

PSYCHOLOGICAL FEATURES OF PROFESSIONAL SELF-DESIGN AT OLDER YOUTH AGE

Problem statement in general terms. Fast moving social and political changes in Ukraine in the early 21st century, high dynamism of labor-market, increase of unemployment and aggravation of economical crisis cause high actuality of the problem of personal professional growth in the research of modern society. So, non-stability of labor-market, demands for masters of different professions, absence of social guaranties with job connection and constant work for lots of Ukrainians cause the increase of social importance of research about the problem of independent self-design of personality's career, make-up of personality's capability to effective professional adaptation, forming of variable professional strategies to wide variety of professions, not to one concrete speciality, and at the same time make-up of vital capacity, capability to identify and realize own professional way according to individual value and sense-of-life constructs in spite of social difficulties and restrictions. In age aspect investigation of this problem assumes special urgency at youth age because professional self-determination, generation of own professional goals in structure of life concept and constructing of concrete plans of their realization are the main life tasks of personality's development in youth.

Analysis of last researches and publications. The problem of professional growth, self-determination of personality at youth age in psychological literature is not new. In classic works of foreign and Ukrainian psychologists, who deal with the question of personal and professional growth of human, professional self-determination was considered not as single choice, the same as job connection or entry to desirable speciality of professional educational institution but as long process, embracing the number of age stages of human life (E.Borisova, E.Klimov, I.Kon, P.Shavir etc.). That is why the prominent attention in the works of researchers was devoted to the investigation of special features of professional

growth, self-determination at older youth age in conditions of professional preparation. The prominent attention in the works of scientists is paid to the problem of professional self-determination of human at older youth that was devoted to learning of psychological features of professional self-consciousness, namely comparison by personality, the “self-conception” and specifications of chosen speciality to personality of master (L.Kalen, O.Meshkovska, D.Tideman, M.O’Hara), structure of professional motivation and its influence for further self-determination of future master (I.Bojovich, E.Klimov, A.Kucharchuk and A.Tsenciper), development of professional capabilities of students (V.Ikonnikov, E.Klimov, N.Kuzmina, M.Priajnikov) etc.

An idea about insufficient activation of professional self-determination of majority of young men in natural conditions spread through the works of scientists as a common thread. This caused number of special investigations about activization of different structural components of future master’s professional growth in researches of modern Ukrainian psychologists (J.Virna, L.Dolinska, L.Mova, O.Temruk, N.Shevchenko etc.). Increase of attention in works of scientists to the problems of activation of personality’s professional growth in conditions of professional preparation caused the necessity of research of the questions concerning task-oriented management, design of personal and professional development of future masters.

Make-up of mental new structures of youth age (social horizon, reflection, value and sense-of-life orientations etc.) creates necessary psychological conditions for refocusing of personality from achievement of life tasks (successful education, forming of necessary social skills and experience, socialization according to moral and spiritual norms and values at large) to producing of subjective relation for own life, independent determination of own life goals and tasks, constructing and realization of own life project in different directions of social activity. Accordingly

the concepts “self-design”, “personal self-design”, “life project” are represented in works of modern scientists with the increasing frequency.

The **goal** of this article is the research of the problem of professional self-design at older youth age in the works of modern Ukrainian and foreign scientists.

Description of main content of investigation. In the works of modern scientists professional self-design of personality is considered as a dynamic process its self-constructing, self-creating in conditions of fast changed social situation regarding development. D.Kiselev and V.Eliseev mentioned that “In professional trend self-design is readiness of subject for constant self-modifications and self-determinations of own professional capabilities” [6, P. 132].

High importance of success of personality’s self-design in professional sphere for the self-realization at large is accented in the works of M.Avdeev, N.Belova, V.Panok, V.Frankl. According to V.Frankl the usefulness of human life before everything is governed by its capability to escape abroad available capabilities and to find new senses in concrete actions [14]. V.Panok accented that substantiated choice and distinct planning by personality of the professional way accompanies to rise of quality of his/her life and complacency of own life [9].

M.Avdeev noticed high importance of success of professional self-design of students as an important part of their constructing of life screenplay [1]. According to N.Belova success of professional self-design of youth outlines not only success of their future professional activity but experience of own capability to be owner of own fate, to run own life at all. Explorer accented indissoluble unity of professional self-design and subjectness of youth and noticed that professional self-design is a complex dynamic mental process, actualized in problem situations and appears in strategic life decision of a subject [2].

