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Universidad del Zulia
Facultad Experimental de Ciencias
Departamento de Ciencias Humanas
Maracaibo - Venezuela

Professional identity of students in the learning process at the university

Chochagai Mongush¹

¹Candidate of Psychological Sciences, Department Psychology,
Tuvan State University, Kyzyl, Russia
chochagai_84@mail.ru

Olga Mongush²

²Candidate of Economics Sciences, Department of accounting and analysis,
Tuvan State University, Kyzyl, Russia
olga_vlad80@mail.ru

Shenne Mainy³

³Candidate of Cultural Studies, Department of Technology and Entrepreneurship,
Tuvan State University, Kyzyl, Russia
shenne85@mail.ru

Choduraa Mongush⁴

⁴Senior lecturer, Department Psychology, Tuvan State University, Kyzyl, Russia
choduraa_badmaa@mail.ru

Anna Frokol⁵

⁵Senior lecturer, Department of psychology, Tuva State University, Kyzyl, Russia
frokol@rambler.ru

Saylan Sendazhi⁶

⁶Post-graduate student, Department of psychology, Tuva State University,
Kyzyl, Russia
ana.say@bk.ru

Abstract

The topic of the article is relevant in connection with the requirement to rationally correlate in modern socio-economic conditions the goals and objectives of the psychology of vocational education in universities with the situation of the labor market. Reliability creates the differences in the components of motivation of professional self-determination by sex and checks them by methods of analytical mathematical statistics including the method of establishing the validity of differences, U-Mann-Whitney test, and regression analysis and reveal the significance of the influence of objective factors on the studied variables and correlation analysis. A computer program «SPSS-17» was used to process empirical data.

Key words: self-determination, students, educational, activities, motives.

Identidad profesional de estudiantes en el proceso de aprendizaje en la universidad

Resumen

El tema del artículo es relevante en relación con el requisito de correlacionar racionalmente en las condiciones socioeconómicas modernas las metas y objetivos de la psicología de la educación vocacional en las universidades con la situación del mercado laboral. La confiabilidad crea las diferencias en los componentes de la motivación de la autodeterminación profesional por sexo y los verifica mediante métodos de estadística matemática analítica que incluyen el método para establecer la validez de las diferencias, la prueba U-Mann-Whitney y el análisis de regresión y revela la importancia de la influencia de los factores objetivos en las variables estudiadas y el análisis de correlación. Se utilizó un programa informático «SPSS-17» para procesar datos empíricos.

Palabras clave: autodeterminación, estudiantes, educativas, actividades, motivos.

1. INTRODUCTION

Modern practice shows that after graduating from higher education, not all graduates begin to work in the specialty. At the same time, considerable efforts and resources are spent on training, and the labor market is an imbalance between the needs of specialists of a certain profile and the possibilities of their satisfaction in the region. Here the contradiction between the needs of the region in the specialists of a particular profile and the reluctance of graduates to work in this specialty is revealed. The second contradiction is seen between the training of

specialists and the need to take into account the regional characteristics of the future professional field. Probably, during the period of study at the University students have changes in motivation in the direction of weakening the desire to work in the specialty. In addition, despite the deep theoretical and empirical research in the field of professional self-determination of students, the problems of differences in the content of professional self-determination of students of engineering and economic specialties are still insufficiently investigated.

Today, it is particularly important to study the content of professional self-determination of students of engineering and economic specialties at different stages of training in view of the specifics of the region in order to develop in the future measures to support the sustainability of their aspirations to work in the specialty. The purpose of the study is to reveal the features of professional self-determination of students in the process of studying at the University.

A significant number of studies of professional self-determination were carried out in the study of the period of preparation of students for the choice of profession (Ilyina, 2014). Despite the variety of approaches to the study of this process (event-semantic, activity, career-oriented, from the standpoint of personal, life self-determination) the study of individual components-values, motives, professional orientation, attitudes, personal and individual qualities and structure as a whole-the optimal structure of this process, its dynamics, features of individual stages has not yet been determined. The research

of professional self-determination during the period of students' education in higher educational institutions was conducted from the point of view of professional development (Bobrova and Sokolova, 2011; Didkovskaya, 2014; Egorenko, 2015; Boluchevsky and Mihaleva, 2009); from the point of view of life, personal self-determination. The questions of influence on professional self-determination of the education system were considered Bobrovskaya (2014) and Seer (2006), personal qualities of students, the inclusion of students in professional life were considered. We studied the development of individual operations of professional self-determination: planning, decision-making, value-motivational component (Klimov, 2007; Pryazhnikov and Pryazhnikova, 2005). The difficulties and crisis phenomena faced by students in the process of professional self-determination are highlighted.

Professional self-determination was studied by a large number of authors in various aspects. In general, there are three main directions of consideration of this phenomenon:

The first direction, initiated by Belyakova (2016), is characterized by the fact that professional self-determination is considered in connection with the study of individuality, the life path of a person. Klimov (2007) after Zhuravleva (2011) interprets the professional way as the most important aspect of life, using the term "professional life" Golovakha (1988), applying to the analysis of professional self-determination "event-based approach", also introduces

the concept of professional self-determination in the context of life path analysis.

