

ПСИХОЛОГІЧНІ НАУКИ

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VALUE-MEANINGFUL ORIENTATION DYNAMICS OF FUTURE PROFESSIONAL ACTIVITIES OF PSYCHOLOGY STUDENTS

Tuckyun Ch.J.V.N. Karazin Kharkiv National University,
Nasarawa State University

The dynamics of value-meaningful orientations of future professional activity of psychology students have been studied. The hierarchy of value-meaningful orientations of professional activity is not a constant formation and with time future professional activity takes on new values and is filled with new meanings.

Keywords: psychology students, value-meaningful orientations, future professional activity.

Problem statement. The topicality of the research is determined by the need to activate the process of personal and professional self-determination in the course of psychology students' education; to form and develop the value-meaningful component of future professional activity. The modern education is characterized by not only care of the quality of education but also by the support of students' making the professional career, and revealing and developing the personal potential. Nowadays the problem of future professional activity understanding by psychology students is raised rather sharply, a considerable part of the psychology graduates do not work in their specialty and even being students understand that they have made a mistake when choosing their future profession. Such students do not have any career goal-setting and planning, they also tend to have reduced motivation to studying; a lot of them lack understanding of their future profession and career path in general. The success of professional and career self-determination greatly depends on the accuracy of leading career motives diagnostics at the early stages of the career, which starts to form in the student period.

Analysis of the latest research and publications. The harmonious development of personality by all means suggests professional self-determination. Self-determination is one of the major decisions which a person has to make in his life, and in the most general state constitutes the search and consolidation of one's own way in this world. Clearly understanding one's own motives and values, actual and desired roles and status, a person has an impact on the course of events, forms his own life, realizes the potential of his relationships in practical activity [2]. The choice of profession reflects a certain level of personal aspirations, based on the assessment of one's own abilities and capabilities. If the choice of profession turned out to be unsuccessful, the consequences of this will be seen in typical negative features: the work satisfaction is reduced as well as labor productivity, the desire to upgrade professional skills decays. The success of person's professional way is greatly determined by his self-concept, his lifestyle, and his attitude to certain social situations, etc [4].

In terms of active-meaningful personality concept (A.G. Asmolov, B.S. Bratus, D.A. Leontiev) professional self-concept of the personality is viewed as a dynamic system of meaningful formations, which reflect the personality's attitude to oneself as the subject of professional activity, where the career orientation is its structural component. According to the anchor model of professional development (D. Super, D. Holland, E.G. Shein) career orientations are the element of self-concept, reflecting the chosen by subject direction of career development, based on his needs, motives, interests and abilities.

E. Shein developed an approach, which makes it possible to identify what motivates people in their professional career. To characterize the career choice and career motivation E. Shein introduced such notion as «career anchors», which are the leading motives and fundamental values, used by the person when realizing his career. The career anchors keep the person within the chosen vector of career progress and professional development. The author considers eight career anchors:

– *Technical-functional anchor* («*professional competence*»). The example of the person with technical-functional anchor is a specialist who is very fond of his profession and who is interested in being a good specialist in his area of work. He is not much interested in the work, which assumes general management if it does not give him the opportunity to study the trade in detail. People with such orientation experience an acute need in belonging to professional associations. For the person with technical-functional vector the greatest motivator is the content of work; career is the opportunity to become an expert in his area.

– *General management* («*management*»). For the person who is inclined to general management, the intensive motivation occurs in situations when he can perform the functions connected to general management. For such specialist the need to belonging to his initial professional is almost absent. He strives to reach higher and higher levels of organizational control and management. People with this career anchor like to analyze and solve difficult business problems; they get satisfaction from the feeling of power over other people.

– *Autonomy and independence («autonomy»)*. The employee, who is guided by aspiration for independence is the specialist who is trying to do everything in his own way. He does not need outer structural boundaries other than those determining if he has achieved the set goals. Such people can experience difficulties working in a team and prefer to have their own approach to work. The most apparent career anchor for them is «autonomy/independence».

– *Sense of security and stability («work stability» and «place of residence» stability)*. This person experiences a need in continuous and stable job; very often his main goal is to keep the current working place for a long time. The main things for him are the guarantee of employment, stability of the reached living standard, problem solution; he is not interested in working in a new role or making innovative decisions.

– *Entrepreneurial creativity («entrepreneurship»)*. Such person strives to create new business enterprises and look for the situation where the likelihood of developing his business vision and implementing it into reality is rather high. When working in a team such people work most effectively if they can employ their innovatory and creative approach. The person with predominance of this career anchor does not like big organizations with their established traditions.

– *Service and dedication to a cause («service»)*. Such person tries to be useful in professional activity, which has for him personal meaning and value. People with such inclinations often choose «helping» professions, such as medicine, education, and consultancy.

