ҚАЗАҚСТАН РЕСПУБЛИКАСЫ
ҰЛТТЫҚ ҒЫЛЫМ АКАДЕМИЯСЫНЫҢ

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NAS RK is pleased to announce that Bulletin of NAS RK scientific journal has been accepted for indexing in the Emerging Sources Citation Index, a new edition of Web of Science. Content in this index is under consideration by Clarivate Analytics to be accepted in the Science Citation Index Expanded, the Social Sciences Citation Index, and the Arts & Humanities Citation Index. The quality and depth of content Web of Science offers to researchers, authors, publishers, and institutions sets it apart from other research databases. The inclusion of Bulletin of NAS RK in the Emerging Sources Citation Index demonstrates our dedication to providing the most relevant and influential multidiscipline content to our community.

Қазақстан Республикасы Ұлттық ғылым академиясы "ҚР ҰҒА Хабаршысы" ғылыми журналының Web of Science-тің жаңаланған нұсқасы Emerging Sources Citation Index-те индекстелуге қабылданғанын хабарлайды. Бұл индекстелу барысында Clarivate Analytics компаниясы журналды одан әрі the Science Citation Index Expanded, the Social Sciences Citation Index және the Arts & Humanities Citation Index-ке қабылдау мәселесін қарастыруда. Web of Science зерттеушілер, авторлар, баспашылар мен мекемелерге контент тереңдігі мен сапасын ұсынады. ҚР ҰҒА Хабаршысының Emerging Sources Citation Index-ке енуі біздің қоғамдастық үшін ең өзекті және беделді мультидисциплинарлы контентке адалдығымызды білдіреді.

НАН РК сообщает, что научный журнал «Вестник НАН РК» был принят для индексирования в Emerging Sources CitationIndex, обновленной версии Web of Science. Содержание в этом индексировании находится в стадии рассмотрения компанией Clarivate Analytics для дальнейшего принятия журнала в the Science Citation Index Expanded, the Social Sciences Citation Index и the Arts & Humanities Citation Index. Web of Science предлагает качество и глубину контента для исследователей, авторов, издателей и учреждений. Включение Вестника НАН РК в Emerging Sources Citation Index демонстрирует нашу приверженность к наиболее актуальному и влиятельному мультидисциплинарному контенту для нашего сообщества.

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CORRELATION BETWEEN SELF-ESTEEM AND STATE ANXIETY IN PROFESSIONAL SELF-DETERMINATION FORMATION

Abstract. The study focuses on professional self-determination formation in high school students as a correlation between their anxiety and self-esteem is considered to be highly important in the study of human resources. The purpose of the study is to determine on the basis of theoretical arguments a correlation between self-esteem and state anxiety in students in the process of professional self-determination and prove it with an experiment.

The study was conducted in Kuzino State School 36 of the Sverdlovsk Region. The study was carried out in three stages: desktop analysis, experimental research, and data analysis. The research comprised empirical methods in the form of an ascertaining experiment and testing, statistical and mathematical methods in the form of Spearman's rank correlation coefficient, and three techniques: the Dembo-Rubinstein technique for self-esteem evaluation modified by A.M. Prikhozhan, the Kazantseva technique for general self-esteem assessment, and the State-Trait Anxiety Inventory, developed by C.D. Spielberger and modified by Yu.L. Khanin.

The research on self-esteem of students in the process of professional self-determination showed the following findings. Based on the Dembo-Rubinstein technique, average self-esteem prevails among study subjects (67%); moreover, the Kazantseva technique demonstrated the prevalence of average self-esteem among high school students as well (63%). The State-Trait Anxiety Inventory also showed that most of the subjects (68%) had an average level of anxiety.

In the study, experiments were performed and levels of self-esteem and state anxiety in professional self-determination formation were determined; a correlation between self-esteem and state anxiety was proven. Study findings demonstrated that most students had average self-esteem and average state anxiety. Thus, according to Spearman's rank correlation coefficient, there is indeed a correlation between self-esteem and state anxiety in students in the process of professional self-determination.