The second approach to the concept of professional self-determination can be described as "age" and stadia (Super, 1957). It is supposed to study professional self-determination from the point of view of neoplasms arising in the process of learning and activity, as the development of leading activities and driving forces of mental maturation at a certain age. Thus, professional self-determination is included in the context of studying the laws of age development. Self-determination is a "motivational center" that defines the activity, behavior and attitude to the surrounding young man.

The third approach to the concept of "professional self-determination", continuing the first approach, is characterized by a broader context of consideration of this phenomenon. Here it is included in the broader context of the analysis of the professional development of personality and the development of problems of human formation as a subject of professional activity and self-consciousness of a professional (Didkovskaya, 2015; Golovey and Isaeva, 2011; Ilyin, 2006; Pryazhnikov and Pryazhnikova, 2005). At the same time, professional self-determination is considered as a system-forming the center of the whole system of possible "self-determination" of a young man as a subject of activity and a citizen. Professional self-determination of University students is characterized in the literature from the standpoint of the development of the professional personality, mastering the profession,

identification with the profession (formation of professional identity), the impact of society on the development of the professional. Professional self-determination of University students is also characterized by specific content at different stages of age development and learning, which is associated with the formation of the motivational sphere and individual personal properties, manifested in educational activities. Since the process of learning at the University is associated with the passage of a number of stages, the content of which is to adapt to the conditions of the University, to the pedagogical requirements, to the forms and methods of educational work, as well as adaptation to student groups, the content of professional self-determination at each stage has the appropriate. A number of authors connect the presence of certain crisis phenomena in the process of formation of professional self-determination with the third year of study at the University (Golovey and Isaeva, 2011).

Professional self-determination at different stages of education at the University is the formation of the internal position in relation to the future profession through motivational components (learning goals, motives, life meanings) and subjective properties of the individual (propensity to the profession, individual style of learning).

Today in psychological science, there is no single approach to the definition of the components of the structure of professional self-determination. Variants of the structure of professional self-determination, identified by different authors, differ in the number of

components included and their complexity. The following components and their components are most often distinguished: goals, value orientations, motives, abilities and actions for their evaluation, individual and typological features of a person, knowledge, and skills. As a result of the theoretical analysis and generalization of views on the structural characteristics of professional self-determination by different authors, we distinguish in it the motivational component and subjective properties of individuality. Subjective properties of the professional self-determination individuality are formed from the interaction of individual styles of educational activity, inclinations, relationships, skills, preferences, intentions. The success of professional self-determination is defined by us as the degree of development and expression of each of the selected components and their totality. The lack of development of any quality, affects the state of a complete system of professional self-determination and can serve as an obstacle to success in professional self-determination.

2. METHODOLOGY

Research methods: "Pros and cons-3" Pryazhnikova and Pryazhnikova (2005), for the study of preferred professional values and meanings, methods of studying motives of A. A. Rean, V. A. Yakunin, questionnaire the goals of the educational activities by (Ilyina, 2014). Methods of descriptive and analytical mathematical statistics,

including the method of establishing the reliability of differences (φ -Fisher's angular transformation coefficient), U-Mann-Whitney criterion, regression analysis, revealing the importance of the influence of objective factors on the variables studied, correlation analysis. A computer program «SPSS-17» was used to process empirical data.

The study involved 700 full-time students: 464 people from the St. Petersburg State University of Architecture and Civil Engineering (SPSUACE) and 236 people from Tuvan state University (TuvSU). At the age of 16 to 27 years, 149 students of the first year, 296 people of the third year and 255 people of the final year.

3. DATA, ANALYSIS, AND RESULTS

The descriptive and comparative analysis of the processed data obtained in the course of the survey about educational motives and purposes, as well as about the life meanings of students of different courses, showed the following.

According to the groups of first-year students of the two regions "knowledge acquisition", "to master the profession", other types of purposes were chosen with a relative equal frequency. In the frequency of choice of study, goals there are no differences between third-year

students of the two regions, and fifth-year students chose the purpose of «getting a diploma» with the same frequency (see Table 1).

Table 1. Significant differences in the choice of educational activities of students of different courses in the two regions (Golovei, 2008)

Types of purposes	Group elections (%)								
	1 курс, N = 149 чел.		The value of the ϕ -Fisher coefficient, the importance of (p)	3 курс, N = 296 чел.		The value of the ϕ -Fisher coefficient, the importance of (p)	5 курс, N = 255 чел.		The value of the ϕ -Fisher coefficient, the importance of (p)
	SPSUACE, n1 = 101 people.	TuvSU, n2 = 48 people.		SPSUACE, n1 = 198 people.	TuvSU, n2 = 98 people.		SPSUACE, n1 = 165 people.	TuvSU, n2 = 90 people.	
To acquire knowledge	54,5	66,7	> 0,05	39,4	70,4	4,59; 0,000	46,7	62,2	2,14; 0,016
To master the profession	26,1	20,8	> 0,05	22,2	18,4	2,27; 0,011	24,2	15,6	3,07; 0,000
To get a diploma	12,7	4,2	6,49; 0,000	19,7	6,1	9,23; 0,000	20,6	17,8	> 0,05
Another purposes	6,7	8,3	> 0,05	18,7	5,1	10,01; 0,000	8,5	4,4	5,94; 0,000

