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THE INFLUENCE OF CAREER CHOICE MOTIVATION ON STUDENT'S PROFESSIONAL ORIENTATION AND DEVELOPMENT

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ABSTRACT

Since the early 19th century, research on motivation has been extensive. American psychologists A. Maslow and V. Frankl explored motivation in relation to needs, leading to ongoing experimental research. From 1980 onwards, motivation became a distinct subject of experimental inquiry, reflecting human reality by guiding behaviors and actions.

Researchers have focused on motivation in connection with needs, emphasizing individuals' intrinsic readiness to engage actively in specific areas. Needs drive human activities and behavior, determining orientation and actions. Human motivation is diverse, influenced by factors like needs, desires, passions, and interests, with actions often driven by multiple motives.

Choosing a profession involves interests, talents, psychology, physical development, and social attitudes, determining one's role in society and life path. To make an informed decision, individuals must assess their talents, knowledge, and opportunities, selecting a profession that aligns with their personal characteristics and qualities for productive study and performance.

In today's society, young people often prioritize professions based on reputation and prestigious schools, influenced by the desire to please others. University enrollment typically includes individuals aged 16-20, navigating self-discovery as they solidify their self-image and focus on academic and professional pursuits for independent life.

Motivation is crucial in profession selection, requiring a deep understanding of the profession's attributes. Positive or intrinsic motivation drives students to engage creatively in learning tasks, work with determination, and maintain a favorable outlook, enhancing professional orientation and interest.

In modern social and economic development, the demand for specialists and expectations are constantly evolving. University training plays a vital role in shaping professional orientation, explored in disciplines like anthropology, philosophy, sociology, pedagogy, and psychology. Adolescence is a critical stage for choosing a career path, necessitating exploration of the psychological and social factors influencing decision-making.

KEYWORDS

Motivation, Necessity, Drive for Career Selection, Career Selection, Human Focus, And Professional Focus

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Introduction

The importance of motivating students to learn and succeed is widely acknowledged as crucial for enhancing the quality of higher education in the modern era and producing skilled professionals capable of thriving in the competitive job market. In today's fast-paced world of information, technology, and market dynamics, the study of motivation, which drives human development, remains a significant focus in psychological research. Although motivation is a complex and interdisciplinary concept that spans various fields such as sociology, management, and psychology, there is still no universally accepted definition.

Behavioral psychology defines motivation as the activation of human behavior in response to external and internal stimuli, while psychoanalytic perspectives view it as a biological instinct and desire shaped by social and environmental factors (Freud).¹

Motivation is the driving force that draws individuals to engage in activities and enhances their outcomes. Various factors such as needs, interests, desires, emotions, ingrained beliefs, and ultimate goals contribute to the content of motivation. Understanding motivation as both a conscious and unconscious factor that compels individuals to participate in activities is crucial. There are three primary approaches to motivating human endeavors, including learning activities, work activities, and creative pursuits.²

Russian psychologist S.L. Rubinstein suggested that “the theory of motivation involves a particular comprehension of the reasons and their consequences.”³

In simpler terms, motivation is the driving force behind our actions, influenced by our reasons and circumstances. According to V.I. Kovalev, the “motivation is the conscious response to our needs, prompting us to behave in certain ways”. For instance, choosing a school is motivated by the desire to learn, grow, or pursue a career.⁴

According to R.S. Nemov, motivation is a consistent trait within an individual that internally drives them to engage in specific actions. It is a comprehensive concept that elucidates the reasons behind behavior, encompassing the individual's needs, objectives, and passions.⁵ D. McClelland's definition of motivation is as follows: “Motivation is a mental process that is influenced by a person's positive and negative emotions, leading to a well-thought-out plan.”⁶ Professor O. Myagmar stressed that “motivation is the internal force that drives action, giving it purpose”. He also highlighted that human activity stems from needs, which are shaped through social interactions and collective efforts, serving as the primary motivator for action.⁷ Motivation, according to him, is an internal driving force that arises in relation to the goal of fulfilling a specific need and results in taking action. Needs are expressed through motives, and needs dictate the course of a person's behavior and actions. Needs involve the urge to change something unpleasant for the individual at an unconscious level, while goals are the steps taken to achieve a consciously set objective. For instance, hunger represents a need, the urge to eat is a motive, and the act of reaching for food and consuming it is the goal. Needs always stem from the influence of strong motives. Motives and motivation drive actions, trigger essential needs, and are constrained by specific circumstances.

