

УДК 378

DOI: 10.26140/anip-2020-0901-0074

**ФАСИЛИТАЦИЯ ПРОФЕССИОНАЛЬНОГО САМООПРЕДЕЛЕНИЯ СТУДЕНТОВ
ПО НАПРАВЛЕНИЮ ПОДГОТОВКИ 38.03.03 «УПРАВЛЕНИЕ ПЕРСОНАЛОМ»
В КРАСНОЯРСКОМ ГАУ**

© 2020

SPIN-код: 6871-6102

AuthorID: 707158

Шмелева Жанна Николаевна, кандидат философских наук, доцент,
доцент кафедры «Иностранный язык» ЦМСиБ
Красноярский государственный аграрный университет
(660049, Россия, Красноярск, пр. Мира, 90, e-mail: shmelevazhanna@mail.ru)

Аннотация. На современном этапе развития общества и в свете актуальной социально-экономической ситуации в Российской Федерации, можно говорить о том, что жизненная предопределенность больше не является устойчивым понятием. Это влечет за собой необходимость формирования более гибкого, мобильного профессионального самоопределения молодежи, в частности формирования их конкурентоспособности, быстрого приспособления к новым, постоянно изменяющимся условиям труда в ситуации неопределенности. Новые социально-экономические условия предъявляют все более высокие требования к профессионализму специалистов с высшим образованием. При анализе ситуации на рынке труда отмечается тот факт, что высшее образование не успевает за темпами развития современной науки и производства. Работодатели отмечают, что сегодня недостаточно быть просто хорошим специалистом, необходимо быть конгруэнтным сотрудником, способным работать в команде, самостоятельно принимать решения, внедрять инновации, решать поставленную производственную задачу самостоятельно. Именно поэтому императивом для высшего образования становится его практико-ориентированный характер. Все это требует серьезного внимания к личностному и профессиональному становлению студента, его профессиональному самоопределению, особенно это актуально при подготовке специалистов по управлению персоналом. Очевидно, что профессиональное самоопределение является составной частью жизненного самоопределения индивида, и, одновременно, выражает отношение личности к профессиональной среде и способ её самореализации. Мы рассматриваем профессиональное самоопределение будущих управленцев по персоналу как сложный процесс согласования и развития личностных и профессиональных потребностей, который затрагивает длительный трудоспособный период жизни. Профессиональное самоопределение начинается с выбора профессии уже в старших классах, продолжается в университете и не всегда заканчивается с получением диплома. Почти каждый выпускник высшего учебного заведения периодически решает проблему профессионального выбора на своем жизненном пути, будь то выбор варианта повышения квалификации, профессиональная переподготовка, смена места работы, а иногда и специальности. Это укладывается в рамки концепции “life-long learning”. Профессиональное самоопределение студентов в условиях высшего образования это амбивалентный, длительный и многоплановый феномен, отражающий процессуальные и личностные характеристики выбора, овладения и выполнения определенной профессиональной деятельности выбора профессионального пространства самоопределяющейся личности. Он напрямую связан с формированием жизненных перспектив и планов в сфере профессиональной деятельности, создает основы для планирования карьеры и постановки карьерных целей, также результат профессионального становления личности.

Ключевые слова: профессиональное самоопределение, студент, высшее образование, управление персоналом, построение карьеры, самореализация, выбор профессии, рынок труда, конкурентоспособность выпускника, трудоустройство.

**THE FACILITATION OF STUDENTS' PROFESSIONAL SELF-DETERMINATION IN THE TRAINING
DIRECTION 38.03.03 “PERSONNEL MANAGEMENT” AT THE KRASNOYARSK SAU**

© 2020

Shmeleva Zhanna Nickolaevna, candidate of philosophical sciences, associate professor,
docent of the department of “Foreign Language”
Krasnoyarsk State Agrarian University
(660049, Russia, Krasnoyarsk, Mira Av., 90, e-mail: shmelevazhanna@mail.ru)