The difference was noted in the fact that students of the first and third years of SPSUACE significantly more often choose the purpose of «diploma» than students of TuvSU of all courses ($\phi = 6,49$; $p = 0,000$ и $\phi = 9,23$; $p = 0,000$). The purpose of «master a profession» significantly more likely to choose the students of the third and final years SPSUACE ($\phi = 2,27$; $p = 0,011$ и $\phi = 3,07$; $p = 0,000$) and other purposes ($\phi = 10,01$; $p = 0,000$ и $\phi = 5,94$; $p = 0,000$), than the students of

TuvSU. Students of the third and fifth courses TuvSU significantly more often than students of all courses, choose the purpose of «knowledge acquisition» ($\varphi = 4,59$; $p = 0,000$ и $\varphi = 2,14$; $p = 0,016$).

The analysis of the processed data of the survey on the motives of educational activity reveals (see Table 2.) that students of all courses of the two regions have the same motives:

- Professional and educational (to become a highly qualified specialist, to acquire deep and solid knowledge);
- Personal prestige (to be constantly ready for the next classes);
- Social (to achieve respect for professors);

First-year students of the two regions have equally expressed the following motives:

- Professional and educational (to get intellectual satisfaction, to ensure the success of future professional activities);
 - Pragmatic (to succeed, to take exams at good grades);
 - Avoidance (avoid conviction and punishment for poor learning);
 - Personal prestige (successfully continue training on subsequent courses).
-

The third-year students of the two regions equally expressed the following motives:

- Pragmatic (get a diploma, constantly receive a scholarship);
- Avoid (keep up with fellow students, avoid conviction and punishment for poor learning),
- Social (fulfill pedagogical requirements)

Fifth-year students of the two regions have the same professional motivation (to ensure the success of future professional activities).

Table 2. Significant differences in the motives of teaching students of different courses in groups of two regions (Golovei, 2008)

Motives of educational activity	Variants of the electoral groups (%)									
	1st course, N = 149 people.		The value of the ϕ -Fisher coefficient, the importance of (p)	3 rd course, N = 296 people.		The value of the ϕ -Fisher coefficient, the importance of (p)	5th course, N = 255 people.		The value of the ϕ -Fisher coefficient, the importance of (p)	
	E, n1 = 101 people	TuvSU, n2 = 48 people		E, n1 = 198 people	TuvSU, n2 = 98 people		E, n1 = 165 people	TuvSU, n2 = 90 people		
to get a diploma	52,2	91,7	3,37; 0,000	70,2	78,6	> 0,05	66,1	88,9	2,14; 0,016	
to successfully continue learning in subsequent courses	32,1	35,4	> 0,05	19,7	33,7	4,25; 0,000	21,2	27,8	2,14; 0,016	
to get good grades and to pass the exams in good grades	40,3	43,8	> 0,05	18,7	53,1	8,098; 0,000	13,3	44,4	8,70; 0,000	
to constantly receive a scholarship	9,7	29,2	5,94; 0,000	21,2	21,4	> 0,05	20,6	31,1	3,07; 0,000	
to do not start learning subjects in the training cycle	18,7	2,1	11,01; 0,000	12,6	1,0	16,7; 0,000	17,0	8,9	4,64; 0,000	
to keep up with fellow students	7,5	12,5	2,88; 0,001	10,1	14,3	> 0,05	9,7	14,4	2,44; 0,006	

to ensure the success of future professional activities	67,2	54,2	> 0,05	66,7	45,9	2,92; 0,000	66,7	54,4	> 0,05
to fulfill the pedagogical requirements	8,2	4,2	4,12; 0,000	2,5	5,1	> 0,05	1,2	3,3	7,98; 0,000
to achieve respect of professors	16,4	18,8	> 0,05	10,6	26,5	7,014; 0,000	10,9	20,0	4,64; 0,000
to be an example for fellow students	9,7	4,2	12,29; 0,000	6,6	4,1	4,59; 0,000	4,2	3,3	2,14; 0,016
to avoid conviction and punishment for bad study	6,7	8,3	> 0,05	5,6	6,1	> 0,05	9,1	6,7	1,83; 0,034
to get intellectual satisfaction	26,9	29,2	> 0,05	48,5	16,3	8,47; 0,000	46,1	14,4	8,70; 0,000

The motive of avoidance «do not run the study of subjects of the training cycle» ($\varphi = 11,01$; $p = 0,000$; $\varphi = 16,07$; $p = 0,000$; $\varphi = 4,64$; $p = 0,000$), personal prestige «to be an example for fellow students» ($\varphi = 12,29$; $p = 0,000$; $\varphi = 5,49$; $p = 0,000$; $\varphi = 2,14$; $p = 0,016$) more important for students of SPSUACE in all courses than students of TuvSU.

