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PSYCHOLOGICAL FACTORS OF PROFESSIONAL SELF- DETERMINATION STUDENT YOUTH

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Abstract. Career guidance is the important element of public policy intended to detect and develop an individual's abilities, inclinations, professional and cognitive interests in choosing a future specialty. It effectively enhances social and professional mobility, personal needs and preparedness to work. On the example of the career guidance at the National Academy of Statistics, accounting and auditing (higher education institution of Ukraine) the research was made in social prerequisites for choosing a profession and trends in changes of life values of the young generation. In addition, the research included the peculiarities of vocational guidance work in higher education institutions. According to the results of the survey, there is the contradiction between the needs of skilled employees and social professional orientation of youth on the chosen specialties. This increases the chance of accidental entry into higher education and wrong selection of both specialty and educational institutions. It generates moral and psychological conflicts of a personal nature, and results in further dissatisfaction with the profession, staff turnover and migration of

young specialists in other sectors of the economy.

Keywords: vocational orientation, professional counseling, professional consulting, professional adaptation, professional choice, professional guidance, career guidance

In the context of socio-economic realities in Ukraine the social problems of professional self-determination and self-positioning are gaining particular relevance. Youth as a socio-demographic category has specific social and psychological traits while experiencing a period of development, social responsibility and maturity. The right professional choice that fits the modern challenges of building an independent state and competing professionals in the labor market is of high social and economic importance. It was noticed that developed European countries have the following tendency: the higher level of income in the state per capita the more attention is paid to career guidance. Substantial fullness of youth's life, in particular, their professional life growth and self-realization are largely dependent on active, consistent and directed vocational work and career guidance of various social institutions. The most important role in this system is given to higher education institutions which are responsible for professional education and training of new generations of professionals. The problem of developing a holistic vocational guidance system has emerged of particular importance in the context of Ukraine's switch to a market economy. In order to determine the main directions of public policy in the field of professional orientation, ensuring a unified scientific and methodological approach to its implementation, achieving effective employment level in all population categories in 1994 the Cabinet of Ministers of Ukraine has adopted the Resolution on the "Concept of the State System and professional orientation of the population."

Research Methods. During the study various polls were used (express polls) to figure out the motivation type and level among young people in getting a future profession. Overall number of respondents - 275 students of the first year of the National Academy of Statistics, Accounting and Auditing and 97 students of the College of Business and Analytics of NASAA. The study had been conducted over

three years. Additional sources used for research: questionnaires and morphological test of vital values (V.F. Sopov, L.V. Karpushina).

Problem formulation. Problems of career guidance and professional self-determination in the context of philosophical, sociological, cultural, socio-economic, legal and psychological-pedagogical aspects are described in various scientific works of Ukrainian and Foreign scientists and practitioners. Scientists cover a wide range of psychological and pedagogical problems related to preparation of high school students to selection of profession and a future professional activities, self-realization and professional self-determination of personality, interaction between schools and higher education institutions, formation and optimization of educational environment, psychological and pedagogical conditions for effective career guidance. Particularly noteworthy are the works devoted to the career guidance experience of foreign countries, such as: England (N. Balatska, V. Dood, T.Huli, L. Sundukova, M. Tymenko), Germany (N. Abashkina, M. Kuziv, S. Pavlyuk, O. Prystupa), France (S. Grynshpun, O. Pavlova), USA (G. Dmitriev), Poland (Miroslav Zhurek), V. Prypoten, V. Sokal, S. Butrym. Above mentioned authors claim that the improvement of career guidance in Ukraine is impossible without recourse to world experience. Scientists outline ways to use the positive aspects in the national practice of guidance and implementation of the best methods and forms in the work of higher educational institutions of Ukraine. Professional orientation is considered by scientists as an important aspect in formation of the economic and personnel policy of the state aimed to strike a balance between professional interests and opportunities of human being and the needs of society in specific types of professional activities. In foreign countries the general requirements for specialists are defined. The most important criterias are adaptability to the new requirements of the labor market, willingness to study during life, high level of communication, ability to make decisions, readiness to work in a team, mobility, leadership, responsibility, flexibility, creativity. In the monograph "Socio-Professional Orientation of Students in Profile Education" V. Dorotyuk, M. Pidtyachyi I, F.Levchenko reveal the essence of socio-professional orientation concept as a process of personality's directing into the system

of social and professional relations at different stages of development considering age features and formation of competencies that enable it to function in a rapidly changing environment [1]. N. Shvets and T. Tretyakova claim that prediction of professional success largely depends on the right career path for each of the participants in the labor process - from the head of state to civil servants. Orientation helps to identify and develop a person's interests and abilities in certain professions or groups of professions, as well as to determine their degree of suitability even before the stage of inclusion in social production [2].

Therefore, the purpose of our case study was to identify features of vocational orientation for students of grades 9-11 as potential entrants to higher educational institutions (colleges, technical schools, academies, universities).

