formation of professional identity, self-realization strategies, and the development of flexible thinking.

The main models of professional counseling (holistic, narrative, cognitive-behavioral, coaching, and adaptive) are revealed, which demonstrate strategic flexibility in supporting young people, taking into account psychological diversity, motivational attitudes, and emotional readiness for self-determination. Such models are not only tools for career guidance, but also means of developing self-realization strategies in a dynamic socio-cultural space.

Keywords: professional self-determination, individual differences, youth, psychological adaptation, motivation, emotional self-regulation, personal factors, career counseling.

In the modern educational and social environment, professional self-determination of youth serves as a key condition for the successful integration of the individual into society. Given the rapid transformations of the labor market and the growing demands for flexibility and adaptability among young professionals, the study of individual psychological differences influencing career decision-making becomes particularly significant. Personal qualities, motivational attitudes, temperament type, level of self-regulation, and cognitive styles determine not only the choice of profession but also the strategies for its realization.

The study of this topic contributes to the development of more effective educational and counseling programs for career guidance, which take into account the psychological diversity of young people and align with the principles of individualization of the educational process. Its relevance is also determined by the need to form personally significant benchmarks within the youth environment, which is especially important in conditions of social instability, information overload, and declining motivation for professional growth. [1–5].

The aim of the article is to substantiate the role of individual psychological differences in the professional self-determination of youth.

Professional self-determination is a multifaceted process in which individual psychological differences play a fundamental role. Young people make career decisions not only on the basis of external factors (such as social demands and economic trends) but also in accordance with internal characteristics that shape their perception of professional reality and their ways of adapting to it (Table 1).

The professional self-determination of youth is a process of conscious choice and the formation of an individual professional trajectory, based on the combination of personal interests, psychological characteristics, sociocultural context, and educational opportunities. It encompasses the assessment of one's own potential, the setting of professional goals, decision-making regarding education or employment, as well as adaptation to changes in the professional environment. [1, 3].

Table 1

Individual Psychological Differences in the Professional Self-Determination of Youth

Differences	Characteristics
1	2
Personality Traits	Responsibility, openness, and introversion/extraversion form the basis for choosing the type of activity, the level of communication, and the style of professional interaction.
Motivational Sphere	Intrinsic/extrinsic motivation, as well as an orientation toward achievement or security, determine the strategic direction of self-realization and the readiness to face challenges in professional growth.
Emotional Self-Regulation	It influences the ability to cope with uncertainty and stress, which is especially relevant in the formation of professional identity under conditions of instability.

Cognitive Thinking Styles	They determine the way information is processed, decisions are made, and career plans are constructed (e.g., analytical, intuitive, reflective, etc.).
Temperament and Adaptive Abilities	They determine the dynamics of professional orientation and the capacity for sustained, goal-directed development.

Understanding these differences enables the application of an individualized approach in career guidance, counseling, and the development of educational programs aimed at fostering a conscious professional identity. This is especially important in the context of labor market transformation, as well as the need for flexibility and dynamic thinking [2, 3, 5].

Individual psychological differences among youth are a key factor in the process of professional self-determination, particularly in conditions of social instability and the transformation of the educational landscape. Personality traits, motivation, emotional self-regulation, and cognitive styles significantly influence young people's ability to make informed career decisions, adapt to changes, and realize their potential. At the same time, social challenges, information overload, and a lack of resources can complicate this process. Recognizing the role of psychological specificity enables the development of effective educational and counseling programs aimed at supporting youth professional identity and shaping strategies for self-realization (Table 2).

Table 2

Factors Influencing Career Decision-Making in the Context of Educational Space Transformation

Factors	Rationale
1	2
Factors Contributing to Career Decision-Making	
Flexibility of Educational Programs	The possibility of an individualized learning trajectory, an interdisciplinary approach, and the use of EdTech in career guidance.
Access to Information Resources	Online platforms, mentoring programs, career portals, and professional communities that facilitate decision-making.
Support from Family and Counselors	Emotional and cognitive support during reflection on personal inclinations and capabilities.
High Level of Self-Reflection and Intrinsic Motivation	Willingness to take responsibility for one's own professional trajectory.
Educational Environment that Encourages Critical Thinking and Independence	Inclusion of career guidance modules within educational programs.
Factors Complicating the Decision-Making Process	
Labor Market Instability	Rapid changes in the professional landscape and uncertainty regarding the prospects of certain fields.
Fragmentation of Education	Lack of a clear connection between educational modules and the real needs of the professional environment.
Psychological Uncertainty and Anxiety	Reduced ability of youth to plan due to information overload and lack of resources.
Low Level of Social Capital	Limited access to professional networks and absence of positive career role models.
Stereotypes Regarding the "Prestige" of Professions	Orientation toward socially imposed notions rather than personal interests or abilities.

