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## Designing the Professional Career in the Personality's Life

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### Abstract

#### Background:

The qualitative solution to the above mentioned problem contributes to the professional self-determination of the individual in his/her living space and the globalized world which is a necessary social condition for the obligatory achievement of personality life success ensuring him/her individual vital stability (status, spiritual, material) and strengthening the internal and external state security. As a result psychological science actualizes the search targets for the study of the conscious professional self-determination, professional selection and professional development through 1) defining their leading meanings (theoretical and methodological aspect), 2) developing thematic professioniograms and psychograms (theoretical and practical aspect).

#### Methods:

Experiment, observation, self-observation determined the empirical content of our study – the age stages of designing the professional career in the education system: 1) comprehensive school (professional orienting, professional counseling, professional selecting); 2) vocational education institutions regardless of the level of accreditation (obtaining a profession); 3) professional activity (professional adapting, professional presenting and self-presenting, professional destructing). Thus, the experimental factor extends the educational stages subjects' (students, students or students, "working") amount of information on the advantages and disadvantages of an already selected (or previously selected) profession; observing to the special plan determines the frequency and duration of the ambivalent experiences such as "satisfaction – disappointment", "belief – doubt", "success – failure"; in self-observation subjects state the peculiarities of their professional experiences according to the previously designed thematic maps.

#### Results:

It has been previously stated that designing the professional career, regardless of age, has its own cognitive determinants which are united by the persistent social phenomenon of the "forced economic behavior", in particular:

1. Individual interest: 1) identifying (independently or with the help of the close social environment) the actual career directions providing the person's own expression of will, disclosing and satisfying his/her creative potential (intellectual, physical, spiritual, moral) in the conditions of the social challenges and threats; 2) reducing the possibility of the mistake in

selecting the profession, which defines the values of the human life (methodological, psycho-physiological, operational etc.), and, hence, its performance, significance at any age period.

2. State social request for the solution of the traditional psychotechnical tasks (age-based professional counseling, age-specific professional orienting, age-based professional selecting, improving labor productivity, achieving desirable psychological effects in the professional activities, in particular, satisfaction with its process and outcomes) in the context of the progressive socio-economic pace defined above all by 1) the demographic crisis, 2) the aggressive social fashion for certain professions and, at the same time, the frequent impossibility of self-realization, not only because of the absence of vacancies but because of low professional training and professional interest; 3) a decrease in the prestige of working professions; 4) an increase in information amount; 5) often a chaotic division of labor and its cooperation. As a result, we have already developed and have been developing educational programs to improve the educational stages subjects' ability to independently determine the actual professional issues, apply it to create their own thematic career paradigms which allow responding adequately to the unstable socio-economic realities in the learning (working) activity.

#### Conclusion:

System designing the professional career in the education sphere is an urgent socio-economic request which satisfying forms the significant professional competencies, for example: 1) the ability in the market relations of the 21<sup>st</sup> century directing the forced economic behavior to plan one's own optimal career priorities with the prospect of achieving high productivity, material well-being, spiritual growth alongside with preserving physical and mental health; 2) the ability to comprehend the universal and professional qualities in the age dynamics of the professional growth, to define the influence of age qualification and professional qualification on career growth; 3) the ability to distinguish typical difficulties, social and personal risks in designing career.

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