Since the mid-20th century, humanistic theory representatives have been influential in motivation research. Key figures in humanistic psychology such as A. Maslow, K. Rogers, I. Frankl, D. Atkinson, G. Kelly, G. Allport, H. Heckhausen, G. Murray, and W. McDougall have played significant roles.⁸ Overall, research linking motivation to needs has been prominent. Needs exert pressure on the human mind, driving the individual to seek their satisfaction, leading to internal stimulation or motivation. Individuals constantly seek to fulfill their unsatisfied needs, with the intensity of their efforts determined by the importance of the source that can satisfy those needs. The source that fulfills a need acts as an external stimulus in the motivation process, serving as a triggering and activating factor.

H. Heckhausen, a prominent figure in the field of motivation research, posited that individuals grow by overcoming obstacles and fulfilling their basic needs, ultimately striving towards higher-level needs.⁹ Heckhausen viewed motivation as encompassing needs, impulses, interests, tendencies, and aspirations, all of

¹ Sanjiv D., Enkhbold S. Dictionary of Psychology. UB., 2000

² Questions of Psychology. 2013. No. 1

³ Rubinstein S. L. Fundamentals of General Psychology. St. Petersburg, 1973 – 367 p.

⁴ Kovalev V.I. Motives of behavior and activity, Moscow, Nauka, 1998, - 168 p.

⁵ Nemov R.S. Psychology. M., 1999 – 469s.

⁶ McClelland D.C., Toward a theory of motive acquisition, Amer.Psychologist page 28.

⁷ Myagmar O. Lecture on the State Examination in Psychology. UB, 2001. Page 29.

⁸ Vikhansky O.S., Naumov A.I. Management: man, strategy, organization, process. - M., 2002.

⁹ Heinz Heckhausen., Motivation and action., 2000, page 341.

which guide human behavior and values in pursuit of goals.¹ He believed that motivation represents a top-level structure that reflects an individual's stable position and drives actions towards goal attainment. When it comes to choosing a career, motivation can be categorized into two main parts: extrinsic and intrinsic. It is important to understand that these motivations are interconnected and work together to support each other.² People select their professions for a variety of reasons. When individuals base their career choices on their own interests, it is known as intrinsic motivation. If they prioritize self-improvement and growth, it is considered intrinsic motivation with personal significance. When individuals pursue a profession for the betterment of others, it is categorized as intrinsic motivation with social significance. Motives linked to social relationships are particularly intriguing as they are unique to each person.

Therefore, the motives influencing career selection can be categorized as follows: Intrinsic motivation, including intrinsic motivation with personal significance and intrinsic motivation with social significance; extrinsic motivation, such as external positive motivation and external negative motivation. Intrinsic motivation for career selection involves evaluating the personal and social significance of the profession, job satisfaction, and the ability to build connections with others. Intrinsic motivation stems from individual needs and fosters a sense of fulfillment and passion for work in the chosen field, irrespective of external pressures. Factors like salary, the desire for professional recognition, ambition for career advancement, fear of failure, and setbacks serve as extrinsic motivators.

Material incentives, promotion opportunities, community support, and professional reputation serve as extrinsic positive motivations. These external factors can help individuals make career choices based on their own abilities and resources, contributing to sustainable development. On the other hand, external influences like advice, pressure, criticism, and negative attitudes from parents and teachers act as extrinsic negative motivations in career decision-making. Choosing a career based on negative motivations can lead to decreased professional interest, career changes, and dissatisfaction with work in the future. Students who are driven by positive or intrinsic motivations tend to approach their learning activities creatively, work purposefully towards success, and develop a positive attitude towards their chosen profession. While extrinsic motivation can sometimes contribute to success, such as pursuing a profession for its societal prestige or market demand, it may not always align with the actual characteristics of the profession, impacting a student's professional orientation.

Studying the role of motivation, its influence, and the development of professional orientations is crucial in understanding different types of motivations. It is essential to thoroughly examine and analyze students' career decisions, their readiness for a specific profession, and the aspects of their eagerness to learn.

A review of the literature on career choice reveals a growing trend in research focusing on the interrelationship between career choice, other motivations, and their influence on students' career orientation.