In psychological literature concerning the problem of personality self-design, including professional sphere, large attention is given to research of influence of personal and social determinants of this mental phenomena. Main role in works of

scientists is provided to self-determination and own activity of a personality. At the same time presence of relevant social conditions conduce to activization of internal self-motion. According to V.Slobodchikov the main goal of modern education is not only activization of necessary knowledge and skills of a person, which make it a resource of social producing but also a development of that mental phenomenon, which gives possibility for a personality to defend the personal essence, to be an active subject of personal life, to make an effective management of personal life [11]. T.Erina highlighted the main role of internal self-determination in the process of professional self-design of the youth. Design by students of professional way of their life takes place with reflection of their individuality, needs, interests, actual life achievements and causes on this base trajectory of perspective self-development [4]. According O.Zazimko process of personality self-design in youth associates with two components: normative, caused by objective demands of social situation of development, and facultative, which determines, that a personality chooses goals and landmarks of life [5].

M.Avdeev mentioned that activity of a student is adoption and own reconstructing of plottings of professional self-organization, self-development of professional capabilities, systematical improvement of received professional knowledge and skills into own professional activity. All this causes high importance of collaboration of students with university teachers, who help future masters in organizing and rising of effectiveness of their professional self-design [1]. M.Smulson accentuated that benefit of self-design in comparison with design is removal of problem of interpersonal cooperation between author-designer of the project and its doer and, as result, incomplete understanding of project content by a doer [13].

In such a way a high importance of achievement of unity of design and self-design of student's professional growth in conditions of professional preparation is considered in works of authors. As the subject and author of such activity is a young

man. Role of people (university teachers, psychologists) is to inform young people about possibilities and ways of their self-design, to give them emotional support, to furnish optimized psychological and pedagogical conditions for realizing their self-design. Subjective professional self-design is transacted in close interaction of youth with people because content and ways of realization of life project of the individual have to coordinate with other people, who take an active part in realization of his/her life project [12].

High complexity of professional self-design causes research of this personal phenomenon in works of scientists as a complex process, including number of stages. An important device of personalit's self-design is reflection. Just activization of reflection gives for an individual a possibility to broad actual situation of development and to reconsider life journey in unity of the past, the present and the future modes of time perspective. Constructing of imagines of personality about life with interpretation of own life way, a narrative and a keynote (according to N.Chepeleva[15]) causes creation of integral life story of personality and design on its base a perspective plan of future life way, which includes a professional sphere.

So, according to T.Erina, perspective of self-design by students of their own professional activity is a dynamic process, which expansion logic causes activization of three components of this personal phenomenon: a conative and sense (development of conception of future professional activity), program and operations (generation of realizing of conception program, its elaborateness and realization), effective (analysis of received results and their correspondence to ideal idea) [4].

The dynamic models of professional self-design in youth, reflecting of gradual structure of future masters for professional growth from design of their professional development in conditions of high education to getting by students a capability for independent design of their career are represented in works of D.Krinitzin, O.Merzliakova, D.Jagodin, P.Zuev. D.Krinitzin separated the next stages of professional self-design of youth in conditions of professional preparation: adaptative

(inclusion and adaptation to conditions of professional education), acmeological (make-up of values and priorities of their career), trendy (forming of style special features of future professional activity), fore-sighting (choice of variable ways of achievement of wanted professional goals and further analysis of own professional plans), analytical (assay and correction of developed model of professional self-design). The same points of view on process of personal and professional growth of youth in conditions of higher education are represented in the works of O.Merzliakova, D.Jagodin, P.Zuev. According to researches main stages and at the same times levels of this process are adaptation of students to conditions of scientific and professional activities and acceptance of new social position, identification with requirements of educational and professional activity, self-realization in conditions of educational process. The highest level of professional growth of youth is self-design of their own professional self-development. Special features of professional self-design as the highest level of student's personal and professional growth is caused by formation of subjectivity. Forming of subjectivity causes growth of student's capability to realization of acknowledged and goal-oriented activity for the development of own professional makings to level of capabilities and professionally important qualities, independent organization of different directions of their own personality and professional growth [7]; [8].

In such a way professional self-design of students gives them a possibility to achieve not only correspondence to traditional social requirements for personality of the master, represented in job profile diagrams, but to realize different trends of independent educational and professional activities with the purpose of self-creating of unique authorial professional project, which measures up their own professional image "Self-ideal" of youth.

