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**TRENDS OF SOCIAL AND
PROFESSIONAL STUDENT
ORIENTATIONS FORMATION**
(conference abstract)

ABSTRACT. This paper deals with the problem of optimization of students' preparation for the professional self-identification. The main trends in the dynamics of social and professional guidelines formation of the optanti were defined. The list of professions that cause the greatest interest of students were found out, also the main motives of specialty choice and the decisive factors influencing professional identity of students were defined.

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The global economic crisis that swept the world requires rethinking and correcting the contents of all forms of social life. In the conditions of a stagnant banking system and large reductions in output the problem of labor resources utilization becomes much more urgent. Decline in economic sphere always gives rise to significant staff reductions, which in turn can cause a number of social cataclysms. The issue of vocational guidance of young people who are always the weakest element in terms of competitiveness in the labor market is particularly acute. It is therefore important to consider all aspects of the professional self-identification of young people to contribute their painless entry into the professional world.

Currently, there are many approaches to the definition of theoretical basis of professional orientation [1, 2, 4, 5]. Analysis of scientific concepts indicates that most scientists in the professional self-determination of optanta focus on its individual properties and environmental factors that influence the choice of profession. The object of our study is the choice of occupation features by the graduates of secondary schools, because the choice of further way of professionalisation after the graduation of secondary school is one of the most important in the array of professional choices. The particularities of the professional self-identification of students were thoroughly researched by E. Klimov, who stressed that optanta, while leaving aside some choices (similar to eliminating the possibilities of "living" certain tracks of life, choosing one of them) at the same time acquires new, previously unavailable opportunities for professional development. Specific attitude to different areas of work and understanding of many professions of senior students could be formed during the previous years of development. Self-assessment of personal capabilities and the orientation in the social and economic conditions as well as ideas about "spare options" of profession choice were also formed. These and other factors characterize state of the internal (psychological) readiness to join the path of further professional training and personal

development. Therefore, the human activity that takes a particular meaning depending on the stage of its development as a subject of work is understood under professional self-determination. The sense of this senior students' activity is primarily in the construction of the images of the desired future, the result in the consciousness of the subject, especially his self-control, possession of tools, instruments (means), the particularities of perception of themselves, their personal qualities and their place in the system of the business interpersonal relations [3, 25-27]. The job of modern professional guides should be focused on implementation of the measures aimed at creating opportunities for the decision-making of students regarding the choice of professional direction. One of the necessary conditions for implementation of this task is the consideration of both above mentioned theoretical aspects of the professional self-identification of youth and particularities of the social and professional guidance of optanti themselves. In order to analyze the dynamics of the formation of the school graduates' position on matters related with the choice of profession relevant studies were conducted in 1999, 2002, 2005 and 2008, which helped trace the change in the optanti position in 10 years period. Survey covered 2024 respondents in total. First we will analyze trends in the choice of school, where the future specialty will be gained.

Graduates of schools of all investigated time intervals mainly focused to get their higher education in the educational institutions of III-IV accreditation levels, and this trend, actually, increases every year (from 64% in 1999 to 73.4% in 2008). Interestingly, that individually – from 3.4% to 5.9% of students want to be engaged in entrepreneurial activities after school, and only in 2002 this desire was expressed by the one in ten graduates (10.1%). Except for 1999, when 14% of students did not decided with a choice school, in other years the share of such students was within 4.3-4.9%. Interesting situation can be observed, when the desired type of educational institution, with the exception of 2005, is determined much faster than the specific profession: the number of students who at the time of the survey did not decided which educational institution to enroll and what profession to choose in 1999 were respectively 14% and 20%, in 2002 – 4.9% and 10.5%, in 2008 – 4.5% and 14%.

Let's analyze chosen by students professions. First place in 1999 occupied the profession of lawyer. Further, legal field have always remained among the most popular, but its percentage share declined: in 2002-2005 it moved to the third position, in 2008 it again came out on top, sharing it with managers, doctors and teachers. Regarding the economic sphere specialties there were observed number of trends:

1) bankers each year are gaining higher percent share (from 2.7% in 1999 to 7.4% in 2008);

2) the peak of popularity for economists was in 2002 and 2005 (respectively 13.3% and 12.8%), there was a decline to 6.7% in 2008;

3) accountants have a stable position at 7-9 places (from 2.15 in 2002 to 1.5% in 2008).

In fact, the positive dynamics of the managers' popularity is observed every year (from 2% in 1999 to 8.9% in 2008). Among the chosen by all surveyed graduates of the analyzed years specialties, the first place took doctors: 8.9% - 13.6%. Stable dominant position, with the exception of 2005, took programmers: 7.3% - 8.1%. An interesting situation is with the teachers: from the middle positions in 1999 and 2002 (3.5% - 4.7%), their popularity has grown significantly in subsequent years: up to 8.9% - 12.8%.

