

PSYCHOLOGY

Psychological features of self-determination among students of high school (at the example of future practical psychologists)

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Abstract. The article is devoted to the study of the psychological features of self-determination among high school students (at the example of future practical psychologists). Different views on the problem of self-determination, its mechanisms, types, stages of development are analyzed. Importance of youthful age in the self-determination as a period on the border of childhood and adulthood is considered. The data of carried out empirical study of key trends and interconnections in the realization of personal and professional self-determination in youthful age are represented. One of the reasons for inefficient professional self-determination of the students is identified. In accordance with it, is given the way to increase effectiveness of professional self-determination in the context of work of university psychological services and professional training in general.

Keywords: *personal self-determination, professional self-determination, self-consciousness, attitude to professional activity, student.*

Relevance of research topic consists in the fact that a key task of educational social institutions is the "designing" of the personality to ensure harmonious development within public relations at the maximum preservation of identity. The foundations of such interaction and personal fulfilment are established exactly at youthful age.

The primary purpose of this study is to identify key trends and interconnections in the realization of personal and professional self-determination in youthful age – as a period on the border of childhood and adulthood.

Literature review. I.V. Dubrovina [3] notes that the young man is on the adulthood threshold - he/she is joining the independent working life. The fundamental problems of professional and personal self-determination are arising front of him/her. The orientation in the future becomes the main direction of the personality, and the problem of the choice of profession, further course of life are the focus of interests, plans of young man. A young man seeks to occupy the inner adult position. He/she is trying to realize himself/herself as a member of society, to define himself/herself in a world, i.e. to understand himself/herself and his/her capabilities along with an understanding of his/her place and purpose in life [7].

The orientation of the person, the dominant motives and the major central orientations depends on the choice that will be made in youth – the choice of the particular secondary professional school or high school.

Vocational training provides the necessary knowledge and skills, i.e. certain qualifications and thus preparing for adult life, move up, becomes the "door" to a more or less well-off life, the possibility of their favorite activity, but at the same time it is an opportunity to postpone the final choice, to try "yours or not", and still remain a little child [5].

One of the reasons for these problems may be insufficient orientation of yesterday's schoolboy in socially-psychological space of a new to him/her social institution and / or infantilism as a personality trait that causes a specific type of learning motivation. And the problem here is not only to perceive and understand the existing system, but also take it on the emotional and

personal level, to find in it a new personal meaning [4, 10].

Methodological bases of psychological approach to the problem of self-determination were established by S.L. Rubinstein. The problem of self-determination was considered him in the context of the problem of determination, in the light of the principle which he proposed – external reasons are reflected through the internal conditions [8]. In this context, self-determination serves as opposed to external determination. In the concept of self-determination thus expressed the active nature of the "internal conditions".

Thus, at the level of a particular psychological theory the problem of self-determination looks like the following. For a person "external determination" ("external reasons") is the social determination (social conditions). Self-determination is a mechanism of social determination, which can not act otherwise than as being actively reflected by the subject! The problem of self-determination is thus a key problem of interaction of the individual and the society in which as in the focus highlights the main points of this interaction: social determination of individual consciousness (wider - psyche) and the role of the subject's own activity in this determination. At different levels, this interaction has its own specific characteristics, which are reflected in the various psychological theories on issue of self-determination.

There is another moment that it is necessary to underline especially. L.I. Bozhovich noted an extremely important characteristic of self-determination which lies in its duality: self-determination is implemented "through the choice of profession and through general, deprived of concreteness searches of sense of the existence". By the end of youthful age, according to Bozhovich, this duality is eliminated. Self-determination implies the choice of profession, but is not limited to it [1].

I.V. Dubrovina makes amendments to the problem of self-determination as central moment in early youthful age. The main psychological new formation of early youthful age, in her opinion, should be considered self-determination as such (personal, professional, vital), and

psychological readiness for self-determination, which presupposes: maturity of psychological structures, first of all, self-consciousness; development of needs, providing meaningful fullness of personality, among which the central place is occupied by moral principles, values and temporal prospect; formation of preconditions of personality as a result of the development and realization of ones abilities and interests [3].

However, the psychological readiness to enter into adulthood and to occupy deserving place in it assumes not unfinished in their formation psychological structures and qualities, but certain maturity of the person which consists in that: are formed psychological formations and mechanisms that are providing possibility (psychological readiness) of continuous growth of his/her personality now and in the future.

In this sense, personal self-determination is manifested through professional self-determination as a socially significant activity, a way of contacting person and society. It displays all the parties and characteristics of such contact (system of values, ideas, system of relations and prospects).

Professional self-determination is a process that covers the whole period of professional activity of the person from getting professional intentions till the exit the labour activity. Professional self-determination is a significant part of the public process of personality development. This process has its stages [6]:

- Primary career choices (typical for pupils of primary school age): poorly differentiated view of the world of occupations, situational understanding of the internal resources necessary for this kind of professions, instability of professional intentions;

- Stage of professional self-determination (senior school age): origin and formation of professional intentions and the initial orientation in different areas of work;

- Professional education: carried out after obtaining the schooling to the mastering of chosen profession;

- Professional adaptation: the formation of individual style of activity, the prevalence of systems of industrial and social relations;

- Self-realization in work, performance or non-performance expectations related to professional activities.

