

## THEORETICAL AND METHODOLOGICAL ANALYSIS OF THE PROBLEM ON PROFESSIONAL SELF- DETERMINATION OF THE PERSONALITY

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**Л.А. Онуфрієва. Теоретико-методологічний аналіз проблеми професійного самовизначення особистості.** У статті розглянуто професійне самовизначення як багатовимірний і багатоступеневий процес співвіднесення людиною власних життєвих цілей, нахилів, здібностей з об'єктивними можливостями їх реалізації, а також з умовами, які створюють для цієї реалізації конкретні види діяльності. З'ясовано, що у сучасній психологічній літературі професійне самовизначення особистості розглядається як одна із сторін її життєвого самовизначення. Зазначено, що професійне самовизначення не зводиться до одномоментного акту вибору професії і не закінчується завершенням професійної підготовки за обраною спеціальністю, а триває впродовж усього професійного життя. Зроблено висновок, що успіх професійного самовизначення залежить від власної активності суб'єкта, від його життєвої позиції, що дозволяє молодій людині цілеспрямовано, усвідомлено, активно, прикладаючи вольові зусилля, здійснювати вибір професійної діяльності та підготовку до неї. З'ясовано, що професійне самовизначення відображається в ієрархічній структурі мотиваційної сфери особистості, а також виявляється у її цілеспрямованих вчинках і поведінці, переживається на емоційному рівні у формі інтересу, бажання, захоплення, покликання, відчуття перспективи тощо. Зроблено висновок, що самовизначення, як професійне, так і особистісне, є центральним новоутворенням ранньої юності та новою внутрішньою позицією, що включає усвідомлення себе як члена суспільства, прийняття свого місця в ньому. Показано, що для учнів старших класів актуальним є навчально-професійне самовизначення – усвідомлений вибір шляхів професійної освіти та професійної підготовки.

**Ключові слова:** професійне самовизначення особистості, професійна освіта, розвиток, професійна підготовка, мотиваційна сфера особистості, активність суб'єкта, вчинки, поведінка, професійна діяльність.

**Л.А. Онуфриева. Теоретико-методологический анализ проблемы профессионального самоопределения личности.** В статье рассмотрено профессиональное самоопределение как многомерный и многоступенчатый процесс соотношения человеком собственных жизненных целей, склонностей, способностей с объективными возможностями их реализации, а также с условиями, которые создают для этой реализации конкретные виды деятельности. Установлено, что в современной психологической литературе профессиональное самоопределение личности рассматривается как одна из сторон её жизненного самоопределения. Отмечено, что профессиональное самоопределение не сводится к одномоментному акту выбора профессии и не заканчивается завершением профессиональной подготовки по выбранной специальности, а продолжается в течение всей профессиональной жизни. Сделан вывод, что успех профессионального самоопределения зависит от собственной активности субъекта, от его жизненной позиции, позволяющей молодому человеку целенаправленно, осознанно, активно, прилагая волевые усилия, осуществлять выбор профессиональной деятельности и подготовку к ней. Выяснено, что профессиональное самоопределение отображается в иерархической структуре мотивационной сферы личности, а также проявляется в её целенаправленных поступках и поведении, переживается на эмоциональном уровне в форме интереса, желания, увлечения, призвания, ощущения перспективы и тому подобное. Сделан вывод, что самоопределение, как профессиональное, так и личностное, является центральным новообразованием ранней юности и новой внутренней позиции, включающей осознание себя как члена общества, принятие своего места в нем. Показано, что для учеников старших классов актуальным является учебно-профессиональное самоопределение – осознанный выбор путей профессионального образования и профессиональной подготовки.

**Ключевые слова:** профессиональное самоопределение личности, профессиональное образование, развитие, профессиональная подготовка, мотивационная сфера личности, активность субъекта, поступки, поведение, профессиональная деятельность.

**The urgency of the research problem.** The National Doctrine for the Education Development in Ukraine defines the tasks associated with the new requirements of society to reform the Ukrainian education and implemented on the basis of humanization that actualizes the problems of personality-based and professional self-determination, namely the formation of an independent and self-sufficient personality, capable to professional development, active adapting to modern labor market and creative self-realization.

The researches on professional self-determination of the personality are important both in the context of the study of the key

problem of psychology – the formation of the personality, and as an important stage of professional development of the individual, because such studies comply with society to prepare qualified specialists. Unresolved problems of professional self-determination lead to dissatisfaction of chosen profession, discordance to the chosen field of activities, and as a result, to serious problems in social and industrial sphere.