*According to Russian psychologist E. Ginzberg, the process of career choice unfolds in distinct stages.*³

1. The dream stage lasts from infancy to early childhood. Young children's career aspirations are often idealistic and superficial. They may express a desire to become a pilot, teacher, doctor, or police officer without considering their own needs, interests, or realistic possibilities.

2. The speculative stage spans from ages 11 to 17. At 11-12 years old, children tend to choose careers based on their interests. By ages 13-15, they start considering their talents, skills, labor market demands, job availability, and educational pathways. High school students aged 15-16 begin to evaluate their abilities in relation to their desired professions.

3. The stage of making a real choice occurs between ages 17 and 21. Young adults research and explore various career options, focusing on goal-oriented activities. By ages 17-18, they aim to gain a comprehensive understanding of the professional world and make informed decisions. Between ages 19-21, they narrow down their choices and commit to pursuing a specific career path.

Motives for selecting a profession among young individuals in the 11th century were influenced by various factors:

- Material interests played a significant role, with considerations such as personal abilities, intellectual potential, and available resources guiding the decision-making process. However, external factors like peer

¹ B. Tuyaa, Motiviationg sudlah Hekhauzen soril Ub, 2011

² Psychopedagogy in law enforcement bodies, 2013, No. 4 (55)

³ Belousova A.K. Age Psychology. Rostov-on-Don, 2012 – 330 p.

influence, aspirations for success and wealth, societal recognition, emulation of others, and a sense of belonging also had a substantial impact on the choice of profession among young people.

- Social and economic pressures were on the rise, leading to a lack of a solid worldview among young individuals. Consequently, many approached profession selection without fully considering the nature of the profession and its long-term implications.

- While social sciences traditionally dominated the motives for profession selection, there was a growing demand for professions requiring advanced technical and technological knowledge, as well as skilled professionals in modern fields. The allure of high social status and lucrative salaries in these professions directly influenced the choices made by young individuals. Research by E. Erikson on "The Problem of Psychological formation and Attitudes to the Choice of a Profession" shed light on this trend.¹

- Studies by V.I. Chirkov and R. Ryan highlighted the similarities in the relationship between intrinsic and extrinsic motivation for learning activities among American and Russian high school students.²

Research on student's career choices in our country began in the 1980s, with sociologist H. Gundsambuu from the Institute of Philosophy, Sociology, and Law at the Academy of Sciences investigating the trends among young people.³ During the 1950s-1960s, the country's rapid industrialization led to a growing interest in technical education, particularly in the field of physical sciences like physics.

Studies from the 1960s revealed that many students pursued higher education with the goal of entering secondary school. A significant portion, approximately 1/3, did not consider their future profession, while 1/10 chose their career path randomly. The trend of pursuing university education was prominent between 1970 and 1980, with around 50% of engineering students in the 1970s expressing a desire to contribute to scientific and technological advancements.

In the 1980s, job satisfaction and peer recognition were valued more than salary, while in the 1990s, the focus shifted towards obtaining a diploma rather than acquiring practical skills. By 1994, motivations had evolved, with a strong emphasis on being well-educated (58%), achieving success in life (54%), advancing in one's career (37%), and gaining social status (20%).

As a result of contemporary social changes, advancements, and circumstances, there has been a growing trend among people to aspire to live and study overseas, with research indicating that 28% of students are interested in working and residing abroad. When examining the current preferences of young students in selecting their field of study, a portion of them exhibit confidence in their decision, envisioning a path for further education, post-graduation employment prospects, and possessing a solid understanding of the profession. Conversely, some students lack certainty in their chosen major but opt for it due to the potential for high earnings, job availability post-graduation, and the chance to pursue studies abroad. Many students who enter their chosen school with this mindset often come to realize the mismatch between their expectations and the actual nature of the major after delving into their studies.

Motivation is crucial in understanding why individuals choose a profession, as it influences their future learning process. Research on this topic is essential for higher education reforms. Another key aspect of personal development and professional growth is one's career choice, which reflects their desire for success, recognition, societal position, satisfaction, financial stability, and self-assessment of abilities.

In psychology, a person's orientation is defined as a mental characteristic that is expressed through needs, motives, worldviews, fixed orientations, and life goals.⁴ These orientations are reflected in fixed orientations, goals, and motives that shape a person's psychological makeup.⁵ Orientations can be seen as a set of motives that drive human behavior. Fixed orientations represent a psychological readiness to engage in specific activities effectively and contribute to the individual's personality style. The components of a person's orientations include motivation, goals, attitudes, value orientations, and beliefs. The foundation of this structure is the system of motives and goals, known as motivational goals, which underpins the development of other aspects of the individual and activates their actions.

