

The Professional Transpective of the Students in the Conflicting Realities of the Post-industrial Society

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ABSTRACT

The topicality of the issue under investigation is determined by the rising demand of the Russian society in the mastering and controlling conflicting realities that are capable of changing the integral notional structure of an individual, leading to the evolution or degradation of such individual's social and professional life activity. The purpose of the article is to identify the professional positions and views of the modern students in conditions of affecting their internalities, motives, and values of the conflicting realities, defining methods of negotiation of the latter. The leading methods of the research of this problem are the art technology that consists of the representation of the personal professional path in future, the postpictorial interview, the questionnaire method, qualitative data analysis, allowing to identify the features of the professional transpective of the students in the conflicting realities. The following results have been achieved: the analysis of the professional transpective of the students, whose self-realization occurs in the post-industrial society, was provided, the reasons (conflicting realities) of the obtained data were found, the methods to overcome the impact of the conflicting realities on the personality were proposed. The research materials may be useful for the psychologists of the professional education, the teachers of the vocational training in the organization of accompaniment and rendering assistance in the professional self-realization of young people in realities of the post-industrial society.

KEYWORDS

Conflicting realities, controlling and mastering the conflicting realities, post-industrial society, professional transpective.

ARTICLE HISTORY

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Introduction

The Russian society today is of a post-industrial character related to the strengthening of the innovation component in the economy and industry, acceleration of enterprise production. The occurred changes have created new

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demands towards the employee, his knowledge, abilities, and competencies: the ability to produce new knowledge, the high training capability and the ability to implement a creative approach in the course of professional activity were a must. For this purpose, there arose the demand for an early vocational guidance of the younger generation, maximum development of abilities from an early childhood; &the value of the errors in the professional self-determination has gradually increased: a person has no excessive time for the professional reorientation and re-election of the profession, and the person is at a risk of falling behind, and to be the last in the professional “race”.

The work with the temporary transpective (Lebedeva, 2015; Zavodchikov et al., 2016; Dorozhkin, Zaitseva & Tatarskikh, 2016) gets a prominent role, accompanied by the professional self-determination of the individual. The result of this work is the formed ability of the individual to consciously integrate the time of his life with the desire to move from meeting individual needs to the creative design of the culture and history through personal professional activity. The professional transpective of the individual is influenced by the objective conflicting realities: due to them, the individual changes its views and orientations, interests and aspirations, and corrects its professional plan in the process of self-determination. It is advisable that the impact of the conflicting realities would help the professional evolution of the individual, but not degradation and stagnation.

On the basis of the analysis of the scientific approaches by E.F. Zeer (2010) and Ye.A. Klimov (2006) we propose to understand the conflicting realities as a system of objectively existing situations, refracted within the psyche and reflected in the values, perceptions, behaviour (Zeer & Kormiltseva, 2012). The conflicting realities are generated by the society, politics, economy and other factors, i. e. by everything that surrounds an individual objectively. Every person in the process of life activity is affected by the influence of the conflicting realities, but the young people are especially vulnerable: on the one hand, they have a sufficiently high degree of activity, on the other hand, the value system of the young people is still not established, their positions and motives are easily changed under the external influence of the conflicting realities. That is why being in the process of the professional formation of an external support and mastering methods with the conflicting external influence in the transformation of society is of a particular importance for the Russian young people.

Materials and Methods

Research methods

The following methods were used during the research: theoretical (analysis, synthesis, concretization, generalization); diagnostic (questionnaire method, postpictorial interview); empirical (the art technology aimed at identifying the representations about the perspectives of a personal professional path); methods of the qualitative empirical data analysis and graphical recordings.

Experimental research base

The Russian State Vocational Pedagogical University was the trial facility for the research.

Investigation stages

The research of the problems was conducted in two phases:

At the first stage a theoretical analysis of the scientific literature on the research problem was carried out, the concretization of phenomena “professional transpective” and “conflicting realities” was conducted, the purpose and methods were marked out, and an experimental facility plan was made up.

At the second stage, the experimental work was carried out, the results thereof were analysed, summarized and systematized, and the methods of controlling and coping with the influence of conflicting realities were outlined.