– *Pure challenge («challenge»)*. The aspiration of people with such orientation lies in solving such tasks and performing such duties, which allow them to constantly challenge themselves, solving new professional (and personal) tasks. They try to solve difficult problems, risky tasks, «save the day» in critical situations. «Down to earth», routine tasks may reduce motivation, cause discontent. For people with «challenge» career anchor the main thing is to win and prevail.

– *Lifestyle («lifestyles integration»)*. This value does not contradict to the active participation in professional activity, however it indicates that for such person the main life priority is in living according to what he sees as an ideal lifestyle. This attention concentration on lifestyle may show that these people value personal time and performing professional duties should not take the time, which they consider to be personal. The main thing for such person is the balance between work and personal life.

Marking out the unsolved earlier parts of the general problem. One of the most important periods of value-meaningful orientations development is the university education period. At this time takes place the active process of setting career goals and developing plans, which determine success of career-professional development on the whole. Late adolescence is characterized by obtaining certain conceptions, connected to professional and personal future, to requirements, set for certain profession. Professional activity suggests obligatory reflection of the professional activity

subject. The necessity to study this problem is attributed to the fact that the work of a psychologist is very specific by its subject. There exist a lot of articulated problems, connected to professional training of psychology students, the psychology teaching methods, ethical issues of psychologist professional training, and attitude to professional development. The image of psychologist's profession is often formed from journalistic and popular science literature. Social expectations of psychologist's work are close to that of «magician's» work. All these trivial ideas often determine the choice of psychologist's profession; however some students are taken by surprise «faced with reality». Poly paradigm of psychology as a science requires integration of acquired knowledge, development of personal vision on psychologist's professional activity, which is often unattainable for students.

The aim of the article. The main aim of this research work is to study the dynamics of value-meaningful orientations of psychology students' future professional activity.

The principal material statement. Three groups of full-time psychology students took part in the research: *group 1* comprises first-year students, numbering 29, 20 of which are females and 9 are males, 55% of respondents are city dwellers, 45% come from villages, 82% were raised in two-parent families, 100% study on the contract basis; *group 2* consists of third-year students numbering 28, 20 of them are females and 8 are males, 56% of respondents are city dwellers and 44% come from villages, 87% were raised in two-parent families, 100% of them study on the contract basis; *group 3* are the fifth-year students numbering 28, 23 of which are females and 5 are males, 51% of respondents are city dwellers, 49% come from villages, 85% were raised in two-parent families, 100% study on the contract basis. 85 respondents took part in the research, they gave permission to process their personal data.

The method of «career anchor» was used for the research (E. Shein) [2]. We obtained the following dynamics of psychology students' career orientations depending on education stage. At the initial stage among the future specialists starting their career such career orientations are predominant: professional competence, service, lifestyle integration; neutral career orientations are stability, management, entrepreneurship; insignificant career orientations are challenge and autonomy. At the next stage of education the system of value-meaningful orientations somewhat changes, entrepreneurship and lifestyle integration dominate in it; neutral position is taken by professional competence, service, stability, management, autonomy, insignificant career orientation is challenge. At the final stage of education the hierarchy of value-meaningful orientations takes the following form. The dominating career orientations are lifestyles integration, entrepreneurship, management, autonomy, stability; neutral position is taken by professional competence; insignificant role is given to service and challenge.

Thus, the significant value-meaningful orientation regardless of educational stage of psychology students is the lifestyle integration orientation, when the main life priority is in living according to what a person considers the ideal lifestyle. The

main thing is to balance work and personal life. The significance of value-meaningful orientation to professional competence, which dominates among the first-year students shifts to the neutral zone by the third year of education and stays there at the fifth year of education. Considerable changes undergoes the orientation to service, which means that the main values at this orientation are «work with people», «serving the humanity», «helping people», «desire to make a better world», etc. If at the initial stage these values prevail in students' career orientation (possibly they have determined the career choice), at the midway of education these values start to level up to their complete devaluation by the end of educational process. Autonomy at the initial stage of education is not a career guideline, at the midway of education it moves from the zone of insignificance to the neutral zone and by the end of education it becomes of the leading career orientations among psychology students. Entrepreneurship which is in the neutral zone at the initial stage of education shifts to the zone of significant career orientations at the midway of education and stays there up to the final stage of education. By the fifth year of education rises the value of stability which was neutral both at the initial stage and at the midway of education. This situation is repeated with management career orientation, which is one of the main orientations at the final stage of education. The absence of dynamics is noted for «challenge» orientation, which stays invariably insignificant for psychology students.

