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HISTORIOGRAPHY DIMENSION OF PROFESSIONAL SELF-DETERMINATION FROM THE PERSPECTIVE OF THE EUROPEAN AND AMERICAN PEDAGOGICAL APPROACHES

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***Abstract.** The article analyzes the problem of professional self-determination through the historiography prism of existing pedagogical practice. The research attention is focused on the structuring of authors' models of professional self-determination in modern high school. The close relationship of completed professional self-determination with the domination of the creative approach and innovative thinking of the individual, at the theoretical and practical levels, is conceptualized.*

***Keywords:** historiography, professional self-determination, personality, pedagogical practice.*

Modern conditions of the development of Ukrainian society highlight the need for a rethinking of the modernization of the national system of specialists' educational training. It should be based on the achievements of beacons of pedagogical thought. The task of finding the optimal ways for continuous self-development, self-education and the introduction of the latest innovative technologies accumulates a number of socio-cultural problems, the solution of which involves the availability of a high level of professional teaching staff training.

Essential changes in the educational paradigm, which conceptualize the transition to a person-oriented teaching system, are dictated by the need to revise the content of the existing normative standards regulating the functioning of the socio-cultural sphere in general. The Law of Ukraine On Education (2017), the National Doctrine of the Development of Ukraine's Education in the 21st Century (2002), the Strategy of Innovative Development of Ukraine for 2010-2020 in the context of globalization challenges (2010), the National Strategy for the Development of Education in Ukraine for the period up to 2021 (2013) and many other normative legal acts today form an aggregate list of national standards, the observance of which involves the achievement of a certain educational optimum, which ensures the implementation of a personality strategy called «professional self-determination.»

The relevance of the professional self-determination problem of young students is quite evident today, and proceeds from the social order, which is «dictated» by the conditions of the military and political instability in Ukraine.

Despite the multi-disciplinary nature of the specified scientific problem, reflected in the various philosophical, sociological, psychological and other types of science papers, it remains a little studied from the pedagogical science perspective.

The sociological circle of the problem under study is actualized in the context of the introduction of the individual to a particular social group and during the practical implementation of the complex task of socialization. In connection with the foregoing, the holistic problem of «self-determination» acquires even more distinct outlines due to the completeness of the influence of various factors of endogenous and exogenous origin on the complex process of professional self-determination.

The lexico-semantic construction of the phenomenon of «self-determination» is sufficiently deeply disclosed in the dictionaries and reference publications, which define it as an unambiguous identification of the individual's place in a society, based on the completeness of his/her interests, aspiration and abilities [6].

The multidimensional sociological rethinking of the question of professional self-determination is so essentially ambiguous that it is often compared, at the general theoretical level, with life self-determination, which is eventually associated with the diversification of social conditions.

According to the job «In search of yourself: personality and self-determination» by researcher I. Kon, there are parallels between two mutually determined processes - age-specific features of a personality and professional self-determination in general [3].

A slightly different psychological approach to the interpretation of the term is found in «Fundamentals of General Psychology», where the subject of the study is substantiated as a long way to a continuous personal search that involves the intersection of existing interests of subjective nature with the conditions of personal development and the actual requirements of society (see Fig.1) [7].

Fig. 1 reveals the centralization of professional self-determination in three key elements: interests, social requirements and personal development. Such structure of the investigated phenomenon provides the opportunity for making responsible decisions that actualize the tasks of self-realization and self-identification in the modern socio-cultural field.