Results and Discussions

Substantial and Graphical Representation of the Empirical Results

In order to determine the professional transpective of the modern students in the conflicting realities on the basis of the Federal State Autonomous Educational Institution of Higher Education “Russian State Vocational Pedagogical University” the research was conducted using the art technologies and the questionnaire “Academic Motivation” (the questionnaire by G.A. Karpova (2000), adapted for the research of the vocational training motives), which was attended by 185 people at the age of 18-20. Within the frame of using the art technology, the participants were asked to represent their professional path in any form, where the starting point was their graduation. The individual postpictorial interview completed the diagnosis.

Settling the results of drawings and interview analysis revealed the following features in notions about the future professional path of the research participants:

71 % of the participants plan to set up their own business; 28 % of the participants plan to work in different organizations, while 25 % of them wish to take a place among the top managers and 10 % of the participants plan their career within the civil service (Ministry of Internal Affairs of the Russian Federation, the Federal Security Service, the regional government, municipal administration) (Figure 1);

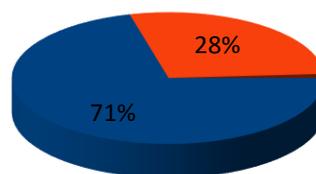


Figure 1. Students’ Notions about the Organization of the Future Professional Activity

— 90 % of the participants pointed out the need for such work, in the process of which there will be accumulation of professional experience and connections;

— 57 % of the participants plan to improve their professional qualification upon graduation (including by studying for master’s degree, self-education);

— 42 % of the participants showed in the drawings their future family in various forms, while one participant passed an opinion that “the family is an obstacle to the career”;

— 19 % of the participants suggested several variants for the professional path;

— 15 % of the participants plan to emigrate or work abroad, 7 % of the participants like to work as freelancers;

— 9 % of the participants have represented the end point of their professional path with no representation of the intermediary stages;

— 9 % of the participants have presented a detailed comprehensive plan of their actions after the graduation (Figure 2).

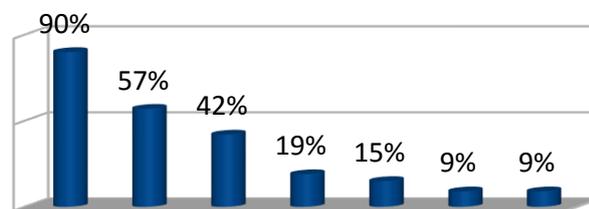


Figure 2. Characteristics of Students' Notions about the Future Professional Path

Almost every participant found it difficult to detail their professional perspectives: the accentuation of definite techniques and methods to achieve the stated goals in building alternatives.

The following ratio of the students' training motives was revealed during this research (Figure 3):

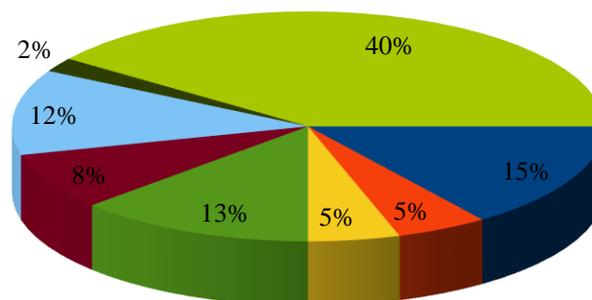


Figure 3. Ratio of the Students' Training Motives

- 40 % – to achieve a degree ;
- 15 % – cognitive motives (a desire to gain new knowledge, learn new things, expand their views about the world);
- 13 % – the motive of self-development;
- 12 % – the student’s position (as long as you are a student, you must study well, and focus on the studies as the main thing at the moment);
- 8 % – the achievement motive (a desire to do everything well, to be among the best);
- 5 % – the communicative motive (not the process of studying is attractive, but the communications with friends, participation in extracurricular activities);
- 5 % – the emotional motive (to study the discipline well, the student must like the teacher);
- 2 % – the external motive (encouragement/punishment by parents, teachers).