¹ Student's professional choice and resource approach: from potential to implementation.

² Chirkov V.I., Ryan R.M. Parent and teacher autonomy-support in Russian and U.S. adolescents: Common effects on well-being and academic motivation // J. of Cross-Cultural Psychol. V. 32 (5). 2001. P. 618–635.

³ Gundsambuu H. Mongolian social stratification: development and trends /20th century/. UB., 2002.

⁴ Krysko V. G Psychology /Edited by Tuya B., Urantsetseg L/ Ub., 2002, p. 160.

⁵ Klimov E.A. Psychology of professional self-determination. Moscow, 2004.

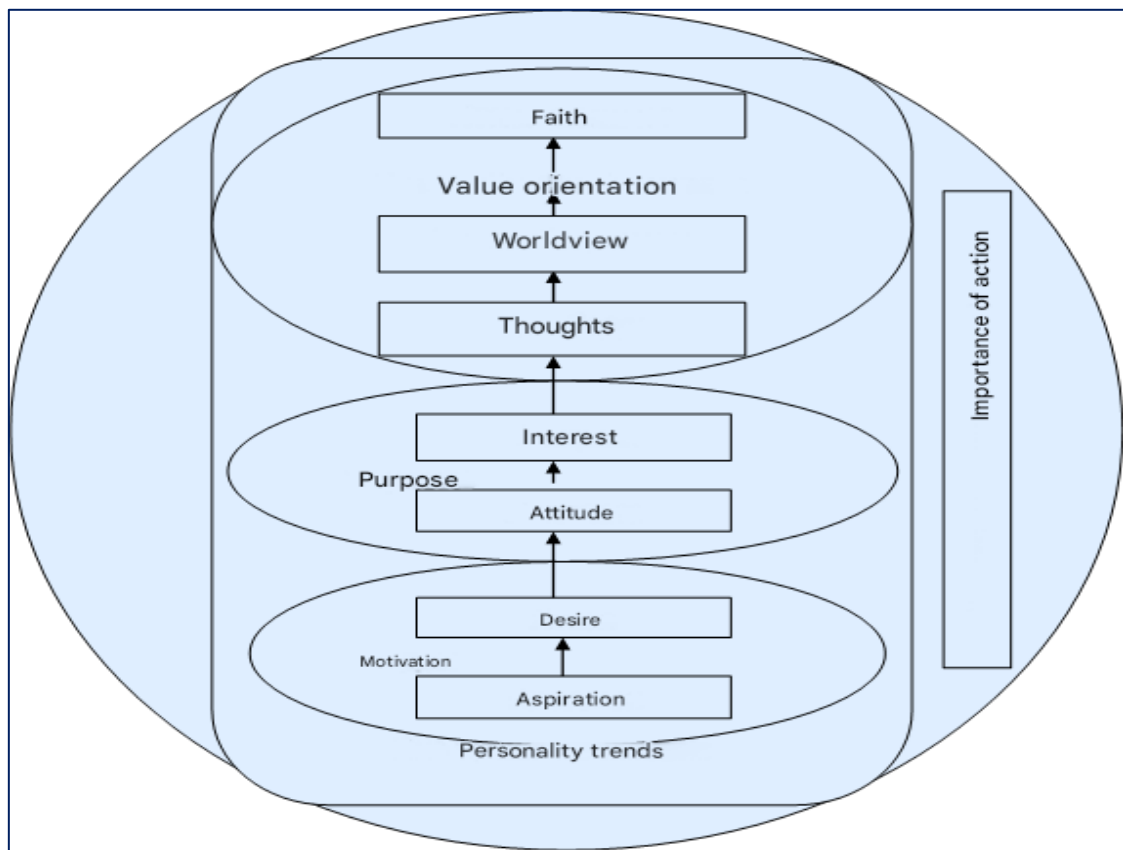


Fig. 1. The structure of a person's orientation

Professional orientation is a key aspect of an individual's overall orientation. It is shaped by the person's motivations, goals, interests, and desires, which are intrinsic to the individual and play a significant role in their professional choices. Engaging deeply in the study and practice of a specific profession can enhance a person's skills and further solidify their professional orientation. In essence, professional orientation encompasses a person's aspirations, motivations, attitudes, talents, and capabilities.

