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“Scientific research of the SCO countries: synergy and integration” - Reports in English. Part 3.

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These Conference Proceedings combine materials of the conference - research papers and thesis reports of scientific workers. They examine technical and sociological issues of research issues. Some articles deal with theoretical and methodological approaches and principles of research questions of personality professionalization.

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Abstract. The theoretical and empirical aspects of the problem of career and career orientations of student youth are considered. The possibility of using the “anchor of the career” of E. Shane for the socio-psychological research of student youth is shown. A review of the results of a study of career orientations of students has been presented. Socio-psychological reasons for the presence or absence of career orientations associated with the nature of the formation of value relationships and the values themselves.

Keywords: student youth, value orientations, personality motivation, stratified social group, career orientation

In today's rapidly changing world, despite a lot of sociological, psychological and other scientific research, with different approaches to the problem, there is no common understanding of the philosophical essence of young people. We pay attention to the definition of the well-known psychologist and sociologist I.S. Con, who studied the manifestations, methods and forms of organization of mental phenomena in various fields of human activity. From his point of view, “Youth is a socio-demographic group that is distinguished on the basis of a combination of age characteristics, social characteristics and social and psychological properties determined by those and other factors” [1, p. 85]. We note that the substantive
definition of the student part of it is of particular difficulty, since it has a wide spectrum of landmarks in its scientific, educational, and daily life activity. The students is a social group in the space of a university, aimed at accumulating intellectual and functional potential for its subsequent realization in social production and fulfilling a social role in the spiritual development of society. The system of social development includes in its structure many factors, including economic, political, cultural character in their integral totality and in a strong socio-psychological connection. Such a relationship structures the quality of the whole, which has an independent development that generates the vectors of value orientations of each stratified social group.

In connection with the above, we note that in the conditions of social transformations and frequent changes in psychological, pedagogical and moral orientations, both in general education and in higher education, a student finds himself in a situation of uncertainty, disruption of motivation and falls into a state of apathy towards his own future and future of society. The philosophy of education and the theory of pedagogy in these conditions are also in a quandary, there is a systemic crisis of the educational process as a whole. In the absence of meaningful and scientifically grounded decisions, the educational system actively adapts to immediate social needs, which, obviously, hardly has the prospect of positive feedback from the sustainability of the creative development of social relations and the creation of a basis for civilizational development.

Attempts by higher education institutions to solve the problem of the formation of a person’s personality capable of professional and adaptive life through educational standards by introducing the formulated norms of activity and relationships in the form of competencies because of their imperfection are unlikely to lead to a solution of the transition problem a student is a sought-after specialist. In the era of "Industrial Revolution 4.0" [2], there is a change in the content and structure of the profession, covering both the dynamics of the functions of a specialist and his intellectual potential. As a result, the motivational picture of the world changes dramatically, leading to uncertainty in the choice of a profession. A student in the course of studying in a higher education institution for a particular specialty needs help not only of vocational training, but also psychological (in some particular, psychotherapeutic) in order to maintain his motivational interest in a future profession or change his profession with minimal losses. This approach is needed in order not to overload the labor market of young specialists not only by the lack of demand for a university graduate as a specialist, but also by reducing the number of carefree unemployed people with higher professional education who do not have any motivation for community life.

We believe that the solution to this problem is a complex psycho-social and socio-political problem. First of all, it is necessary to determine the strategy for
solving a complex problem, including subject-specific determinations, spatio-temporal development of personality development, disclosure of the grounds that allow the combination of personal interests and motivations with social needs. The whole set of these problems is considered in the psychological, pedagogical and social studies of career orientations.