More differences between students of different courses are noted on the grounds of pragmatic, social motive and the motive of avoidance. So, students of TuvSU of the first and fifth courses significantly more, than students of third-year students, pragmatic motives «to receive the diploma are expressed» ($\varphi = 3,37$; $p = 0,000$; $\varphi = 2,14$; $p = 0,016$), «constantly receive a scholarship» ($\varphi = 5,94$; $p = 0,000$; $\varphi = 3,07$; $p = 0,000$) and the motive of avoiding «keep up with fellow students» ($\varphi = 2,88$; $p = 0,001$; $\varphi = 2,44$; $p = 0,006$).

Social motive «to fulfill the pedagogical requirements» of first-year students of SPSUACE ($\varphi = 4,12$; $p = 0,000$) and students of TuvSU of the fifth year ($\varphi = 7,98$; $p = 0,000$) is significantly more than the third year.

Students of TuvSU of the third and fifth courses have significantly more than students of first-year students, the motive of personal prestige is expressed «to successfully continue training in subsequent courses» ($\varphi = 4,25$; $p = 0,000$ and $\varphi = 2,14$; $p = 0,016$), the pragmatic motive «to study successfully, take exams for good grades» ($\varphi = 8,09$; $p = 0,000$ and $\varphi = 8,70$; $p = 0,000$) and the social motive «to achieve respect of teachers» ($\varphi = 7,01$; $p = 0,000$ and $\varphi = 4,64 = 4,09$). $0,000$). Cognitive motives «to get intellectual satisfaction» ($\varphi = 8,47$; $p = 0,000$), «to ensure the success of future professional activity» ($\varphi = 2,92$; $p = 0,000$) are more important for students of SPSUACE of the third and fifth courses ($\varphi = 8,70$; $p = 0,000$). The fifth-year students of SPSUACE have the motive of avoiding «avoiding conviction and punishment for poor study» ($\varphi = 1,83$; $p = 0,034$) is more significant than the first and third-year students.

Thus, pragmatic motivation prevailed among students of all courses. At the same time, «pragmatics» of first-year students are more focused on the educational and pedagogical process – «to gain knowledge», to master the profession, «to study successfully and pass exams for good grades», «to fulfill pedagogical requirements». Motivation of students of the third and fifth year is becoming more formal, the purpose prevails as over the educational and pedagogical concerns and motive «to get a diploma» and the motive «to constantly receive a scholarship».

Descriptive and comparative analysis of the results of data processing on the meanings of first-year students in two regions showed that the meanings of money, wealth, comfort, excitement of life, spiritual search, prestige and fame, as well as communication with respect to the same frequency are presented in the motivation of professional self-determination of students. Differences in meaning between groups of first-year students were noted in the following. See table 3.1.3, 3.1.4, and fig. 3.1.1, 3.1.2.

First-year students of SPSUACE significantly more than first-year students of TuvSU expressed the meaning of «health» ($\varphi = 1,90$; $p = 0,029$) and «usefulness to people» ($\varphi = 3,12$; $p = 0,000$). The meaning of «power and influence» ($\varphi = 1,15$; $p = 0,016$) is more significant for TuvSU first-year students than for first-year students of SPSUACE.

Table 3. Significant differences in the frequency of choice of meanings among students of different courses in the groups of the two regions (Mongush, 2017)

Types of meanings	Frequency of group selections (f, %)						The value of the φ -Fisher coefficient, the importance of (p)		
	1 st course, N = 149 people.		The value of the φ -Fisher coefficient, the importance of (p)	3 rd course, N = 296 people.		The value of the φ -Fisher coefficient, the importance of (p)		5 th course, N = 255 people.	
	SPSUACE, n1 = 101 people.	TuvSU, n2 = 48 people.		SPSUACE, n1 = 198 people.	TuvSU, n2 = 98 people.			SPSUACE, n1 = 165 people.	TuvSU, n2 = 90 people.
Power, influence	36,6	54,2	2,15; 0,016	43,9	46,9	> 0,05	48,5	37,8	1,99; 0,023
Health	64,9	45,8	1,90; 0,029	70,2	63,3	> 0,05	75,2	86,7	> 0,05

Passion of life	36,6	33,3	> 0,05	46,0	29,6	3,59; 0,000	53,3	37,8	2,44; 0,006
Spiritual quest	41,0	52,1	> 0,05	49,5	52,0	> 0,05	40,6	56,7	2,44; 0,006
Prestige and fame	38,8	35,4	> 0,05	34,8	39,8	> 0,05	32,1	53,3	3,70; 0,000
Usefulness to people	59,0	35,4	3,12; 0,000	64,6	45,9	2,59; 0,003	61,2	51,1	> 0,05

The third-year students in two regions noted that the meanings of money, power and influence, health, spiritual quest, as well as prestige and fame are presented with relatively the same frequency. Differences in meaning between groups of third-year students were noted in the following. See table 3, 4, fig. 1. Third-year students of SPSUACE much more often, in comparison with third-year students of TuvSU, choose the meaning of «passion of life» ($\varphi = 3,59$; $p = 0,000$) and «usefulness to people» ($\varphi = 2,59$; $p = 0,003$).