A student who has correctly identified their professional direction will lay the groundwork for success in their career. Professional orientation is a deliberate focus of human activity. Therefore, motivation is the central concept of professional orientation, and a motivation-based professional orientation provides a strong foundation for stability.

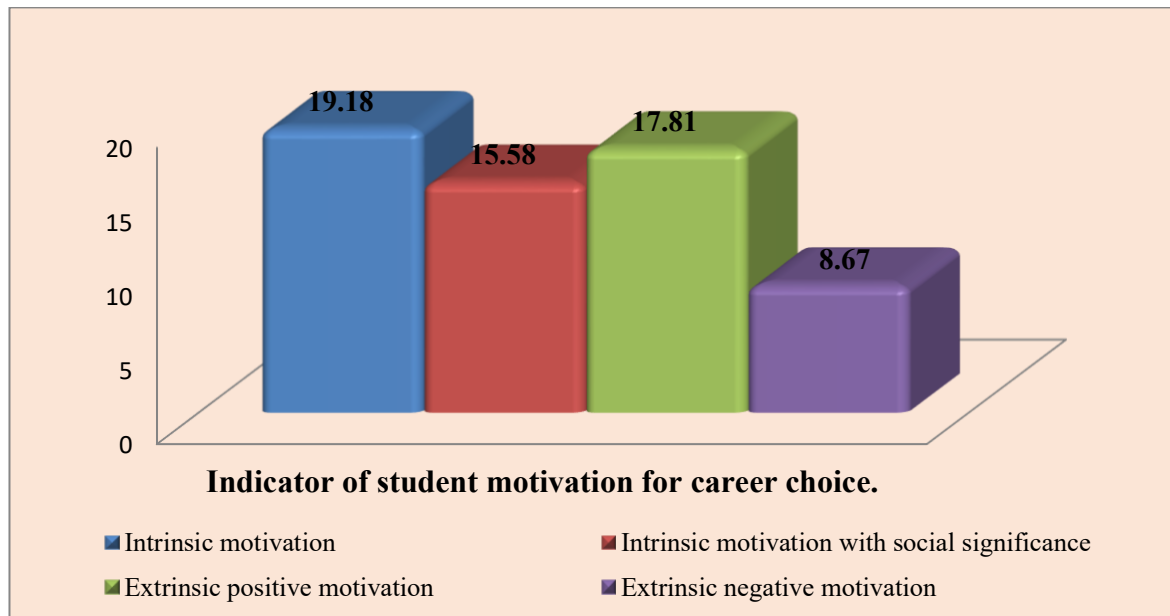
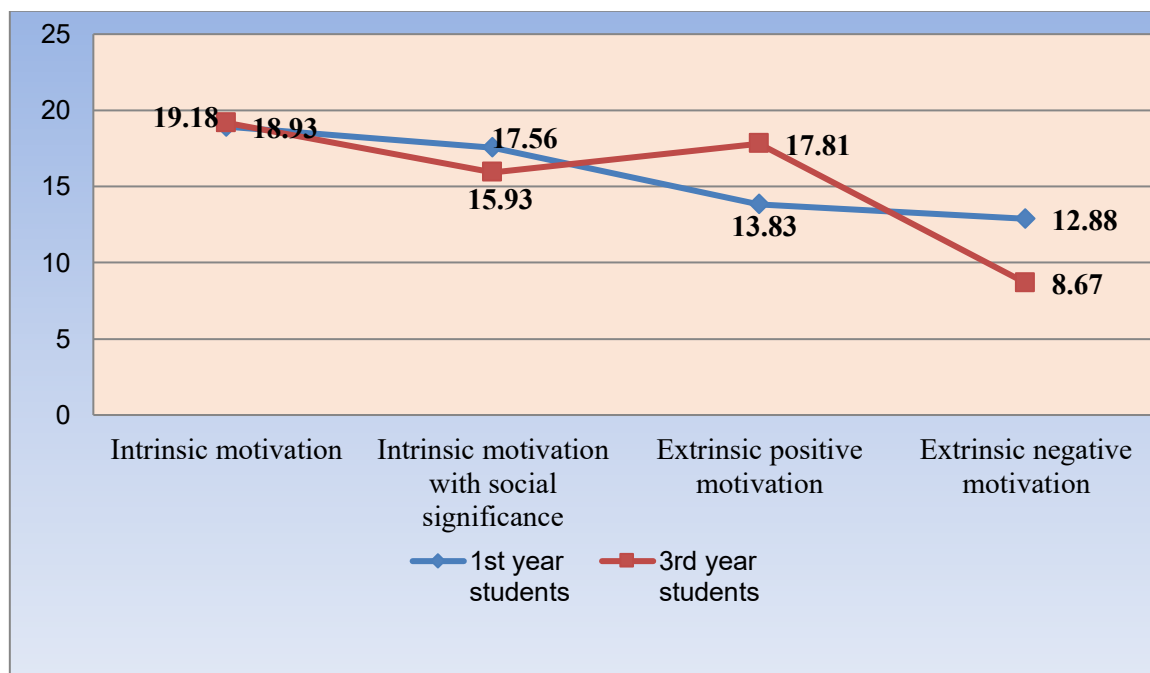
The prevalence of intrinsic motivation in a student's career choice not only leads to success but also fosters the development of professional orientation. Students who are driven by positive motivation in their career choices approach their studies creatively, work purposefully towards success, and cultivate a positive attitude towards their profession. Professional orientation is a complex aspect of an individual's established direction and activities, evident in the process of selecting a profession. It serves as an indicator of interest in the profession, the desire to excel in it, and satisfaction derived from it. Research and theories suggest that successful development of professional orientation is closely linked to the various types of motivation mentioned above.

