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CHARACTERISTIC OF CAREER ORIENTATIONS OF UNIVERSITY STUDENTS

ABSTRACT

The article explores the features of career orientations of university students at different stages of their studies. The importance of studying this issue is driven by the current challenges in Ukraine's political and socio-economic situation, which affect career building and development. Specifically, the research covers the analysis of value orientations influencing the career priorities of first- and fourth-year students. The primary goal of the study is to identify differences in career orientations and their impact on career goal setting and planning. The research employs methods of psychodiagnostics, content analysis, and statistical analysis, ensuring a comprehensive approach to studying the career orientations of university students.

The study results show that first-year students prioritize the motive of service and professional competence, whereas the values of residential stability and entrepreneurship are the least significant for them. Fourth-year students value job stability the most, which is related to their need for security, social guarantees, and the ability to forecast their career path. For them, the values of residential stability and entrepreneurship are also the least important.

The research also revealed that first-year students perceive career as less difficult and complex than fourth-year students. The general characteristics of a career for both groups include difficulty, joy, strength, activity, complexity, and others. Important categories for both groups are «Expansion of Opportunities», which includes subcategories such as «money», «prestige», «status», and «recognition», as well as «Personal Characteristics» and «Personal Fulfillment». The «Work» category is more significant for first-year students compared to fourth-year students. Other categories, such as «Career Growth», «Future», «Professional Training», «Success», «Goals», and «Career Ladder», are of moderate importance for both groups.

Based on the results, the authors propose implementing additional programs or courses that would increase the significance of entrepreneurship and mobility among higher education students. This would facilitate the acquisition of necessary skills and the development of confidence for realizing these values in their career strategy

KEYWORDS

career, career orientations, career priorities, university students.

Introduction

In the context of the modern dynamics of the political and socio-economic situation of Ukraine's development, problems related to the construction and development of a career become very relevant for psychological science, since this process gives a person the opportunity to realize his abilities, opportunities, and needs. The main direction of modern higher education is characterized, on the one hand, by concern for its quality, and on the other hand, by the search for conditions to support the future specialist in self-fulfillment [1-3], i.e. in building his professional career, revealing and developing personal potential, promoting personality within a professional educational program. The future specialist's desire to build his career has a significant impact on the effectiveness of the organization in which he plans to work [4-7].

An important indicator of the professional self-realization of an individual is his career, which is considered a purposeful job and professional growth, and gradual advancement up the career ladder. Psychological studies of this problem are quite diverse. Career motivation, setting career goals (A. Kybanov, A. Guseva), mechanisms of the career process (S. Osypov, A. Guseva), career management capabilities of personnel in the organization (E. Schein, A. Kybanov, I. Ladanov), factors contributing to the successful development of an individual career (A. Derkach, E. Mogilevkina, M. Safonova), the formation and development of personality during career advancement (E. Moll, A. Derkach, D. Super), and creation of research tools (E. Schein, etc.).

But despite the apparent diversity, there are not enough studies devoted to the initial stages of career development. An exception is the works performed by Ukrainian scientists in recent decades: O. Kuznetsov [8], S. Dzhaneryan, V. Ovsyannikova, N. Ortikova [9], M. Suryakova, N. Kirt, O. Pomynova, D. Tkach, A. Tyshkivska, I. Shtuchenko, A. Shevelyova, N. Peregonchuk & M. Falchuk [10], G. Radchuk [11], V. Semychenko [12], N. Shevchenko & O. Shvigl [13, 14]. However, the problem of determining the specifics of career orientations at the final stage of university education has never been a subject of studies, despite the fact that its relevance is obvious. During the period of study at a higher education institution, career orientations are formed, which, in turn, is reflected in the specifics of setting career goals and developing plans that determine the success of career and professional development.

Scientists also investigated the possibilities of personnel career management in the organization (D. Hull, E. Schein), career self-management (B. Tracy), formation and development of personality during career advancement (D. Super, R. Noe), basic values, and career orientations (M. Abessolo).

