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PSYCHOLOGICAL DETERMINANTS OF DECLINING INTEREST IN THE FUTURE PROFESSIONAL ACTIVITY OF SENIOR STUDENTS

The article deals with psychological determinants that influences to the reduction in interest in the professional choice of future specialists. The statistics of graduates of universities of the Republic of Kazakhstan and in Almaty is presented. It should be noted that the numbers tend to increase every year. Many students after graduation from high school do not work in their specialty. Statistics on this issue is of great interest for psychology: how to motivate students to achieve success in learning activities; how to motivate teachers to maintain interest in their chosen profession. The results of the study showed that a decrease in interest in future professional activity among senior students is influenced by the lack of clearly defined professional intentions, a superficially formed understanding of the future profession and a lack of knowledge about it (namely, knowledge of the physical and mental health requirements of the chosen profession). Students who have a tendency to interest decrease in their future profession have a lower level of adaptation than students who are satisfied with their choice (namely, adaptedness in the study group). Solving the problem requires a clear, competent and scientifically-based vocational guidance. This article does not reveal all the psychological reasons that may affect the decline in interest in the future profession, but it gives grounds for further research on the problem under consideration.

Key words: professional self-determination, self-development, professional work, motivation.

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Жоғары курс студенттерінің болашақ кәсіби іс-әрекетіне қызығушылығын төмендетудің психологиялық детерминанттары

Мақалада болашақ мамандардың кәсіби таңдауын төмендететін психологиялық детерминанттар қарастырылады. Қазақстан Республикасының және Алматы қаласының жоғары оқу орындары түлектерінің статистикасы ұсынылған.

Айта кету керек, сандар жыл сайын артып келеді. ЖОО-дан шыққаннан кейін көптеген студенттер мамандық бойынша жұмыс істемейді. Бұл мәселе бойынша статистика психология үшін үлкен қызығушылық тудырады: студенттерді оқу іс-әрекетінде табысқа жетуге қалай ынталандыру; таңдаған мамандыққа деген қызығушылықты қолдау үшін оқытушылар қалай ынталандыру қажет.

Зерттеу нәтижелері жоғары курс студенттерінің болашақ кәсіби қызметіне деген қызығушылығын төмендетуге нақты қалыптасқан кәсіби ниеттің жоқтығы, болашақ мамандығы туралы үстіртін қалыптасқан түсінік және ол туралы білімнің болмауы әсер ететінін көрсетті (атап айтқанда, таңдаған мамандығына қойылатын талаптар, физикалық және психикалық денсаулық туралы білім).

Болашақ мамандыққа деген қызығушылықты төмендеу үрдісі бар студенттерде бейімделу деңгейі өз таңдауымен қанағаттанған студенттерден төмен (атап айтқанда, оқу тобына бейімділік). Мәселені шешу нақты, сауатты және ғылыми негізделген кәсіби бағдарды талап етеді.

Бұл мақала болашақ мамандығына деген қызығушылықтың төмендеуіне әсер етуі мүмкін барлық психологиялық себептерді анықтамайды, алайда ол қарастырылып отырған мәселе бойынша одан әрі зерттеуге негіз береді.

Түйін сөздер: кәсіби өзін-өзі анықтау, өзін-өзі дамыту, кәсіби жұмыс, мотивация.

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Психологические детерминанты снижения интереса к будущей профессиональной деятельности студентов старших курсов

В статье рассматриваются психологические детерминанты, оказывающие снижение на профессиональный выбор будущих специалистов. Представлена статистика выпускников вузов Республики Казахстан и в целом Алматы. Следует отметить, что цифры с каждым годом имеют тенденцию увеличиваться. Многие студенты после выпуска из ВУЗа идут работать не по специальности. Статистика по данному вопросу представляет большой интерес для психологии: как мотивировать студентов на достижение успеха в учебной деятельности; как мотивировать преподавателей для поддержания интереса к избранной профессии. Результаты исследования показали, что на снижение интереса к будущей профессиональной деятельности у студентов старших курсов влияет отсутствие четко сформированных профессиональных намерений, поверхностно сформированное представление о будущей профессии и отсутствие знаний о ней (а именно знаний о требованиях к здоровью, физическому и психическому, предъявляемых к выбранной профессии). У студентов, имеющих тенденцию к снижению интереса к будущей профессии, уровень адаптированности ниже, чем у студентов, удовлетворенных своим выбором (а именно адаптированность в учебной группе). Решение проблемы требует четкой, грамотной и научно обоснованной профориентации. Данная статья не выявляет всех психологических причин, которые могут влиять на снижение интереса к будущей профессии, однако оно дает основание для дальнейших исследований по рассматриваемой проблеме.

Ключевые слова: профессиональное самоопределение, саморазвитие, профессиональная работа, мотивированность.

