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THE PROBLEM OF PROFESSIONAL SELF-IDENTIFICATION OF HIGH-SCHOOL PUPIL: THEORETICAL ASPECT

This article is dedicated to analysis of the concept of the person's professional self-identification, and approaches are specified to understanding of professional self-identification. It shows the main external and internal factors of the conscious choosing a profession.

Key words: professional self-identification, external factors of choosing a profession, internal factors of choosing a profession, high school students, motivation behind choice of profession, complete picture of the future, a conscious choice of profession.

Long time the problem of professional self-identification was not considered and it had not a status of separate approach in science; it was reviewed within the scope of social demand in specific areas of professional training. And this fact limited the scope of professional self-identity. Nowadays the issue of profession choice of pupils becomes more important, because of social demand for purposeful professionals in the modern environment of emerging market economy. That is why there is a need to implement an effective school program of professional self-identification of high-school pupils.

The variety of different approaches to address the problem of professional self-identification was caused by the complexity of this issue, its cultural and historical conditioning. The problem of professional self-identification was reviewed by psychologists, sociologists, and teachers. Some of them were: N. Berdiaiev, E. Hinzberh, A. Holomshtok, M. Zapopadlyvyi, E. Klimov, S. Kriahzhde, D. Leontiev, F. Parsons, N. Pobirchenko, V. Poliakov, N. Priazhnykov, S. Rubinshtein, O. Serhieienkova, D. Kholand, S. Chystiakova. Scientists consider professional self-identification as an integral feature of personality that promotes awareness and implementation of strategies for independent professional choice, which is manifested in the moral, physiological and practical readiness to develop and implement professional intentions and aspirations. In independent Ukraine the problem of professional self-identification has been actively explored by scientists, mostly psychologists. The

main attention was paid to the problems of vocational guidance of students (E. Neverkovych, N. Samoukina, V. Noskov) professiography (B. Fedoryshyn), professional orientation (O. Dubaseniuk, T. Hryshenkova, V. Paramzin) professional socialization (L. Mitina), self-knowledge (V. Orlov, E. Bobrova), consciousness (S. Vaskovska, L. Mitina, V. Slastonin, A. Shutenko), self-development (O. Anisimov, R. Aiazbekova, O. Romanovskiy), self-fulfillment (I. Krasnoshchok, T. Rozova), self-accomplishment (V. Semychenko). But psychological factors of professional self-identification are not fully described still.

Therefore, **the purpose** of the article is to analyze domestic and foreign scientific studies on the issue of professional self-identification factors and choice of profession.

Professional self-identification is the process of making individual decisions about the choice of future employment: what profession to choose, to what social group to belong to, with whom to work. Professional self-identification means to be aware of yourself as the subject of a specific future professional activity; to make self-assessment and to match own capabilities to the psychological demands of profession; to be aware of own role and responsibility for the successful implementation and realization of own abilities; to do self-regulation of purposeful behavior [5].

The deep research of the profession choice greatly enriched the theory and practice in the field. Professional self-identification is considered as one of the most important manifestations

of mental development of man which helps to join some professional community and more broadly – to join the social community.

Recent years, more and more domestic psychology studies associated the choice of professional self-identification with personal life-style choice, and personal self-identification. When person chooses a profession, he shapes his life-style, he connects his future professional status to his life values. This approach developed K. Abulkhanova-Slavskaya, M. Hinzberh, E. Holovakha and others. More consistent and versatile were works on this subject by E. Zeer, E. Klymov, N. Priazhnikov.

Methodological foundations of the psychological approach to the study of self-identification were made by S. Rubinshtein. The problem of professional self-identification was examined in the context of the determination, and the principle that states that external causes refracts through the internal conditions [8].

S. Chystiakova studied professional self-identification as readiness to choose profession, she defined it as a stable integrated system of professionally important qualities of the individual.

According to N. Priazhnykov, the essence of professional self-identification for person is finding his own meaning of the chosen profession in a particular socio-economic situation; it is also finding the meaning in the process of self-identification [6].

E. Zeier considered the problem of professional self-identification in the context of a new field of applied psychology – the psychology of profession. Professional self-identification is characterized by:

1. Selective attitude to the world of professions.
2. Individual characteristics of the person, the demands of the profession and socio-economic conditions influence the choice of profession.
3. A person makes self-identification throughout his life.
4. External events have impact on self-identification (graduation, change of residence, etc.).
5. Self-identification is closely connected to the actualization, and social maturity of a person. E. F. Zeier noted that professional identity is an important factor of self-identity in a particular profession and culture in general.

P. Shavir showed the internal contradictions of the process of professional self-identification. He considered the choice of profession as a process of personal development driven by internal personal conflict. P. Shavir stated that to do professional self-identification one should have: a certain level of abstract thinking; the adequacy of self-evaluation; strong-will; good working ability; some work and life experience; a sufficient level of maturity; well-defined professional orientation [10].