Thus, professional self-determination permeates the whole life of the person, and personal self-determination acts as prerequisites for its success.

The whole set of the most important prerequisites of personal self-determination can be reduced to two main groups [5]:

- 1) Personality traits that enable a successful solution to the problem of choice of profession, but is not directly involved in activation of this process. This group includes the willed character traits, as well as such quality as industriousness. The presence of some labor and life experience, i.e. the level of total life maturity of the person, should be included here also.

- 2) Components of orientation of the person, that dynamize the process of professional self-determination and determine the selectivity of the reaction. This includes the need for professional self-determination, educational and professional interests that that have arised at the person, skills, beliefs and attitudes, values and

ideals. The components of the second group due to association with cognitive needs have the function of conditioning of sphere of activity, attracting a man.

Thus, the analysis of the features of professional self-determination is possible only from the standpoint of the principles of determinism and activity. Psychological manifestation of the principle of determinism can be understood only within the framework of problem of correlation between external and internal conditions of determination [9].

Conceptual model of readiness of students to educational and professional activities should include the following components: motivational, cognitive, operational, emotional-volitional, and informational [2].

Also noteworthy is the identification of the student with the profile of education, which is received. He/she must realize whether it is his/her need and whether he/she wants to do it all life. In order to be successful self-determination needs a positive harmonious development of all these aspects.

In order to fully understand trends and possible distortions that may occur in the implementation of personal and professional determination, it is necessary to examine the consequences that we receive. Unfortunately, the positive changes we can track either later in adulthood or after the success of professional training. While the negative effects and deviations occur in the early stages of self-determination.

Procedure and method. Empirical study of self-determination among students of high school (at the example of future practical psychologists) was carried out using methods: "Social anxiety and social phobia" (O.A. Sagalakova, D.V. Truevtsev), "Social anxiety" (D. Watson, R. Friend), "Hierarchical structure of topical fears of personality" (Y. Scherbatyh, E. Ivleva), "Professional motives, success and fears of students-practical psychologists" (O.P. Nikitina). The empirical sample consisted of students of I-III course of Department of Practical Psychology of Ukrainian Engineering Pedagogics Academy (65 respondents: 46% - students-practical psychologists of the 1 courses of study; 54% - students-practical psychologists of the 3 and 5 courses of study). Individually data were reduced in the group table and then subjected to statistical analysis with using Microsoft Excel and STATISTICA (version 10.0).

Data analysis and results. Conducted pilot study of emotional sphere in the context of factors of professional self-determination showed that fear of public speaking ranks first among the most intensively expressed fears among students of 1, 3 and 5 courses. The highest values of correlation were obtained between the intensity of the fear of public speaking (by method "Hierarchical structure of topical fears of personality") and social anxiety (by methods "Social anxiety and social phobia" and "Social anxiety") – $r_{xy} = 0,51, p < 0,005$ and $r_{xy} = 0,43, p < 0,005$.

For the empirical distribution students by level of intensity of the fear of public speaking (by method "Hierarchical structure of topical fears of personality") and social anxiety (by methods "Social anxiety and social phobia" and "Social anxiety") was used cluster analysis (method K-means). The first cluster includes 43% of the students, and the second – 57%.

Representatives of 1 cluster are characterized by high

intensity of the indicators of social fears. They are characterized by expressed intensity of the fear of the changes in personal life, fear of exams; by increased intensity fear of the future, fear of responsibility (by method "Hierarchical structure of topical fears of personality"). Representatives of 2 cluster are characterized by significantly lower expression of these fears (according to the results of using Student's t-test).

There were diagnosed differences in the severity of

motivators of psychological assistance (by author's method "Professional motives, success and fears of students-practical psychologists") among the future practical psychologists of the 1 and 2 types. According to the results of using Student's t-test, as indicated in Table 1, for representatives of 1 cluster is important to work as psychologist because in such way they are trying to expand their experience, to solve their own problems, to feel like a competent person, not to strain physically.

Table 1. Severity of motivators of psychological assistance among the future practical psychologists

Name of professional motivator	1 Type	2 Type	t	p
The opportunity to expand own experience by stories told by clients	7,78±2,06	6,38±2,61	2,31	0,02
The absence of strenuous exercise	5,44±2,12	3,41±2,50	3,43	0,0
Solving own problems in the process of professional interaction with the client	6,59±2,53	4,43±2,75	3,21	0,0
The opportunity to feel like a competent person	8,00±1,88	6,46±2,65	2,58	0,01
The possibility during work constantly confirm for yourself the importance of your profession	7,44±2,41	6,00±2,86	2,13	0,04

At the next stage of mathematical and statistical data processing, was identified that representatives of both types believe that success in their future profession largely depends on their desire to be successful, training and development of professionally important qualities of the psychologist, but these figures are slightly higher in the first type. At the same time, as indicated in Figure 1 these students pay less attention to the environment in which work of psychologist is done (3%), in contrast to the first type - 18%.