Thus, an individualized approach in professional counseling is based on the recognition of the psychological uniqueness of each young individual, encompassing the spectrum of their motivations,

cognitive styles, emotional background, and value orientations. This approach allows consideration not only of objective competency indicators but also of subjective interests, expectations, and internal barriers that may influence career choice.

The diversity of psychological characteristics among youth requires a flexible counseling model that allows support strategies to be adapted to the specific needs and thinking styles of the client. For example, extraverted individuals respond more effectively to interactive formats, whereas introverted individuals benefit more from individualized reflective tasks [1, 3].

Enhancing Self-Awareness and Emotional Competence: Individualized counseling helps young people better recognize their strengths, areas for development, and life priorities factors that are crucial for cultivating intrinsic motivation and goal-setting. **Optimizing Career Trajectory:** When psychological specificity is taken into account, professional counseling supports the creation of more realistic and viable career plans that correspond both to personal potential and to the external conditions of the labor market.

Thus, an individualized approach serves not only as a means of effective career guidance but also as a mechanism for unlocking personal potential, with long-term effects on self-realization, social inclusion, and the emotional well-being of youth. The risk of professional frustration is reduced because young people who choose a profession based on an internal understanding of themselves are less likely to experience disappointment, stress, or decreased motivation, which positively impacts professional adaptation [2, 4].

Since professional self-determination is a complex, multifactorial process that involves reflection on personal resources, analysis of labor market opportunities, and integration of one's own values, psychological counseling provides an awareness of personal potential: through the assessment of abilities, interests, motivation, and thinking styles, young people gain a clear understanding of their strengths.

The main models of career counseling holistic, narrative, cognitive-behavioral, coaching, and adaptive demonstrate strategic flexibility in supporting youth by taking into account psychological diversity, motivational orientations, and emotional readiness for self-determination. Their combination allows for the creation of an individualized career development trajectory, fosters reflective thinking, strengthens intrinsic motivation, and enhances awareness of personal resources. These models serve not only as tools for career guidance but also as means of developing self-realization strategies within a dynamic sociocultural environment [3, 4].

An individual's readiness for professional self-determination is a multidimensional process shaped at the intersection of internal psychological resources, educational influences, and the socio-economic context. Optimal interaction among personal maturity, a supportive educational environment, and conscious experience creates the prerequisites for a well-founded and sustainable choice of a professional trajectory. Accordingly, pedagogical strategies should be adapted to individual needs and aimed at developing autonomy, reflection, and critical thinking as key factors in self-determination [1, 5].

Readiness for professional self-determination is not an instantaneous decision but a gradual development of integrated abilities. It relies on personal maturity (reflection, self-awareness), psycho-emotional functioning (motivation, self-regulation), and the experience of engaging in various social roles. These factors form the foundation for making conscious and sustainable decisions regarding one's professional trajectory.

The educational environment can serve as a powerful stimulus in the process of self-determination if it is: adaptive to individual cognitive and developmental styles; reflection-oriented, supporting the ability to analyze personal progress; and practice-focused, providing access to real-world professional scenarios. Such an educational approach fosters competencies in autonomous decision-making, critical thinking, and social responsibility [2, 3].

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Ultimately, an individual operates within a real social field, influenced by external factors such as the economy, culture, family expectations, and the information environment. At the same time, it is the internal readiness to face challenges, remain flexible, and exercise reflection and self-regulation that enables one to integrate these influences into a positive career trajectory. Thus, psychological mechanisms of personal development—such as supportive pedagogical strategies and social conditions together determine the level of readiness for professional self-determination.

Conclusion. Thus, professional counseling encourages informed decision-making, develops strategic thinking, and enhances the ability to anticipate one's career trajectory. Young people often face pressure from their social environment or prevailing stereotypes. Professional counseling helps them critically evaluate external influences and choose a profession in line with their internal values. Ultimately, expert guidance reduces anxiety, uncertainty, and doubts that accompany professional self-determination. It provides youth with relevant information, allowing them to align their choices with socio-economic realities and personal prospects.

Individual psychological differences such as temperament type, motivational structure, thinking style, level of self-awareness, and emotional regulation play a key role in the professional self-determination of youth. Awareness of these characteristics enables a deep understanding of personal resources and barriers, supports critical evaluation of external influences, and forms the basis for making well-founded career decisions. Considering psychological specificity in counseling enhances adaptive potential, reduces the risk of frustration-related choices, and ensures sustained motivation for self-realization.

Therefore, professional self-determination grounded in individual psychological factors demonstrates greater resilience, flexibility, and alignment with the realities of the contemporary social environment. Taking individual psychological differences into account in career guidance opens new prospects for improving educational and counseling practices, particularly in preparing a new generation of counselors equipped with skills in interpreting psychological data, ethical interaction, and working in multicultural settings.

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