In his scientific works of E. Hinzberh pointed out that making the choice of profession is a process that does not happen instantaneously, but takes a long period. This process includes series of “intermediate solutions” that eventually lead to the final choice. Each intermediate solution is important because it restricts freedom of choice further and decreases the opportunity to achieve new goals. E. Hinzberh stated that the process of selection has three stages:

1. Stage of fancy (takes the child up to 11 years).
2. Hypothetical stage (from 11 to 17 years).
3. Realistic stage (17 years and above).

According to the author, the essence of professional self-identification is the search and finding personal meaning in chosen profession, and in the process of this selection itself. [4]

D. Zakatnov thought that giving the students assistants in exploring their own creative intellectual, moral and aesthetic potential would solve the problem of professional self-identification. In his works the scientist emphasized that vocational guidance does not end after the profession is chosen, it is relevant throughout life [2].

Choosing a profession is inextricably linked with the essential characteristic of adolescence such as orientation to the future; awareness of himself as a member of society, the need to solve the problems of his own future. That's why E. Holovakha studied holistic picture of the future in the mind of young people who are in a situation of profession choice. The professional self-identification for young man has less to do with his life experience, than with his ideas about future. This picture has promising character and contains life values, plans, guidance and vital purpose that determinate professional self-identification. The prospect of the future, which

is formed in one's mind and influences the process of professional self-identification is characterized by a certain level of mental and social development of the individual. [1]. An important indicator of professional perspective is realistic connection of life and professional expectations, values and life goals with professional plans, the ability to link them to the actual situation. On the basis of his research E. Holovakha concluded that when guiding high school pupils to the choice of future profession, special attention should be paid to personal and subjective factors. Personal life orientation and purpose, vision of the future and of himself, the level of mental development and emotional features play a primary role in professional self-identification; and the role of matching abilities with the requirements of a particular profession is much less [1].

Professional self-identification manifestoes in emotive attitude of the individual to his place in the world of professions. It is determined by socio-economic conditions, interpersonal relationships in a group, age and professional crises, but the leading role belongs to the individual's activity, his responsibility for own development. Professional self-identification is an important factor of personal fulfillment in a particular profession and in culture.

Take a look at factors of professional self. The essential factors of career choices include: age, personality awareness (self-knowledge, knowing the requirements of the profession and of the labor market) and the level of aspirations. High school pupils face the need of making professional self-identification, and own life way choice. The choice of profession is the center of psychological situation of older pupils.

An important factor in profession choice of high school pupils is the motivation of the choice. The most often the dominant motivation factor is the level of income. However, there are other important factors such as: interest to work, good staff, convenient location, presence of other additional benefits. Therefore a pupil has to determine which motive is the most important for him when choosing a profession. E. Pavliutenkov listed some reasons for choosing the profession:

1. Social – to be useful for society.
2. Moral – to be in the team, to participate in team work, to improve own spiritual world.

3. Aesthetic – to feel joy at work, to realize the beauty of work.
4. Cognitive – to use all his skills, and constantly improve himself.
5. Creative – to have the opportunity for creative growth, be original at work.
6. Related with the content of the profession – to have a great mental or physical burden.
7. Material – to get a good wage, to have a sustainable future.
8. Prestige – to be valued among friends and comrades, rapid educational and career growth.
9. Utilitarian – to work in the city, in the community, to be provided with study in high educational institution [4].

It is believed that a person consciously chooses a profession if he is taking into account the social, moral, educational and material motives. Along with it there are internal and external, positive and negative reasons. Internal motives of choice is the social and personal significance of the profession, the pleasure that brings the work due to its creative nature, the possibility of communication, leadership above another person, etc. Internal motivation arises from the needs of the person, therefore the person works with pleasure, without external pressure. External motivation includes earning, the pursuit of high social status, fear of condemnation, failure, etc. External motivation can be divided into positive and negative. Positive includes: financial security, career opportunities, approval of team, prestige – i. e. incentives that drive person to make efforts. Negative reason includes personal pressure by punishment, criticism, condemnation, etc. The advantage of internal reasons is most effective in terms of job satisfaction and productivity [4].

E. Klymov named such factors of profession choices:

1. Analysis of one's interests and aptitudes.
2. 2 Skills.
3. Prestige of chosen profession.
4. Knowledge about it.
5. Taking into account the opinion of parents.
6. Taking into account the opinion of classmates, friends and peers.
7. Taking into account the market needs.
8. Presence of a program of action in choosing and achieving professional goals [3].

According to F. Parsons, there are three main factors of a successful career choices:

1. Proper self-assessment of own abilities, interests, aspirations, opportunities and constraints.
2. The knowledge of what is necessary for successful activity in the chosen profession.
3. The ability to match the results of self-assessment with requirements of the profession [7].