At the same time, was revealed that representatives of the 2 type are more worried about the future professional work on various aspects (compliance with the requirements of employers, the beginning of work with the client, selection of diagnostic procedures etc.), than the representatives of the 1 type.

This may be due to the fact that currently only 18% of the 1 type see themselves in the future as practical psychologist. While 58% of the 2 type connect their future with work in the sphere of psychology.

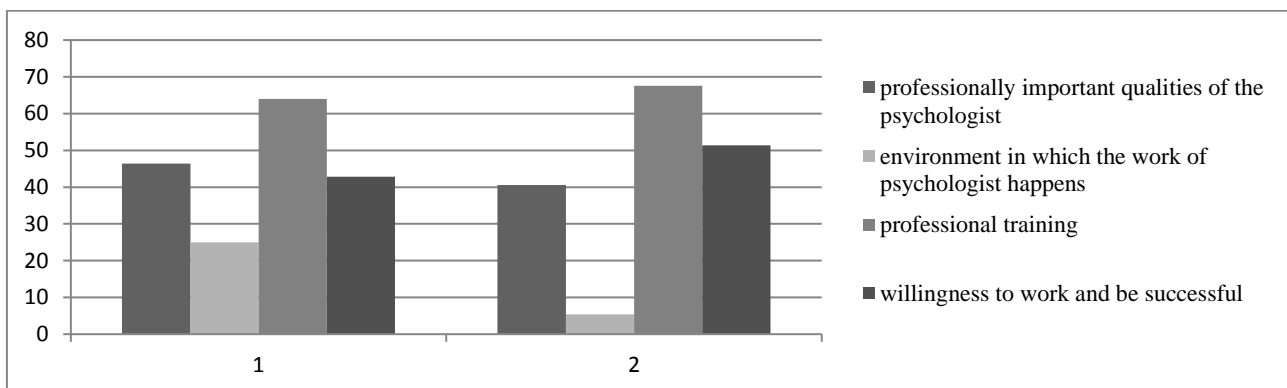


Figure 1. Column diagram of indicators of scales according to the author's method "Professional motives, success and fears of students-practical psychologists" among representatives of 1 and 2 type of expression of social fears (in percents).

Conclusions and perspective for the future research. We support understanding personal self-determination as determination of self that manifests through professional self-determination. Our research was dedicated to investigation the self-determination among students of high school (at the example of future practical psychologists). We assume that in occupational choice is recognized the orientation of the person, the dominant motives.

Studying the characteristics of the emotional sphere in the context of factors of professional self-determination of students was showed that fear of public speaking ranks first among the most intensively expressed fears among students-practical psychologists of different courses of education. The highest values of correlation were obtained between the intensity of this fear and social anxiety. So, it was decided to consider the characteristics of attitude to professional activity among students with high level of social fears and low level of social fears.

It was found out that representatives with high intensity of the indicators of social fears are characterized by expressed intensity of the fear of the changes in personal life; fear of exams; by increased intensity fear of the future, fear of responsibility. For them importance of working as psychologist consists in that they in such way are trying to expand their experience, solve their own problems, to feel like a competent person, not to strain physically.

So choosing such sphere students are seeking the way to extend the personal self-determination. Their personal self-determination is not finished yet, it is "blocked". Their professional self-determination is not effective. It is not itself the aim of life of student. Instead of this position it seems as a way to solve problems of personal self-determination. The ideal combination in functioning of different types of self-determination – personal and professional – "whipping up" each other in such situation is disturbed.

Summing up our study, notice that its results extend the current understanding of psychological features of self-determination among students of high school. On the one hand, knowing exactly what "deviations" from a normally formation of self-determination are present, it can be greatly increased the effectiveness of professional development in youthful age. At the same time this

direction may be one of the ways of increasing the quality of university psychological service.

On the other hand, it can be planned work on predestination of development of professional in general. And then the obtained data may be used to enhance the effectiveness of professional training in high school.

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Психологические особенности самоопределения среди студентов ВУЗа (на примере будущих практических психологов).

Никитина О. П., Подчасов Е. В.

Аннотация. Статья посвящена изучению психологических особенностей самоопределения среди студентов высших учебных заведений (на примере будущих практических психологов). Анализируются различные взгляды на проблему самоопределения, ее механизмы, типы, этапы развития. Рассматривается важность юношеского возраста в самоопределении как периода на границе детства и взрослой жизни. Представлены данные проведенного эмпирического исследования основных тенденций и взаимосвязей в реализации личностного и профессионального самоопределения в юношеском возрасте. Определяется одна из причин неэффективного профессионального самоопределения студентов. В соответствии с этим, предоставляется путь к повышению эффективности профессионального самоопределения в контексте работы университетских психологических служб и профессиональной подготовки в целом.

Ключевые слова: личностное самоопределение, профессиональное самоопределение, самосознание, отношение к профессиональной деятельности, студент.