

PROFESSIONAL SELF-DETERMINATION OF UNIVERSITY STUDENTS BY METHODS OF CAREER COUNSELING

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Abstract

In the study, against the background of the aggravation of the problem of employment, choice of profession, innovative processes in education, theoretically identified ways to increase the effectiveness of career counseling for students in the process of professional training. In accordance with modern scientific ideas about the degree of satisfaction with the professional activity of the student, the crisis changes in the socio-economic environment, approaches to solving the problem of career counseling are outlined. The purpose of the study is to study theories of personality behavior that explain the reason for choosing a profession and the subsequent development of a career counseling strategy. Research materials and methods: methodological literature on the theory and practice of personality behavior, special literature on career counseling and motives for professional choice, inductive-deductive methods of the fundamental principles of psychology and pedagogy of personality development, comparative analysis and generalization of the results of research of foreign theories in the field of practical consulting and systematization of practical experience of professional training of students.

Keywords: Career, consulting, theories of career counseling, professional training, motivation, life values, educational trajectory.

1. INTRODUCTION

The internationalization of the socio-economic life of society, competition in the labor market, innovative processes taking place in the educational space, more than ever actualize the need for a comparative analysis of the most successful development of professional training for students. The problem of professional training of a future specialist for employment to varying degrees is characteristic of both developed countries and third world countries. To solve this problem, various consulting approaches and practical tools are used, which are largely due to the socio-economic potential and historical and cultural prerequisites for the development of educational systems.

The emerging contradiction between the growing structural imbalance in the forms of employment, increased requirements from employers to the level of employee competence, the introduction of digital innovative technologies, the spread of remote work, on the one hand, and the insufficiently effective preparation of students for employment, on the other, exacerbate the need to use variable approaches of training career counseling [2].

2. DISCUSSION

Purpose of the study. The study, analysis of theories of personality behavior explaining the reason for choosing a profession and the subsequent development of a career counseling strategy for students.

Materials and research methods. Methodological literature on the theory and practice of personality

behavior, special literature on the problems of career counseling and motives for professional choice, inductive-deductive methods of the fundamental provisions of psychology and pedagogy of personality development, comparative analysis and generalization of the results of research on foreign theories in the field of practical consulting and systematization of practical experience in professional training students.

Career counseling for a college graduate or university graduate has long been commonplace in Western Europe and North America. By career consulting, we mean a systematized, planned organization of professional training aimed at designing and managing a student's educational trajectory throughout his life. Career consulting is a varied set of techniques for exploring opportunities for professional growth, designing an educational route, and planning career changes [4].

Content analysis of scientific literature has revealed quite a lot of different definitions of the concepts "work", "career". For example, the American innovator and consulting expert Donald E. Super defines work as a conscious effort to achieve results for yourself and others. A career refers to the total amount of work that a person performs throughout life. Career development is influenced by a combination of psychological and random factors that are shaping for a person's career growth [8].

Exploring the influence of characterological features of a personality on the dynamics of professional self-determination, T.V. Kudryavtsev, A.V. Sukharev emphasize the duration, dynamism, multi-level process, while highlighting several stages:

1. The choice of profession characterizes the formation of professional intentions of the individual.
2. For the process of vocational training, the criterion of which is professional self-determination.
3. At the third stage, mastery and entry into professional activity takes place. Here the criterion is the results of professional activity and the achievement of a certain level of professionally significant qualities.
4. The fourth stage is characterized by the personal realization of the individual in professional activity [1].

The basis for choosing a career counseling strategy was the theory of personality behavior that explains the reasons for choosing a profession. At the beginning of the 20th century, while exploring the problem of optimizing production processes and professional self-determination of an individual, Frank Parsons in his book "Choice of Profession" revealed the theory of career characteristics. Fascinated by the idea of social reforms, the American researcher F. Parsons believed that the personal qualities of an employee should correspond to the level of requirements put forward for each specific type of activity. Consulting methods for studying unique requirements can be a biographical analysis of a person, a written analysis - an essay, motives for choosing a profession, an assessment of the characteristic features of a future professional activity, psychological support for adaptation in the workplace, etc. [5].

3. RESULTS

According to the theory of professional choice of an American sociologist, professor of psychology at Johns Hopkins University - D.L. Holland, personality develops best and shows significant results in the environment that corresponds to it. The work performed, career growth correlates with six types of professional environments and are classified according to the requirements for individuals who seek to function in them. The researcher proposed to divide workers into six different types: generally accepted (organizer), artistic (creative), enterprising (persuasive), realistic (active), research (thinker), social (assistant). In the study of professional interests, John L. Holland's personality typology offers a structural interpretation according to the use of the methods he developed - "a list of professional preferences" and "self-directed search" [8].

The development of personality in a systemically built interactive interaction of participants in the environment is aimed at realizing interests in accordance with the professional requirements put forward for each type of activity. In a sense, the theory of professional choice, which is essential for career counseling throughout life, complements the theory developed by Herr Edwin L., Kramer Stanley H.

The essence of the theory is based on the assertion that the social structure of the personality is the context in which a person realizes his own individuality, belief system and life itself. At the same time, socio-economic factors have a predominant influence on career development [7].