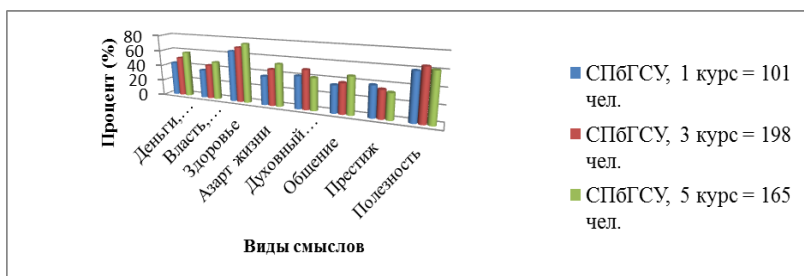


Figure 1. Comparison of different types of meanings of SPSUACE students at different stages of learning

The graduate students in two regions showed that the meanings of «money», «health», as well as «usefulness to people» are presented

relatively with the same frequency. Differences in meaning between groups of fifth-year students were noted in the following. See table 3, 4, fig. 2. The students of the fifth year of SPSUACE significantly more often than students of the fifth course of TuvSU, expressed a sense of «power and influence» ($\varphi = 1,99$; $p = 0,023$) and «passion of life» ($\varphi = 2,44$; $p = 0,006$). The meaning of «spiritual quest» ($\varphi = 2,44$; $p = 0,006$) and «prestige and fame» ($\varphi = 3,70$; $p = 0,000$) is more significant for TuvSU graduates than for fifth-year students of SPSUACE.

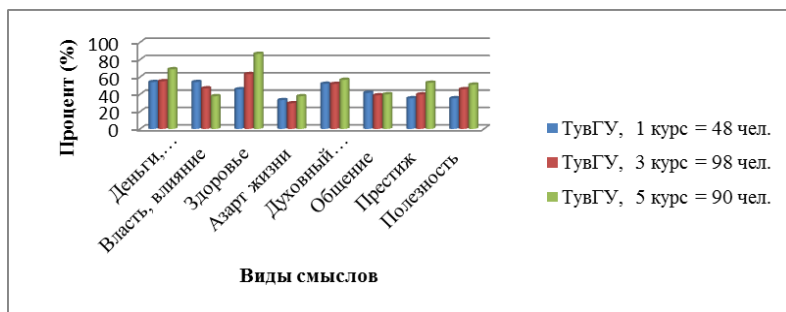


Figure 2. Comparison of the choice of different types of meanings of TuvSU students at different stages of training

Thus, against the background of a relatively similar frequency of choice of meanings of power and influence, spiritual search, as well as prestige, fame and a sense of usefulness to people on the «arrow of time» of education in high school, students from the first to the fifth year becomes more pronounced interest in health. At the same time, the meaning of communication from course to course increases, apparently students understand that communication skills and

communication they need for their future professional activities. And in the middle of these stages, in the third year, students are learning the meaning of money, wealth and comfort. That is, at the stages of training at the University, students, figuratively, «fades» the excitement of life, acquired solidity: perhaps premature.

Table 4. Changing the hierarchy of meanings from 1 to 5 courses for students at different stages of education in different regions (SPSUACE and TuvSU) (Mongush, 2017)

1 st course, N = 149 people		3 rd course, N = 296 people		5 th course, N = 255 people							
SPSUACE, n1 = 101 people.		TuvSU, n2 = 48 people.		SPSUACE, n1 = 198 people.		TuvSU, n2 = 98 people.		SPSUACE, n1 = 165 people.		TuvSU, n2 = 90 people.	
Health	64,9	Health	64,9	Health	70,2	Health	63,3	Health	75,2	Health	86,7
Usefulness	59,0	Usefulness	59,0	Usefulness	64,6	Money	55,1	Usefulness	61,2	Money	68,9
Money	43,3	Money	43,3	Money	50,5	Spiritual	52,0	Money	58,2	Spiritual	56,7
Spiritual	41,0	Spiritual	41,0	Spiritual	49,5	Power	46,9	Passion	53,3	Prestige	53,3
Prestige	38,8	Prestige	38,8	Passion	46,0	Usefulness	45,9	Power	48,5	Usefulness	51,1
Power	36,6	Power	36,6	Power	43,9	Prestige	39,8	Comm-n	46,7	Comm-n	40,0
Passion	36,6	Passion	36,6	Comm-n	37,9	Comm-n	38,8	Spiritual	40,6	Power	37,8
Comm-n	34,3	Comm-n	34,3	Prestige	34,8	Passion	29,6	Prestige	32,1	Passion	37,8

Evaluation of the influence and subordination of motivational components to the factor «training course»

As a result of data processing by the method of ordinal regression carried out by means of the program SPSS-17, the following

is found. The factor of «training course» on the strength of influence on the motivational components of professional self-determination in comparison with the factors of «level of inclination», «profile of specialty», «region», «sex», «individual style of educational activity», takes the fourth place in the assessment of the strength of influence (evaluation from 0.406 to -3,075; significance, p, from 0.000 to 0.048) and the second place in the number of subordinate factors of the examined motivational components.