**The analysis of recent researches.** The theoretical aspects of the problem on self-determination are analyzed in the writings of B. Ananiev, L. Bozhovych, S. Rubinstein, Y. Klimov, M. Priazhnykov. The development of the issue makes it possible to define the terms of the process of management (Y. Holomshtok, Y. Klimov, M. Priazhnykov, S. Chystiakov, P. Shavir). In modern psychology the theory of professional self-determination is quite developed. It deals with the types (M. Priazhnykov), models and levels (Y. Klimov), components (P. Shavir) and mechanisms (N. Samoukina, S. Neverkovych).

Professional self-determination is a very important event, which is associated not only with the choice of profession but it influences the future of human life – a place of life, financial situation, development of interaction with society, spiritual development, self-esteem, and determines the formation and development of certain personal qualities. That is why professional self-determination and its implementation in the choice of profession is an important step in the establishment and achievement of vital success of the personality.

**The purpose of the article** is the theoretical and methodological analysis of the problem of professional self-determination of the personality as a factor in achieving success in life.

**The main material research.** In the domestic psychology the problem of professional self-determination is considered: in the process of socialization (I. Cohn, A. Mudryk, V. Shubkin et al.); in the formation and development of professional intentions (S. Ihonikova, V. Lisovskyi); in the professional orientation of the personality (M. Zakharov, V. Sakharov, M. Chystiakov); in the process of professional self-consciousness formation (Y. Klimov, E. Zeier et al.); in the professional choice and professional development of the individual (T. Vlasova, I. Sazonov, A. Derkach et al.); in the characteristics of self-development, self-improvement and self-realization of the personality in their chosen profession (N. Heizhan, O. Zymovina, Y. Klimov, M. Priazhnykov et al.); from the perspective of improving professional skills, development of the

necessary professionally important personality traits (L. Mitina, L. Novikova, A. Asmolov, K. Abulkhanova-Slavskaya et al.); from the perspective of dynamic (constantly changing) and motivated, always active process of self-determination (N. Kasatkina, Y. Rudnieva); as a conscious positive attitude of the personality to the areas of professional activities (I. Zahorets, M. Zakharov, V. Symonenko); as a professional orientation, including interests, inclinations, abilities, motivation, knowledge, skills and opportunities (S. Chystiakova, M. Kondorina et al.).

In the foreign psychology the process of professional self-determination is presented as the optimal matching of individual personality traits to a certain profession, based on deliberate and rational search for best matching the system «man-profession» (F. Parson); in terms of decision theory, as a system of targets in different occupational alternatives and deciding on the issue of choice of profession (H. Tomz, H. Rice); in terms of the alternatives of the professional way when faced with the personal preferences and professional alternatives that lead to the creation of a picture of prospects for professional development and «Me-image» (D. Tidelman O. Khara et al.); from the definition of a personal psycho-type of the individual, his intellectual sphere and self-esteem when choosing a profession, which is caused by external and internal conditions (D. Holland); from the perspective of the theory of «self-understanding», where a special attention is paid to professional maturation and development (D. Super), based on which each man with his individual characteristics suits not only to one profession but to a number of professions. Many authors define the development of «Me-concept» as the process of formation of self-awareness, self-understanding, self-attitude as the key of the professional development of a human (D. Super, D. Tidelman, O. Khara et al.).

Among the psychological theories of professional self-determination there are two main directions:

1) professional self-determination is characterized as a personal new formation arising in the high school age (M. Varban, A. Maslow, M. Mukanov, S. Kriahzhde et al.);

2) professional self-determination is seen as the man-made process (Y. Klimov, A. Holomshtok, M. Zakharov, Y. Pavliutenkov, V. Sazonov, etc.).

Within these approaches there are slightly different positions of various scholars on the nature of professional self-determination of the personality.

The first approach considers self-determination as a natural process that appears at a certain stage of ontogenesis and a personal new formation of senior school age. So, S. Kriahzhde notes that the initial professional self-determination provides the choice of a certain profession or a choice of only the rank, the so-called professional school – social choice. If a particular professional self-determination has not yet been formed, a girl or a boy used a generalized version of plotting the future of its specification. Professional self-determination is closely associated with the following essential characteristics of adolescence as orientation to the future, the need to solve the problem of the political and social future.