Abstract. At the present stage of development of society and in the light of the current socio-economic situation in the Russian Federation, we can say that life predetermination is no longer a stable concept. This entails the need to form a more flexible, mobile professional self-determination of young people, in particular the formation of their competitiveness, rapid adaptation to new, constantly changing working conditions in a situation of uncertainty. New socio-economic conditions impose higher and higher requirements for the professionalism of specialists with higher education. When analyzing the situation on the labor market, it is noted that higher education does not keep pace with the pace of development of modern science and production. Employers note that today it is not enough to be just a good specialist, it is necessary to be a congruent employee who is able to work in a team, to make decisions independently, introduce innovations, to solve the production task independently. That is why the imperative for higher education is its practice-oriented nature. All this requires serious attention to the personal and professional development of the student, his professional self-determination, this is especially important when training specialists in personnel management. Obviously, professional identity is an integral part of the life of self-determination of the individual, and, simultaneously, expresses the attitude of the individual to a professional environment and the way of its realization. We consider professional self-determination of future personnel managers as a complex process of coordination and development of personal and professional needs, which affects the long working life. Professional self-determination begins with the choice of profession in high school, continues at University and does not always end with a diploma. Almost every graduate of a higher education institution periodically solves the problem of professional choice in his life, whether it is the choice of professional development, professional retraining, change of job, and sometimes specialty. This fits within the concept of “life-long learning”. Professional self-determination of students in higher education is an ambivalent, long-term and multifaceted phenomenon that reflects the procedural and personal characteristics of the choice, mastery and performance of a certain professional activity of the choice of professional space by a self-determining personality. It is directly related to the formation of life prospects and plans in the field of professional activity, creates the basis for career planning and setting career goals, as well as the result of professional development of the individual.

Keywords: professional self-determination, student, higher education, personnel management, career building, self-realization, choice of profession, labor market, graduate competitiveness, employment.

INTRODUCTION

With the introduction of federal state educational standards of higher education the attention to the problem of Bachelor training at a qualitatively new level increased. Nowadays, the institutions of higher education need to guarantee that new coming specialists have formed basic general and specific knowledge and skills. It is indispensable for future specialists, namely future HR-managers, to realize the acquired knowledge in their professional activities. Professional self-determination only starts when young generation enters the institution of higher education. There maturation and understanding of the professional choice goes on at the university and continues all life. Questioning of freshmen shows that only about 35 % of them really understand the goals and future application of the knowledge they are going to get at the university. This situation obliges the university to pay special attention to the Bachelors-future managers' support providing them with psychological-pedagogical assistance in terms of professional self-determination in the training process. The task is not only to form the Bachelor's interest in the future profession, but organize the practical internship, communication with future employers, that, in turn, will guarantee results in climbing the ladder of success while making career.

The issues of motivation for future profession and professional self-determination are always in the center of pedagogical and psychological researchers. Their theoretical fundamentals were studied by many famous scientists: from the psychological point of view by Klimov E.A. [1], Pryazhnikov N.S. [2], Zeer E.F. [3], Lvova S.V. [4], Lesnikova S.L. [5], Lesnikova S.L., Leukhova M.G. [6]. This process is analyzed among schoolchildren, for example by Ivanova T.N. [7]. Kuzembayeva A.M. [8] study the processes of professional socialization and professional self-determination of students in a multi-level educational complex. Valitova E. Yu. [9], Karpova O. L., Nain A. Ya. [10], Firsova T.A. [11], Buyanova G.V. [12] also investigate the given phenomena among university students. Lesnikova S.L., Leonova M.G. [13], Abaykhanova D.E. [14], Ivanova N.L. [15] dwell upon the comparison and establishment of correlation between the phenomena of professional self-determination and professional identity, while Batyreva M.V. [16] considers this issue to be one of the most relevant social phenomena nowadays. The process of professional orientation is given special attention by Tolkanuk Z.A. [17]. Not less important for us is the point of view Averkin M.G. [18] and Povarenkov Yu.P., Ivanova N.L. [19] on the establishment of professional self-determination in business and management.