Keywords: self-esteem, state anxiety, high school students, professional self-determination, identity, behaviour.

Introduction. Modernization of the educational system forces students to adapt to a modified learning environment. However, it is highly difficult to provide students with systematic and qualified counselling support, therefore many children fail to adapt to new educational processes successfully and become more anxious [1-3].

High anxiety in students in the process of professional self-determination can be caused by poor emotional stability and lack of experience in making professional choices, which results in self-doubt and insecurity [4-7]. Many researchers dedicated their studies to this issue in psychology and pedagogy, among them are works on:

– various types of fears and phobias [8-10];

– individual characteristics, such as temperaments and personality types; nervous system properties;

– individual differences in behavioural pattern; efficiency of an activity based on a person`s individual characteristics; correlations between one`s individual characteristics and a predisposition to different diseases [11];

– typical patterns of the establishment of one`s motivational sphere in development and various types of behaviour and activity, as well as a lack of motivation in pathology [12, 13];

– psychology of creativity, imagination and genius [14];

– physiological, psychological and social differences in people of different sexes and genders [15, 16];

– aggressive behaviour, vandalism and violence in modern society [17, 18];

– crisis of confidence, that also results in trust being one of the highest values in society [19];

– jealousy, hostility, vanity, pridefulness and ambition in modern society [20, 21];

– communication, interpersonal relationships and love [22];

– helping behaviour, personal characteristics that contribute to or hinder such behaviour (altruism, egoism, others) and helping occupations [23, 24];

– an analysis on the structure of the emotional sphere and its components, such as emotions, the emotional background, emotion-related personality traits, feelings and emotional types [25].

These and many other works were used as a theoretical basis for the research.

Self-esteem determines the value that a person places on themselves as well as on certain aspects of their personality, work and behaviour. It also serves as a relatively stable structural entity of self-awareness and as a component of self-concept. Anxiety has an adverse effect on the personality development in general and, in particular, impacts many areas of human activity, such as communication, personal behaviour and work. It also affects mental and physical health of an individual.

Anxiety as a personality trait and anxiety as a state seem to be co-existing, as trait anxiety is often exhibited through state anxiety occurrences. Therefore, anxiety can be considered to be a systemic phenomenon.

The described-above age group can be seen as the transitional period in one`s development that is associated with radical changes in all previously established primary anatomic, psychological and physical characteristics of a person, as well as with development of the foundations for conscious behaviour patterns and establishment of moral values and social attitudes. It should be noted that it is during adolescence that anxiety emerges and gets established as a permanent personality trait due to one`s need to be treated in an adequate and proper way. Inner conflicts, which indicate errors in self-concept and self-perception, continue to play a central role in the said process. Moreover, with time, one`s anxiety may expand by absorbing those elements of self that are of the greatest importance at each particular stage of development.

Materials and methods. The study on a correlation between self-esteem and state anxiety in high school students was conducted in Kuzino State School 36 of the Sverdlovsk Region. The study comprised 19 students of the 10th grade.

The study was conducted in three stages:

1. Desktop analysis included the choosing of a research topic, specification of a research area and a subject, a statement of a hypothesis, an analysis of literature on psychology and pedagogy, selection of study subjects, selection of research methods and techniques, and development of a research programme.

2. The conducting of an experiment stage involved realisation of the research programme and observation of subjects before and after its realisation based on three techniques: the Dembo-Rubinstein technique for self-esteem evaluation modified by A.M. Prikhozhan, the Kazantseva technique for general self-esteem assessment, and the State-Trait Anxiety Inventory, developed by C.D. Spielberger and modified by Yu.L. Khanin.

3. Data analysis included the analysing and the interpreting of the findings, the drawing of conclusion, and the making of recommendations.

