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Psychological-acmeological support of young experts as a factor of increasing their competitiveness on a labour market

Problems of psychological-acmeological support of young experts at the initial stage of development of their career are considered in the article. The model of this support and results of the estimation of its efficiency are also described.

Key words: *psychological-acmeological support, adaptation of young experts, personal potential.*

Dynamism and global character of changes captured all life spheres of the Russian society have also caused significant changes in the sphere of education. Apart from attempts of application of new technologies during training, the work connected to adaptation of young experts to their future professional activity has practically ceased, there are no services or experts that would support students in goal setting and their career planning for the nearest future. In order to be inwardly close to the present-day reality graduates of high schools should not only adapt to a new situation, but they should also be capable to transform it, consentaneously changing and developing themselves. The modern situation at the labour market is characterized by changes of conditions of interrelations between employees and employers. First of all, the given changes are connected to toughening the requirements to employees and to young experts as well. Among the major requirements it is possible to emphasize competitiveness at the labour market, competence, responsibility, professionalism, orientation in allied spheres of activity, ability for effective occupational work up to the world standards, readiness for the constant professional growth, social and professional mobility [2].

In order to make young experts competitive at the modern labour market there is a necessity to create a model of psychological-acmeological support of graduates at the initial stage of planning their career. The programme of psychological-acmeological support "Continuous hunting for promising employees among students of high schools" developed by us is directed to help in solving this problem; it facilitates an increase of adaptable potential of youth which not only brings social-professional characteristics of graduates into accord with requirements of the labour market, but also forms the social behaviour of graduates adequate to external conditions and internal resources of a person (realization of potential) [1, 2, 3].

The purpose of the programme is an activation of internal resources through psychological-acmeological support of personal and professional growth of promising experts. It includes 4 stages and is being realized during all period of training in the high school since the second year of study. We shall consider them in more detail.

I stage (the 2nd year of study). The purpose is to discover a group of students who have a potential of development.

II stage (the 3^d year of study). The purpose is to receive an objective information about personal and practical potential of the students who have passed the first stage.



III stage (the 4th year of study). The purpose is to follow the dynamics of development of participants of the programme. The previous activity and present interests of the person are investigated.

IV stage (the 5th year of study). The purpose is to fix empirically the revealed potential qualities of young experts, to develop necessary social and communicative skills, to understand their strengths and weaknesses.

Our primary goal was to check the efficiency of realization of the given Programme which consisted of several stages. In its basis there is an experimental research of young experts who took part and did not take part in the Programme. They were divided into two groups and interrogated with a number of procedures which allowed to estimate their personal potential (which the Programme is directed to reveal and develop) as a basis of their competitiveness.

The personal potential of an expert is a system of properties a person which make up a basis of his/her professional-personal development and provide the corresponding level of achievements in the vocational training and the following activity [3].

We included the following components in the potential:

- Motivational component* is a component including motives connected to their career planning and professional activity (the motive of the general and creative activity, social utility);
- Value component* includes the value orientations focusing experts on making their career (professional, social);
- Personal component* includes personal characteristics directed to achieve professional successes and to make a career (an adequate self-estimation, self-acceptance, competitiveness);
- Social component* includes skills which help to make a career (social creativity, an orientation to an achievement of purposes);
- Volitional component* includes a high level of self-control, centrality on a problem and an achievement of the result;
- Emotional component* includes a skill of distinguishing emotions of other people and one's own, emotional awareness;
- Intellectual component* contains elements of creativity allowing them to consider problems in all its bearings, to offer original ways of their solution.

As a result of the diagnostics of the components of the personal potential, we revealed the following parameters in two groups of examinees (see table 1).

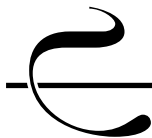


Table 1

**The level of development of the components of the potential
(% of participants with high parameters)**

	Participants of the Programme of psychological-acmeological support	Non-participants of the Programme of psychological-acmeological support
Motivational component	78%	54%
Personal component	67%	45%
Value component	72%	65%
Social component	78%	39%
Volitional component	81%	53%
Intellectual component	65%	62%
Emotional component	74%	61%

According to the data submitted above, we can see that the most part of parameters is higher in the group which took part in the Programme. Consequently it is possible to draw a conclusion that the Programme "Continuous hunting for promising employees among students of high schools" directed on realization of the psychological-acmeological support, is effective as it helps to develop the personal potential of young experts which allows them to be more competitive at the labour market. Personal and social development of young experts in the process of the realization of the Programme facilitates an increase of their labour adaptation and making a successful career.

Referents

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