One of the turning points in a person's life is the transition from high school to college life. This transition is often accompanied by breaking the usual stereotypes and contradictions between the requirements of the environment and internal consistency. Consequently, this period may be accompanied by crises. From this, of course, it does not follow that

all people may have difficulty moving from one stage to another. Therefore, it is important to track changes at each level, to provide psychological support as needed, emphasizing the individuality of each particular student. In our article, it is important and relevant to designate the psychological determinants of a decline in interest in the future chosen

profession of students, who should not be assigned the role of secondary ones. In order to modernize the higher education system, firstly, we need data from psychological studies related to the relevance of the issue under consideration.

Secondly, get acquainted with the statistics in the field of higher education.

According to official data, the number of students of higher educational institutions for the 2012-2013 school year in Almaty alone was approximately 158476 people out of 571691 in Kazakhstan (The agency of the Republic of Kazakhstan on Statistics, 2014).

The number of higher educational institutions in the Republic of Kazakhstan is 139, 45 of which are in Almaty (the agency of the Republic of Kazakhstan on Statistics)

They account for approximately 41 224 faculty members, 13,660 of whom are in Almaty. (the agency of the Republic of Kazakhstan on Statistics, internet source)

The total number of students in the Al-Farabi Kazakh National University under the Bs programs for full-time and face-to-face forms of education (citizens of RK and foreign countries) for the 2010-2011 academic year is about 17 thousand people (Kazakh National University official website statistics, 2013).

It should be noted that the numbers tend to increase every year. Many students after graduation from high school do not work in their specialty. Statistics on this issue is of great interest for psychology: how to motivate students to achieve success in learning activities; how to motivate teachers to maintain professional interest in students in high school; in which direction should be done a psychological support for students with decrease in motivation, etc.

Therefore, there is a need not only to identify and study the psychological determinants of reducing interest in the future professional activities, but also to develop recommendations for the psychological support of students throughout the entire period of studying at the university.

Thirdly, it is necessary to understand fully the importance of higher professional education in the life of each person. The university is one of the most important institutions of socialization of the individual, and it is very important to trace all the psychological mechanisms accompanying this phenomenon. This is necessary to increase the effectiveness of training of future qualified and in-demand professionals. In this question one of the main roles is played by the concept of professional self-determination.

Professional self-determination is the process of forming of a person's attitude towards professional activity and the method of its realization through the coordination of personal and socio-professional needs (Bim-Bad, 2002).

The literature identifies the following general interrelated stages of professional self-determination:

1. Preschool – formation of the initial labor skills and abilities;

2. Primary school (propaedeutic) – appearance of an understanding of the role of labor in a person's life through participation in various activities (playing, studying, working);

3. The first stage of secondary school (5-7 grades) – an awareness of their professional interests and abilities;

4. The second stage of secondary school (8-9th grades) – the beginning of the formation of professional self-consciousness;

5. A complete secondary school – vocational guidance based on the deep studying of particular academic subjects;

6. Vocational educational establishment – mastering the profession;

7. Professional activity – professional development or shift to another professional activity (Krivshenko, 2005).

For our research, 4-6 stages of the formation of professional identity are of particular interest. During this period, an irregular superficial notion of a future profession may form. In consequence, this may affect dissatisfaction with the choice of a field of activity, a decrease in interest in learning, etc.

Senior students (3-4 courses) often face a dilemma: did I choose a future profession correctly? There can be three possible answers: one part is clearly satisfied with her choice, the second is still in a state of uncertainty and a third who has lost interest in the chosen specialty for one reason or another. We are interested in exactly the third group of graduates as an object of study.

At the present stage of development of modern society, psychology is being integrated into an increasing number of branches of human life. Therefore, the topic of this article will be relevant as long as science does not completely get rid of the phenomenon of dissatisfaction with the chosen profession.

The purpose of study: to identify psychological determinants that affect the decline of interest in the future professional activity of senior students.

Object of study: interest in the future professional activity of senior students (3, 4 courses).

Objectives of the study:

1. Selection and preparation of methods.
2. Conduct literary analysis on this topic.
3. Conducting high-quality and mathematical processing of data obtained in the course of experimental research.

Sample: 70 senior students (3, 4): a control group (CG) and an experimental group of 35 people, respectively.

Stages of research:

1. Selection and preparation of methods;
2. The survey of subjects by selected methods;
3. Processing the data;
4. Analysis and interpretation of results.

The validity and reliability of the data obtained and the conclusions made on their basis are ensured by the use of reliable psychodiagnostic methods adequately selected in accordance with the goals, objectives and hypotheses of the study conducted on a representative sample. The results of the study were subjected not only to qualitative analysis, but also to mathematical processing using frequency analysis and the U-criterion of Mann-Whitney in the program SPSS 17.0.