In order to fulfil the outlined objectives, the following methods were used [26, 27]: an ascertaining and an educational experiments, observation and testing.

Findings and discussion. In the study, findings were obtained with the use of three techniques: the Dembo-Rubinstein technique for self-esteem evaluation modified by A.M. Prikhozhan, the Kazantseva technique for general self-esteem assessment, and the State-Trait Anxiety Inventory, developed by C.D. Spielberger and modified by Yu.L. Khanin.

Figure 1 shows the findings obtained with the use of the Dembo-Rubinstein technique modified by A.M. Prikhozhan.

The Dembo-Rubinstein technique modified by A.M. Prikhozhan showed that only 2 students (11%) had very high self-esteem. Such individuals believe they are better and more important than other people; they often bite off more than they can chew, which results in stress and subsequently in a neurosis. When failing, they believe it is due to other people`s actions targeted at them or because of disadvantageous circumstances that cannot be changed. They refuse to acknowledge that their failures are caused by their
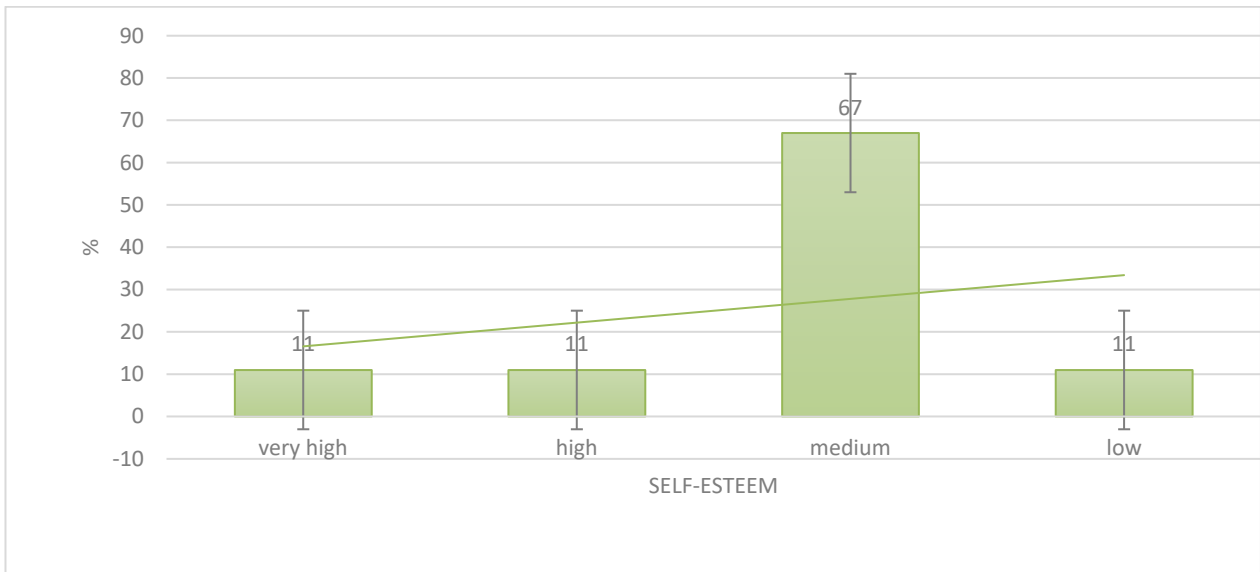
Figure 1 – Findings obtained with the use of the Dembo-Rubinstein technique modified by A.M. Prikhozhan

own mistakes, lack of knowledge or skills, and inadequate behaviour. These findings are supported by other studies [28-29].

The study revealed that 2 students (11%) had high self-esteem. Such individuals idealize their image and talents and overestimate their value to others. It is rather difficult for them to establish good relationships with other people and treat them as equals.

13 students (67%) had average self-esteem. Such individuals display flexibility, leadership and adaptability to new conditions. Proper and adequate self-esteem allows individuals to correctly evaluate their opportunities and skills, be rather critical of themselves, acknowledge their failures and achievements and set attainable and realistic objectives.