Research Section

Motivation plays a crucial role in career choice, influencing the positive and negative aspects of a profession. It impacts an individual's activities and outcomes, shaping their professional development. To analyze the motivation for career choice among first-year students, a follow-up survey was conducted after three years, and a comparative analysis was carried out. Statistical analysis was performed to determine the changes in students' motivation for career choice over time. The results of the study are presented in Table 1 and Diagram 1.

Table 1. Statistical indicators of the motivations behind professional choices among third-year students at the National Defense University

Motivation structure	Number of studies	Statistics			
		Min-Max	M	m	σ
Intrinsic motivation	250	5,00-25,00	19,1811	,22510	3,83491
Intrinsic motivation with social significance	250	5,00-25,00	15,9337	,24734	3,97554
Extrinsic positive motivation	250	5,00-24,00	17,8112	,24695	4,14751
Extrinsic negative motivation	250	5,00-24,00	8,6761	,15610	3,512020

**Diagram 1.** Indicators of motivation for career choice among third-year students.**Diagram 2.** Dynamics of professional choice motivations of first and third year students

The findings from Table 1 and Diagram 2 indicate a shift in the professional choice motivation structure of first and third-year students. Over the study period, there was a noticeable increase in internal motivation related to personal significance, as well as a rise in external positive motivation compared to the previous period. Additionally, there was a decrease in both internal and external negative motivation related to social importance. Statistical analysis using the Student's t-test confirmed significant differences in the professional choice motivation dynamics between first and third-year students.

$$t = \frac{M_2 - M_1}{\sqrt{m_1^2 + m_2^2}};$$

M₂ – 3rd year student's average professional choice motivation

M₁ - 1st year student's average professional choice motivation

m₂ – 3rd year student's average professional choice motivation error

m₁ - 1st year student's average professional choice motivation error

Table2. The differences in the professional choice motivation dynamics
Between first and third-year students.

Motivation structure	Total students	I course	III course	t	p
		M _{±m}	M _{±m}		
Intrinsic motivation	250	18,9317±0,23000	19,1811±0,22510	0,96263	P>0,05
Intrinsic motivation with social significance	250	17,5820±0,24875	15,9337±0,24734	3,3389	P<0,001
Extrinsic positive motivation	250	13,8327±0,23844	17,8112±0,24695	5,701498	P<0,001
Extrinsic negative motivation	250	12,8849±0,21713	8,6761±0,15610	6,88922	P<0,001

To confirm the variations in student's professional choice motivation structure over the study period, statistical analysis was conducted to determine the true probability. Examination of the statistical data on motivation dynamics revealed that while intrinsic motivation remained consistently high among third-year students, there was a notable decrease in socially significant intrinsic motivation (t=3.35), extrinsic positive motivation (t=5.70), and extrinsic negative motivation (t=6.89) at a statistically significant level (p=0.001). This indicates a clear shift in motivation patterns, with a decrease in socially significant intrinsic and extrinsic negative motivation, and an increase in extrinsic positive motivation, supported by a statistically valid probability of 1% (p=0.001) or 99.99 percent.

