

Contradictions in Career Counselling of Future Specialists

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Abstract. The article justifies professional career counselling as an effective psychopedagogical factor in ensuring the quality of future specialists' professional training in educational institutions, which is specified by action algorithms and mechanisms for career and career trajectory development (planning, designing), identifying the optimal ways (means, steps) of professional and career development, adjusting the career trajectory in order to enhance professional performance. Career is viewed as a complex sociopsychological phenomenon, which determines one's living and involves constant changes (ups and downs) in professional and personal development. It is justified that professional career is a process of self and/or capabilities realization within his/her professional activity. Therefore, only individuals with well-established career prospects are able to plan professional own career successfully. Main contradictions leading to the discrepancies between an employee's perception of himself/herself and resource potential are analysed. They occur between his/her understanding of career essence and the environment where he/she can develop professionally, relying on his/her own capabilities; careers and other spheres of life, the circumstances under which these differences increase; social stereotypes about a career and their influence on career orientations of particular individuals; the lack of conceptual connections between professional training quality and personal and professional self-realization prospects. According to some authors, these contradictions can be eliminated with the help of professional career counselling, which involves individual counselling, group counselling and cyclical counselling based on diagnostic methods for assessing individual qualities,

professional performance, as well as methods of reporting and analyzing market economy trends taking into account the specifics of a profession.

Keywords: career, professional career, professional career counselling, career orientations, professional (vocational) education, centers for professional career.

Introduction. In the information age, the level of self-realization depends on the coherence of value orientations, attitudes, interests and skills with the realities of a chosen profession and a field of activity, strivings and achievements in the fulfillment of professional duties, the solving of controversial tasks, as well as the motivation towards self-improvement and self-actualization in the process of determining career orientations, acquiring the skills required for building a future career and its implementation.

Literature review. Relevant scientific studies are focused on the issues related to justifying some philosophical principles of managing professional career in social and project-oriented fields (P. Berger, P. Bourdieu, S. Covey, E. Giddens, J. Habermas, R. Merton, T. Parsons et al.), the concepts of personal and professional development of future specialists in different fields in the context of European integration processes (V. Kremen, N. Nychkalo, V. Orlov, A. Romanovskyi, V. Rybalka et al.), the psychological and acmeological patterns of career development (V. Biskup, L. Karamushka, O. Kucheriavyi, Ye. Mohilovkin, L. Pochebut, E. Schein), the elaboration of scientific and methodological support for the youth career development (S. Aliksieieva, L. Bazyl, T. Kanivets, M. Klymenko, L. Kuzminska, D. Zakatnov).

The study aims to define and scientifically justify the peculiarities of professional career counselling for future specialists under the modern socioeconomic conditions in Ukraine.

Results and discussion. While researching the outlined problem, different studies were theoretically analyzed; the relevant scholarly views on the essential characteristics of professional career counselling, the peculiarities of professional development and career development were generalized; pedagogical observation, surveys and interviews were conducted. Based on the study of different views on the essential characteristics of professional career counselling, one can conclude that a career is a complex sociopsychological phenomenon, which determines one's living and involves constant changes (ups and downs) in professional and personal development. In the context of the current research, a career is viewed as a process of self-realization in professional life. It is taken into account that only individuals with well-established career prospects are able to successfully plan a career. However, a certain individual can sometimes realize his/her career orientations intuitively, that is without elaborating a detailed plan of his/her actions with a long-run goal and expected outcomes and without defining and comprehending the stages of career development.

According to the results obtained from relevant surveys and the processing of factual data obtained during long-term pedagogical observations, it can be concluded

that career orientations of the adult population usually reflect professional and personal interests, value attitudes towards certain types of professional activity, inclinations and orientations towards certain ways of performing some actions, etc. Therefore, career counselling is essential for the educational sector. The mentioned process is understood as an effective psychopedagogical factor in ensuring the quality of professional training of future specialists in educational institutions, which is specified by the action algorithms and mechanisms for building (planning, developing) a career and a career trajectory, identifying the optimal ways (means, steps) of professional and career development, adjusting the career trajectory in order to enhance professional performance.