The dominant motive of the students is to receive a degree, i. e. most participants of the research did not focus on the process of getting professional competencies, but instead on the result – to obtain a certificate of level and direction of the professional education. This may be explained by the fact that many modern students consider higher education as a degree to something bigger, and it is not necessary to work in their specialty after the graduation. The young people quite easily reorient themselves professionally, and the diploma obtained appears only as a way to achieve the desired goal. In this case, the students do not take into account the fact that they will spend four years for studying, in the process whereof they will learn the information, that will be as virtually useless in the future, and to master a new activity without a sufficient foundation, they also need to spend time and effort.

The obtained data allow assuming that the professional transpective of the modern students, whose self-realization takes place in the post-industrial society, is influenced by the following conflicting realities (Figure 4).

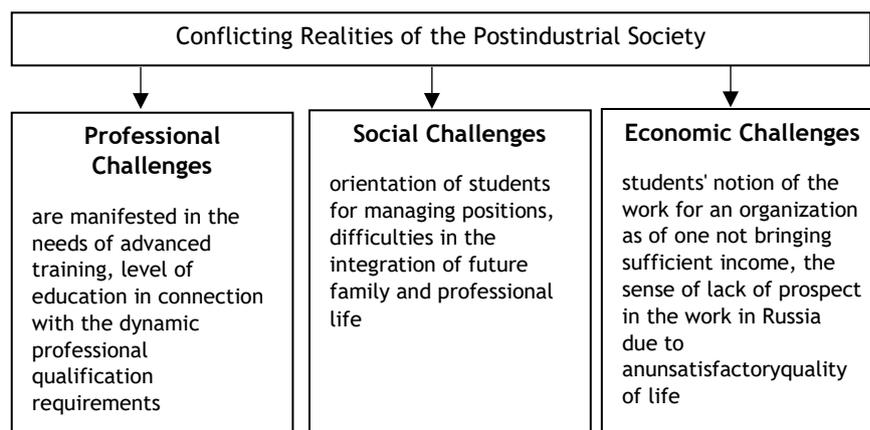


Figure 4. Conflicting Realities of the Post-industrial Society

Thus, a professional self-realization of the modern students occurs under the influence of conflicting realities associated with the dynamic professional requirements, a difficult economic situation in the country, an objectively low level of patriotism, a rather degraded family values in the Russian society, a lack of the psychological support of the professional development of a personality.

Methods to Ensure Favourable Conditions of the Professional Self-Realization of the Students

On the basis of the data obtained in the course of the empirical research, methods of coping with the conflicting realities of the post-industrial society and their management in the course of the professional self-realization for the students may be suggested. The coping depends entirely on the individual characteristics of the subjects, and the management reflects an external influence on the personality and the student activities and is, in fact, a form of support, including psychological. Meanwhile, both external and internal methods stay interdependent (Table 1).

Table 1. Certain Methods of Mastering and Control of Conflicting Realities in the Course of the Professional Formation of the Students in the Post-industrial Society.

Conflicting Realities of the Post-industrial Society			
	Professional Challenges	Social Challenges	Economic Challenges
Methods of internal mastering	— aiming at continuing education;	— development of the skill to “filtrate” the information from different sources (including the Internet);	— self-education of diligence;
	— development of the independence, responsibility, and discipline.	— aiming at human values and meanings.	— priority of the spiritual over the material;
Methods of external mastering	— development of common standards for professional training of the specialists on the basis of the FSES and professional standards;	— formation of the unified science-based state ideology and composition of the system thereof;	— development of money-management (money management skill).
	— state regulation of the labour market dynamics;	— the orientation of the young people on human values and meanings;	— stabilization of the social-economic situation in the country and regions;
	— rising the prestige and quality of the professional education at different levels.	— organizing a certified public psychological aid system;	— improvement of public standards of living.
		— formation of the effective mass media control system.	

Thus, the work with the professional transpective of the students, and, in general, their professional formation is necessary from the point of view of both various institutions and organizations and the individual.

