



Zhytomyr Ivan Franko State University Journal.  
Pedagogical Sciences. Vol. 2(97)

Вісник Житомирського державного  
університету імені Івана Франка.  
Педагогічні науки. Вип. 2 (97)

ISSN (Print): 2663-6387

ISSN (Online): 2664-0155

UDC 37.06

DOI 10.35433/pedagogy.2(97).2019.61-70

## PROBLEMS OF PROFESSIONAL SELF-DETERMINATION OF STUDENTS IN HIGHER EDUCATION INSTITUTIONS

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*This article examines the relationship between students' natural inclinations towards a certain profession and the degree of satisfaction of their chosen profession in different fields of study. The main factors influencing the formation of positive motivation concerning vocational training are analyzed. It has been revealed that along with the natural tendencies towards a chosen profession, the choice of the future profession by the entrant - the future student - is also important. The greatest correlation between the requirements for a profession and the students' natural abilities was observed among the humanities: among these students, 60 % are engaged in occupations of the type "man-man". Most of these students chose their profession independently, guided by their desires and natural abilities to engage in such activities. The natural abilities of students of socio-economic specialties towards the occupations of the type "man-sign system" are not pronounced - typical only for a third. Among those polled, about 70 % chose their own profession, which was a significant proportion. Another motivating factor among students of socio-economic specialties regarding occupation choice was financial incentive, which was present in about 50 % of all respondents.*

*Students of technical specialties meet the requirements for the profession type 'man-technician' only in a third of cases. This correlates well with the number of people who indicated*

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*their motive of choice as their own natural abilities. Most students, despite possible dissatisfaction with their chosen profession, which sometimes did occur during their studies, plan to work in the specialty they chose in the future.*

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**Key words:** *natural abilities, aptitudes, profession, career guidance.*

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## **ПРОБЛЕМИ ПРОФЕСІЙНОГО САМОВИЗНАЧЕННЯ СТУДЕНТІВ ЗАКЛАДІВ ВИЩОЇ ОСВІТИ**

**С. В. Писаревська, З. М. Яремко, В. В. Ващук, С. В. Тимошук**

У статті обговорені результати проведеного дослідження з питання визначення відповідності природних схильностей студентів щодо типу професії та рівня задоволеності обраною професією студентами різних напрямів навчання. Проаналізовані головні чинники, які впливають на формування позитивної мотивації щодо професійного навчання, та виявлено, що окрім природних схильностей щодо обраної професії, важливе значення має також усвідомлений вибір майбутнього фаху самим абітурієнтом – майбутнім студентом. Найбільша відповідність між вимогами до професії і природними здібностями студентів спостерігалась серед гуманітарних спеціальностей: серед цих студентів для 60 % характерними є професії типу "людина-людина". Більшість з них обрали свою професію самостійно, керуючись бажанням і природними здібностями займатися таким видом діяльності.

Природні здібності студентів соціально-економічного напрямку до професії типу "людина-знакова система" не є яскраво вираженими – характерні лише для третини. Хоча серед опитаних тих, хто обрав самостійно свою професію була значна частка – біля 70 %. Іншою є і мотивація студентів соціально-економічних спеціальностей – фінансовий мотив був головним під час вибору професії: приблизно 50 % серед усіх опитаних. Студенти технічних спеціальностей лише в третині випадків відповідають вимогам до типу професії "людина-техніка", що добре корелює з кількістю осіб, які зазначили як мотив вибору – природні здібності. Більшість студентів, незважаючи на можливе незадоволення обраною професією, яке інколи виникало впродовж навчання, планують в майбутньому працювати за фахом, який обрали.

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**Ключові слова:** *природні здібності, схильності, професія, професійна орієнтація.*

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**Introduction.** The International Labor Organization in Convention № 142 concerning Vocational guidance and vocational training in the development of human resources, states that professional orientation should provide comprehensive professional information that should be accessible to children, young people and adults. This information should also include relevant programs for people with physical and mental disabilities. Therefore, every country that is a member of the International Labor Organization, ratifying this convention, is obliged to carry out such vocational guidance work. This work should be comprehensive: from

providing information on labor market demands, employment status and prospects, opportunities for appropriate education and training for working conditions, safety and health hygiene, career prospects, aspects of working life in various sectors, and economic, social and cultural activities. Professional training in accordance with the Ukrainian law "On employment of the population" provides for the acquisition and improvement of professional knowledge, skills and abilities of a person in accordance with their vocation and abilities. This training should provide the appropriate level of professional qualification for

professional activity and competitiveness in the labor market.