The stage of late youth is characterized by the acquisition of specific ideas related to the professional and personal future, with the requirements of a specific profession (N. Gura, L. Karamushka [15], T. Kanivets [16], L. Pomytkina, N. Shevchenko & O. Shvigl [13, 14], etc.). However, as Ostopolets et al. established, „*...it is difficult for those who have obtained higher education to realize and evaluate their own capabilities as a leader and the ability to foresee the consequences of one's actions in this role*" [17, p. 23].

According to research data, a crisis of professional development occurs in the fourth year of the bachelor's degree, which relates to career planning and finding a place of work to realize career plans. This determined the choice of the topic of our research.

The purpose of the study is to determine the specifics of the career orientations of higher education students at the final stage of their studies.

Research results

According to the provisions of the cultural-historical paradigm, the process of making sense of life, choosing values, and building a career is not the result of individual development alone [18-20]. These processes are mediated by social ideas, values, norms, and standards that are transmitted by society and reference groups. Their content is determined by a specific historical stage, culture, and social guidelines of the society in which the individual is raised. N. Gura emphasizes that the mental development of a cultured person takes place through the acquisition of social consciousness – language, knowledge, ideals, social norms, and traditions, which are preserved in the culture of certain people and form the psyche of a specific person when they move into the inner plane [21]. The socio-cultural world (social existence) transforms a person into a social individual, whose behavior acquires a social meaning.

In relation to a career, a person can act as a subject or an object. A person as a „career object" realizes his career passively, following the proposed models. In this case, the desire for personal success in professional activities is motivated only by personal interests (careerism), ignoring the values of development in other aspects - personal (the need for self-fulfillment), professional (increasing competence), and public (the desire to benefit society). In general, a person is the subject of his career to the extent that he sees possible alternatives for his advancement, and independently chooses certain models of career and life path in general [17].

The following psycho-diagnostic methods were used in the study: the questionnaire „Anchor Careers" by E. Schein – the purpose of the questionnaire – diagnosis of the individual hierarchy of career orientations of a person; „An essay about my life in 10 years" by T. Maralova – the purpose of the essay is to diagnose the level of awareness of career orientations; semantic differential - to determine the emotional and personal attitude to the studied phenomenon; the questionnaire is for the study of the central core of social perceptions of university students about career. Student's t-test and Fisher's φ-test were used for statistical analysis.

Students of the Ivano-Frankivsk Educational and Scientific Law Institute of the National University „Odessa Law Academy", Bohdan Khmelnytskyi National University of Cherkasy, Bogdan Khmelnytskyi Melitopol State Pedagogical University, Donbas State Pedagogical University, and Izmail State University of Humanities participated in the study – 1st and 4th year students aged 18 to 22, 63 persons (35 – 1st year students and 28 – 4th year students).

E. Schein's „Anchor Careers" questionnaire was used to study the career orientations of higher education students in the 1st (1st group) and 4th (2nd group) years of study. The obtained results are presented in Table 1.

Table 1. Indicators of career orientations of university students (in points)

Scales	1st group	2nd group	t	p-level
Professional competence	8.0±1.2	7.2±1.8	1.06	>0.05
Management	6.1±2.0	5.0±1.7	1.47	>0.05
Autonomy	6.2±2.0	5.9±2.4	0.40	>0.05
Stability of work	7.5±2.4	7.7±1.6	0.27	>0.05
Stability of residence	4.9±2.8	4.5±2.6	0.53	>0.05
Service	8.1±1.5	6.6±2.4	2.12	<0.05
Challenge	5.9±2.8	5.8±2.0	0.13	>0.05
Integration of lifestyles	7.1±1.9	7.3±1.6	0.27	>0.05
Entrepreneurship	3.6±2.4	3.5±2.1	0.13	>0.05

The analysis of average values made it possible to identify the leading value orientations of education seekers when building a career. Thus, it was established that for students in the 1st year of education, the leading value orientation when building a career is the motive of service. We can assume that this fact is because the sample includes students who are getting an education, whose future activity is related to the social sphere, and whose main purpose of professional activity is to help people. Accordingly, students in the 1st year of education are oriented more on values than on the abilities required by this activity. The subjects of this group strive to benefit people and society, it is very important for them to see concrete results of their future activities, even if they are not expressed in material terms. The main thesis of building their career is to get the opportunity to use their own talents and experience as efficiently as possible for the implementation of a socially important goal.