In total, 70 students participated in the study. We chose senior students for the following reasons as respondents. First of all, this period is characterized by a transition from educational activities directly to professional activities, which is often accompanied by a crisis. At this age, there are many internal changes: a change in value orientations, a restructuring of leading activities, a focus on the future, etc. Secondly, modern students, as an integral part of society, receive little attention from researchers in psychology.

The age limits within which senior students are located (3.4) are mostly from 18 to 23 years old, which coincides with the occasional youth and affects the period of early adulthood (Kohn, 1989). The student time is also characterized by the fact that during this period the majority of optimum development of intellectual and physical abilities is achieved.

A characteristic feature of moral development at a given age is the strengthening of conscious, arbitrary motives of behavior. Those qualities that were not fully developed during high school: sense of purpose, determination, perseverance, independence, initiative, self-control, etc., are being strengthened.

Youth is a time of self-examination and self-esteem. At this age, students first of all have a problem of choosing their life path, forming an inner position in relation to themselves (Who am I?

What should it be?), to other people, to life values, etc. During this period of life, a person decides how and in what order he will apply the abilities to realize himself in work and in life in general. The most important achievement of this period is the development of self-education, self-knowledge. The development of reflection leads to a critical reappraisal of previously established values — perhaps, their change and further development. The leading activity is educational and professional activity – boys and girls become students (Craig, 2000).

Students as a separate category were identified in the 1960s under the guidance of B. G. Ananyev in the study of the psycho-physiological functions of adults. Students, in his opinion, is a sensitive period for the development of the main sociogenic potential of a person (Ananyev, 1980).

Features of psychological and social development of students in various courses of study:

1 year – the introduction of the former applicant to the new conditions of learning and to student forms of collective life. Behavior is characterized by a high degree of conformism; freshmen still lack a differentiated approach to their roles.

2 year – a period of intense learning activities, which intensively included all forms of training and education. Students receive general training, form their needs and requirements. The adaptation process at this stage has been largely completed.

3 year – the beginning of specialization, the establishment of interest in the further development and deepening of professional interests. Often this leads to a narrowing of the sphere of interests of the individual.

4 year – acquaintance with a specialty, being closer to practical activity. The behavior is characterized by the search for rational ways and forms of preparation.

5, 6 courses – the prospect of a speedy graduation from a higher education institution forms attitudes toward future professional activity. New, actual values related to the material and family status, place of work, etc. Students gradually move away from the collective life forms of the university (Markova, 2010).

In most institutions of higher education in Kazakhstan, a 4-year education system has been established, and for more convenience, the last two points of classification should be generalized.

Bulanova and Toporkova offer a more modern classification of students. The criterion of this typology is the attitude of students to education:

1 group – students focused on education as a profession. Interest in the future profession, the

desire to realize themselves in it is the predominant motive. Such students have a tendency to continue education in the master's / doctoral studies.

2nd group – business oriented students. Education for them acts as a tool, a kind of starting point for trying to create their own business, engage in trade, etc. These students have a clear understanding that over time this area will require education. For the future profession in the specialty are less interested than the first group.

3rd group – students who can be called “undecided” or “crushed” various problems of the household plan. This group “goes with the flow”, students cannot choose a certain life path, the education and the profession for them do not represent much interest inherent to the first groups. Perhaps, the self-determination of such students will occur later, but this group includes people waiting for whom the process of self-determination, choice of life, purposefulness is not typical (Markova, 2010).

In sum, we can conclude that this age period is distinguished by the complexity of the personality formation and coincides with the time of studying at the university. In general, the sample is characterized by a wide range of features that must be taken into account in the process of education and professional development.

Summarizing the data of theoretical and experimental analysis, we can conclude that the student time is a kind of “starting point! For the formation of life values, for active personal development, for finding ways to realize their potential, etc. Therefore, this topic should be given a special attention.

The need to highlight the psychological determinants of reducing interest in future professional activities is caused by the importance of timely elimination of the problem. Studying of this should contribute to the development of recommendations for the psychological support of students throughout the entire period of study in the university.

From the theoretical analysis we can conclude: the interest in the future profession influences the formation of a clear image of the future professional activity of the student. Often, the lack of interest is facilitated by the absence of competently conducted career guidance at the initial stage of the professional development of a person.

In the course of an experimental study, we carried out 4 methods on 70 senior students (3.4) to identify psychological determinants of a declining interest in future professional activities.

According to the results of the T.I. Ilyin's methodology (Ilyin, 1998) for studying motivation in high school, significant differences on the “Mastering a profession” scale ($p < 0,000$) were identified. The control group included students who have a high motivation to master their future profession, respectively, showing a high interest in it. The experimental group, respectively, included students who have low motivation and, accordingly, a low interest influenced by a decrease in interest in future professional activities.