The second approach considers self-determination as man-made process, which is involved in a practice – career – and only in this context it acquires its meaningfulness and value. This is a classic study in the field of career guidance and professional advice.

Let's consider some trends, theories of professional development of a personality, which discusses the nature and determination of professional choices and achievements.

Psychodynamic direction that is based on the works of Z. Freud, refers to the determination of issues of professional choices and satisfaction with the profession with the account of decisive influence on the fate of a man in early childhood experience. Z. Freud believed that professional choice and subsequent professional human behavior are caused by several factors:

- 1) the structure of needs, which were formed in early childhood;
- 2) experience of early childhood sexuality;
- 3) sublimation as a socially beneficial elimination of energy of basic instincts and as the process of protection against diseases due to frustration of basic needs;
- 4) the display of masculinity complex (Z. Freud), «the envy of motherhood» (K. Horney), inferiority complex (A. Adler).

In psychoanalytic theory of Z. Freud the issue of professional development of the personality is associated primarily with the manifestation of the unconscious needs and motives that are formed in early childhood.

Thus, the representatives of psychoanalytic theories believe that the prevailing needs and early childhood experiences are reflected in the further professional choice of the personality.

The famous theory of the American psychotherapist and theorist of psychoanalytic direction Eric Berne, explains the process of choosing a profession and professional behavior by individual

scenario that is formed in early childhood [14]. This theory states that a relatively small number of people reach full autonomy in life; in the most important aspects of life (marriage, education, career choices and career formation, divorce and even death way) people are guided with a scenario, i.e. a specific program of sustained development, the kind of life plan, formed in early childhood (before the age of six) under the influence of parents and the environment. Script theory of E. Berne drew attention to the fact that the person who unconsciously is guided with a scenario, ceases to be a subject of choice of profession. Everyone includes three psychological positions of «Child», «Adult» and «Father».

According to D. Super, individual professional preferences and the types of careers can be understood as an attempt of a human to realize «Me-concept». «Me-concept» is represented by all those statements that a person can define himself. Those characteristics can determine the «Me-concept». Those characteristics which are common both to the total «Me-concept» and his «professional Me-concept» form vocabulary of concepts that can be used to predict the vocational choice [14].

A. Maslow proposed the concept of professional development and identified self-actualization as the central concept and as a human desire to improve, to express oneself in meaningful case. His concept of «self-determination» is related to the concepts of «self-actualization», «self-realization» [7].

An attempt to build a general approach to self-determination of the personality in society was made by V. Safin and H. Nickov [12]. In psychological terms the disclosure of the concept of self-determination, the authors say, cannot but rely on the subjective side of self-consciousness being an internal cause of social maturity. In psychological terms the personality, being self-determined, is a «subject, who cognize what he wants (goals, life plans, ideals), that he can (the capabilities, inclinations, talents), what he is (his personality and physical properties), what the society are waiting for; that is the subject is ready to operate in a system of social relations» [12; 13].

Thus, the self-determination is «relatively independent stage of socialization, the essence of which is to establish the individual's purpose and meaning of life, readiness to independent life based on the correlation of desires, available skills, capabilities and requirements posed to him by others and society» [12].

S. Rubinstein considered the issue of self-determination in terms of psychological approach, in the light of the principle

consisting in the fact that external reasons act through internal conditions.

In terms of age the problem of self-determination, we believe, was deeply and completely considered by L. Bozhovych [2; 3]. Describing the social situation of senior pupils' development, it indicates that the choice of future life, self-determination is the affective center of their life situation. L. Bozhovych defines the self-determination as a choice of the future, as the need to find their place in the work, in society, in life, search for purpose and sense of its existence, the need to find the place in the general flow of life.

Several authors tend to associate a professional self-determination with not only social processes, but with personality-based aspects of development. For example, M. Ginsburg considered professional self-determination as one of the most important aspects of personal self-determination of graduates. He developed a psychological concept, explaining the place of professional self-determination through the «duality» of personality-based self-determination, consisting of meaningful and time lines of the future [4].

Professional self-determination in terms of life perspective was researched by Y. Holovakha. The author studied the complete picture of the future in the minds of young people who are in a situation of choice of profession. This picture has a promising character and contains values of life, plans, guidance and vital purpose, acting as determinants of professional self-determination of the personality [5].