The second most important value orientation was professional competence. Students in the 1st year of education are focused on the development of their own abilities and skills in the fields directly related to their activities. The most important career criterion for this group of university students is the constant improvement of their own experience and knowledge. They consider themselves talented and like to be treated as experts in their field and try to develop and improve their skills. This situation, in our opinion, is caused by the fact that students of the 1st year of education have changed their status from a pupil to a student, which gives them a sense of self-importance.

The values "Stability of the place of residence" and "Entrepreneurship" are of the least importance in building a career for the education seekers of the 1st group. Thus, students in the 1st year of education imagine their future careers and demonstrate their own mobility. The low importance of entrepreneurship in valuable career orientations may be because the researchers have a fear of being independent and organizing their own business due to a lack of competence and other objective circumstances.

For students in the 4th year of education, the leading value orientation when building a career is job stability. We can assume that the desire to have a stable workplace is driven by the need for security, protection, and predictability. The need for security and stability limits the choice of career options. By the end of their studies, students come to the realization that it is impossible to make a career right away and they will have to do low-paid work for some time. Therefore, a stable workplace is the beginning of a career path for them. The subjects in this group appreciate the social guarantees that the employer can offer.

The second most important is value orientation – integration of lifestyles. For students in the 4th year of education, the career is associated with the general lifestyle, it is consistent with the needs, and ideas about the future family, and career. They want organizational relationships to include respect for them as individuals. For them, maintaining a certain way of life becomes more important than career success. It is important that everything is balanced – career, family, personal interests, etc. They do not plan to sacrifice something for the sake of something else. Most likely, the predominance of this stage is temporary, and in the future, it is possible to predict a change in values in building a career.

The values "Stability of place of residence" and "Entrepreneurship" have the least significance in building a career for students in the 4th year of education, that is, they are open to moving to another city or even country for the sake of career opportunities, value mobility and are ready to change their place of residence to achieve their career goals. At a young age, residential stability may not be a priority due to the desire to experiment and gain new experiences. Regarding entrepreneurship: perhaps the respondents feel insufficient confidence in their entrepreneurial abilities or do not have enough experience to start their own business, they may value more stable work in organizations that provide a sense of predictability and security. A possible reason is also the lack of support from the educational system or society for the development of entrepreneurial skills. In the fourth year of study, students already have some professional experience (internship, part-time employment) and more realistically assess their career prospects. It may be worth considering the introduction of additional programs or courses that would increase the importance of entrepreneurship and mobility among higher education graduates and give them the necessary skills and confidence to implement these values in their career strategy.

The next indicator that characterizes the essence of career orientations at the stage of study at a higher education institution is the degree of awareness. Judgments about the degree of awareness of career anchors were made because of a comparison of the results according to E. Shein's test methodology and a content analysis of the works in which the students of education described the priority directions in building a career. The results of the statistical analysis confirmed the significance of the differences between conscious and unconscious priority career orientations (φemp.$=2.85$; $p \leq 0.001$). So, even though the search for prospects for the realization of creative potential, the independent solution of professional tasks, and the achievement of success are relevant for those seeking education, they feel the need to develop various interrelated skills of the motivational component of the professional self-awareness of the individual. At the same time, modern professional education is only to a small extent oriented toward the fulfillment of this request on the part of those seeking education.

Based on the analysis of the works, we divided the general sample of students into two groups: 1st group - students who are aware of their priority career orientation; Group 2 – education seekers who have an unconscious priority career orientation. As a result, we found that 40% of educated graduates have realized career anchors, and 60% have not realized them. In the 1st year, 30% of students are aware of their own priority directions in career development, and 70% of first-year students are not. The existence of a tendency to increase the degree of awareness of career orientations up to the 4th year is noticeable, but not statistically confirmed. We can explain the obtained result by the fact that the duration of education does not make the idea of the profession more correct, and career aspirations more conscious; this phenomenon

depends rather on the construction of the training system of the education seekers. Next, we will consider the results obtained when applying the semantic differential (Table 2).