In counselling, it is important to consider that every individual is unique and is characterized by a complex set of personal characteristics, motives, value orientations and beliefs that holistically reflect his/her ideas about the profession and determine career choices and further professional growth. "Career success is an outcome of a person's career experiences. Career success may be defined as the accomplishment of desirable work-related outcomes at any point in a person's work experiences over time" (Arthur M. B., Khapova S. N., Wilderom C. P., 2005, p.179). However, the idea of career development is frequently shaped by the influence of accidental factors, situational circumstances (a great demand on a profession, "talks" about the benefits provided to employees of a particular enterprise, in particular in career growth, etc.), external motives for choosing a profession (no additional training required, parents or friends' advice, etc.). As a result, such employees can face significant difficulties when realizing their professional potential. However, despite the existing cases of unconscious realization of career orientations, the perception of oneself, one's capabilities and professional skills, in our opinion, serve as a certain "catalyst" that regulates the level of activity and allows predicting the expected results. Such perceptions are developed while comprehending the results of external and internal assessment. On the one hand, these include others' views on the quality indicators of one's professional performance, successes and failures and, on the other hand, the results obtained from the internal reflection of real achievements, the comprehension of one's own capabilities and potential. After all, everyone has a great number of subjective views on "self-concept". The versions of these views are frequently consistent with one's own perception at a specific time interval and either reproduce one's perception of the future ideal of one's self developed based on the implementation of all plans, the achievement of all expectations or reflect others' perceptions of a particular individual, etc. For instance, graduates from professional (vocational) education institutions give priority to the perception of themselves in a chosen profession, that is the professional "self-concept". However, it should be borne in mind that career orientations and perceptions about a career can express another orientation, including the expectations and intentions of a particular individual (his/her personal and professional goals, need to meet social demands, family expectations, etc.). Such a perception is the most important stimulus required

to achieve professional self-realization. In educational practice, there are some views that reflect the personal essence of future specialists through the prism of their own intentions, without taking into account real capabilities.

A significant disadvantage of the education process in professional (vocational) education institutions is its focus on the training of specialists as “passive doers of instructions”, which prevents creative development, since the main attention is paid to the fulfillment of qualification requirements, professional responsibilities, typical ways of solving professional tasks, algorithms etc. As a result, graduates start to realize that, firstly, any job title implies some “functional instruction”, which should be followed, and secondly, most employees are subordinate and must comply with the orders of their managers. This leads to stagnation in their personal and professional development, since passive implementation of “job instructions” slows down and significantly reduces professional growth of specialists, minimizing their ability to realize the existing capabilities and internal capacity.

The priority trends in reforming the educational sector include updating the content of professional training, motivating future specialists towards cognitive activity, self-cognition and professional self-development. However, professional (vocational) education requires that the mechanisms and the ways of developing value and career orientations should be changed. The Ukrainian system of industrial relations and involvement of employees in active modernization of industry and enhancement of labour productivity is traditionally based on financial incentives. In this regard, the prevailing idea is that the higher salary, the better place of employment. In the EU countries and the United States, however, it is widely accepted that people are motivated by the opportunity to contribute to the common cause rather than by financial incentives. In this context, S. Covey states that a salary is not a stimulus for creative self-realization, but rather an expected result. Its amount should be consistent with the individual personal resources spent on performing professional tasks. In practice, it is common that high-salaried specialists “hate every minute of their staying at work. Occasionally such employees are in search for a place of employment with a lower salary, but more opportunities for self-realization and career growth. Many of them are ready to work non-office hours with maximum effort provided that their professional results are duly appreciated by society” (Covey, 2013, p. 38). Therefore, the employee guided only by financial interests cannot achieve steady and quality results, as he/she is not interested in quality but earnings, namely his/her goals are not consistent with the growing needs of society. Consequently, society will not be able to support such a specialist in his/her career aspirations.

The emergence of considerable frustration with social status and professional career status is mainly caused by significant differences between the individual personal perception of oneself and real capabilities and personal resources. Such differences require psychopedagogical adjustment. Regarding career orientations of

future specialists, the adjustment involves developing the idea about the internal significance of personality, which is consolidated at the level of self-awareness. It is, therefore, important for every individual to clearly understand his/her own uniqueness, the availability of creative potential and the ability to independently determine the way of self-realization and career growth.