2 students (11%) had low self-esteem. Such individuals tend to undervalue themselves. Low self-esteem is a sign of unsuccessful and poor personality development.

Thus, according to the Dembo-Rubinstein technique, average self-esteem prevails in teenagers.

Figure 2 shows the findings obtained with the use of the Kazantseva technique for general self-esteem assessment.

The research on self-esteem demonstrated the prevalence of average self-esteem as it was found in 12 students (63%). Such individuals rarely display inferiority complex and seldom change their opinions to blend in with others. Adequately average self-esteem allows a teenager to enjoy flexibility, leadership and adaptability to new conditions. With proper and adequate self-esteem, a teenager is able to correctly
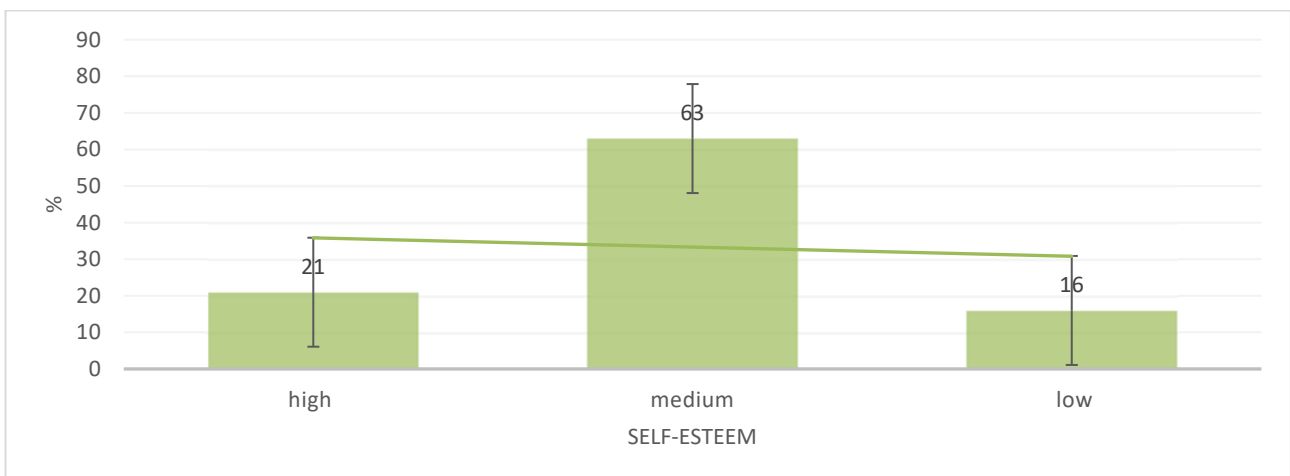
Figure 2 – Findings obtained with the use of the Kazantseva technique

evaluate their opportunities and skills, be rather critical of themselves, acknowledge their failures and achievements and set attainable and realistic objectives.

3 students (16%) had low self-esteem. Such individuals cannot take criticism well, often tend to change their opinions to blend in with others, and display inferiority complex. Low self-esteem is seen as a sign of undervaluing oneself and may indicate rather poor personality development.

High self-esteem was found in 4 students (21%). Such individuals are not subject to inferiority complex, are able to take criticism well and rarely doubt their own decisions.

Thus, the Kazantseva technique demonstrated the prevalence of average self-esteem among high school students in the process of professional self-determination as it was found in 12 subjects (63%).