Today, the successful professional activity of a person is not only a means for obtaining material goods, but a way of life that often forms the orientation of the individual towards themselves, the world around them and the work they performed [5]. Thus, the tendency towards a closer interweaving of personality with professional activity becomes more noticeable, and such mutual influence can lead both to positive changes of personality and to the formation of a negative orientation towards a profession and reassessment of vital values.

Therefore, the successful professional self-determination of school children should be considered as a guarantee of a high level of life security in the future. Within this context, the issue of the professional orientation of young people allowing them to realize a well-founded and sound choice of their future specialty is an extremely topical issue. Previous research has led to results of a study of the features of professional motivation among students of the natural sciences [7]. In this article, this previous research is expanded to students of other fields of study, including humanities, socio-economic and technical specialties.

**The purpose of the work** is to analyze and identify the factors that will facilitate the successful selection of a future profession in accordance with the innate natural abilities, inclinations and possibilities of the fullest possible realization in the chosen direction of professional activity.

Analysis of recent research and publications. The issue of choosing a future specialty is complex for young people, and as such, is a subject of research for various specialists: psychologists, teachers, sociologists, lawyers, etc. The successful realization of person's professional career in the

future is possible when there is a clear understanding of the so-called triangle of choice of profession: "I want" – "I can" – "necessary" [7].

It is emphasized [1] that, due to the intensification of the cognitive activity of students, the following measures can help senior pupils in the successful selection of their future profession: the professional character of vocational guidance measures, an individual approach to the implementation of work on the training of students for professional self-determination, and the involvement of students in socially necessary work, including the type of activity that corresponds to their inclinations and abilities. A discussion on the systematic approach to professional orientation within modern conditions and the necessity of constructing professional-personal models of professional self-determination of young people is presented in the work [8]. The paper [6] substantiates the necessity of using various forms and methods of vocational guidance work and discusses the place of professional self-determination in the structure of social self-determination, as well as the role of the principles of socialization in professional self-determination. Actuality and the need for the professional self-determination of students in higher education institutions were considered in the work [2]. In particular, the lack of work in various areas of professional orientation among students before their choice of their future specialty is emphasized.

The choice of a profession is a complicated two-way process. On the one hand, the person's desire and the actualities of the labor market must be taken into account, but on the other hand, the person's qualities and capabilities must also be considered [9]. The formation of senior pupils' readiness for professional self-

determination is hindered by both internal individual psychological and external socio-economic contradictions [4]. The internal individual-psychological contradictions are as follows: inclinations, abilities and requirements of the profession; demands and real opportunities for work; abilities and prestige of the profession; the desire to pre-test oneself in professional activities and the lack of such opportunities at schools; the state of health, the peculiarities of the nature, habits and requirements of the future profession, etc. External socio-economic contradictions include the following: the modern requirements for a specialist and outdated ideas concerning the ways of economic development, its personnel support; the interests of the students, their professional plans and the needs of the labor market; the need for coordination and integration of professional-orientation influences and the solution of this problem by narrow-minded ways and means, etc. [4].

Therefore, it can be concluded that the issues regarding the self-determination of students is quite relevant today, as in most cases their choice of profession is often made under the influence of parents or teachers, and not on their own. Successful professional self-determination is possible under the conditions of full-fledged mental and personal development of the student, the formation of their motivational sphere, the existence of developed interests, inclinations and abilities, and a sufficient level of self-awareness. This requires effective work on preparing students to choose a profession as an organic part of the whole educational process, which should begin in junior grades. Determining students' natural inclinations to a certain type of activity and carrying out effective vocational guidance work at school will contribute to the better self-identification of school

children and will reduce the contradictions between the psychophysiological capabilities of the individual, expectations and requirements of a particular profession.

**Results and Discussion.** The choice of profession is a complex process, which should take into account many different aspects. E. O. Klimov [3] distinguished 8 factors that can influence the choice of profession. They are as follows:

- opinion of parents, senior members of the family;
- opinion of friends;
- opinion of school teachers;
- personal professional plans;
- abilities;
- the level of social recognition;
- knowledge of the profession;
- inclinations.