The factor «course of study» to the specialty of the student significantly affects the utilitarian economic meaning of «money and wealth» in first-year students ($p = 0,023$), third-year students ($p = 0,048$), fifth-year students ($p > 0,05$); «health» (score from 0.199 to 0.22; p from 0,003 to 0,005). Utilitarian political meaning of «passion of life» for first-year students (score 0.163; $p = 0.006$), for senior students ($p > 0.05$). Also, a significant influence is shown by the factor «course of study» in relation to the cognitive goal – «knowledge acquisition» (score 0.023; $p = 0.038$), the professional purpose «mastery of the profession» (score 0.167; $p = 0.005$) and the pragmatic purpose «to get a diploma» (score from 0.027 to -0.003; p from 0.036 to 0.052) from first-year students.

The following motivational components are subordinated to the «training course» factor:

- Pragmatic motives of first-year students «to get a diploma»
-

(score 0.053; $p = 0.029$), «to study successfully» (score -1,809; $p = 0.000$), «to receive a scholarship» (score 0.289; $p = 0,005$);

- Social motive of first-year students «to fulfill pedagogical requirements» (score -3,075; $p = 0,000$), motive of personal prestige «to be an example for fellow students» (score -1.9; $p = 0,031$), cognitive motive «to get intellectual satisfaction» (score 0,406; $p = 0,000$).

So, four types of motivational components, including utilitarian, pragmatic, including cognitive factors affect the «course of study».

Correlation Pleiades of indicators of the meanings of «usefulness to people», «money, wealth and comfort», the purposes of «mastering the profession» and the motive of «acquiring deep and solid knowledge» on courses.

In the first year, the choice of students meaning «usefulness to people» (positively associated with the choice of meaning money, wealth and comfort (0,207), health (0,199), the motive «to become a highly qualified specialist» (0,225) and the level of inclination «man of technique» (0,190). It is negatively connected with the motive «to continue training successfully on the subsequent courses» (-2,238).

In the third year, the choice of students meaning «usefulness to people» is positively associated with the choice of meaning «money, wealth and comfort» (0,125), «spiritual quest» (0,261), with the aim of «acquiring deep and strong knowledge» (0,126) and the level of inclination «man of technology» (0,162). Negatively associated with motives «to successfully continue learning in subsequent courses» (-0,118) and «to avoid conviction and punishment for bad study» (-0,173).

In the fifth year, the choice of students meaning «usefulness to people» is positively related to the choice of meaning «money, wealth and comfort» (0,245), «health» (0,151), and the motive «to become a highly qualified specialist» (0,160). Negatively associated with motives «to successfully study and pass the exam for good grades» (-0,139).

During the first year, the choice of students meaning «money, wealth and comfort» is positively associated with the choice of meaning of «usefulness to people» (0,207).

During the third year, the choice of students meaning «money, wealth and comfort» is positively associated with the choice of meaning of «usefulness to people» (0,207).

Fifth course selection of students about the meaning of «money, wealth and comfort» is positively associated with the choice of meaning of «health» (0,227), «passion of life and interesting events» (of 0, 181), «utility men» (0,245) and the level of propensity of «man technique» (0,223). See fig. 6. In Annex 6.

First-year students 'choice of the goal «to master the profession» is positively connected with the choice of the purpose «acquisition of knowledge» (0,329). See fig. 3.

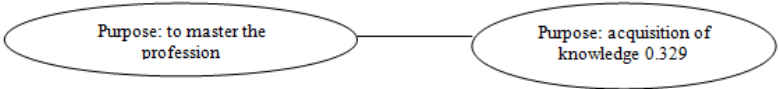


Figure 3. Correlation pleiad of the target indicator «mastering the profession», the 1st course (n = 149 people.) for the whole sample

The choice of the purpose «to master the profession» is positively connected with the choice of the meanings of «health» (0,140), «passion of life» (0,169), and the purpose of «acquiring knowledge» (0,325). See fig. 4.

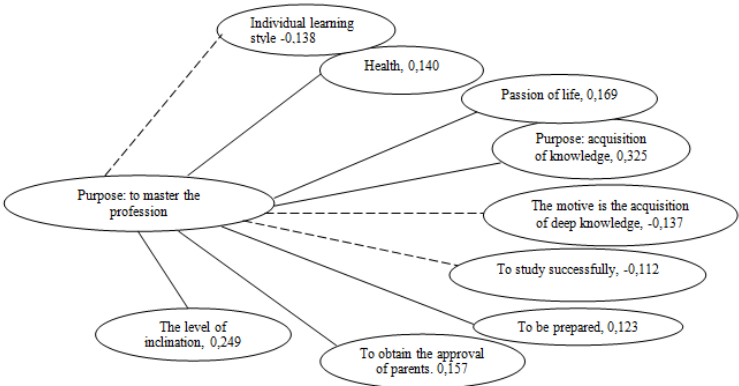


Fig. 4. The correlation pleiad of the target indicator «mastering the profession», 3 courses (n = 296 people) for the whole sample

And also with motives «to be always ready for the next employment» (0,123), «to achieve approval of parents and people around» (0,157) and level of inclination «the person of the equipment» (0,249). It is negatively connected with the «individual style of educational activity» (-0,138), the motives of «acquiring deep and solid knowledge» (-0,137) «successfully study and pass exams for good grades» (-0,112). See fig. 4.