Figure 3 shows the findings obtained with the use of the State-Trait Anxiety Inventory developed by C.D. Spielberger and modified by Yu.L. Khanin.
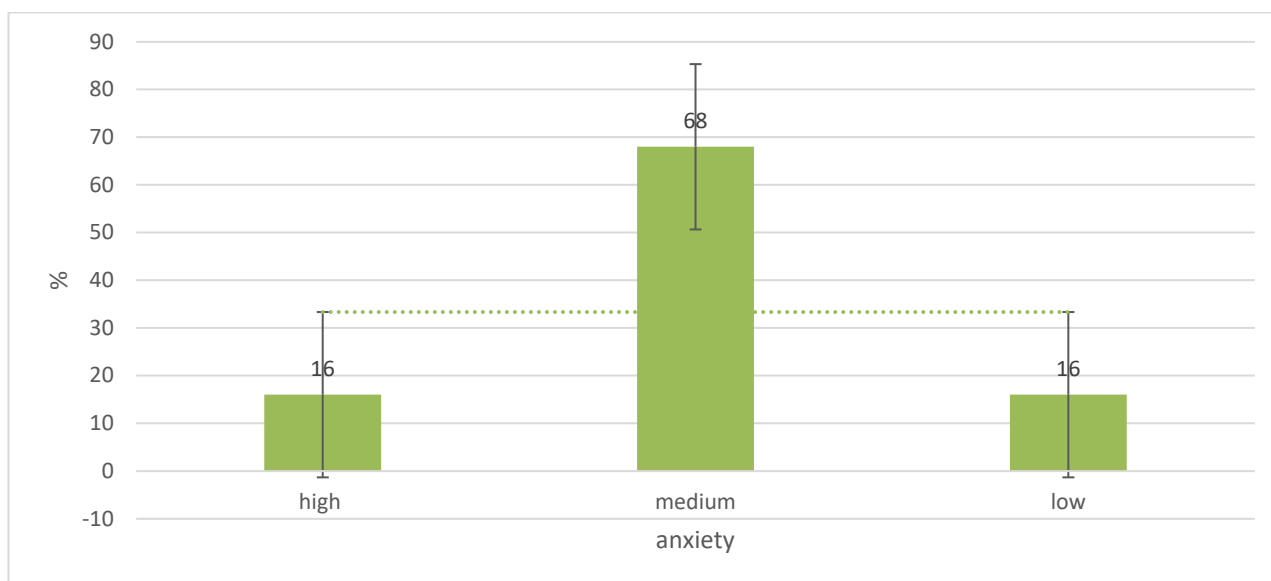
Figure 3 – Findings obtained with the use of the State-Trait Anxiety Inventory developed by C.D. Spielberger and modified by Yu.L. Khanin

An analysis of the findings revealed that 3 students (16%) had high anxiety. Such individuals tend to experience state anxiety when being evaluated based on their competences and knowledge.

3 students (16%) had low anxiety. It is recommended that such individuals analyse their motivation and be more responsible. However, it should be noted that sometimes, when test results indicate low anxiety in a subject, it can be a sign of suppression of high anxiety by a subject in order to present themselves better than they are.

The majority of subjects displayed average anxiety as it was found in 13 students (68%).

Thus, the findings show that most high school students have average anxiety.

Therefore, the applied techniques (the Dembo-Rubinstein technique modified by A.M. Prikhozhan, the Kazantseva technique and Spielberger`s State-Trait Anxiety Inventory modified by Yu.L. Khanin) proved to be effective in the analysis of self-esteem and anxiety in high school students.

Next, Spearman's rank correlation coefficient was applied to determine a correlation between self-esteem and state anxiety in high school students. In the analysis, the findings on self-esteem obtained with the use of the Dembo-Rubinstein technique modified by A.M. Prikhozhan and the findings on state anxiety obtained with the use of Spielberger`s State-Trait Anxiety Inventory modified by Yu.L. Khanin were used.

The analysis of a correlation between self-esteem and state anxiety in subjects in the process of professional self-determination demonstrated that the vast majority of the study subjects had both average self-esteem and average anxiety. Therefore, the study hypothesis is proven to be correct. According to Spearman's correlation analysis, there is indeed a correlation between self-esteem and state anxiety. As the correlation coefficient is positive, the correlation between self-esteem and state anxiety is seen as direct.

