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Psychological Features of Professionalization of Students

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Abstract

The article describes the stages of professional development of the individual; psychological regularities and features of professionalization in student's years are analyzed.

Keywords: professionalization, profession, professional

The choice of a profession is an important step that determines the life path of an individual. It is associated with the process of resolving the conflict between individual and social contradictions. The research of the psychological regularities of this phenomenon becomes more important every year (Rean, 2002).

The professional self-determination question raises before every person of a certain age. Professional activity at a certain stage of life begins to occupy one of the main places in life. As soon as a child is born, young parents begin to think about its future, about its abilities and inclinations. They wonder how far their child would get in life, including the professional sphere. It shows us that the personality of a professional grain by grain forms throughout all of the life. In the field of professional psychology, the works of the following Russian scientists are known: Gurevich, Zabrodin, Zera, Klimova, Kudryavtseva, Kuzmina, Lomova, Markova, Munipov, Platonova, Pryazhnikova, Chistyakova, Shadrikova, Karpov and others.

Zeer (2010) in his work identified the following situations of personal and professional development:

1. Diversity of interests and inclinations of preschool age children. At this age, children begin to show interest in one type of activity and complete indifference to others, which indicates selectivity of activity.

2. Choice of the further form of education and employment after the end of the basic general education school and after the completion of the full secondary general education school.

Before yesterday's schoolchildren stands the choice of their future – the choice of profession. Very often the decision is made spontaneously and thoughtlessly due to age immaturity or pressure from close adults.

3. Obtaining vocational education and training. Disappointment in the choice of profession, dissatisfaction with the professional and educational process.

Youth (student) age is a transition period between childhood and adulthood. Throughout the development of psychology, a number of age-specific periodizations have been developed (Erikson, El'konin, Komensky, Rousseau, Freud, Spranger). In a broad sense, the youthful age can be defined as a period from 16–17 years to 20–22 years. This age range includes early youth (16–17 years), youth (18–20 years) and late youth (21–22 years). For this age stage, pronounced changes in the physiological, mental and psychological aspects are characteristic (Shapovalenko, 2011; Shakhova, 2010).

For the most people of adolescence educational and professional activity is the leading one. Young people seek to find their place in society, to choose a socially important profession that will enable them to realize their life potential. Thus, they enter a new social category – “students”.

For the first time “students” as a separate socio-psychological age category were singled out by representatives of the Leningrad Psychological School under the direction of Ananiev. Zimnyaya identified the main characteristics of the student age. The major features which distinguishes this group of people from others is high educational level, high cognitive motivation and the highest social activity. A great contribution to the study of this issue was made by Baranova, Dvoryashina, Stepanova, Fomenko, Zimnyaya and others (Shakhova, 2010).

At this young men development stage an awareness of the need for professional self-determination grows. Its success depends largely on the following psychological characteristics:

- high level of thinking formation, world outlook and self-awareness,
- a wide range of needs that contribute to the transition from adolescence to adulthood (the need to find a place in society, the need for communication and work),
- development of individuality by means of studying their abilities and interests (Platonov, 1986).

The self-determination of young people is very often affected by advertising, which guarantees rapid career growth, untold wealth, ease of obtaining the necessary knowledge and skills. All of this contributes to the fact that young men stop thinking about their real abilities. It leads to the inhibition of the development of reflection and, as a consequence, to the wrong choice of the profession.

In such a case adults faces the task of forming self-determination's ethical and value dimension in young people's consciousness. They include the following psychological factors:

- awareness of the labor value,

- understanding of the socio-economic situation,
- awareness of the need for special training for their capabilities self-realization,
- awareness in the area of labor market,
- setting a professional goal,
- coherence of the professional goal with family and personal life goals,
- knowledge about internal obstacles that may stand in the way of achieving the goal.

4. Searching for a place of work, employment, accepting qualification requirements and job responsibilities, mastering a new social and professional role.

5. Entering the profession, acquiring professional experience. A new mode of life. New socio-economic situation.

Personality develops and acquires a new system of relationships in the work collective, as well as the formation of a psychological activity structure or profession mastery (Zeer, 2010).

6. Dissatisfaction with professional work, growth prospects, salary, relationships with colleagues and managers. Crises and conflicts of professional development.

7. Forced dismissal, the search for a job, retraining and a change of profession.

8. Specialist's destructive professional development, professional deformation, professional fatigue, loss of sense of professional life.

9. Departure from professional life (retirement) (Zeer, 2013).

At each stage of becoming a professional (specialist) process, psychological problems arise. On the one hand they stimulate the development of professionally important qualities, and, on the other hand, can contribute to the formation of human deformations. A well-considered and competent choice profession decision, corresponding to the individual psychological characteristics of the individual, its abilities and focus is the key to the individual's health and the successful passage of the professionalization process at all its stages.

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