For fifth-year students, the choice of the goal «to master a profession» is positively associated with the choice of the goal «to acquire knowledge» (0,290), «to obtain a diploma» (0,218) with the motive «to avoid conviction and punishment for poor study» (0,181). Negatively associated with «individual style of educational activity» (-0,250), based on «the acquisition of deep and lasting knowledge» (-0,194). See fig. 5.

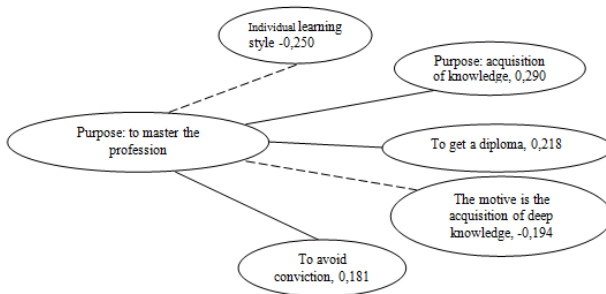


Figure 5. The correlation pleiad of the target indicator «mastering the profession», 5 courses (n = 255 people) for the whole sample

In the first year, students choose the motive of «acquiring deep and solid knowledge» is negatively associated with the choice of the purpose «to get a diploma» (-0,200) with the motives «to get a diploma» (-0,197), «to constantly receive a scholarship» (-0,231), «to achieve respect for professors» (-0,206), «to be an example for fellow students» (-0,177).

In the third year students «choice of motive» acquisition of deep and solid knowledge «is positively related to the motives» to become highly qualified specialists (0,224), «to ensure the success of future professional activity» (0,256), «to get intellectual satisfaction» (0,187). Negatively related to the motives of «successfully continue training in subsequent courses» (-0,189), «successfully study and pass exams for good grades» (-0,139), «constantly receive a scholarship» (-0,217), «be ready for the next class» (-0,135), «keep up with fellow students» (-0,215), «to obtain the approval of parents and others» (-0,141), «to avoid conviction and punishment for poor study» (-0,147). As well as the choice of the purpose «to master the profession» (-0,137), «get a diploma» (-0,214) and the level of inclination «man of technology» (-0,146).

In the fifth year students «choice of motive» acquisition of deep and solid knowledge is positively associated with the motives of «to become highly qualified specialists» (0,258), «to ensure the success of future professional activities» (0,149), «get intellectual satisfaction» (0,223). Negatively related to the motives of «get a diploma» (-0,225)

«successfully continue training in subsequent courses» (-0,217), «successfully study and pass exams for good grades» (-0,292), «constantly receive a scholarship» (-0,274), «be ready for the next class» (-0,170). As well as the choice of the goal «to master the profession» (-0,137) and the level of inclination «man of technology» (-0,146).

Thus, for the studied groups of students in the learning process as a whole is relatively the same motivational force in the professional identity have professional motives, cognitive motives of personal prestige and social, as well as an explanation of avoidance, mixed purposes, and such meanings of life, as the power and influence of the spiritual quest, prestige and fame, the usefulness to the people.

By the end of training at the University in the professional self-determination of students decreases motivational «charge» motives «to study successfully», «be an example for fellow students», «fulfill pedagogical requirements», the meaning of communication, the excitement of life. But the desire to get a diploma and successfully complete the training increases.

4. DISCUSSIONS

The results of data processing by the method of ordinal regression showed that the factor of «training course» by the force of influence on the motivational components of professional self-

determination in comparison with the factors of «level of inclination to the profession», «profile of specialty», «region», «sex», «individual style of educational activity», takes only the fourth place and the second place in the number of subordinated to this factor studied motivational components. The «course of study» factor significantly affects utilitarian motives: money, wealth, health, passion of life; on pragmatic motives – «to get a diploma», «to study successfully», «to get a scholarship»; social motives – «to fulfill pedagogical requirements», «to be an example for fellow students»: professional-educational – «to get intellectual satisfaction», «to acquire knowledge», «to master a profession». In General, the system of educational and professional motives varies from course to course and there is a gradual development of students' personality (Markov, 1996).

Regional differences in the development of the content of value and motivational spheres of students.

The students of SPSUACE as part of life meanings in comparison with students of TuvSU priority combine utilitarian-economic (money and wealth, prestige and fame) and spiritual-ethical (spiritual search) meanings. Perhaps, for students of TuvSU, it is more important than students of SPSUACE, to feel demanded, useful, necessary. And students of SPSUACE live in the metropolis, and it is more important for them to be secured, as a large city requires large expenses and significant status. That is, the metropolis requires the

individual to be more active in various plans of life, a harmonious combination of utilitarian and spiritual values (Lane, 2013).

Students of TuvSU of the first course are more focused on obtaining a diploma than students of SPSUACE of the 1st course. And students of the 1st year of SPSUACE are more eager to ensure the success of their future professional activity than students of TuvSU.