The research on a correlation between self-esteem and state anxiety in high school students in the process of professional self-determination was conducted in three stages: desktop analysis, experimental research, and data analysis. The purpose of the study was to determine on the basis of theoretical arguments a correlation between self-esteem and state anxiety in students in the process of professional self-determination and prove it with an experiment.

In the research, findings obtained with the use of the Dembo-Rubinstein technique modified by A.M. Prikhozhan, the Kazantseva technique and Spielberger`s State-Trait Anxiety Inventory modified by Yu.L. Khanin were analysed. The analysis revealed that the vast majority of the study subjects in the process of professional self-determination had average state anxiety and average self-esteem. A correlation between self-esteem and state anxiety was proven based on statistical and mathematical methods in the form of Spearman's correlation analysis (Spearman's rank correlation coefficient).

The study revealed that 2 students (11%) had high self-esteem. Such individuals idealize their image and talents and overestimate their value to others. It is rather difficult for them to establish good relationships with other people and treat them as equals.

13 students (67%) had average self-esteem. Such individuals display flexibility, leadership and adaptability to new conditions. Proper and adequate self-esteem allows individuals to correctly evaluate their opportunities and skills, be rather critical of themselves, acknowledge their failures and achievements and set attainable and realistic objectives.

2 students (11%) had low self-esteem. Such individuals tend to undervalue themselves. Low self-esteem is a sign of unsuccessful and poor personality development.

Thus, according to the Dembo-Rubinstein technique, average self-esteem prevails in teenagers.

Conclusion. The research on a correlation between self-esteem and state anxiety in high school students in the process of professional self-determination was conducted in three stages: desktop analysis, experimental research, and data analysis. The purpose of the study was to determine on the basis of theoretical arguments a correlation between self-esteem and state anxiety in students in the process of professional self-determination and prove it with an experiment.

In the research, findings obtained with the use of the Dembo-Rubinstein technique modified by A.M. Prikhozhan, the Kazantseva technique and Spielberger`s State-Trait Anxiety Inventory modified by Yu.L. Khanin were analysed. The analysis revealed that the vast majority of the study subjects in the process of professional self-determination had average state anxiety and average self-esteem. A correlation between self-esteem and state anxiety was proven based on statistical and mathematical methods in the form of Spearman's correlation analysis (Spearman's rank correlation coefficient).

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**КӘСІБИ ӨЗІН-ӨЗІ АНЫҚТАУДАҒЫ ӨЗІН-ӨЗІ БАҒАЛАУ МЕН
МЕМЛЕКЕТТІК АЛАҢДАУШЫЛЫҚТЫҢ АРАСЫНДАҒЫ БАЙЛАНЫС**

Аннотация. Зерттеу жоғары сынып оқушыларының бойында кәсіби өзін-өзі анықтауды қалыптастыруға бағытталған, өйткені олардың қорқынышы мен өзін-өзі бағалауы арасындағы байланыс адам ресурстарын зерттеуде өте маңызды болып саналады. Зерттеудің мақсаты - теориялық дәлелдер негізінде студенттердің кәсіби өзін-өзі анықтау үдерісіндегі өзін-өзі бағалауы мен күйзелісі арасындағы байланысты анықтау және оны эксперимент арқылы дәлелдеу.

Зерттеу Свердлов облысының 36 Кузино мемлекеттік мектебінде жүргізілді. Зерттеу үш кезеңмен жүргізілді: жұмыс үстелін талдау, эксперименттік зерттеу және деректерді талдау. Зерттеу эксперимент пен тестілеуді анықтайтын эмпирикалық әдістерді, Спирманның дәрежелік корреляция коэффициенті түріндегі статистикалық және математикалық әдістерді және үш техниканы: өзін-өзі бағалауды Дембо-Рубинштейндік әдісті А.М. өзгерткен. Прихожан, өзін-өзі бағалауды жалпы бағалауға арналған Казанцеваның әдістемесі және С.D. Шпилбергер жасаған және Ханин жасаған.

