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Attention to all applicants, post-graduate students, and young scientists from psychological and pedagogical universities.

**ОСОБЛИВОСТІ ПІДВИЩЕННЯ РІВНЯ АДАПТАЦІЇ ЖІНОК-БІЖЕНОК
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CAREER COUNSELING AND PLANNING - CONCEPTUAL CLARIFICATIONS DEFINITIONS, ASSUMPTIONS, THEORIES

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Abstract: The article proposes a detailed foray into the world of career counseling and planning, focusing on conceptual clarification in this essential area of personal and professional development. By exploring definitions, assumptions and theories in the field, it aims to provide a comprehensive perspective and shed light on the informational maze. First, the article develops the concept of career counseling, highlighting its multiple dimensions and roles in guiding the individual in navigating career choices and transitions. Definitions of career counseling are examined, highlighting the diversity of interpretations and approaches in the specialized literature. Second, career planning is analyzed in its conceptual context, exploring its specific stages, processes and tools. The importance of strategic planning in the development and management of individual careers is highlighted, as well as the implications of this process in the context of contemporary socio-economic and technological changes. Through its holistic approach and in-depth analysis of definitions, assumptions and theories in the field, the article aims to provide a solid platform for understanding and effectively practicing career counseling and planning in an ever-changing and complex environment.

Key-Words: Career counseling, Career planning, Career development, Planning processes, Career intervention, Professional identity

Definition of terms. Currently, a number of concepts related to career can be found in the specialized literature. For a better understanding and clarification, we present the meaning of the most used of these (apud Lemeni and Miclea, 2004): Career reflects a person's development path through learning and work. In this sense, the career can become accessible to all people, imposing itself as an important component in the development of their personality.

The concept of **career guidance** is the term that covers the widest range of activities, from information and assessment, to career counseling and education, and thus becomes the "umbrella concept" for activities in this field.

Career counseling aims to develop the skills of an individual or a group of individuals to solve a specific career-related problem (indecision, career-related anxiety, academic dissatisfaction, career plan, etc.) and is essentially a psychological intervention.

Unlike counseling, **career education** is an educational intervention to develop, in advance, the skills and abilities needed by young people for the development and management of their own career.

Career planning can be defined as a process by which the individual outlines a career direction, sets career goals, and initiates actions to achieve those goals. In the CCPItranet platform, career planning includes school guidance and career guidance as complementary processes in the career counseling approach.

School guidance is the process of identifying and evaluating educational and/or vocational training paths recommended for the practice of various occupations and choosing the appropriate educational path.

Professional guidance is an activity based on a system of principles, methods and procedures to guide the person towards an occupation or an occupational field in accordance with the skills, interests, personal values, but also according to the dynamics of the occupational sphere and the prospects on the labor market. the work.

Career theories. The concerns of career theorists have addressed, partially or fully, aspects related to: career decision, involvement and achievement of a high level of career performance, career stability, career satisfaction, etc. Theoretical approaches in the field of career counseling differ from each other in their emphasis on different aspects related to the problem of career choice and development. If some theories emphasize the role of individual characteristics, respectively the psychological mechanisms involved in career choice and development, others emphasize the role of the environment in shaping the educational and professional path.

Person-environment typology theory. The most studied theory in the field of vocational psychology, Holland's theory proposed in 1959, is based on three fundamental assumptions (Holland, 1997): (1) People and work environments can be categorized into 6 types: Realistic, Investigative, Artistic, Social, Entrepreneurial (E – Entrepreneurial) and Conventional (RIASEC Model); (2) People tend to look for work environments that allow the implementation of their vocational personality characteristics, developing best in occupational environments congruent with their personality pattern; (3) Vocational behavior is the result of the interaction between personality types and environment.

According to the assumptions formulated by Holland, from the perspective of vocational interests, most people can be found in one of the 6 mentioned personality types (RIASEC). The types described by Holland are seen as ideal models, in reality there are no pure personality types. Thus, in the case of each person, in addition to the defining elements belonging predominantly to a certain type, elements common to several personality types can be identified.