The results obtained from the analysis of scientific and empirical researches show that there are some contradictions leading to the discrepancy between an employee's perception of himself/herself and resource potential. Such contradictions occur between his/her understanding of the essence of career and the environment where he/she can develop professionally, relying on his/her own capabilities; careers and other spheres of life, the circumstances under which these differences increase; social stereotypes about a career and their influence on career orientations of particular individuals; the lack of conceptual connections between the quality of professional training and the prospects of personal and professional self-realization.

These contradictions can be eliminated with the help of professional career counselling, which involves individual counselling, group counselling and cyclical counselling based on the application of diagnostic methods of assessing individual qualities, professional performance, as well as methods of reporting and analyzing market economy trends taking into account the specifics of a profession.

Traditionally, professional career counselling involves holding interviews (a first meeting, determining one's needs, vision of the future, well-being, scope of activity, etc.); formulating the problem (defining clear, measurable, achievable goals, analyzing individual advantages and disadvantages); assessing one's individual personal and professionally important qualities integrally (applying diagnostic methods, tests, questionnaires, building/developing the trajectory of professional career); ensuring feedback (a counsellor informs about the results obtained from diagnostics indicating their significance); realizing the developed trajectory of professional career (clarifying goals, as well as the ways of their achievement taking into account the acquired information). Thus, they develop clear perceptions of the characteristics of professional activity, the prospects of career growth and the awareness of one's own uniqueness and significance.

As practice shows, most citizens frequently face opposition to their efforts targeted at self-realization in professional life. On the one hand, modern employers realize the importance of meeting the needs of employees for career growth and offer some attractive prospects for it. On the other hand, the employee with unstable career orientations occasionally faces the situations that contradicts his/her perceptions of life's success and can lead to low self-esteem or even cause mental illness among young specialists.

Such phenomena highlight the importance of professional career counselling and confirm the need for constant psychopedagogical support that will facilitate the consolidation of career orientations. This refers to the support of career planning and the development of views on career success, the provision of pedagogical support to

adults during retraining, the enhancement of their qualifications, the creation of optimal conditions for self-realization, the elaboration and implementation of programmes for changing career orientations at various stages of professional growth. The aim and the main objectives of psychopedagogical support are oriented towards deepening and increasing professional interests, stimulating motivation towards career development, familiarizing with the ways of rapid adaptation under the new economic conditions, acquiring modern ways of thinking and teamwork skills.

Psychopedagogical support provided methodically and regularly will promote one's awareness of one's skills and capabilities, contribute to comparing the real and ideal professional "self", shaping value attitude to individual personal qualities, developing goal-setting skills and professionally important qualities. It must be noted, however, that the developed career orientations allow self-realization and self-actualization if the trajectory of professional career has been built in accordance with one's interests and skills. If professional career is driven by some accidental factors (commute, profitable connections, etc.), it is extremely difficult for such employees to realize their professional potential and enjoy the success achieved.

Career orientations can be holistically developed provided that young specialists realize that a career can cover a wide range of professional functions and activities, organizations, industries and professions. Taking into account the correlation between the development of one's career orientations, interests and inclinations towards a particular type of professional activity, it can be stated that their identification and consideration optimize the choosing (or building) of the career strategy that will ensure certain moral comfort and allow realizing one's potential.

There are many factors that influence the processes of developing and consolidating a certain type of career orientation (professional competency, challenges, performance, entrepreneurship, stability, etc.). The important driving mechanisms include a psychological type of personality, cognitive interests, inclinations, professional orientation, professional motivation, achievements, self-esteem, expectations of other people. Thus, everyone is characterized by a unique combination of personal qualities, life concept, motives and values that determine career choices.

Some psychologists claim that all perceptions of oneself are simultaneously manifested. However, if some perception prevails, it changes one's personality, behaviour and affects one's attitude towards a future profession. Indeed, the prevailing misconceptions about a future professional career can to some extent prevent achieving professional goals. The adequacy of conceptions is defined rather by one's attitude towards others' achievements than one's own perception. Everything one does for oneself directly affects others even though one may be unaware of it. As far as choosing a profession, any information about the profession obtained from others is taken into account.