It is known that the problem of career and career orientations is the subject of interdisciplinary research. In the study of career orientation of students in general terms, as a rule, they associate it with professional behavior, activity in a specialty chosen by a student, obtained in a university. Consequently, “Career orientations are the meaning that a person wants to realize when choosing and implementing their professional development, an individual combination and sequence of realization of professional plans related to experience and activity in the field of work throughout life” [3, 82]. In most works, the career development vector is considered as an algebraic sum of the vertical and horizontal component according to their degree of fullness, which, according to the career anchor method of the American psychologist E. Shein (Edgar H. Schein), is an integral set of the following career orientations: professional competence, management, autonomy (independence), stability, challenge, integration of lifestyles, entrepreneurship (cited in [4]). Moreover, the author of the method believes that it is the career setting that arises in our view, as an interference pattern of the addition of all components, is a key factor in managing an individual career, giving it originality and uniqueness.

Thus, the student youth with an emphasis on a stratified social group, is the object of our study. As a subject of research, we consider part of the transition problem a student is a sought-after specialist, that is, career orientations of a subject of higher professional education from the point of view of finding out the reasons for the presence or absence of certain motivations to formulate their own goals and attitudes.

The aim of the work is a systematic analysis of the career orientations of the student youth in order to ascertain the socio-psychological and personal value bases necessary for the subject of education to formulate his own motivated goals and attitudes.

Since the study is devoted to the establishment of social and psychological value bases related both to the personality of the subject of vocational education and the social climate for the implementation of his own plans, then, first of all, one should understand and accept a categorical view of them. From the point of view of philosophy, the category “Value basis in the case of a person and society is the meaning and justification of the choices of implementing projects going from the single to the universal” [5, 17]. The socio-psychological approach focuses on the fact that values have not only a rational, but also an emotional component. Values express the spiritual and mental energy of the subject, which is realized in his life activity, filling it with its meaning under the influence of internal spiritual experiences.
The study of value orientations in psychological science in the context of analyzing the prospects for professional socialization and personal growth of student youth involves identifying factors that contribute to the formation of the spiritual and axiological bases for its successful career. Signs of career and value orientations of student youth in their basis represent the socio-psychological integrity.

Analysis of the scientific literature shows that the problem of the essence of career orientation is devoted quite a lot of work of socio-psychological orientation. They reveal the concept and content of career orientations, types, main development trends in individual professional groups, and psychological conditions for optimizing the development of career orientations.

For example, the authors of “Personal Types of Building an Entrepreneurial Career” [6] note that the prevailing career orientations of students - future entrepreneurs are: the integration of lifestyles, entrepreneurship and management, which indicates the presence of a developed desire for self-realization in work, personal readiness to act in market economy conditions. The leading values in their structure are occupied by such values as “independence”, “hedonism”, and “traditions”. The dominance of the cognitive component, which characterizes the developed ability of independent planning and implementation of activities while taking into account external requirements, is noted. The average level of general internality, as well as internality in the sphere of achievements and professional activity is characteristic. Future entrepreneurs demonstrate the construction of their entrepreneurial career, characterized by an important feature, expressed by the degree of responsibility for their activities.

There are experimental studies of the relationship of career orientations and life principles, carried out using the projective questionnaire of principles [7]. The sample is an employee from 20 to 42 years. The results of this study show that the dominant career orientations - job stability, service and the integration of lifestyles in combination with professional competence structure life principles focused on diligence.

Of particular interest is the study of career orientations of students of psychologists [8]. We draw attention to the fact that students who get professions of a helping type are ministerial oriented. In addition, this paper identifies the relationship between the career orientations of this group of subjects and the parameters of moral self-determination. This indicates that the students of psychologists are dominated by the value orientations of the moral constructive orientation. The work shows a positive relationship between the orientation on professional competence (professional skill) and moral strategies of the obligation to observe moral standards. However, negative inter-relationships of the career orientations of psychology students with entrepreneurship and the significance of morality and rectitude were found. Negative correlations of the career orientations of psychology students with management and such components of moral self-determination as reward for good and evil were also revealed.
In the key we have proposed, in addition to the career reference points of psychologists, a study of the career orientations of future teachers arises [9]. The results of this work show the predominance of career orientations among students - teachers for work stability, service and the integration of lifestyles. The ratio of career orientations to a challenge with the ability to self-management and life-meaning orientations is shown. Specialists with higher orientations to the challenge have a greater meaningfulness of life and a higher ability of self-government and goal-setting. They have a higher orientation on professional competence and management, ministry and entrepreneurship.