In the course of the study, the authors considered it necessary to analyze the motivation for choosing a future profession and the factors influencing the professional self-determination of student youth. The tendency to reduce the number of admissions to higher educational institutions of Ukraine is due to objective and subjective factors. Experts state that the educational system in Ukraine is estimated to function on the background of socio-economic instability, which has led to decline in the quality of educational services. At the same time, Ukraine has observed significant dynamics of educational and migration processes among youth during recent years. It should be emphasized that nowadays there are great opportunities in the European labor market. Not only the higher education system itself is more attractive to the young people, but also career prospects, higher life quality and the possibility of full self-realization make young people consider studying in Europe rather than in Ukraine [3]. The vocational orientation of young people should be considered as a complex science-based system of forms, methods and means of influence on individuals in order to optimize their professional self-determination with consideration of individual-personal characteristics of each person. At the same time, vocational guidance is an integral part of a socially oriented market economy and influential factor in the labor market.

The main tasks of career guidance are as follows:

- Organization of educational work in educational institutions.
- Promoting the educational activities of the Academy aimed on qualitative selection of entrants.
- Spread of information about Academy through the media.
- Cooperation under contracts with organizations, institutions, enterprises, educational institutions and cultural centers of other countries.

Vocational guidance includes the following directions:

- *professional information* - provides information about the content and development prospects of study courses at Academy, specialties, forms and conditions of their acquisition, status and needs of the labor market in personnel, requirements for professional preparation for personality, opportunities for professional qualification of a graduate of Academy;

- *professional counseling*- is based on a scientifically organized system of interaction between the counselor and the person that needs assistance in choosing a profession or type of activity. It is based on the study of individual-psychological characteristics, peculiarities of life situation, professional interests, inclinations, health status of the person;

- *professional selection* - is carried out in order to determine the degree of individual's suitability to certain types of professional activity in accordance with the register of specialties and regulatory requirements;

- *professional adaptation* - is intended to facilitate the entry of a person at different stages of training in the field of professional activity, ensure practical verification of appropriate professional choice and the successful professional formation of a future specialist during training and practical studies.

Career guidance can be divided into two stages:

- career guidance of the pre-university stage - as a period of self-determination. The first - pre-university stage - contains 3 levels: work in elementary school; work with teenagers (middle classes); work with high school students. Each level requires a differentiated approach and task assignments that meet the needs and

capabilities of a specific age category.

- vocational guidance at the stage of study at higher education institutions is the period of formation of professional readiness, mastering the basics of self-presenting and adaptation in real conditions of professional activity.

The purpose of research is to study the peculiarities of the vocational orientation of students in grades 9 -11, as potential entrants to higher education institutions (colleges, technical colleges, academies, universities). This category of youth is supposed to express their preferences at the level of long-perspective life goals, have certain ideas about their own professional future and desire to realize it. There is no need to prove that professional growth depends on objective and subjective factors of personality development that are formed long before the student years.

The primary task of case study was to figure out how students imagine their professional future and identify factors affecting their professional self-determination. It should be noted that the problem of profession selection mostly becomes actual during the study in grades 9 -11. However, the problem of choosing an institution arises mainly at the stage of high school graduation.

The first-year students were asked the following questions at the stage of the ascending experiment: "What determined your choice of your future profession?", "How do you see yourself after graduation from University?", "Who influenced your decision to enter this specialty?" "What criterias were important for you when choosing a higher education institution?"

The questions asked revealed some of the students' preferences and level of independence in professional choice, determined factors influencing decision-making, helped in finding out freshmen's awareness of their future profession and chosen specialty as well as identifying young people's values.

The analysis of the results of the survey has shown that students are predominantly oriented to the so-called "fashionable" professions. First of all, young people are attracted by the social significance of the profession, which is considered promising and prestigious according to the official rating (for example, economics

and law are among the top five specialties today) and the desire to represent this social category of workers in the future. According to the student's answers, with selection of these specialties they "will be able to improve their living conditions and become well-to-do people."

This attitude is not accidental and is conditioned by the real objective economic situation in the country: the low subsistence level of the vast majority of the population, difficulties in employment, difficult living conditions, etc.

At the same time, most students are not well-oriented and knowledgeable in the future profession, do not have a clear understanding of the functions and activities, but are confident in the appropriateness of choosing this profession. Moreover, their desire to obtain higher education is quite formal, as it is counted as "prestigious." For this category the need of a new environment of peers, communication with them is of high social importance. This is the manifestation of external motives that are in the plane beyond the educational activities.

The research made it possible to determine the levels of professional orientation of future specialists:

- *social value level* - student shows professional interest, is aware of the social significance and humanistic values of the chosen profession, own needs for active participation in economic processes, the desire to be useful to people and society; has an understanding of the field and types of professional activity, a clear vision of career advancement (wishing to succeed in management or scientific and pedagogical activity); understands the moral and ethical foundations of professional activity and individual and personal responsibility;
- *pragmatic level* - the choice of profession is conscious, individuals are aware of the social prestige of the profession, material prospects and career growth; Slogan: "upon graduation I will work in a specialty as a professional necessity";
- *professional-indefinite level* - the choice of profession is accidental, spontaneous, pragmatic; poorly oriented in the peculiarities and perspectives of professional activity; express uncertainty in employment upon graduation, but is aware of the benefits of obtaining a diploma, employment opportunities, receiving

decent wages; the keystone of professional choice are the utilitarian motives.