The study identified factors that influence students' motivation in choosing a profession. The results indicate that as student's progress in their studies and gain knowledge about their chosen field, their interest and motivation to pursue a career in that field increase. Positive motivation plays a key role in the professional and personal development of students. The study also revealed factors that contribute to the growth of external positive motivation and the strengthening of internal motivation. Diagram 3 illustrates some of these factors that influence students' professional choice motivation.

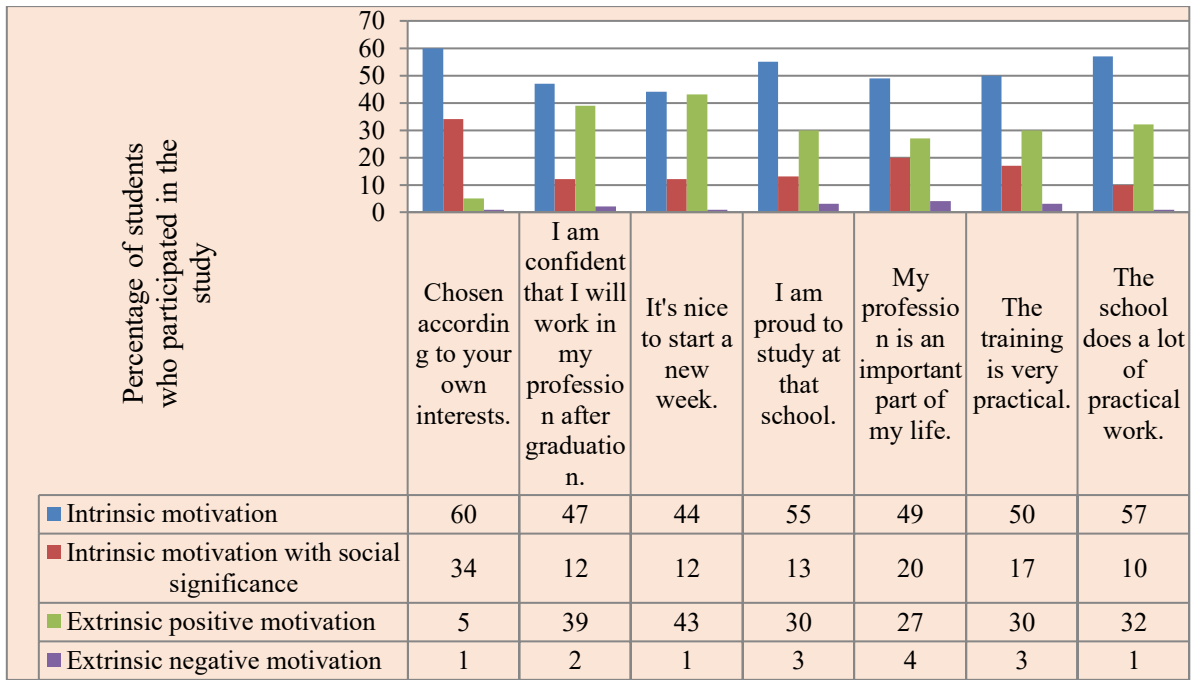


Diagram3. Key factors influencing the dynamics of students' career choice motivation. (250 students)

The results of the questionnaire, as depicted in Diagram 3, indicate that students' internal motivation is growing stronger and deeper when they select their major based on personal interests, as evidenced by the responses to the 7 questionnaire items. The rise and predominance of external positive motivation can be attributed to the unique educational environment of the defense university, collaborations with foreign institutions offering similar training, knowledge exchange, and operational expansion. Factors such as state-owned schools, rigorous theoretical-practical training, student exchange initiatives, curriculum enhancements, and improved student services all contribute to the motivation for major selection. The survey highlighted that students were influenced by the school's reputation, their confidence in future career prospects, and the school's track record of producing highly skilled professionals sought after in the job market. The school's emphasis on practical training in real-world scenarios (military exercises, tactical competitions, departmental events, field trips, etc.) also played a significant role in shaping students' professional interests.

The goal was to determine how career choice motivation dynamics affect student's career orientation levels, and the findings are outlined in Table 3.