Process of expansion of professional self-design among youth in works of modern scientists is considered in unity with constructing and self-realization of their life conception, life screenplay. Planning of career is realized by young men, taking

into account actual life experience, adopted life decisions, which are implemented in actual time. That is why temporal measures of professional self-design of youth are not limited only with time perspective but they embrace all three modes of life perspective, because perspective of self-design is supported by actual life experience, and its success can cause satisfaction of youth with quality of their actual life, self-realization of those kinds of social activity, which give a possibility to achieve realization of perspective living goals and plans. Professional self-design of personality, according to N.Belova, is a spread program of its self-implementation, including complex of living goals and resources for its achievement. So, success of perspective design by youth of their professional way is caused by concurrence of strategic professional goals and plans with actual personal resources and realized life choices. Non-concurrence of professional self-design in actual and future times causes restriction, periodicity of personality's time perspective. In that case, according to O.Zazimko, I.Pereligina etc., perspective self-design of a human career is carried on by fits and starts. So, as I.Pereligina considered, lots of modern youth have a distinct image of near professional future (until graduation of higher education), and long-distance life perspective (deal majority with financial expectations from their career). At the same time medium life perspective of students, including professional plans, which connect near life perspective and ideal image of wanted future is not distinct. Insufficient meaningfulness by students of own professional choice, frequently carried on by students under the influence of external motivation, causes large dissonance between near professional plans of students and ideal image of long-distance future. All this, in its turn, makes more difficult constructing of such life plans, which would give a possibility to connect actual direction of professional self-design and wanted life goals and, as a result, it can cause disappointment in chosen professional way and decrease of living activity at large [2]; [5]; [10].

Activization of professional self-design of future masters in conditions of professional preparation, according to N.Belova, is possible in conditions of

understanding by them not only content and requirements of chosen speciality but and future stages of their career, different variants of further construction of their own professional self-development and establishment of correspondence f further professional plans to content of own value and sense of mental phenomena [2].

An idea about integration of professional self-design of personality in all modes of time perspective as necessary condition of activization of this process and further success of professional self-realization of personality at large is highlighted in works of scientists. Researches give different phenomena of sense-of-life search of youth, which are devices of integration of main components of personality's life project: "sense-creating activity" (O.Zazimko), "ideal image - self-project" (D.Krinitzin), understanding by personality the essence, self and life conception (I.Pereligina), a narrative and a keynote (N.Chepeleva) [5]; [7]; [10]; [15].

Activization of sense-of-life constructs at older youth age promotes integration of professional self-project of personality, forming their entirety. At the same time insufficient development of values and sense-of-life phenomena cause decrease of professional self-design of personality. In such conditions according to L.Bojovich development of humanistic values and senses of life of youth is frequently dealt with pragmatic, caused by external, egoistical motives of future career choice [3]. O.Zazimko considered that insufficiency of reasoning of personality in older youth of their own life journey can cause disintegration of self-design in personality and professional modes. In that case "... it is registered tendency of absence of simultaneous self-design in personal and professional spheres: vision of self as a professional is frequently not connected with design of own personal and communicative characteristics and vice versa" [5, C. 95]. So, success of professional self-design of personality in older youth is caused not only by its integration in temporary continuum but and activization of values and sense basis of this mental phenomenon.

Conclusions and perspectives of further investigations in this direction. An authorial analysis of psychological literature gives possibility to state, that in works of foreign and Ukrainian scientists regarding youth, specially older youth, is considered as sensitive time for professional self-design of personality. In works of foreign psychologists large attention was devoted to research of professional self-determination of young men, conciseness of their professional choice and activization of personal and professional growth of students according to social requirements. Further humanization and refocusing of modern professional education to subject-subject and competence bases of future master's professional preparation caused by increase of attention of scientists to the problem of independent constructing and realization by youth their own professional way, in other words - personal professional self-design. Available in scientific literature some elaborations of models of gradual professional self-design of personality in youth reflect the process of its development from work with educational and professional tasks, in conditions of pedagogical design, to self-design of their own career and professional self-realization. Success of professional self-design of youth is considered in works of scientists as an important condition of development of their subjectivity, capability to conscious management of their life. That is why the process of professional self-design in youth is researched in unity with sense-of-life search, constructing and realization of life concept by young men. Main condition of success of constructing of professional career in youth is not only in "vertical direction", but also in "horizontal direction" (united with development of values and sense constructions, and self-design in different modes of life, including - personal). At the same time it is made the analysis of professional literature which educed only some, theoretic elaborations of professional self-design phenomena in youth in works of modern scientists. High actuality and insufficiency of elaboration of different aspects of genesis of this personal phenomenon, including its dynamics in immature and older youth, research, specially on empiric level, conditions, devices and special features of its

interrelations with other kinds of life design of modern youth (personal, national, social etc.) cause necessity of further researches of special features of professional self-design in youth.