V. Safin identified the following factors of career choices:

1. Definition of own goals and values, taking into account the requirements of the group, collective, society and own possibilities, environmental conditions.
2. Conscious activity aimed at realization of the individually selected values and self-actualization [9].

In our future studies we will allocate the external and internal factors of profession choice. Professional self-identification of high school pupils is due to the ability of a teenager to match the knowledge about themselves with information about professions. The core of professional self-identification is a conscious choice of profession according to own characteristics and capacity, requirements of professional activity and socio-economic conditions of the environment. Making the decision about profession, one should manage certain processes of emotional, intellectual spheres and be able to evaluate available options based on their difficulty, occupation, and expected results.

For professional self-identification pupils should intensify their individual characteristics; make self-assessment when comparing himself with knowledge about the necessary level of professionally important qualities desired in chosen profession; develop the desire for self-deve-

lopment. In addition, it is important to teach pupils to analyze the situation during the career choices and to identify conditions that can change.

When doing professional self-identification pupil moves from being an object influenced by society, government and NGOs to becoming a subject of own activity, he also ceases to be an object of programming from outside. This means that at different stages of professional development (career choices, vocational training, and independent activity) there is a psychological restructuring of the individual through qualitative changes that lead to a new level of integrity.

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ПРОБЛЕМА ПРОФЕСІЙНОГО САМОВИЗНАЧЕННЯ СТАРШОКЛАСНИКА: ТЕОРЕТИЧНИЙ АСПЕКТ

У статті проаналізовано поняття професійного самовизначення особистості, виділено підходи до розуміння професійного самовизначення. Розглянуто основні зовнішні та внутрішні чинники усвідомленого вибору професії.

Ключові слова: професійне самовизначення, зовнішні чинники вибору професії, внутрішні чинники вибору професії, старшокласники, мотиви вибору професії, цілісна картина майбутнього, усвідомлений вибір професії.

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ПРОБЛЕМА ПРОФЕССИОНАЛЬНОГО САМООПРЕДЕЛЕНИЯ СТАРШЕКЛАССНИКА: ТЕОРЕТИЧЕСКИЙ АСПЕКТ

Проанализировано понятие профессионального самоопределения личности, выделены подходы к пониманию профессионального самоопределения. Рассмотрены основные внешние и внутренние факторы осознанного выбора профессии.

Ключевые слова: профессиональное самоопределение, внешние факторы выбора профессии, внутренние факторы выбора профессии, старшеклассники, мотивы выбора профессии, целостная картина будущего, осознанный выбор профессии.

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ТЕОРЕТИЧНІ АСПЕКТИ ТВОРЧОГО РОЗВИТКУ ОСОБИСТОСТІ МАЙБУТНЬОГО ВЧИТЕЛЯ ПОЧАТКОВОЇ ШКОЛИ

Проаналізовано основні теоретичні підстави психологічного дослідження творчої активності педагога у процесі професійної підготовки. Закладаються передумови подальшого емпіричного вивчення педагогічної креативності у структурі особистості майбутнього вчителя початкової школи. Стверджується, що психологічна структура та зміст творчої активності студента педагогічного ВНЗ в значній мірі обумовлені особливостями його методичної підготовки; видами та формами його комунікації з викладачем, досвідченими вчителями, іншими студентами; інформатизацією та глобалізацією процесу професійної підготовки тощо. Проте головними чинниками творчого розвитку особистості майбутнього вчителя початкової школи виступають активність педагогічного пошуку, гнучкість, варіативність рішень та сензитивність до інновацій у ході професійної педагогічної взаємодії.

Ключові слова: творчість, особистість, вчитель, студент, початкова школа, структура, чинник, характеристика, рівень, компонент.

Головними якостями для сучасного вчителя виступає творчість та ефективність прийняття педагогічних рішень. Підготовка спеціалістів, спроможних до ініціативної, самостійної професійної діяльності у динамічних соціально-економічних умовах, формування у них творчого мислення є завданнями вищої школи. Проте, на сьогоднішній день у доступних нам наукових джерелах відкритим залишилося питання системного розгляду конкретних процесів та механізмів творчого розвитку особистості майбутнього вчителя початкової школи, що власне і обумовлює актуальність та доцільність нашого дослідження.

Якщо торкатися термінологічного та феноменологічного аспектів досліджуваного явища, то на теперішній час у вітчизняній психології творчість розуміється переважно як «...високосвідома діяльність людини, спрямована на створення нових продуктів матеріальної та духовної культури, які мають суспільно-історичну цінність» [6, 352]. Навіть на перший погляд зрозуміло, що саме до такої категорії психологічних явищ варто відносити професійну педагогічну діяльність у окремих аспектах її прояву. Водночас, особистісний аспект творчості, як найбільш представлений у науковому психологічному просторі,