Table 2. Indicators of expressiveness of career characteristics of education seekers (in points)

Characteristic	1st group	2nd group	t	p-level
Active	-2.97	-1.9	2.25	<0.05
Bad	2.8	2.03	2.28	<0.05
Chaotic	2.73	-2.1	2.28	<0.05
Relaxed	2.73	2.73	0.00	>0.05
Clever	-2.57	-2.3	0.99	>0.05
Weak	2.53	2.43	0.50	>0.05
Big	-2.43	-1.9	1.26	>0.05
Soft	2.33	1.87	1.67	>0.05
Fast	2.33	-1.0	2.26	<0.05
Clean	-2.2	-0.8	2.13	<0.05
Joyful	-2.13	-0.7	2.28	<0.05
Favorite	-2.1	-1.1	1.93	>0.05
Disgusting	1.97	1.27	1.54	>0.05
Fresh	-1.73	-1.3	0.83	>0.05
Hot	-1.7	-1.1	1.00	>0.05
Dear	1.53	-2.3	2.32	<0.05
Light	1.47	2.67	2.11	<0.05
Acute	-1.43	-1.1	0.59	>0.05
Smooth	1.43	1.67	0.56	>0.05
Simple	1.33	2.63	2.22	<0.05
Native	-1.13	-0.4	1.19	>0.05
Dark	0.67	-1.1	2.19	<0.05
Evil	-0.57	1.2	2.13	<0.05
Cheerful	-0.5	-0.9	0.60	>0.05
Wet	0.37	0.27	0.17	>0.05

Students in the 1st year of education characterize their career as active, successful, organized, intense, and intelligent. Students in the 4th year of education characterize the career as intense, difficult, complex, strong, and intelligent. The general characteristics of a career are: difficult, joyful, strong, good, big, active, pleasant, hot, tough, difficult, intense, native, hard, cheerful, beloved, fresh, intelligent, sharp, and clean. Despite the similarity of most of the characteristics, some of them differ in degree of expression. Thus, as a result of the use of Student's t-criterion analysis, nine differences were established in the career characteristics of the students of the 1st and 4th years of study according to the indicators: "Easy" ($p < 0.05$), "Joyful" ($p < 0.05$), "Bad" ($p < 0.05$), "Dark" ($p < 0.05$), "Active" ($p < 0.05$), "Chaotic" ($p < 0.05$), "Simple" ($p < 0.05$), "Expensive" ($p < 0.05$), "Fast" ($p < 0.05$), "Angry" ($p < 0.05$) and "Clean" ($p < 0.05$).

Thus, students in the 1st year of education present a career that is less difficult than students in the 4th year of education. 1st-year graduates present a career as more

joyful, good, active, and clean. They characterize the career as bright, cheap, evil, and orderly, and the students of the 4th year of education as dark, expensive, good, and chaotic. Content analysis as a method of primary processing of textual data made it possible to identify research categories of features of ideas of education seekers about careers. The correlation of categories and empirical indicators of the text in the responses of students of the 1st and 4th years of education to the questions of the questionnaire are presented in Tables 3 and 4.

Table 3. Dictionary of indicators in the text of the answers of university students