In addition, the other factor that should be taken into account is the relevance of the profession in the labor market and the forecast of the demand for such professionals in the future.

The right choice of profession allows for the revealing of natural opportunities, the realization of plans, the enjoyment of work, and the ability to bring about public benefit from work done effectively. From the point of view of safe and effective work, it is important to choose a profession that is in accordance with natural abilities in order to reduce the risk of error due to the discrepancy of the system "psychophysiological features – the requirements of the profession".

There are different methods for defining natural abilities, in particular, to determine the type of profession that best suits these natural abilities. According to E. O. Klimov, there are 5 types of occupations in which the basis of division is the object or entity with which the employee will work. Such types of professions are human – human, human – sign, human – art, human – technique and human – nature [3]. According to this method, a

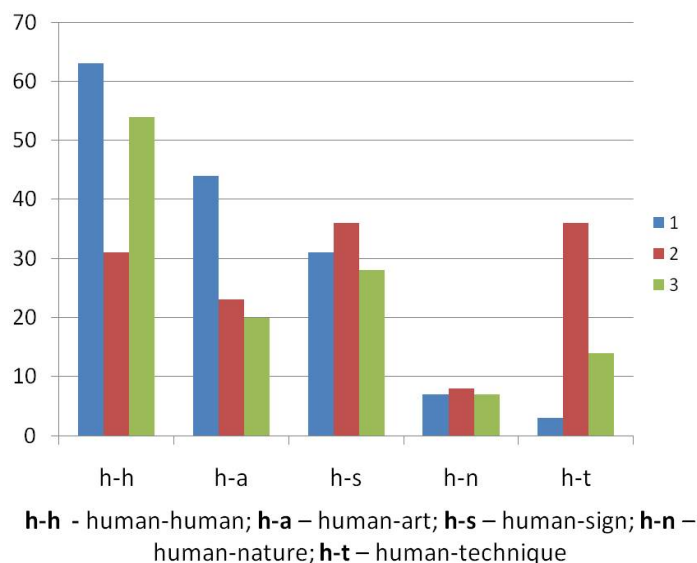
poll was written for students in three areas of study: humanitarian, technical, and socio-economic. According to the poll methodology, students could get points from 0 to 8. The higher the score, the greater the propensity to one or another type of activity. For example, Picture 1 shows, in percentage, the distribution of students with a high propensity to a specific type of profession. The largest number of respondents among students of the humanities, approximately 60 %, have shown a tendency towards working with people. Somewhat less, approximately 40 % of respondents, displayed creative abilities, and about one third among them showed a tendency to work with sign systems. Only a small percentage of students in this area of training revealed a propensity towards other types of professions. Thus, the obtained results testify to a correlation between the students' abilities with the requirements for their chosen future specialty. For example, the work of a journalist or philologist involves both working with people and the availability of creative abilities that correlate well with the obtained results. Among the respondents, there were present students who simultaneously showed a propensity towards two types of professions. As such, the sum of quotients of students for all types of professions can be more than 100 %.

Similar results were obtained for students of socio-economic studies.

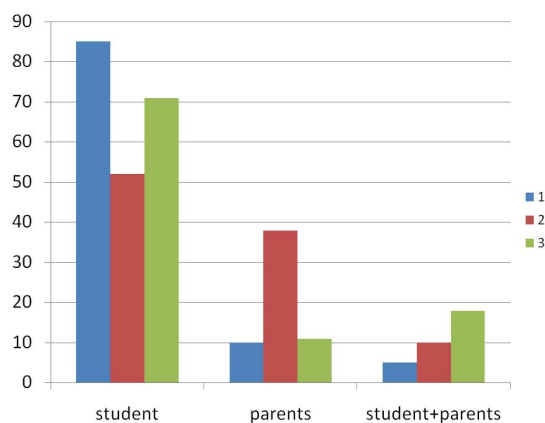
Students of this field mostly have the ability to work with people (~ 50 %), and only a third of them had a tendency towards work with signs. This is not in agreement with the particulars of their future specialties, which include the possession of analytical and mathematical abilities.