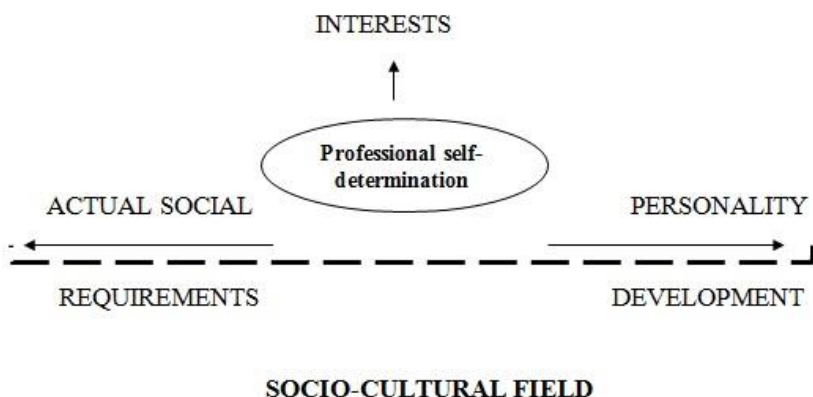


Fig.1 Psychological dimensions of professional self-determination

In the creative essay «Psychology of professional self-determination in early youth», the author drew readers' attention to the problem of the close relationship between the individual and the society, which dictates the rules of professional «performance», based on the general demand of the labor market and the level of personal fulfillment [1].

In accordance with some scholars, the transition to a reinterpretation of a specified problem, on the theoretical level, justifies the typology of personal behavior, based on the principles of the subjective approach, which ensures the logical inclusion of personality in the world of professional identification - that is self-determination [2].

World-famous scientist A. Maslow, analyzing the stated problem, focused his attention on the phenomenon of self-actualization, which envisaged the logical fulfillment of social duties, based on the significance of the chosen case for the individual himself [4].

The evolutionary way of formulating the notion of "professional self-determination" was made through the historical development of professional orientation, which enabled the leveling of a number of problems - employment, professional self-determination and personal development. Such event sequence made it possible to overcome professional ambiguity at the personal level, reorienting the subject to achieve productive results of educational activity. It should be noted that the personal identification in the time and space of work led, in the end, to the formation of holistic self-consciousness [9].

A cross-sectional analysis of the investigated category has shown that a professional self-determination is characterized by a certain gradualism, which reflects the sequence of performance of certain tasks and confirms the effectiveness of their implementation by an individual (see Fig. 2).

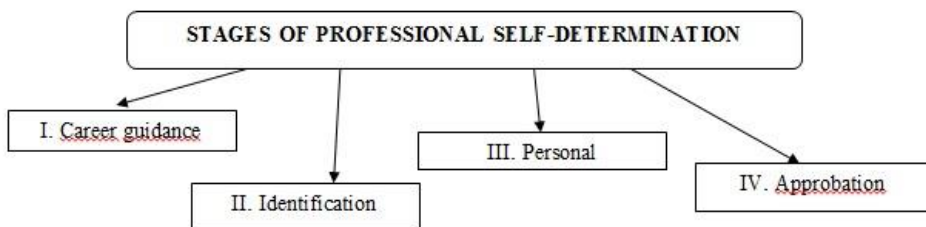


Fig. 2. Stages of professional self-determination

The first stage (career guidance) focuses on thematic and on-site activities, that reveal all the versatility of the chosen list of professions (Fig. 2).

The identification stage of the career guidance is indicated by the implementation of a number of practical measures aimed at conducting the independent research activities within the chosen professional area (Fig 2).

The peculiarity of the third stage (personal) is the active participation in optional (special and themed) classes, based on the chosen professional direction (e.g. economic, engineering, industrial, etc.) (Fig. 2).

Approbation stage involves the writing of an independent research paper, which allows revealing all the versatility of the acquired knowledge and appropriately formed skills and abilities (Fig. 2).

On the personal level, the formation of the integral feeling of oneself, as a peculiar mechanism of a complex social system, ultimately leads to a high level of consciousness development [2].

Perfect functioning of a complex mechanism of «personal life activity», which actualizes the existing intrapersonal contradictions that activate personal development, in general, is quite important in terms of the above-mentioned facts [5].

An educator S. Chystyakova considered self-determination to be a kind of self-realization, which opens the door to the world of implementation of individual and socio-professional needs, which are specified at a certain stage of life, according to the tasks of self-realization activity [8].

The research focused on the problem of professional self-determination, which is tangent to the implementation of the professional perspective strategy. Its comprehension requires professional and personal development as the product of the effective functioning of pedagogical practice in general.