According to the survey, only 34% of respondents have a social-value level of professional orientation. A pragmatic level of professional choice admitted 49% of students, professionally undefined level - 17%. Another problem young people face at the moment of professional choice is the "pressure" from the environment in making independent decisions. No doubt, the "intervention" of the parents can be considered as the most significant kind of pressure.

Parental views on the professional future of the child are more pragmatic as they put at first confidence in employment, socio-economic stability and security, prospects in business, business opportunities, own business development etc. Parents often ignore wishes and dreams of their children or do not take into account individual's opportunities and inclinations. This leads to dissatisfaction with the profession selection, and subsequently with professional activity and career. In addition, families may have different ideas about the expected value of higher education depending on their social status.

Responses for the question "What was important to you when choosing a higher education institution?" showed that the main criterias of choosing a University were prestige, rating among higher education institutions of Ukraine, the popularity of a chosen specialty in a particular HEI, study conditions, type of ownership (public or private institution) and availability of government procurement. It needs to be acknowledged that the budgetary factor was one of the most significant ones during previous years. As a result, a large number of school graduates preferred HEI where they could be enrolled without having to pay tuition fees even if the selected specialties did not meet their professional preferences and abilities. Today, the following factors remain relevant: regionality, location and the cost of education. This can be referred to the socio-economic situation in the country in general and particularly to the well-being of the average Ukrainian family. The choice of young people is also influenced by the rating and evaluation of the institution in social networks and forums or advice of acquaintances and friends.

The place of residence and the EIT score of the student are very important

factors in choosing a higher educational institution. The results of PISA testing confirmed the relation of above mentioned factors to some extent. Among the students from suburbs and villages that took EIT in the Ukrainian language 18% have not passed the minimal assessment level. In comparison, among school graduates from cities only 4% have not reached the minimum score.

The differences can also be observed in the choice of specialties: rural school graduates are much more likely to choose pedagogical and agricultural specialties and twice less likely to choose IT specialties. In villages there is less opportunity to attend training courses and take private tutors, as this requires additional expenses and regular trips from suburbs to the cities where such centers are located. According to the State Statistics Service, on average, people in rural areas are poorer by 14% in comparison to the inhabitants of cities. Assumptions that the level of family wealth affects student's performance have been confirmed by numerous western surveys.

Next, we were interested in the student's motives for choosing National Academy of Statistics, Accounting and Auditing (NASAA). Prior to joining the Academy, 46% of the respondents had information about infrastructure and conditions of study. They also admitted awareness of the status of the educational institution and had selected it as a "leading sectoral institution that prepares high-class specialists in the sector of economics". The majority of freshmen were students of preparatory courses who noted a high level of teaching, good attitude and nice atmosphere. These students made conscious and independent decision about choosing a higher education institution. A significant factor for young people is the image of the educational institution. After attending the open day and acquaintance with the information on the Academy's website 18% of students involved in the survey explained their choice in the following way: "it is a modern institution with developed infrastructure and good conditions for study, sports and recreation." Over 50% of NASAA students have acknowledged that the advice of parents who made the final decision on the choice of institution and profile of education is still remaining the most important factor. Moreover, in the case of college students, this number raises up to 90%. About 16% of students said that their parents have studied

at the Academy in the past and positively evaluate the quality of the educational process, the professionalism of the scientific and pedagogical staff, so they have supported the choice of child without hesitation. The dominant factors influencing the choice of study profile were: prestige and rating of the specialty as acknowledged by 35% of students and "recommendations and advice of friends or acquaintances who studied at NASAA" that were counted as the most reliable criteria for other 18 % of students. The students from the second group noted a high level of professional training, positive attitude of teaching staff, a good psychological microclimate and friendly atmosphere, favorable conditions for leisure, cultural and creative activities. They also mentioned making good friends at the Academy. Additional factors influencing the professional self-determination of the student and providing relevant professional information are media (television, Internet, directories, press, etc.).

Conclusions. The conducted research shows that the main internal regulator of human behavior in the situation of professional self-determination is the system of dispositions of personality. At the same time the positive influence of the social environment is activated and the principle of continuity of social and professional activity of youth gets implemented. Moreover, the significant increase of effectiveness of external factors influencing the professional choice can be observed.

Under these conditions, the personal factors for choosing a profession are activated. For instance, the probability of coincidence of real choice of profession and inclinations to this type of work will increase, the mismatch between the cognitive, emotional and behavioral components of a person's moral and psychological readiness to choose a profession will decrease.

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