For students of technical specialties, it could be assumed that there should be a significant predominance of people with the type of profession "human – technique", but this quotient is only about 35 %. There is roughly the same proportion for the professions "human – sign" and "human – human". Therefore, questions arise as to which factors influence the choice of students for their future specialty. This include, among others, what are the motives in this process and which advantages do they see?

Another important issue in professional self-determination is the independence of choosing a future profession. The results shown in Picture 2 state that students have chosen their specialty independently. However, the percentage distribution varies from 52 % for technical specialties, to 85 % for humanitarian professions, with socio-economic students at 71 %. The proportion of students in the humanities and socio-economic fields whose parents chose their profession fluctuated around 10 %. In the case of students of technical field, the proportion was higher at 38 %.



Picture 1. The distribution of students (in %) of the humanitarian (1), technical (2) and socio-economic (3) areas at the highest points that show their tendency to a certain type of occupation



Picture 2. The distribution of students (in %) of the humanitarian (1), technical (2) and socio-economic (3) areas in the independence of the choice of profession

Another important aspect of choosing a future profession is the motivation of the choice, which can be divided into four groups:

- natural abilities and / or desire to do such activities;
- the opportunity to study the specialty;
- the prestige of the chosen profession;
- high probability of getting a high-paying job.

Most students of the humanities were guided by the desire and / or

ability to do this kind of activity (Table 1), and approximately the same number of students preferred studying humanitarian subjects during school study (Table 2). Thus, the results of the determination of abilities through the conducted test and the number of those who consider themselves having sufficient abilities to work in the field they chose are sufficiently well correlated with each other. Consequently, the choice of a future profession by students of the humanities is mainly carried out deliberately. Previous studies have

shown that most students of the humanities are characterized by a motivational complex with dominant external positive motivation [10].

Among the motives for choosing a future profession, half of the students in the socio-economic direction chose the financial benefits of the profession, that is, the high probability of getting a high-paying job in such a specialty. Thus, students made their decision from a pragmatic perspective. For approximately 40 % of students in this field, the motive for choosing was still

the availability of natural abilities and / or the desire to do such activities.

Among the students of the technical field, there is no significant preference for those who have chosen professions by vocation, only one third. Students' inclination towards certain school subjects is ambiguous. There is no clear preference for some school subjects over others. Taking into account the fact that there is a significant proportion of students whose parents made choices for them can explain the low proportion of those who chose the profession by vocation.

Table 1.

**Factors influencing students' choice of future profession**

| Area of study  | Motives for choosing a profession                                 | The quotient of students in % |
|----------------|---|-------------------------------|
| Humanitarian   | natural abilities and / or desire to do such activities           | 73                            |
|                | the opportunity to study in this specialty                        | 8                             |
|                | the prestige of the chosen profession                             | 13                            |
|                | high probability of getting a high-paying job in such a specialty | 6                             |
| Socio-economic | natural abilities and / or desire to do such activities           | 38                            |
|                | the opportunity to study in this specialty                        | 3                             |
|                | the prestige of the chosen profession                             | 9                             |
|                | high probability of getting a high-paying job in such a specialty | 50                            |
| Technical      | natural abilities and / or desire to do such activities           | 35                            |
|                | the opportunity to study in this specialty                        | 22                            |
|                | the prestige of the chosen profession                             | 20                            |
|                | high probability of getting a high-paying job in such a specialty | 23                            |

Table 2.

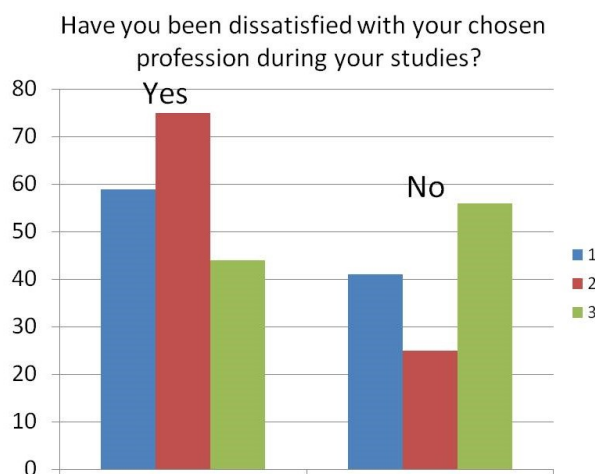
**School subjects chosen by students**

| Area of study  | School subjects | The quotient of students in % |
|----------------|-----------------|-------------------------------|
| Humanitarian   | Natural         | 5                             |
|                | Humanitarian    | 84                            |
|                | Social          | 11                            |
| Socio-economic | Natural         | 27                            |
|                | Humanitarian    | 45                            |

|           |              |    |
|-----------|--------------|----|
|           | Social       | 28 |
| Technical | Natural      | 40 |
|           | Humanitarian | 30 |
|           | Social       | 30 |