Professional self-determination as one of the areas of implementation of personality's individual life perspectives was explored by K. Abulkhanova-Slavskaya. The scientist considered the central point of self-determination consisted of self-determination, personal activity, awareness of individual position, a way of self-expression and nature of the profession in professional activities [1].

Studying the relations between professional and personal self-determination, professional choice and professional self-realization with other spheres of life, M. Priazhnykov concluded that the nature and content of professional human activities are conditioned by his holistic attitude to the world, including – to himself.

P. Shavir indicates the internal contradictions in the process of professional self-determination. He notes that a personality must have a certain level of abstract thinking, the adequacy of self-esteem, will qualities, labor and experience, a sufficient level of maturity, a certain professional orientation for the professional

self-determination. The scientist believed that only in the context of personality's development a full analysis of the psychological foundations of choosing professions is possible [15].

P. Shchedrovtskyi considers self-determination as human capacity to build himself, his individual history, as the ability to rethink his own essence [16].

The opinion of Y. Klimov is important because the perceived and observed process of making a final decision on the choice of a professional institution, type of activity can be imagined as a momentary or even transient action [6]. Y. Klimov provides two levels of professional self-determination: 1) gnostic (alteration of consciousness and self-consciousness); 2) practical level (real changes in the social status of the person) [6].

An analysis of the views of various scholars who tried to theoretically solve the problem of professional choice implies that professional self-determination is not only the decision-making process on the choice of professional activities, but also a form of activity of the personality, being a subject of personal life. So courage, willpower, mind, professional orientation is of personal value. As a result, professional self-determination is a means of realization of subjective personality traits, style of life. Thus, the success of professional self-determination largely depends on the subject's personal activity, his position in life, allowing the young man deliberately, consciously, actively, making willpower, exercise choice of professional activities and their training [9].

Professional self-determination is an important characteristic of social and psychological maturity of the personality, his needs for self-realization and self-actualization.

However, we should note that the process of professional self-determination implies: firstly, active, creative participation of the individual in all major types of social activities, choice of specific activities in each of the activities; secondly, the formation of domestic demand in good faith performance of each type of social activities; thirdly, active self-realization of the personality, who seeks to maximize the use of his abilities and opportunities [5].

**Conclusions.** Professional self-determination is considered as a multidimensional and multi-leveled process of correlation between personal life goals, aptitudes, abilities and objective possibilities for their implementation, as well as conditions which provide specific activities for the implementation. In modern psychological literature professional self-determination is seen as a party of its life determination.



The professional self-determination is noted not to be limited to the momentary act of choosing a profession and not to be the end of completion of training in the chosen specialty, and continues throughout professional life. It is concluded that the success of professional self-determination depends on the activity of the subject, his position in life, allowing the young man deliberately, consciously, actively, making willpower, exercise choice of professional activities and preparation for them. The professional self-determination is found to be displayed in the hierarchy of motivational sphere of personality, and is found in its targeted actions and behavior experienced on an emotional level in the form of interest, desire, passion, vocation, so a sense of perspective. Self-determination, both professional and personal, is a central new formation in early youth and new internal position, including awareness of oneself as a member of society. The educational and professional self-determination is relevant for senior pupils, i.e. conscious choice of vocational education and professional training.

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**L.A. Onufriieva. Theoretical and methodological analysis of the problem on professional self-determination of the personality.** The article envisages the professional self-determination as a multidimensional and multi-leveled process of correlation between personal life goals, aptitudes, abilities and objective possibilities for their implementation, as well as conditions which provide specific activities for the implementation. In modern psychological literature professional self-determination is seen as a party of its life determination.

The professional self-determination is noted not to be limited to the momentary act of choosing a profession and not to be the end of completion of training in the chosen specialty, and continues throughout professional life. It is concluded that the success of professional self-determination depends on the activity of the subject, his position in life, allowing the young man deliberately, consciously, actively, making willpower, exercise choice of professional activities and preparation for them. The professional self-determination is found to be displayed in the hierarchy of motivational sphere of personality, and is found in its targeted actions and behavior experienced on an emotional level in the form of interest, desire, passion, vocation, so a sense of perspective. Self-determination, both professional and personal, is defined to be a central new formation in early youth and new internal position, including awareness of oneself as a member of society. It is showed that the educational and professional self-determination is relevant for senior pupils, i.e. conscious choice of vocational education and professional training.

**Key words:** professional self-determination of the personality, professional education, development, professional training, motivational sphere of personality, activity of the subject, actions, behavior, professional activities.

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