The results of the comparison by regions showed that the students of the 3rd year as SPSUACE and TuvSU in the first place are the value of «health». And then begin the differences: in second place among the students of SPSUACE is the value of «benefit to people», the third «money, comfort» and «spiritual quest». Students of the 3rd year of TuvSU in the second place are the values of «spiritual search» and «money, comfort», i.e. in the 3rd year they are more concerned with the meaning of their lives and future professional activities, as well as material support than students of SPSUACE. Students of the 3rd year of SPSUACE are more professionally Mature, because the value of «usefulness to people» is more important for them than for students of TuvSU.

The motive of personal prestige «successfully continue training in subsequent courses» and the social motive «to achieve respect for professors» is expressed significantly more than the students of SPSUACE. They also have a more pronounced motive «to avoid conviction and punishment for poor education». The students of

SPSUACE from the first to the third year increases the importance of values «health» reduces the value «excitement of life». Apparently, the students of SPSUACE are a decline in energy. At the same time, they begin to assess the «usefulness of the profession» to a greater extent. By the fifth year, the importance of these value increases, which indicates that professional development takes place (Markov, 1996).

The value of «power, prestige» is more significant for students of TuvSU, and it increases from the 1st to the 5th year, while the students of SPSUACE, on the contrary, the importance of the value of «power, prestige» is reduced to the 5th course. This suggests that in Tuva the diploma of a specialist is valued higher than in St. Petersburg and perhaps a certified specialist in Tuva acquires authority in society, while in St. Petersburg the graduate should look for a suitable place.

The scientific novelty of the research is as follows:

1. The interregional character of the study (students of two significantly different regions are compared).
 2. A comprehensive approach to the study of professional self-determination at different stages of education at the University, including objective (gender, course, region and profile of specialty) and subjective (learning goals and motives, life meanings and values, individual style of learning activities and the propensity to the profession, preferences, intentions) factors.
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3. The specificity of the structure (on the composition of motivational components) of professional self-determination of students of engineering and economic specialties, students studying at universities in different regions and at different stages of education, different by sex, with different levels of inclination to the studied specialty and different individual styles of educational activity.

4. The regional features of the content of professional self-determination at different stages of education at the University are revealed.

5. The comparison of the life meanings, motives and aims of the teaching of students of engineering and economic specialties.

5. CONCLUSION

At different stages of professional training, students face various difficulties in adapting to their future profession and learning conditions at the University. In the first year, they get more meaningful knowledge about the chosen profession and often understand that they do not like the chosen specialty, because they come to the University with a very superficial understanding of the profession, without stable professional and educational motives. They come wanting to gain

knowledge of the profession. The results of the study showed that the purpose of «knowledge acquisition» is the main one for students of the 1st course, compared with other types of purposes. This is true both for SPSUACE, and TuvSU. The students of the first year of both regions equally expressed the following motives: professional and cognitive (to get intellectual satisfaction, to ensure the success of future professional activities); pragmatic (to study successfully, to pass exams for good grades); avoidance (avoid conviction and punishment for poor learning); personal prestige (successfully continue learning in subsequent courses). However, according to the results of the correlation analysis, it turned out that educational and professional purposes and motives have not yet been organized into a stable motivational system. The purpose of «mastery of the profession» related students of the 1st course only with the aim of «acquiring knowledge».

However, by the 3rd course the situation is changing. The results of the correlation analysis showed that at the 3rd year a system of educational motives is being formed («to study successfully», «to obtain the approval of parents», «the desire to be ready for classes»), but this is only social motives and the motive of personal prestige. In the 3rd year is also manifested the relationship of propensity to the chosen profession with the aim of «mastering the profession. The values of «health» and «passion of life» are also positively interconnected with the aim of «mastering the profession». The students of the 3rd year of both regions have the following motives:

«to get a diploma» and «to ensure the success of future professional activity».

Pragmatic motivation prevails among students of all courses. At the same time, the «pragmatics» of first-year students is more focused on the educational process – «to get knowledge», to master the profession, «to study successfully and pass exams for good grades», «to fulfill pedagogical requirements». The most significant values (meanings) of the 3rd year students of both regions are: «health», «spiritual search» and «usefulness to people». This indicates the students' awareness of the meaning of the profession, the desire to find themselves as a person, the gradual formation of a system of values and understanding of the need to have strength and health to continue their education. The formation of the subject of professional activity is connected with the resolution of contradictions between social and professional requirements to the student and his motives and opportunities. A number of authors speak about the crisis of the 3rd course. In our study, this was manifested in the fact that in the third year students seek to formally fulfill the requirements of training, which they seem to be excessive, so they have increased the value of «health», which suggests that the learning process requires them to considerable effort. The purpose of «mastering the profession» is negatively related to the motive of «successful learning». The crisis is also manifested in the fact that such an important motive as «acquiring deep knowledge» is negatively related to the purpose of «mastering a profession», which can be interpreted as a manifestation of some

disappointment in the content of the chosen profession and formal attitude to learning.

On the 5th year of study, motives go by the wayside, and the first is the motive «get a diploma», to complete the training. «The usefulness of the profession» is associated in the minds of students with the receipt of money, with wealth, comfort, health and excitement of life, i.e., with a successful future life, in which work on the specialty is a source of personal success. The motive of «acquiring deep knowledge» is linked with the future success of professional activity and with intellectual satisfaction. This indicates a greater maturity of graduates, compared with junior students.

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