



PSYCHOLOGICAL MECHANISMS FOR INCREASING THE MOTIVATION AND LABOR ORIENTATION OF UNORGANIZED YOUTH

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Abstract:

This work is devoted to the analysis of the role of motivation in the psychological development of unorganized youth and the main mechanisms of their labor orientation. The study thoroughly examined the motivational characteristics of young people, their interests, needs, personal values, as well as internal and external motivation factors. In the process of motivation, psychological barriers and ways to overcome them, adaptation strategies, the formation of personal identity, the influence of the social environment and family are of great importance. Also, in the vocational guidance of unorganized youth, ways have been developed to develop self-awareness and a positive attitude towards activity through psychological trainings, consultations, an incentive system, and effective means of communication.

Keywords: unorganized youth, motivation process, internal motivation, external incentives, labor orientation, career choice, psychological mechanisms, arousing interest, needs and values, personal identity, social adaptation, role formation, psychological barriers, family influence, social influence, incentive system, engagement in activities, psychological assistance, career guidance,

Introduction

Needs and interests: unorganized youth often do not fully understand their needs and interests. Their main focus may be on immediate pleasant feelings (for example, entertainment activities, spending time with friends), but long-term goals (profession, career, personal development) fall into the background.

Sources of internal and external motivation: these young people often act under the influence of external motivation (for example, parental pressure, social demand), but



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internal motivation (self-development, self-expression) is not sufficiently developed. Therefore, they may have a low conscious striving for a goal.

Psychological barriers: unorganized youth face psychological barriers such as insecurity, fear, avoidance of defeat, and stress intolerance. This reduces their motivation and leads to lack of initiative.

Social impacts: friends around young people, the local environment, and family circumstances play an important role in the strengthening or weakening of motivation. Unorganized youth can often imitate negative experiences, following their peers in a similar environment.

Personal value system: most unorganized youth do not have a clear definition of what is important in their life, therefore they often experience a conflict of values, lack of purpose, and insecurity.

Theoretical explanations or general promotion alone are not enough to guide unorganized youth towards work. This process requires more practical approaches and individual psychological support. It is very important to work directly with young people, to understand their needs, interests, difficulties, and personal motives. Here are the main points in this area:

Psychological counseling and interviews: the first stage of psychological support is conducting open conversations with young people, identifying where they are experiencing difficulties and why they are not interested in work or studies. In this process, empathy, listening, and a respectful approach to the individual are of great importance.

Career guidance tests: with the help of special psychological tests, young people's inclinations, strengths, and personal interests are determined. This will help them make the right decisions in career guidance.

Motivational trainings and activities: it is important to conduct motivational classes to inspire young people and instill confidence in their abilities. In this case, teamwork, meetings with successful people, and participation in interesting projects increase the motivation of young people.

Role-playing and life situation modeling: in practical classes, young people simulate various life and work situations. For example, training in job opening conversations, working with clients, and teamwork prepare them for real life.



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Develop a personal development plan: a separate personal development plan can be drawn up for each age group: this plan outlines short-term and long-term goals, the necessary knowledge and skills, and how to acquire them. Such a plan gives direction to the age and allows it to work systematically.

Collaboration with family and environment: when working with unorganized youth, their family, friends, and people close to them are also involved in the process. Because the support or, conversely, pressure from the environment strongly influences the process of motivation.

Developing a sense of responsibility: in the process of psychological assistance, by assigning young people small tasks and responsibilities, their independence and sense of responsibility are developed. This prepares them for work

Cooperation with employment centers and employers: another practical recommendation is to introduce young people to the real labor market. At the same time, it is necessary to establish contacts with employment centers, local enterprises, and employers, to direct young people to internships, practical training, and workplaces.

Individual approach to psychological support: each age has its own psychological state, interests, and life experience. Therefore, personalized advice and support, rather than a general approach, will be effective. For example, one might suffer from insecurity, while another might suffer from lack of purpose. Based on this, an appropriate approach is chosen.

Encouraging self-awareness and self-improvement: in the process of psychological support, it is important to help young people discover their abilities. For this, it is recommended to make a list of personal interests, think about what gives them pleasure, and work on yourself in small steps.

Elimination of motivational blocks: some young people may have negative internal blocks like "they won't hire me anyway" or "this job isn't for me." The psychologist identifies these blocks and helps overcome them.

For example, to reduce the fear of failure, to give courage to start anew.

Creating a positive psychological environment: there should be positivity, encouragement, and support in the environment in which young people are employed. Not criticism and pressure, but paying attention to small achievements,



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praising them, and allowing them to showcase their achievements increases motivation.

Explaining long-term results: some young people become discouraged, expecting immediate results from their work and pursuing a profession. With psychological support, explanatory work is carried out with them: "This process takes time, but gradually you will become independent, you will find your own way."

Emotional support in training and practice: for example, interactive games, team projects, and seminars stimulating professional interest create an atmosphere of mutual understanding and support among young people. This increases their participation and motivation.

Developing professional interests: psychologists and educators, working together, conduct practical classes on professions of interest to young people. For example, short master classes, professional demonstration lessons, and excursions to enterprises arouse their interest.

Creating a personal success story: when working with youth, even their small achievements are taken into account, and the thought "look, you've managed these too!" is given. This approach allows a young person to feel valued and strong.

Psychological support and practical recommendations play an important role in the labor orientation of unorganized youth. This process should be aimed at identifying and increasing the individual psychological state of young people, their internal and external motivation. Psychological counseling, career guidance tests, motivational training, and social support help young people overcome difficulties in choosing a profession. Also, the development of a personal development plan for young people, preparing them for the real labor market, and establishing cooperation with the family and social environment are the key to successful career guidance. This approach increases young people's confidence in their abilities, forms a positive attitude towards work, and ensures their adaptation to society and stable employment. At the same time, they will be formed as effective citizens in the future by increasing self-esteem and social activity.

In the process of psychological support, it is very important not to order a young person: "You must do this!," but to give him a choice. Free thinking about which



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profession to choose and in which direction to see oneself gives young people a sense of independence.

In addition to long-term plans, it is also important to assign young people short-term, fast-paced tasks. For example, completing a small project within a week, visiting a company or center, or having a conversation with someone. These actions give the young person a sense of "I can do it." Psychological support should be a systematic process, not a one-time one. During the work with the age, its state, motivation, and results are regularly monitored, and if necessary, new recommendations or corrections are made. Young people sometimes feel "resourceless" - that is, they think they have no strength, knowledge, or experience. In psychological support, they are reminded of their existing strengths, abilities, and experiences: "You know how to speak well, listen well, and are active in the team." This becomes an internal source of strength for them. In the process of getting a job or studying a profession, young people face many stressful situations. The psychologist prepares them for this: gives advice on how to behave in interviews, how to respond to criticism, and how not to be discouraged by failure. Formation of success-oriented thinking: many unorganized young people fall into negative scenarios of "I still won't be able to cope." In psychological work, the positive direction "if you set a goal and work hard, you can achieve results" is reinforced.

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