The dynamics of value-meaningful orientations of psychology students can be characterized in the following way. The personality of psychology students' changes, develops, as well as changes the nature of value-meaningful orientations of their professional activity. The hierarchy of value-meaningful orientations of professional activity is not a constant formation, with time future professional activity obtains new values, is filled with new meanings. If at the initial stage the system of value-meaningful orientations of psychology students reflects a certain conventional success model in professional activity (you have to be competent) and a stereotype about psychologist's profession (you have to help others), by the midway of education students want to set up new business enterprises and look for such situation, where the likelihood of developing their own business vision and then implementing it into reality is rather high. Wherein the system of value-meaningful orientation at this stage is seen as the «most narrow», most values are neutral, which may indicate the period of values and meanings reorientation, their search and a certain period of crisis, or, using the terms of J. Marcia, the stage of «moratorium», when a person is on the stage of self-determination. By the end of educational process the circle of significant value-meaningful orientations of the future profession widens, simultaneously several orientations are significant for psychology students. Such widening of the value-meaningful orientation system of the future professional activity can be con-

sidered as its feature from the point of view of adaptability, that is a person can fulfill himself in achievable for him orientation, if other values and meanings cannot be realized. Bipolar and constant formations during the whole period of education are orientations on equilibrium of individual needs and family interests, professional growth and competition, victory over others, overcoming obstacles, solving difficult tasks. Orientation on equilibrium of individual needs, family interests and professional growth has invariable importance, whereas orientation on competition, victory over others, overcoming obstacles and solving difficult tasks is invariably insignificant for psychology students. Autonomy shifted from the zone of insignificance at the initial stage of education to the zone of significance indicates the growth of psychology students' independence. It should be noted that autonomy and service change places in the system of value-meaningful orientations of future profession; autonomy moves from the zone of insignificance at the first year of education to the zone of significance by the fifth year, and service from the zone of significance in the first year of education moves to the zone of insignificance. We can talk about inversion of meanings – if at the initial stage of education the primacy of future activity is altruism, then by the end of education it is selfishness.

Conclusions and recommendations. The hierarchy of value-meaningful orientations of professional activity is not a constant formation, with time future professional activity obtains new values, is filled with new meanings. At the initial stage of education the system of value-meaningful orientations of psychology students reflects a certain conventional success model in professional activity and stereotypes of psychologist's profession. By the midway of education students aspire to set up new business enterprises and look for situations where the likelihood of develop their business vision and then implement it into reality is rather high. The system of value-meaningful orientations at this stage is seen as the most «narrow», the most of values are neutral, which may indicate the system or value and meanings reorientation and their search. By the end of education the circle significant value-meaningful orientations of the future profession widens, simultaneously several orientations are significant for psychology students.

The perspective of further research is connected to the study of correlation between value-meaningful orientations of psychology students and individuality structure, namely with its formally dynamic, object-intentional, spiritually-ideological features. A particular important issue is deepening the ideas about leveling the «service» value among psychology students, namely which inner and outer factors ensure its existence at the initial stage and which factors lead to its devaluation. Finding out this condition has a great importance for psychology-pedagogical practice, as finding out the source of this phenomenon gives the opportunity to develop adequate measures for maintaining this orientation among psychology students.

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Такйун Ч.Д.

Харківський національний університет імені В.Н. Каразіна,
Насаравський державний університет

ДИНАМІКА ЦІННІСНО СМИСЛОВИХ ОРІЄНТАЦІЙ МАЙБУТНЬОЇ ПРОФЕСІЙНОЇ ДІЯЛЬНОСТІ СТУДЕНТІВ-ПСИХОЛОГІВ

Анотація

Досліджено динаміку ціннісно-змістових орієнтацій майбутньої професійної діяльності студентів-психологів. Ієрархія ціннісно-змістових орієнтацій професійної діяльності не є константним утворенням, з плином часу майбутня професійна діяльність набуває нові цінності, наповнюється новими сенсами.

Ключові слова: студенти-психологи, ціннісно-змістові орієнтації, майбутня професійна діяльність.

Такйун Ч.Д.

Харьковский национальный университет имени В.Н. Каразина,
Насаравский государственный университет

ДИНАМИКА ЦЕННОСТНО-СМЫСЛОВЫХ ОРИЕНТАЦИЙ БУДУЩЕЙ ПРОФЕССИОНАЛЬНОЙ ДЕЯТЕЛЬНОСТИ СТУДЕНТОВ-ПСИХОЛОГОВ

Аннотация

Исследована динамика ценностно-смысловых ориентаций будущей профессиональной деятельности студентов-психологов. Иерархия ценностно-смысловых ориентаций профессиональной деятельности не является константным образованием, с течением времени будущая профессиональная деятельность приобретает новые ценности, наполняется новыми смыслами.

Ключевые слова: студенты-психологи, ценностно-смысловые ориентации, будущая профессиональная деятельность.