Кәсіби өзін-өзі анықтау үдерісіндегі студенттердің өзін-өзі бағалауы жөніндегі зерттеулер келесі нәтижелерді көрсетті. Дембо-Рубинштейн әдістемесі негізінде зерттелушілер арасында орташа өзін-өзі бағалау басым (67%); Сонымен қатар, Казанцева техникасы орта мектеп оқушыларының арасында өзін-өзі бағалаудың орташа таралуын көрсетті (63%). Мазасыздықтың жай-күйін зерттеу, сонымен қатар зерттелушілердің көпшілігінде (68%) орташа алаңдаушылық деңгейі бар екенін көрсетті.

Зерттеу барысында эксперименттер жасалды және кәсіби өзін-өзі анықтауды қалыптастырудағы өзін-өзі бағалау мен күйзеліс деңгейлері анықталды; өзін-өзі бағалау мен күйзеліс арасындағы байланыс дәлелденді. Зерттеу нәтижелері студенттердің көпшілігінде өзін-өзі бағалау және күйдің орташа мазасыздығы бар. Сонымен, Спирманнің дәрежелік корреляция коэффициентіне сәйкес, студенттерде кәсіби өзін-өзі анықтау үдерісінде өзін-өзі бағалау мен мемлекеттік мазасыздық арасындағы байланыс бар.

Түйін сөздер: өзін-өзі бағалау, мемлекеттің мазасыздығы, жоғары сынып оқушылары, кәсіби өзін-өзі анықтау, сәйкестілік, мінез-құлық.

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ВЗАИМОСВЯЗЬ САМООЦЕНКИ И СИТУАТИВНОЙ ТРЕВОЖНОСТИ В ПРОЦЕССЕ ПРОФЕССИОНАЛЬНОГО САМООПРЕДЕЛЕНИЯ

Аннотация. В центре внимания исследования - формирование профессионального самоопределения у старшеклассников, поскольку взаимосвязь между их тревожностью и самооценкой считается очень важной при изучении человеческих ресурсов. Цель исследования - определить на основе теоретических рассуждений взаимосвязь между самооценкой и состоянием тревожности у студентов в процессе профессионального самоопределения и доказать это экспериментально.

Исследование проводилось в Кузинской государственной школе №36 Свердловской области. Исследование проводилось в три этапа: настольный анализ, экспериментальное исследование и анализ данных и включало в себя эмпирические методы в виде констатирующего эксперимента и тестирования, статистические и математические методы в виде коэффициента ранговой корреляции Спирмена и три метода: метод Дембо-Рубинштейна для оценки самооценки в модификации А. Прихожан, методика Казанцевой для общей оценки самооценки и Опросник состояния-черты тревожности, разработанный К. Спилбергера и в доработке Ю.Л. Ханин.

Исследование самооценки студентов в процессе профессионального самоопределения позволило сделать следующие выводы. По методике Дембо-Рубинштейна у испытуемых преобладает средняя самооценка (67%). Более того, методика Казанцевой продемонстрировала преобладание средней самооценки и у старшеклассников (63%). Исследование состояния-черты тревожности также показало, что большинство испытуемых (68%) имели средний уровень тревожности.

В ходе исследования были проведены эксперименты и определены уровни самооценки и государственной тревожности в формировании профессионального самоопределения; доказана корреляция между самооценкой и состоянием тревожности. Результаты исследования показали, что у большинства студентов – средняя самооценка и средняя тревожность. Таким образом, согласно коэффициенту ранговой корреляции Спирмена, действительно существует корреляция между самооценкой и состоянием тревожности у студентов в процессе профессионального самоопределения.

Ключевые слова: самооценка, тревожность состояния, старшеклассники, профессиональное самоопределение, идентичность, поведение.

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