Categories, subcategories	Category indicators in the text of the answers
Money	Money, financial well-being, salary, material values, decent salary, material security, big money, income, material stability, prosperity, way of making money, decent monetary reward, benefit, security
Prestige	Prestige, authority, prestigious position
Status	Status, increase in social status, position, position in society
Recognition	Recognition, respect of others, fame, recognition of others, ambition
Responsibility	Responsibility, sense of responsibility, obligation
Activity	Activity, mobility, active, alive
Purposefulness	Purposefulness, achievement of the goal, desire to achieve the goal
Confidence	Confidence, self-confidence, self-confidence, self-confidence
Communication	Sociability, sociability, communication, communication skills, high social skills, charisma
Mind	Mind, intelligence
Insolence	Insolence
Persistence	Tenacity, patience, perseverance, stubbornness, tolerance, diligence
Efficiency	Efficiency
Self-realization	Self-realization, the ability to achieve something, self-fulfillment, self-affirmation, a means of self-affirmation, human realization, a way of self-expression
Development	Development, striving for development
Self improvement	Self improvement
Personal growth	Personal growth, self-education
Industry	Diligence, love for work
Work	Work, labor, hard work, labor activity
Interesting job	Interesting work, good work, interesting business, interest in business, interest in work
Career growth	Career growth, promotion
Future	The future, tomorrow
Professional training	Professional training, professionalism, knowledge, competence, professional level, professional skills, knowledge in one's specialty
Success	Success, success, luck, chance
Goal	Purpose, purpose of life
Professional stairs	Movement along the career ladder, ladder, professional ladder, promotion through the official ladder, professional growth

Table 4. Results of content analysis of university students' ideas about career (%)

Categories	1st group (% share)	2nd group (% share)	φ	p-level
A. Enhanced capabilities	0.73	0.67	0.64	>0.05
A1. Money	0.65	0.67	0.2	>0.05
A2. Prestige	0.12	0.04	1.5	>0.05
A3. Status	0.36	0.1	3.18	<0.01
A4. Recognition	0.24	0.12	1.56	<0.05
B. Personal characteristics	0.95	0.91	0.78	>0.05
B1. Responsibility	0.34	0.2	1.57	<0.05
B2. Activity	0.22	0.14	1.03	>0.05
B3. Purposefulness	0.67	0.53	1.41	>0.05
B4. Certainty	0.34	0.24	1.093	>0.05
B5. Communication	0.51	0.4	1.094	>0.05
B6. Mind	0.24	0.14	1.27	>0.05
B7. Insolence	0.06	0.06	0	>0.05
B8. Persistence	0.18	0.2	0.25	>0.05
B9. Efficiency	0.08	0.08	0	>0.05
B10. Industry	0.28	0.26	0.22	>0.05
S. Self-realization	0.63	0.44	0.25	>0.05
C1. Development	0.08	0.08	0	>0.05
C2. Self improvement	0.12	0.04	1.5	>0.05
C3. Personal growth	0.14	0.06	1.34	>0.05
C4. Self-realization	0.55	0.36	1.89	<0.05
D. Work	0.2	0.3	1.14	>0.05
D1. Work	0.2	0.3	1.14	>0.05
D2. Interesting job	0.02	0.16	2.66	<0.01
E. Career growth	0.1	0.06	0.73	>0.05
F. The future	0.14	0.06	1.34	>0.05
G. Professional training	0.2	0.24	0.47	>0.05
I. Success	0.24	0.2	0.47	>0.05
K. Meta	0.2	0.22	0.24	>0.05
M. Professional ladder	0.28	0.24	0.45	>0.05

"Enhancement of opportunities" is the first category highlighted by us, it contains the subcategories "Money", "Prestige", "Status", and "Recognition" and is present both in the descriptions of the students of the 4th year of education and in the descriptions of the students of the 1st year of education. the year of study (73% and 67%, respectively).

The subcategory "Status" revealed significant differences (at $p \leq 0.01$ according to Fisher's test) in the indicators of students of the 4th year of education (36%) and students of the 1st year of education (10%): students of the 4th year education is often referred to as a position, status, or high position when describing a career. Accordingly, for students in the 1st year of education, status is not a significant factor in building a career.

The subcategory "Money" did not reveal any significant differences, however, its prevalence among students in the 4th year of education and students in the 1st year of education can be characterized as high (65% and 67%, respectively), which indicates the importance of this factor for students of education in general.

The "Prestige" subcategory did not reveal any differences, its occupancy in both groups is quite low (12% and 4%), which indicates the insignificance of this factor for the subjects.

The subcategory "Recognition" revealed significant differences ($p \leq 0.05$) in the responses of 4th-year students (24%) and 1st-year students, which suggests that 4th-year students more than 1st-year students associate recognition with a career.