Until the mid-1950s, psycho-technical research, excluding formative measures, considered the profession as a static entity that was the object of only diagnostic procedures. Psychologist-consultant Donald Super, using extensive empirical material, expanded his ideas about the professional development of a personal decision-maker. According to the "segmental theory" of D. Super, people are distinguished by personal characteristics, various needs, cognitive interests, value attitudes, etc. Each person has a tendency to

perform a certain type of professional activity, which means that it requires a specific set of personal characteristics and competencies. Under the influence of life situations, over time, professional abilities, personal preferences can change. The desire to use the opportunities to successfully overcome the threats of the external environment depends on professional maturity in combination with the organic unity of physical, psychological, social characteristics form the readiness of the individual to meet the requirements [10].

The process of changing career preferences develops in accordance with the life cycle of professional activity: growth, exploration, strengthening, status stability, and decline. The stages of the life cycle of professional activity are determined by the achieved level of professionalism, career sequence. The success of an individual's career adaptation to the growing demands of the external environment at each stage depends on the degree of readiness to develop physical, psychological, and social characteristics. The development of a career scenario is embodied in the complication of such elements of labor activity as targeted strategies for professional training, motives for choosing a profession, life values, work for a vocation, personal meanings, etc. Achieving a compromise between personal attitudes and social values becomes socially significant, enriches structural increments in personal and professional reflection, turning a conscious desire to translate the planned life strategy into a real scenario. Satisfaction with the implementation of a career scenario depends on the degree of implementation of the personal and professional strategy. Adaptation to a career means achieving professional maturity in self-esteem, taking into account the time perspective, making adequate decisions, and being oriented towards reality [3].

The theory of adaptive transitions in adult development considers the processes of designing a career trajectory, formulated by Nancy K. Schlossberg, the transition of young students from school to employment. Adult counseling does not contradict, but, on the contrary, is in line with the theory of adaptive transitions and is aimed at meeting the need for developing the socio-psychological readiness of the individual to successfully overcome various crisis phenomena: from economic recession, pandemic, illness, to disability, lack of stable income due to unemployment, etc. [9].

Due to the influence of external factors associated with crisis phenomena, the professional development of a person at different stages of a career is conditioned by the need to develop an individual educational trajectory. The strategic plan for the adaptive continued development of adults is due to the combined influence of a number of factors:

- The expectation of an economic downturn, accompanied by an indispensable reduction in production in all sectors, an increase in unemployment, and a decrease in the living standards of citizens;
- Fear of losing control over man-made phenomena, the use of innovative technologies of biological origin, increased requirements for the possession of digital competencies, increased competition in the market of low-skilled labor;
- Changes in professional choice associated with age characteristics, emotional "burnout", psychological preferences, violations of the physiology of the body's regulation;
- Frustrations associated with isolation from society, feelings of loneliness caused by restrictive measures during a pandemic.

In the new century, it is timely to use innovations in career counseling, which have transformed the understanding of the process of acquiring competencies throughout life. Career counseling has already gone beyond the traditionally established models focused on the industrial model of socio-economic development. In the information age, new phenomena in the socio-economic, educational life of society, along with emerging opportunities, require improving the skills of interaction in a virtual environment, transforming the methods of making informed decisions, obtaining verified knowledge through a wide range of remote interaction channels, and systematic development of digital skills.

D. Tydeman and R. O'Hara considered career development following a meaningful, consistent process of making purposeful and controlled decision-making methods. The authors of the theory have developed a decision-making model, according to which the factors characteristic of decision-making are brought to a meaningful state in order to make a choice based on complete possession of information and introspection.

The implementation of a meaningful choice in accordance with the decision-making process focuses on the cognitive component of the emotional-volitional, motivational-value, activity component of the individual's personality. Regarding career counseling for students, the formation of professionally significant qualities of a specialist is considered in line with three areas:

- Scientifically based modeling of the “ideal portrait” of a professional and further increase in the efficiency of a specialist [6];
- Diagnosing barriers that limit the effective development of the student's personal and professional qualities, creating conditions for their elimination at each stage of career development;
- Determination of the patterns of personality development at all stages of a career, the search for effective ways, innovative educational technologies that have shown their effectiveness.

Cognitive theory, considers career sustainable development based on the result of a combination of structural organization, developmental sequence and interaction of a person with his environment. Career development processes are closely related to personal and professional identification. According to this theory, career development goes through four stages:

- Dualism is characterized by simplified thinking, in which the decision about a career is influenced by environmental factors;
- The stage of diversity corresponds to making decisions about choosing a career with the direct assistance of a professional consultant;
- For relativism, control is focused on the internal environment of a person, where factors that have both a positive and a negative impact are analyzed;
- The fourth stage, is called the obligation of acceptance by a person of the fact of commitment to the profession.

In a post-industrial society, the solution to the problem of career counseling has received a new dynamic of its development. The result of an interdisciplinary study of the concept in career counseling for students at the theoretical and methodological level is differentiated by a structural description of various forms of interaction, the formation of variable professional skills, personal qualities, the acquisition of new competencies that cannot be achieved outside an organized educational environment. A feature of career counseling is a student-centered approach that is applicable to both individual and group vocational training.

4. CONCLUSION

Career counseling contributes to building the educational process in accordance with the individual educational route of the student and ensures the effective development of independence, opens up wide opportunities for realizing creative potential in future professional activities. The use of variable theories of career counseling provides an opportunity to design vocational training scenarios in accordance with the initial training and its individual interests.

Thus, by integrating variant theories of personality behavior into the field of career counseling for students, it becomes possible to take into account individual differences, motives for choosing a profession, features of consumer choice, value preferences that have a direct impact on quality indicators and the speed with which students perceive external challenges.

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