Within the conditions of higher education institution, the phenomenon of professional self-determination is presented in the form of integral construction, as a peculiar dynamic process, which becomes a kind of a projector of future professional activity that requires qualified pedagogical support. In modern social and research society, the issues related to the lack of value motivation for future professional activity are being sharply criticized. In our opinion, such

situation is caused by external (the level of teacher's competence, in particular) and internal (e.g. the professional adaptability of a future specialist) determinants.

The phenomenon of professional competence in its essence reflects the individual characteristics of a personality, necessary for the successful implementation of professional tasks. From this perspective, the individual student's capabilities must best fit the inclinations and abilities of a particular person to achieve a certain labor productivity.

Focusing on the problem of professional interests, there is a need to emphasize the multidimensionality of such interests, which is based on the identification of a chosen profession of natural or humanitarian direction (see Fig. 3).

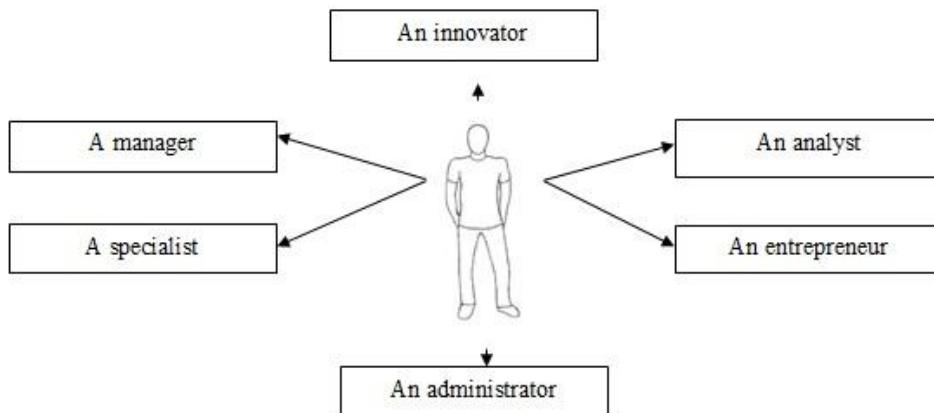


Fig. 3. The list of the most common professional interests

Thus, pedagogical support for professional self-determination today is an important component of the organizational and pedagogical activity, aimed at the individualization of professionally oriented student inquiries, which enables to form an integral educational space of a higher educational establishment.

The key task of the professional self-determination is to satisfy the urgent need to form a stable professional position, which meets modern requirements, is aimed at identifying personal abilities and professional interests, and takes into account the challenges of the existing labor market.

A complex way of professional and personal self-determination within the educational space is determined by a design of organizational and pedagogical conditions and a set of social interactions, which ensure the maximization of identifying the professionally oriented inquiries.

The above-mentioned research leads to the conclusion that the studied phenomenon in European and American pedagogical science is referred to as:

- a peculiar total result (professional choice plus decision-making); its qualitative aspect testifies to the level of formation of the personal worldview, the axiological sphere and the areas of professional self-realization;
- an innovation that undergoes various personal influences (interests, needs, values and activities) in the development of one's own life;
- a set of value orientations that actualize the development of a personality.

In terms of history and psychology, an outline of the studied issue allows us to define it as an important characteristic of the social and psychological formation of a personality, based on the individual needs for self-realization. Thus, the subject of the research appears to be a process and a simultaneous result that actualize the formation of a personal development direction, based on the existing social and cultural realities.

The variability of the students' professional and subject position accumulates the totality of personality-meaningful attitude to the future profession, which is integrally connected with the professional and personal development of an individual. Nowadays, the consistent formation of the personal position of future specialists acquires complex features of subjective development, which should occur within the conditions of productive pedagogical support. Such support is perceived, first of all, as a joint productive cooperation at the level of a "teacher-student" system. Its functioning is oriented toward the maintenance of professionally oriented educational inquiries formed in accordance with the market demand.

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