The category "Personal characteristics" is represented in the answers of students in the 4th year of education by 95%, in the answers of students in the 1st year of education by 91%. These are the highest indicators across the entire categorical grid, which is explained by the wording of the task, where it was suggested to list the qualities necessary for building a career. It includes the following subcategories: "Responsibility", "Activity", "Purpose", "Confidence", "Communication", "Intelligence", "Insolence", "Workability", "Diligence" and "Persistence".

Let's focus on the "Responsibility" subcategory. It is was marked by 34% among students in the 4th year of education, and 20% among students in the 1st year of education, which indicates an average level of importance of this characteristic for the subjects. However, significant differences ($p \leq 0.05$) indicate that responsibility in building a career is still more important for students in the 4th year of education.

The "Purposefulness" subcategory differs from the others in its high significance: 67% of students in the 4th year of study and 53% of students in the 1st year of study. No significant differences were found. It can be said that the pursuit of a goal is important for both groups of subjects when building a career.

The subcategory "Communicability" did not reveal significant differences, however, in the answers of students in the 4th year of education (51%) and students in the 1st year of education (40%), it is often found: that the students mention communication skills, sociability, a high level of social development skills that are necessary for building a career, which can be explained by the fact that in modern society you have to work directly with people.

The "Confidence" subcategory revealed no significant differences between the responses of 4th-year students (34%) and 1st-year students. However, the average frequency of its mentions indicates the need for this personal characteristic to build a career, from the point of view of the respondents.

The subcategory "Diligence" also did not reveal significant differences, however, the numbers (28% in the answers of students of the 4th year of study and 26% in the answers of students of the 1st year of study) show the importance of this quality for both groups of the studied in the construction of career.

Indicators of students of the 4th year of education and students of the 1st year of education with the subcategories "Activity" (22% and 14%), "Intelligence" (24% and

14%), "Insolence" (6 each), " Work capacity" (8% and 8%), "Persistence" (18% and 20%, respectively) have no significant differences. The average relevanc of these categories indicates the lesser importance of these personal characteristics compared to others, but their necessity for a person to build a career. At the same time, it should be noted the very fact that some respondents noted "Insolence", that is, a quality with a negative connotation, as necessary for building a career.

The category "Self-realization" is represented in the answers of students in the 4th year of education and of students in the 1st year of education by 63% and 44%, respectively. It includes such subcategories as "Self-realization" (55% and 36%), "Development" (8% each), "Self-improvement" (12% and 4%), and "Personal growth" (14% and 6%). High importance of the "Self-realization" subcategory within the category of the same name: 4th-year students - 55%, 1st-year students - 36%, shows that the opportunity for self-realization is related to a career for those seeking education. Significant differences were found in this category with a significant level of $p \leq 0.05$, which indicates the high importance of this category for students in the 4th year of education. No significant differences in responses were found for other subcategories, their low relevance indicates that they are important for a career, but there are more significant factors.

The category "Work" is represented by 48% of the answers of students in the 4th year of education and in the answers of students in the 1st year of education by 59% and includes such subcategories as "Work" (2% and 3%), " Interesting work" (2% and 16%). It should be noted that the students of both groups note hard work as a rather important quality for building a career. At the same time, significant differences with a high level of significance ($p \leq 0.01$) were found in the subcategory "Interesting work", which suggests that personal interest in work plays an important role in building a career for 1st-year students' education, only 2% of responses were received from students of the 4th year of education in this subcategory.

In the answers of students in the 4th year of education and students in the 1st year of education in the categories "Career growth" (10% and 6%), "Future" (14% and 6%), "Professional training" (20 % and 24%), "Success" (24% and 20%), "Goal" (20% and 22%), "Professional ladder" (22% and 24%) no significant differences were found, their relevance is close to average, which indicates their approximately equal significance in building a career both for students of the 4th year of education and for students of the 1st year of education. It is possible to trace the tendency of equal attention of education seekers of both groups to them as components of a career.

In addition, the „Empowerment" category, which includes the subcategories of money, prestige, status, and recognition, is important for both groups of educational attainment. The category "Personal characteristics" is the most significant for both groups. The category "Self-realization" is also important for both groups of subjects. The category "Work" showed greater importance for first-year students compared to students in the 4th year of study. The categories "Career growth", "Future", "Professional training", "Success", "Goal" and "Professional ladder" showed average importance for both groups of higher education seekers. This shows that both groups pay equal attention to these aspects when building a career.

