



PSYCHOLOGY OF PROFESSIONAL WORK

Empirical studying of the career aspirations of personality among students of technical higher educational institution

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In the article there are analyzed the psychologists' works directed on studying of the career aspirations of personality. There are presented the results of empirical research of some tendencies describing the contents of the career aspirations of personality. The research was spent by means of the "Career aspirations of personality" questionnaire developed by the authors.

Key words: *career, career aspirations, career purpose, orientation, personality, student, development, achievements, profession, professional competence, professional self-consciousness, resource.*

The theoretical analysis of the works of native and foreign psychologists directed on studying of the career aspirations of personality has shown that studying of the career problem and the phenomenology connected with it makes rather new direction of psychological researches. At the same time, it has already created the base of certain turn outs enabling to form the idea of separate psychological aspects of career.

Examination of the career in psychology is indissolubly connected with such concepts as "motivation of achievement" and "success", by virtue of nearness of the contents often integrated in the "motivation of success achievement" concept.

The motivation of achievements and orientation on success are basic characteristics of the career promotion (growth) of a person. In basis of any career (labour, political, sports, administrative, etc.) there lays the motivation of achievement and desire of a person to become successful in any activity. Being guided by some complex of motives of achievement and avoiding of failures, in space of career growth the subject designates certain ideal image, certain model of vital success, acting as the key purpose. In full measure it concerns his professional career.

In spite of the fact that studying of the career in native psychology has brief history, there was formed a certain understanding of its psychological maintenance, the basic models and types of career were distinguished and characterized (A.Y. Belkova, A.P. Egorshin, B. Idzikovski, A.Y. Kibanov, D. Super, etc.), determinants and stages of the career achievements of person were presented (A. Bandura, V.A. Burlyaeva, E.F. Zeer, T.V. Kudryavtsev, A.K. Markova, L.M. Mitina, V.A. Polyakov, N.S. Pryazhnikov, V.L. Romanov, etc.).

In practice by designating the career success of the person, the "career aspirations" concept is used widely enough. However, to the present this phenomenon remained



behind the limits of interests of researchers of the career. The career aspirations are an element of the personality's orientation, describing its psychological readiness for career construction and realization. From the substantial side the career aspirations of personality include visualization of the career purpose, its causal field of its paramount importance, probabilities of its achievement, actions and resources necessary for it.

The attempt to establish the connection of the career aspirations with mental formations of personality has been carried out by a number of authors (A.A. Derkach, E.A. Klimov, T.V. Kornilova, A.K. Markova, L.M. Mitina, E.G. Moll, etc.). They have revealed that within the limits of the activity directed on the career achievement, the person shows the whole complex of the personal qualities supporting certain dynamics and qualitative originality of the career promotion. The career success is also influenced by a level of development of self-consciousness of its subject. There are data on connection of the career success with self-estimation of personality (B.S. Bratus, L.V. Vikulova, M.L. Gomelauri, N.G. Kalita, A.I. Lipkina, N.Y. Maksimova, E.I. Savonko, etc.), with value orientations (A.A. Chekunov), with emotional statuses (M.M. Skugarevskaya), with motivational sphere (O.S. Deyneka, A.G. Ivashkin, etc.).

Career aspirations are shown in the subject's more or less precise vision of the career purpose, his possession of some resources (external and internal) and his motivation of achievements in the certain time prospect. For the person, the career aspirations can be not always creative. Rather often the practice testifies that prevailing career tendency can depreciate many social values for the person and lead to destruction of that positive which is concluded in the phenomenon of success.

Features of the person's mental development which are characteristic for student's age can influence on development of the career aspirations during education training in higher educational establishment. To significant mental factors of such development they attribute changes of cognitive, emotional and willed spheres of the student' personality, formation of creative and organizing abilities, expansion of a circle of its representations about self and about profession, formation of adequate self-estimation, etc. (A.A. Bodalev, L.B. Zabenov, L.G. Lapteva, L.A. Radukevich, E.L. Skriptunova, etc.).

However changes of cognitive and emotional-willed sphere, finding of new abilities, development of self-consciousness and even formation of professional consciousness themselves do not guarantee the formation of the career aspirations among students, capable to act as a basis of the further career successes. Obviously, it is necessary, that all the changes, occurring to the personality during education in higher educational establishment, will form a certain structure of personal qualities which cause occurrence of specific new formation – the career aspirations of personality.

By means of the "Career aspirations of personality" questionnaire, developed by us, there has been collected the initial empirical material reflecting a number of tendencies, describing the contents of the career aspirations of personality. It has been revealed, that as an admissible variant of various types of the career construction stu-



dents consider both, within the limits of a received profession, and outside of it. As the most attractive variant they have estimated the construction of the career connected with employment of highly paid and stable place of work. In the examined sample of students high estimations there also have received the career purposes consisting in achievement of an administrative post within the limits of the professional activity.