Discussions

The phenomenon of the transpective and temporary transpective was studied in the works of V.Ye. Klochko (2005), Ye.V. Lebedeva (2015), A.N. Levchenko (2011), I.A. Spiridonova (2002) and others. For example, in the works of Ye. V. Lebedeva (2015) it is noted that the first-year students have difficulties in planning and forecasting their professional future: in most cases, as alternatives for the self-development they mention variants, not in any way connected with their vocational training, including abandoning their professions. The author points out that “overcoming distortions of the professional transpective, reflecting the difficulties of the professional self-determination, requires a complex psychological and pedagogical accompaniment of the students’ professional development, the evolution of technologies aimed at the development of reflective, analytical and predictive abilities of students” (Lebedeva, 2015). The analysis of the research performed showed that their object is often the temporary perspective, whereas the study of the professional transpective occurs in rare cases.

The conflicting realities became a subject of research primarily for Ye.A. Klimov (2006), and after that E.F. Zeer (2010). This phenomenon is still not sufficiently studied in the psychological science and requires a more in-depth theoretical and empirical review.

Arising contradictions between the subjectivity of the personality and the conflicting realities generate the critical moments in an individual’s life, which, in their turn, lead to destruction or creation. The choice of one way or the other by a person in the professional self-determination under the influence of the conflicting realities depends on various factors as the individual characteristics, family education, social environment, characteristics of professional activity, etc. In the process of experiencing conflicting realities changes in the person’s consciousness occur affecting the motivational and requirement, operational or semantic aspects of its life.

In modern Russian society, which embarked on an industrial development, there is a growing number of potentially conflict generating realities, which, under the constructive course of events, are a kind of an “engine” for the personality development.

The conducted research showed that the professional transpective of the modern students is built under the influence of social, professional and economic transformations associated with the transition of the Russian society to a post-industrial type. A high dynamic of the professional world contributes to the forming of a perception of the professional education by the students as a kind of step to something bigger, which may or may not be associated with the education profile, i. e., initially, the students have a dominant motive of getting a degree, but not of the formation of competencies and self-development.

The received results demonstrate an urgent need to create an external control system of conflictogenic factors of the objective reality and the organization support of the individual during the professional development.

The work on methods of reducing the conflict impact of reality on a personality is at inception, but a need is already obvious for organization of a system of psychological support of the students professional development, as well as enhancement of the prestige and quality of the professional education, establishment of a unified science-based state ideology, attraction of young people to human values and life meanings, stabilization of a social and economic situation and improvement of the people's standards of living.

Conclusion

It was found that the professional transpective of the modern students, whose self-realization occurs in the post-industrial society, is under the influence of such conflicting realities, as professional, social and economic. The students were suggested methods of coping with the conflicting realities of the post-industrial society and their control in the course of the professional self-realization.

Overcoming professional challenges can be associated with the formation of the students' orientation to the process of continuing education on the self-development of professionally important qualities such as independence, responsibility, and discipline. At the same time, the internal powers of the individual must be supported by the external conditions created by state policy. Today there is an urgent need to harmonize the standards of the professional education and professional activity. Another important issue is the orientation on the enhancement of the prestige and quality of professional education at all levels.

Overcoming social challenges is provided by the students adopting human values and the alignment of their own life activity based thereon. Such orientation facilitates the establishment of intrapersonal filters of the information flow content. The external reinforcement depends on the nature and the scientific character of the state ideology system, as well as the state control in the field of mass media. Creation of a certified psychological aid system within the professional development process is also crucial.

The economic challenges of the post-industrial reality have a significant impact on the professional development and, in particular, build the professional transpective of young people. In this case, stabilization of the social and economic situation in the country and improvement of people's standards of living are of a fundamental importance. On the part of an individual, the success in coping with the economic challenges is associated with the self-nurturing of diligence and orientation on the spiritual development.

The materials of this article can be useful for psychologists, who provide psychological support in the professional education process, teachers of vocational training, and specialists in the field of education aiming at the development of the education quality monitoring.

During the research, new issues and problems arose, that have to be decided. It is necessary to continue the research in the field of studying the professional transpective of an individual under the influence of the conflicting realities of the post-industrial society in two following directions: the expansion of the research methods range (tests, questionnaires, experimenting), and the expansion of the sample group by attracting other categories of participants (for

example, the employed and the unemployed). Furthermore, the phenomenon of conflicting realities requires further theoretical study.

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