Conclusions

The leading value orientations of the 1st-year students in building a career are the motive of service and professional competence, while the values of stability of the place of residence and entrepreneurship have the least significance for them. 4th-year graduates place the highest value on job stability, which is due to their need for security, social guarantees, and career path prediction. The values of residential stability and entrepreneurship also have the least significance for them.

1st-year students imagine a career less difficult than 4th-year students. The "Empowerment" category, which includes the subcategories of money, prestige, status, and recognition, is important to both groups of educational attainment. The category "Personal characteristics" is the most significant for both groups and the category "Self-realization" is also important for both groups of subjects. The category "Work" showed greater importance for first-year students compared to students in the 4th year of study. The categories "Career growth", "Future", "Professional training", "Success", "Goal" and "Professional ladder" have an average importance for both groups of higher education seekers, which indicates that both groups pay equal attention to these aspects when building a career.

It is important to consider the introduction of additional programs or courses that would increase the importance of entrepreneurship and mobility among higher education students, as well as provide them with the necessary skills and confidence to implement these values in a career strategy.

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CECHY ORIENTACJI ZAWODOWEJ STUDENTÓW SZKÓŁ WYŻSZYCH

STRESZCZENIE

W artykule zbadano specyfikę orientacji zawodowych studentów szkół wyższych na różnych etapach edukacji. Znaczenie zdiagnozowania tego zagadnienia wynika z aktualnych wyzwań, w sytuacji politycznej i społeczno-gospodarczej Ukrainy, które wpływają na konstrukcję i rozwój kariery zawodowej. Badanie obejmuje w szczególności analizę orientacji wartości, które wpływają na priorytety zawodowe uczniów I i IV roku nauki. Głównym celem pracy jest określenie różnic w orientacjach zawodowych i ich wpływu na wyznaczanie celów i planów zawodowych. W badaniach wykorzystano metody psychodiagnostyki, analizy treści i analizy statystycznej, co pozwala na kompleksowe podejście do badania orientacji zawodowych kandydatów na studia wyższe.

Wyniki badania pokazują, że studenci I roku stawiają na pierwszym miejscu motyw służby i kompetencje zawodowe, zaś najmniej istotne są dla nich wartości takie jak stabilność mieszkaniowa i przedsiębiorczość. Absolwenci IV roku najbardziej cenią stabilność pracy, co wiąże się z ich potrzebą bezpieczeństwa, gwarancji socjalnych i możliwości przewidzenia ścieżki kariery. Dla nich najmniej istotne są także stabilność zamieszkania i przedsiębiorczość.

Badanie wykazało również, że studenci pierwszego roku wyobrażają sobie karierę jako mniej trudną i wymagającą wyzwań, niż studenci czwartego roku. Wspólnymi cechami kariery dla obu grup są trudność, radość, siła, aktywność, złożoność i inne. Ważnymi kategoriami dla obu grup są Wzmocnienie, które obejmuje podkategorie pieniędzy, prestiżu, statusu i uznania, a także Cechy osobiste i Samorealizacja. Kategoria „Praca" miała większe znaczenie dla studentów pierwszego roku niż dla studentów czwartego roku studiów. Pozostałe kategorie, takie jak „Rozwój kariery", „Przyszłość", „Szkolenie zawodowe", „Sukces", „Cel" i „Drabina zawodowa" mają dla obu grup średnie znaczenie. W świetle uzyskanych wyników autorzy sugerują realizację dodatkowych programów i zajęć, które zwiększyłyby znaczenie przedsiębiorczości i mobilności wśród studentów szkół wyższych. Przyczyni się to do nabycia niezbędnych umiejętności i rozwoju pewności siebie, aby wdrożyć te wartości w strategii kariery.

SŁOWA KLUCZOWE

kariera, orientacje zawodowe, priorytety zawodowe, studenci szkół wyższych.