There have been revealed following tendencies of connection of the career purpose and time limits of its achievements: the students connecting the further career with employment of a stable and highly paid workplace, allotted on it, in the majority, the minimal terms – 5-7 years; the students, planning to promote in the spheres which are not connected with a received profession, or administrative career within the limits of their career, most often allotted on it a time interval of 10-15 years, and the students planning to open their own “business”, in the majority, allotted on it 15-20 years.

In the students’ opinion, for career construction the resource connected with presence of certain personal qualities is highly significant. Such conclusion confirms the numerical analysis of the received distribution, on which this resource obtained high estimations (8-10 points) among 255 persons (94,4 % of whole sample), average estimations (4-7 points) – among 13 persons (4,8 % of sample), and low (1-3 points) – 2 persons (0,7 % of sample). Rather often students name the presence of experience in corresponding field of activity as the important resource of successful career construction. To this resource there have gave high estimations (8-10 points) 210 persons (77,8 % of whole sample), average estimations (4-7 points) – 59 persons (21,9 % of sample), low estimations (1-3 points) – 1 person (0,4 % of sample).

Related and social communications acted as a resource on which students count at the career construction (89 persons or 33,0 % of the sample). Students have explained, that they count that relatives and friends will help them to begin career, and further they will cope by themselves. On the second place on expressiveness in student’s sample there was a resource consisting in possession of professional competences (53 persons or 19,6 % of the sample). As it has appeared, many interrogated consider, that the professional competences received in higher educational establishment, from first days of work on a speciality will allow them to manifest as competent and skilful, that will provide their further career. On the third place on prevalence in the sample of students there appeared two resources – prestigious education and personal qualities (45 persons or 16,7 % of the sample in each case).

Lack of coincidence of abstractly distinguished and personally significant resources of the career construction have allowed to understand, that students: 1) are not assured of the personal qualities’ possession, that are capable to help them to make the successful career; 2) understand, that they have enough experience in the sphere in which they plan the career construction; 3) are aimed at use of resources of help of relatives and friends who cannot provide them steadily long career growth. As the most important qualities for the career construction the students of technical higher educational establishment name communication skill, aggression, orientation on success, ability to operate the emotions and self-reliance. The qualities distinguished by



the students which will help them to construct the career are: independence, aggression, responsibility, persistence and prognostic abilities. Ability to operate the emotions, communication skill, orientation on success and self-reliance have appeared among the qualities seldom named by the students as available directly among them.

Further on the basis of confront-comparative work we have constructed a typology of the career aspirations of students of technical higher educational establishment. In a basis of this typology the career purposes put forward by students have laid. Among students of technical higher educational establishment there were distinguished four types of career aspirations: "highly paid and stable work", "administrative post", "opening of own „business"" and "career outside of the profession".

The received results have confirmed that a share of students of technical high educational establishment, who possess the developed career aspirations, is small enough – 46 persons (17,0 % of the sample). An overwhelming part of students (224 persons or 83,0 % of the sample) – possess these or those infringements in development of the career aspirations.

The forming experiment was spent on the sample of the students possessing a low level of development of the career aspirations. For its carrying out there was developed the "Development of the career aspirations of personality" program which includes two blocks: training and developing. As the basic purpose the training block of the "Development of the career aspirations of personality" program had the development of ideas about features of career construction. As the basic purpose the developing block of the "Development of the career aspirations of personality" program had development of the personal qualities influencing the success of the career construction.

For the check of efficiency of the developed program there were spent two gaugings of a state of the students' psychological to realization of career aspirations – ascertaining and control. In both cases they provided studying of a level of development of the students' idea of construction of professional career and the personal qualities influencing the career success. For revealing the importance of the designated distinctions there was applied the Fisher's φ^* criterion.

The received results testify that development of the career aspirations of personality among students of technical high educational establishment depends on a state of their psychological readiness for construction and realization of the professional career. By results of the empirical research among students there were distinguished five levels of development of the career aspirations of personality:

- 1) at a high level of development of the career aspirations of personality among students it is observed concurrence of subjectively attractive and selected career purposes; value-recognized and planned to realization career steps and resources; motives of a career choice forced and appropriated at a personal level;

- 2) a level of motivational undevelopedness of the career aspirations of personality is characterized by a divergence between the declared and real career purposes and motives;



3) a level of orientation undevelopeness of the career aspirations of personality is characterized by a divergence between distinguishing of the certain steps as key for the career construction and real orientation on realization of other steps at planning of this career;

4) the level of estimation undevelopeness of the career aspirations of personality is characterized by a divergence between distinguishing of the importance of certain resources for the career construction and real orientation on use of other resources at the career construction;

5) at a low level of development of the career aspirations of personality divergence between abstract and personally adhered estimations are traced on several components of career directness.

The levels of formation of the career aspirations of personality were distinguished on the basis of estimation of there psychological readiness for the career construction and realization formation status. Within the limits of the research it is revealed the psychological mechanism of development of the career aspirations of personality on the basis of expansion of its representations about of the career construction and realization and increase of a level of some personal qualities influencing the success of professional work.

The Literature

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