The question may be asked what are the student's plans for the future? Despite the fact that about half of the students, and in the case of students of technical specialties 75 %, felt possible dissatisfaction with their chosen profession in the future (Picture 3), the majority (more than half) of them (Table 3) are planning to work in their chosen

profession. In addition, such a high proportion of those wishing to work among these three groups is contributing to a sufficient or large number of institutions in which they can be realized, which is well-known among respondents (Picture 4).



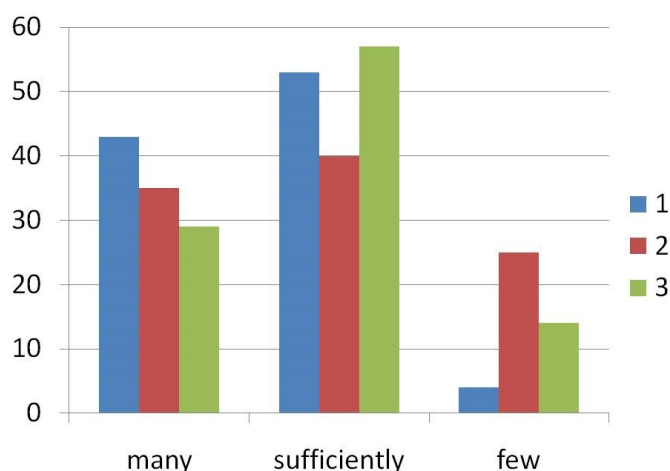
Picture 3. Distribution of students' answers (in %) of the humanities (1), technical (2) and socio-economic (3) areas of their dissatisfaction with the chosen profession

Table 3.

**Plans of students after studying in university**

| Area of study  | Plans                          | The quotient of students in % |
|----------------|--------------------------------|-------------------------------|
| Humanitarian   | Work by profession             | 66                            |
|                | Get a second specialty         | 14                            |
|                | Did not think about this issue | 20                            |
| Socio-economic | Work by profession             | 71                            |
|                | Get a second specialty         | 7                             |
|                | Did not think about this issue | 22                            |
| Technical      | Work by profession             | 58                            |
|                | Get a second specialty         | 22                            |
|                | Did not think about this issue | 20                            |





Picture 4. Distribution of students' answers (in %) of humanitarian (1), technical (2) and socio-economic (3) areas of their awareness of the number of organizations where they can work.

Consequently, the self-realization of young people and the successful choice of their future profession can be realized through the identification of natural abilities/inclinations and the inclusion of successful vocational guidance work at school, even before the choice of the educational institution for higher education. The complexity of this issue is affirmed by an analysis of the professional risks of modern students and the increasing commercialization of higher education against the backdrop of changing educational values, in particular giving them shades of instrumentalism and pragmatism.

**Conclusions.** Summarizing results, it can be noted that the greatest correspondence between the requirements for the profession and the students' natural abilities was observed in the humanities: human-human professions is characteristic for 60 % of these students. Most of them chose their profession independently, guided by their desires and natural abilities to do such activities. It may be stated that the choice of these students was conscious.

The natural abilities of socio-economic students to the profession of type "human-sign system" are not

pronounced, and are typical only for one-third. 70 % of students polled chose their profession by their own. Regarding the motivation of students of socio-economic specialties, the financial motive was the main when choosing a profession (about 50 % among all respondents). It can also be noted that students of technical specialties meet the requirements for the type of profession "human-technique" in one-third of cases, which correlates well with the number who indicated their motive of choice as natural abilities. Most students, despite the possible dissatisfaction with their chosen profession, plan to work in the future in the specialty they chose.

The prospects for further research are to substantiate the hypothesis that a successful solution to the problem of professional self-determination of schoolchildren may in the future serve as a guarantee of a successful professional career and a high level of their safety of life.

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Received: April 24, 2019  
Accepted: June 06, 2019