The theory of adaptation to the workplace. The theory of workplace adaptation describes the relationship between the individual and his work environment as a dynamic, transactional relationship (Dawis, England and Lofquist, 1964, apud

Swanson and Gore 2000). The person-occupational environment relationship is strongly marked by bidirectional expectations. On the one hand, we identify the expectations that each person has towards the professional environment in which he chooses to carry out his activity (value system, relationships, opportunities for professional development, etc.), on the other hand, the expectations of the environment are outlined occupational towards employees (necessary skills and abilities, level of professional training, etc.).

Social learning theory. Building on Mitchell's 1979 study of the applicability of social learning principles to careers, Krumboltz and Mitchell developed the social learning theory of career decision making (Mitchell et al., 1979; Mitchell & Krumboltz, 1996). According to this theory, four factors influence the formation and development of professional aspirations and the clarification of the mechanisms involved in career decision-making: (1) innate characteristics and abilities; (2) conditions and events in the personal development environment; (3) the particular configuration resulting from learning experiences; and (4) the skills to approach different tasks.

The socio-cognitive theory of career. The socio-cognitive career theory is based on the elements of the socio-cognitive theory developed by A. Bandura, according to which individual behavior is the result of the dynamic interaction between the personal system of beliefs and the characteristics of the living environment (1977, 1986, 1997, apud Swanson and Fouad, 1999). Thus, within the person-environment interaction, a fundamental role belongs to beliefs about one's own person, respectively: perceived self-efficacy (personal ability to successfully carry out certain actions in order to achieve the set goals) and expectations regarding results (aimed at the level of performance expected following the actions taken).

Cognitive theory of information processing. From the perspective of the cognitive theory of information processing (Peterson, Sampson, & Reardon, 1991, 1996), career choice and development is viewed as a problem-solving process. Successfully solving career problems, as well as making effective career decisions, presupposes accurate processing of information at the level of: (1) self-knowledge, in terms of value system, interests, abilities and other individual characteristics ; (2) occupational knowledge: knowledge about different occupational fields and about the cognitive schemes related to the way in which the "world of work" is organized; (3) decision-making skills, namely the generic skills that the individual calls upon in solving problems and making decisions; and (4) executive processes: metacognitions that control the selection and sequencing of cognitive strategies used in solving career-related problems.

Opportunity structure theory. Considered by many authors as the most robust counter to psychological theories in the field of career, Roberts (1997) proposes to approach career from strictly sociological perspectives. The preference for a certain type of occupation is not only related to individual aspects (skills, aspirations, interests, values, etc.), but is also determined by a system of social stratification. Thus, individual aspirations are the result of anticipatory socialization that takes place in the family of

origin. Due to family environment and learning experiences, each person will occupy a certain place in society, which will regulate their margin of individual freedom in making decisions about their own career. Each person is in a certain social proximity to certain occupations, so orientation towards occupations located in proximity becomes more likely. The degree of social proximity of an occupation is not related to individual skills, but is inherent in educational and occupational structures.

The contextual approach and the career narrative approach. This theory (Collins, 1997) starts from the idea that traditional career theories have conceptualized the environment as having too narrow an effect (Collins, 1997). The environment is part of an inseparable entity, represented by the person-environment relationship, and must be viewed as such. Thus, in the process of constructing meaning, subjectivity and objectivity are part of the same reality.

Cochran (1994; 1997) uses narrative as a means of facilitating the client's awareness of the active role they play in their own career development.

The contextual and narrative approaches have much in common. In both cases, vocational development is the consequence of a narrative interpretation that unites several apparently disparate but career-relevant events. More precisely, by formulating a "own career story", the individual can integrate different career experiences and aspects into a coherent, meaningful whole. Thus, he can more easily follow his own vocational development path and explain different career decisions made over time, placing them in the context of his life. In such a framework, the counselee cannot adopt a passive role, but must collaborate with the counselor in order to make sense of his current situation and, implicitly, his development. This posture of the client meets the new trends in career counseling, according to which the emphasis is on making the person responsible for their own career development (the self-help approach).

Peavy (1992) points out that self and career narratives can be used in vocational counseling to reinforce present self-knowledge and guide the client's progress toward a desirable future.