Nowadays, there is a wide belief that despite having obtained a professional degree a specialist will not be able to find employment unless he/she strives for self-development. In this regard, educational institutions establish centers for professional career. In most higher and professional (vocational) education institutions, such centers function as social projects aimed at ensuring the effective cooperation between public authorities, educational institutions, social partners, employers and students. The main objectives of career centers are the following: to provide effective support and assistance to graduates in employment by means of activating their resources, shaping an active attitude towards lifestyle, identifying value priorities and stimulating positive internal motivation towards professional achievements and educational achievements.

Educational practice and some studies on the activities of educational institutions show that career centers normally focus on graduates, most of whom are already employed in Ukraine or intend to start working abroad. Therefore, career centers primarily aim to determine and develop value and career orientations of every individual, reveal and analyze their skills, offer career options in Ukraine or abroad.

It must be noted that young specialists frequently appeal to centers for professional career. The latter organize a series of training courses in order to enhance their already developed career orientations, adjust their values and ideals, promote retraining and advanced training, develop their communication skills, involve them in active cooperation with different Ukrainian and international organizations, motivate them to share their experience and achievements, namely at their place of employment or competitions for innovative ideas, startup projects, presentations, workshops, etc.

In addition, the career centers, located in professional (vocational) education institutions, assist students in adapting to practical activity, ensure feedback, monitor career development and study the job market (a series of such training courses as “An Individual and the World of Professions”, “Building a Career”, which are aimed at motivating students towards self-cognition so that they may consciously choose a future profession and realize their own professional skills and be competitive under the modern conditions).

Conclusions. Therefore, an up-and-coming trend in ensuring the quality of professional (vocational) education is the training of the specialists with well-developed career orientations, who are able to identify controversial aspects of professional development and career development and discover rational ways to solve them, thereby solving certain life issues and achieving success in professional career development.

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СУПЕРЕЧНОСТІ В КОНСУЛЬТУВАННІ З ПРОФЕСІЙНОЇ КАР'ЄРИ МАЙБУТНІХ КВАЛІФІКОВАНИХ РОБІТНИКІВ

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Анотація. У статті обґрунтовується консультування з професійної кар'єри як дієвий психолого-педагогічний чинник забезпечення якості професійної підготовки майбутніх фахівців у закладах освіти, що конкретизується алгоритмами дій та механізмами проектування (планування, розроблення) кар'єри і побудови кар'єрної траєкторії, визначення оптимальних способів (шляхів, рішень) професійного і кар'єрного розвитку, коригування кар'єрної траєкторії задля підвищення ефективності фахової діяльності. Кар'єру позиціоновано як складне соціально-психологічне явище, що детермінує життєдіяльність особи і передбачає постійні зміни (підйоми і спади) в її професійному й особистісному розвитку. Обґрунтовано, що професійна кар'єра є процесом реалізації людиною себе, своїх можливостей в межах виконання професійної діяльності й успішно спланувати професійну кар'єру спроможні особи зі сформованими стійкими кар'єрними орієнтаціями. Проаналізовано основні суперечності, що зумовлюють виникнення невідповідностей між індивідуально-особистісними уявленнями майбутніх фахівців та їхнім реальним потенціалом, а саме: між розумінням індивідом суті кар'єри і середовищем, в якому він може професійно зростати, розраховуючи на власні сили; між кар'єрою й іншими сферами життєдіяльності особи, обставинами, в яких такі розходження посилюються; соціальними стереотипами щодо кар'єри та їхнім впливом на кар'єрні орієнтації окремих індивідів; між недостатнім рівнем смислових зв'язків щодо якості професійної підготовки та перспективами життєдіяльності і професійної самореалізації. На думку авторів, на подолання цих суперечностей необхідно спрямовувати заходи щодо консультування з професійної кар'єри майбутніх фахівців. У статті розглянуто методичні аспекти організації консультативних заходів для окремої особи (індивідуальне консультування), кількох індивідів (групове консультування) або кількох груп (циклове консультування) на основі застосування діагностичних методів і методик самооцінки індивідуальних якостей, оцінки професійної діяльності, методів інформування й аналізу тенденцій ринкової економіки з урахуванням специфіки фаху.

Ключові слова: кар'єра, професійна кар'єра, консультування з професійної кар'єри, кар'єрні орієнтації, професійна освіта, центри професійної кар'єри.