According to the results of the “Study of professional intentions” questionnaire, significant differences were found in the indicators “The choice of profession is not eventual” ($P \leq 0,025$), “Doubts about the correctness of the profession choice” ($P \leq 0,003$) and “Lack of knowledge of health requirements” ($P \leq 0,002$). Students in the experimental group are more likely to have doubts about the correctness of their choice of profession, and difficulties in finalizing their future professional activities, which indicates the absence of clearly defined professional intentions. Also, students with reduced professional interest are mostly lacking knowledge of the requirements for health (physical, mental) imposed by a chosen profession.

It may be noted that there is a certain tendency to choose a profession based on the degree and relevance of the work, and not according to the compliance of the work with own capabilities.

According to the results of the V.K. Gerbachevsky's questionnaire (Gerbachevskiy, 1976) on the assessment of personal level of aspiration, significant differences were identified in terms of the “Motive for changing activities” indicator ($p \leq 0,007$). Experimental group students have a lower motive for changing activities, which is one of the components of the core of the person's motivational structure. Consequently, students of this group are characterized by difficulties in the transition from one activity to another (for example, in the transition from educational activity to professional activity).

According to the results of the method “Adaptation of students at the university”, significant differences were found in terms of the indicator called “Adaptation in the study group” ($P \leq 0,043$). Students who show a reduced interest in their future profession also show a tendency to difficulties in communicating with fellow students, detachment, and restraint with respect to fellow students.

This study does not reveal all the psychological determinants that may affect the decline in interest in the future profession, but it gives grounds for further research on this topic.

In general, based on the results of the study, evidently the general hypothesis that the decline of interest in future professional activities of senior students affects the lack of clearly defined professional intentions has been confirmed.

The first and second private hypotheses were also partially confirmed, namely:

1. The lack of knowledge about the future profession (namely, knowledge about the requirements for physical and mental health, made by the chosen profession) affects the decline in interest in professional activity.

2. For students who have a tendency to interest decreasing in their future profession, the level of adaptation is lower than that of students who are satisfied with their choice (namely, adaptation in the study group).

The results obtained in the course of the research allow us to state that the following psychological determinants influence the decline in interest in future professional activity:

- lack of clearly defined professional intentions;
- lack of knowledge about the requirements for physical and mental health, imposed by the chosen profession;
- difficulties in adapting to the study group.

The problem of the formation of professional self-determination is a main problem of our research. This problem is interdisciplinary, considered by labor psychology, pedagogical psychology, pedagogy, age psychology, etc.

Approximately on the 2nd and 3rd courses, students have a question about the correctness of the choice of university, specialty, profession. By the end of the fourth year, the issue of professional self-determination is finally being resolved. Sometimes it happens that at this time a person makes a decision to avoid working in their specialty. According to a study by V.T. Lisovsky (Lisovsky, 1996) only 64% of senior students definitely decided that their future profession fully corresponded to their basic inclinations and interests (Bulanova-Toporkova, 2002). According to the results of our study, only 65.7% of students will unambiguously associate their future professional activities with their chosen specialty.

Quite often, a person's professional choice is determined by random factors. This phenomenon is especially undesirable when choosing a university, since such errors are costly for both society and the

individual. Therefore, career guidance work with young people entering higher education is extremely important.

Based on the studied concepts of professional self-determination (Afonkina, 2010), the following conclusions can be made:

1. Professional self-determination acts as a process proceeding in stages and characterized by its specificity at each stage.

2. Professional self-determination begins even before a person starts performing professional functions.

The psychological basis of professional self-determination of the individual is self-development, proceeding under the influence of gradually developing motives. Self-development acts as a process of transforming one's own life activity into a subject of practical transformation in connection with the requirements of professional activity leading to creative self-realization in the profession.

According to the typology of E.F. Zeer (Zeer, 2012), based on professional orientation, the main criterion is the student's motivation for professional activities.

In the psychological and pedagogical literature there are many different approaches to determine the psychological factors of deciding that the main psychological determinant of the correct choice is professional interest or professional orientation (Craig, 2000). We support these authors in this matter.

From the point of view of L.S. Vygotsky, the possibility to build and implement a life plan is supported by following main features:

- Efficiency (focus on favorable changes), completeness, certainty, clarity (clarity);
- The consistency of the elements of the plan;
- Realism;
- Sustainability (in time, to external and other influences, based on the person's responsibility taken for his plan);
- logical reasonableness; consistency with marked propensities (Kravchenko, 2011).

Also you can rely on these signs in the preparation and implementation of a professional plan.

In this study, we tried to identify psychological factors that impede the formation of professional orientation and professional interest, in which we partially succeeded.

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