The study of students of economic specialties of the Khanty-Mansiysk Autonomous District in the direction of preparing Management and the State Medical University using the content analysis of the compiled summaries and SWOT questionnaires of the analysis of the opportunities and threats of the labor market in their specialty shows that respondents cannot meaningfully formulate their career self-realization paths, their professional and career goals and necessary skills, competitive advantages necessary for self-realization in their profession [10]. Young specialists of economic profile (work experience from 0 to 5 years) have dominant co-stability of work, integration of lifestyles and service.

It should be noted the relationship between the assessment of the urban environment and features of career planning, where students have differences in career orientations [11]. For students with a lower assessment of the urban environment, career orientations toward management, solving complex tasks, and promotion through the ranks are typical. Students with a higher assessment of the urban environment are more focused on the development of professional skills, stability of the place of work.

A study [12] of students of future engineers (40 people) showed the dominance of career orientations towards autonomy, management and integration of lifestyles; the least pronounced career orientation is professional competence.

A longitudinal study of career orientations, the level of career self-efficacy, and the level of motivation for the career of students of economic profile showed that there is a positive dynamics of the studied indicators from the second to the fourth year [13].

The analysis and synthesis of empirical research data on career orientations of contemporary Russian youth allowed the author [14] to draw a number of conclusions.

1. Leading career preferences of schoolchildren, students of technical schools, students have a social character.

2. During all stages of vocational training, a large part of students and students of a technical school have a low level of awareness of career preferences, their internal contradictions, lack of formation, lack of a clear hierarchy, declarativeness, current preferences do not coincide with idealized ideas about a future career.
3. The hierarchy of career preferences may vary slightly from first to final year with a low degree of variation in dominant orientations.

4. Career orientations may in part be related to gender and gender, but to a greater extent to the orientation of training and the type of activity.

5. Sexual and gender peculiarities of career orientations are manifested in the fact that girls as a whole strive for stability, security, a balanced career and family, and are oriented toward service.

6. Career orientations of students generally correspond to the nature of the profession, specialty or occupation.

7. Orientation to "management" can occur among students without a pronounced focus on a certain type of activity.

8. Orientation to the “ministry” is expressed in schoolchildren and humanities students, psychologists, students of railway specialties, technical school of food industry, design engineers, students of the Faculty of Physics and Mathematics, lawyers, and is underrepresented in students of advertising, economics and management.

9. Orientation to “professional competence” is leading or significant for law students, copywriters, engineers, and can serve as an indicator of the student’s professional orientation.

10. Prospects for further research are seen in the study and the influence of various factors on the formation of career orientations of young people. At the same time, the most reliable research tool is the “Anchors of a career” questionnaire, re-adapted by A.A. Zhdanovich, it is advisable to use modifications of the questionnaire for use in the youth sample.

In [15], the authors consider the problem and give a description of socio-professional orientation from the point of view of the organizational process, highlighting the levels of development of the latter. Based on the study of the 1st year students of Minin State Pedagogical University of Nizhny Novgorod, the authors conclude about the main external factors that affect the development of the socio-professional orientation of future specialists.

A review of studies on the career orientations of students shows that they are not enough for a full theoretical and methodological substantiation of the entire cycle of formation, availability and development of the process of formation of value orientations. However, it should be noted that, first of all, it is necessary to create conditions that optimize the process of forming career orientations of students.

Socio-psychological and personal bases of career orientations are values acting as a synthetic phenomenon, including significance, meaning and experience. Socio-psychological reasons for the presence or absence of career orientations associated with the nature of the formation of value relationships and the values themselves. And they are associated with the development of the sphere of consciousness and the action of adaptive, economic, socio-cultural, unconscious factors.


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