Table3. Student career choice motivation and career orientation

Type of Motivation	Number of Students	Level of Professional Orientation		
		Low (0-4 points)	Medium (5-13 points)	High (14-18 points)
Personally significant intrinsic motivation	250	-	18,4%	54%
Socially significant intrinsic motivation	250	-	4,2%	8%
Extrinsic positive motivation	250	-	4,4%	10,4%
Extrinsic negative motivation	250	0,4%	-	-

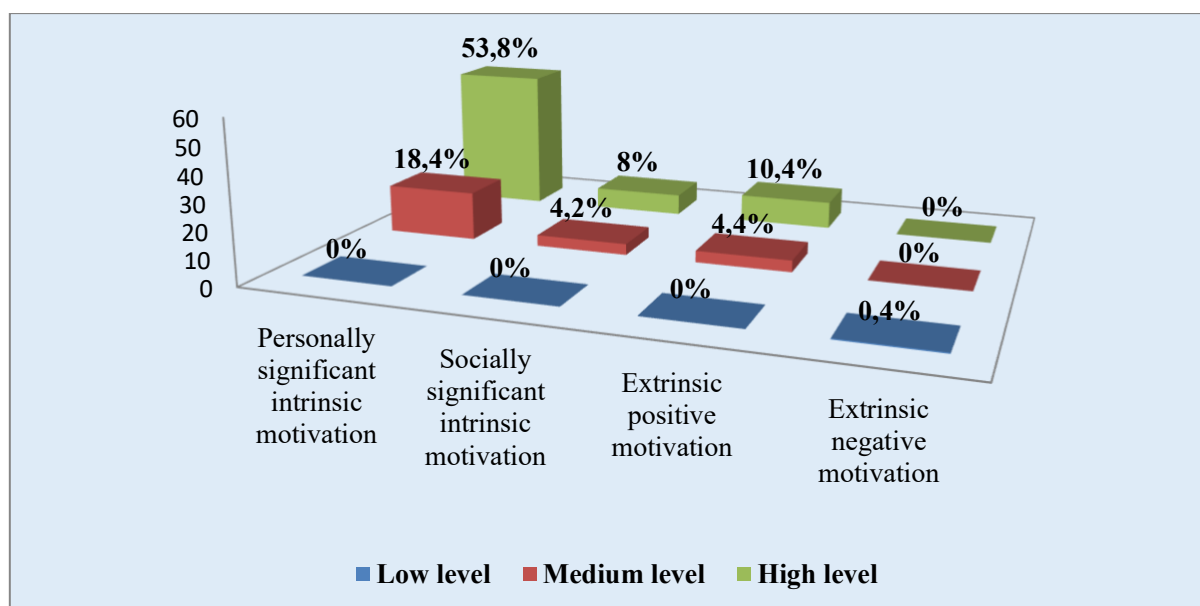


Diagram 4. *Students Level of Professional Orientation*

Table-3 and Diagram-4 present the findings of the research, indicating that students select their career path driven by their intrinsic motivation. Among the participants, 135 students exhibit a high level of professional orientation, scoring over 16 points, while 46 students show a moderate level of professional orientation, scoring above 10 points. Their decision-making process is influenced by their internal drive to pursue a profession that aligns with their interests and abilities. This not only enhances their professional orientation but also boosts their professional worth, passion for their field, and transforms them into skilled professionals. The study outcomes underscore the significance of intrinsic motivation in shaping students' career choices and professional development.

Conclusions

After conducting a study on the factors influencing the professional choice motivation of first-year students at the National Defense University and examining the relationship between professional choice motivation dynamics and students' professional orientation development, the following findings were revealed.

1. The primary factor driving professional choice motivation among students at the National Defense University is personal internal motivation rooted in interests. A majority of 63.6 percent of the surveyed students selected their profession based on their interests, talents, and labor market demands upon enrollment, as well as considering the profession's societal growth and demand.

2. The motivation behind students' professional choice significantly impacts their professional orientation. A strong correlation of $r=0.92$ indicates that personal internal and external positive motivations influencing professional choice play a crucial role in shaping professional orientation. Motivational factors such as recognizing professional attributes, eagerness to learn, academic achievements, self-motivation, creative work, professional pride, and aspirations for success act as internal drivers facilitating changes in professional orientation development. The correlation between the growth of professional orientation and students' motivation for success is $r=0.80$, the correlation between professional orientation level and academic performance is $r=0.925$, and the correlation between professional orientation level and study motivation is $r=0.85$. These statistical measures demonstrate a strong systematic process characterized by mutual influence and coherence.

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