Regarding the reasons of the profession choice, during the all studied time periods, the leading role had wages, and only in 2008 the first place took such a motive as a profession's compliance with interests (interesting work content), in the other years it held second place, and only in 2005 – fifth, although the percentage relation was more than in previous years: respectively 34% – 1999, 37.5% – 2002, 40.2 – 2005. Communication with people as a motive significantly increased its percentage share in recent years: from 12.7% in 1999,

11.2% in 2002 to 49.6% in 2005, and 40% in 2008. It can be reasoned by a significant increase in choice of specialties of the professional structure “individual – individual”, where the communicative competence of the employee is very important. Over the years, students pay more attention to the relevant condition of the future work: from 13.3% in 2002 to 42.7% in 2005. At the same time, over the years, there was observed decrease of such a motif as knowledge of the world and career opportunities as well as the decline of so-called broad social motives that is a negative trend. However, there was also recorded a positive trend of the recent years when one in ten graduate wants to create a product with his own hands (11.2% in 2005, 11.8% in 2008). As for the other two components of the known formula for choosing the profession (“I want” – “I can” – “I have to”), – namely, profession’s compliance with the skills, was stated by 17.5% respondents in 2002 and 34.8% in 2008. Significant growth was observed in the necessity on graduates’ point of view of their future profession: from 2% in 1999 to 45.3% in 2005 and 34% in 2008. However, the students idea of profession’s necessity do not always match the actual state of affairs, both through objective indicators: accurate prognosis estimates of the labor market cannot be made even by the specialists of this field, especially in the conditions of the global economic crisis; as well as through the subjective factors: for example, through ignorance of the labor market state, as evidenced by the election of so-called “surplus” professions (managers, teachers, accountants, etc.).

The determining factor that most influenced the choice of profession by optanti is undoubtedly parents – from 24.5% in 2002 to 37.7% in 2008, only in 2005 most students indicated that their choice of profession is completely independent. In other years as many students replied that they were choosing their specialty without party intervention (16.3% to 21.7%). Stable position among these factors hold representatives of the profession: 14.5% - 14.7%, this figure slightly increased only in 2008 – 18.5%. The peak impact of friends on the specialty choice by optanti took place in 2002 (14.7%), after that the decline was observed every year: 6% in 2002, 5.2% in 2008. Since 2002 to 2008 every tenth respondent could not answer what caused his or her specialty choice. Such responses were not recorded in 1999. At the same time, classes in the appropriate section for individual students were a determining factor for choosing a profession in 1999, in other years this phenomenon has not been recorded. Such factors as classes in school and relevant professionals in recent years have slightly increased their influence on the choice of profession, but they have remained quite insignificant within 3.7% - 5.7%.

Summing up, let’s focus on the following aspects:

1. The number of those willing to get higher education among the graduates of secondary schools is increasing every year. It is caused by several factors:

- Increase in the volume of licenses to train bachelors and masters in universities, which each year increases opportunities for students to enter the long-awaited specialty that is especially true for the contract form of education;

- There is a phenomenon of “emotional contamination” which causes the formation in the society in general and among the students of schools in particular settings to get higher education;

- Also contributes to this fact the idea that modern employers, even when looking for the position for which high education is not mandatory, are trying to find a specialist who have graduated from university.

2. Choosing a school of certain accreditation level is closely linked with the interest in a particular specialty. The most popular choices of the profession during all studied periods were in legal, medical and economic spheres. A considerable interest in pedagogical skills is observed during the recent years, which is conditioned by certain objective or subjective factors. Unfortunately only particular optanti are oriented to get worker specialties. However,

the current job market requires very highly skilled workers for industry.

3. The leading reason for the specialty choice is a proper material support and compliance of the future specialty with interests. However, only a third of optanti tries to consider an availability of appropriate skills when choosing a profession. In recent years there is a positive trend in increasing of the share of those who are trying to create product with their own hands, but that is not fully consistent with the desire to learn the relevant specialty. Also, given that the XXI century is, above all, the century of high technology, encouraging is that 16.3% of respondents are oriented to realize their own intellectual potential during the future professional activities. At the same time one can observe a tendency of the reduction of the broad social motives, which indicates a preference among today's graduates of pragmatic approach to choosing a profession.

4. The opinion of parents is a determining factor when choosing a profession for every third graduate. Share of secondary schools and other institutions of youth socialization in promoting addressing this issue is very small, which indicates the need for significant strengthening of vocational work with youth.

Consideration of the expounded theoretical approaches and the results of the researches on the dynamics of the students' social and professional orientation in vocational work will increase the level of optanti preparedness for responsible and appropriate professional self-identification.

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