The constructivist approach to career. This theory starts from the principle that individuals actively organize their experiences and construct new meanings through their career decisions and behavior. People create throughout their existence a series of personal constructs 14 (theories), with a predictive role regarding future events and their consequences (Kelly, 1955). These constructs are often revised and refined as new experiences validate or contradict them.

Peavy (1992) mentions four central goals of vocational counseling in the constructivist paradigm: developing a collaborative therapeutic relationship, encouraging the client's active involvement in the career counseling process, assisting the client in deriving meanings and meanings about his own career, and supporting the client in the efforts made to "negotiate" and adapt their perception in accordance with social reality.

Chaos theory. This recent theory, proposed by Pryor and Bright (2011), takes into account the uncertainty and unpredictability that characterizes careers in the 21st century. Compared to the last century, people face more complex challenges throughout their careers, a greater number of unexpected events and changes much faster and more frequently. This is to some extent due to factors such as: the increasing speed of communication, restructuring of organizations, rapid and deep changes in the field of work, the need for continuous professional training ("life-long learning"), globalization and the alert step of technological innovations. Given the complexity of factors influencing individuals' careers today, it is perhaps no longer surprising that a number of people with similar interests may have completely different career paths that cannot be explained on the basis of Holland's typology (see Morrison, 1994). Moreover, most individuals report that their career path has been significantly influenced by unexpected and varied events (Bright, Pryor, Wilkenfield, & Earl, 2005).

It is precisely for these reasons that Pryor and Bright (2011) argue that attempts to explain, in terms of the influences that one factor exerts on another factor, how people behave in relation to careers are futile. Although proponents of chaos theory admit that it is impossible to know the full range of factors that will influence a certain individual and how he will react, they suggest identifying patterns of career-related behaviors that take shape in the evolution of each individual.

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ADVERSE CHILDHOOD EXPERIENCES, INTERNALISING DIFFICULTIES, IDENTITY AND REFLECTIVE FUNCTION IN ADOLESCENCE WITHIN THE CONTEXT OF SOMATIC COMPLAINTS

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Introduction: Limited research exists on somatic complaints among adolescents in Lithuania. However, international studies indicate that 4% to 30% of adolescents may experience severe somatic complaints interfering with engagement in developmentally appropriate activities and affecting the quality of an adolescent's daily life. Previous research has established a link between somatic complaints and various psychosocial factors, such as adverse childhood experiences, internalising difficulties, identity disturbance, and mentalising abilities. However, the interrelation of these factors during adolescence still needs to be explored. The current study aims to identify groups of adolescents based on their level of somatic complaints, adverse childhood experiences, internalising difficulties, identity disturbances, and reflective function.

Methodology: A total of 453 adolescents aged between 11 and 18 years ($M=14.48$, $SD=1.70$), with 41.5% boys and 58.8% girls, participated in this study. The sample included a community group ($N=379$, 83.7%) and a clinical group ($N=74$, 16.3%). Participants completed several self-report questionnaires, including the Adverse Childhood Experience Questionnaire (Dube et al., 2001), the Youth Self-Report Questionnaire (Achenbach & Rescorla, 2001), the Reflective Function Questionnaire for Youths (Sharp et al., 2009), and the Assessment of Identity Development in Adolescents (Goth et al., 2012).

Results: A two-step cluster analysis was performed, identifying two groups of adolescents. The first group ($N=304$, 77.6%) included adolescents with low expression of various difficulties, while the second group ($N=88$, 22.4%) comprised adolescents with high difficulty levels. Adolescents in the latter group reported significantly higher levels of abuse and neglect, anxiety/depression, withdrawal/depression, somatic complaints, and identity diffusion compared to the first group. The level of reflective function did not differ between the clusters.

Discussion and Conclusions: Adolescents tend to seek medical help for somatic complaints, while psychosocial and mental health problems often remain underdiagnosed. This study highlights the importance of severe somatic complaints as a potential indicator of underlying psychosocial issues adolescents may be suffering from. Therefore, it is essential to assess difficulties, such as adverse childhood experiences, internalising difficulties, or identity disturbances, in adolescents exhibiting severe somatic complaints. Early detection and intervention of emerging difficulties are critical for providing appropriate support for adolescents in need.

Keywords: somatic complaints, internalising difficulties, identity, reflective function, adverse childhood experiences.