METHODOLOGY

The purpose of the article is to investigate the process of self-determination among students of Krasnoyarsk SAU in the training direction 38.03.03 "Personnel management". The author of the article sets such *tasks* for the research process: to reveal the concept of professional self-determination in psychological and pedagogical literature, to conduct the analysis of the essence professional standard in the training direction 38.03.03 "Personnel management", to present the practical experience of facilitating students' professional self-determination, to analyze the process of professional self-determination on the cognitive, motivational-value and activity-practical levels. The topic of the research forces to use the following methods: induction, deduction, observation, comparative analysis, synthesis, generalization, questionnaire making.

RESULTS

In the framework of the competence approach, the quality of professional education is identified by forming, checking and controlling of the students' general cultural, general-professional, professional and universal competences. The graduates of "Personnel management" direction acquire the opportunity to realize themselves personally and professionally. A graduate who has mastered the Bachelor's program in the training direction 38.03.03 "Personnel management" should be ready to solve the

following professional tasks: organizational, managerial and economic activities; development of personnel policy and strategy of personnel management; human resource planning and development and marketing staff; providing the organization with personnel of specialists of the required qualification, the necessary level and orientation of training; organization of professional orientation and labor adaptation of young professionals, activities for their consolidation and rational use; participation in the development of personnel professional development strategy; organization and control of training, professional retraining and advanced training and training of personnel; organization of work on assessment and management of business career, the formation of a reserve of personnel certification; motivation and stimulation of personnel, including remuneration; participation in ensuring safe working conditions, economic and information security; participation in ensuring compliance with the requirements of psychophysiology, ergonomics and aesthetics of work; organization of work with the released personnel; application of labor laws, other normative-legal acts of social and labor sphere for solving legal issues of labor relations; economic analysis of labor indicators, personnel costs information and analytical activities; labor market analysis; forecasting and determining staff requirements; analysis of personnel potential and intellectual capital of the organization, individual employee; study of professional, business and personal qualities of employees for the purpose of their rational use; analysis of social processes and relations in the organization; analysis of the organization's personnel management system and processes; use of automated information technologies of personnel management; social and psychological activity; implementation of social work with staff; participation in the development and implementation of social development plans of the organization; formation of the labor collective (group and interpersonal relationships, moral and psychological climate); business ethics, conflict and stress management; prevention of personal professional deformation and professional burnout; project activity.

The imperative for the educational process in the system of higher education is to look for non-traditional, vanguard training models, as well as taking into account traditional forms of students' education (formed in the system of Soviet education for example). The teaching staff of the Krasnoyarsk state agrarian university in the training direction 38.03.03 "Personnel management" does its best to design and develop the original model for educating highly qualified personnel, capable in the conditions of uncertainty to socialize in new conditions, with a sufficiently high level of professional skills and demand in the labor market [20].

The contingent of students at Krasnoyarsk SAU is quite diverse and peculiar due to the agricultural orientation of the university. Professional self-determination is considered to be a life-long, complex, multi-level process. Bachelors- managers are supposed to enter the sphere of future professional activity by means of being included into the training, practical-industrial and extracurricular activities. We should also mention that at Krasnoyarsk SAU we train specialists (both full-time and students learning by correspondence) with the deep knowledge of English (general and professional) which obviously makes them more competitive on the labor market [20].

In order to clearly understand the fundamentals of the professional self-determination one should analyze the motives that force students to make professional choice, the assessment orientations, and the opportunity for the student to create his individual learning path (implementing the student-centered approach). It is a fact, that 30-35% of Bachelors have a rather vague understanding of what their professional activity will be, thus, their motivation is not strong and well-explained. One can say that their motivation is situational and the choice of the future profession is not always deeply understood by them. Testing of first-year full-time Bachelors in the training direction "Personnel management" shows the following problems:

- lack of professional motivation;
- immature personal readiness;
- lack of formation of the educational activity individual style.

The freshmen are certainly able to cope with these difficulties, adapt and socialize. The teachers' role during the first couple of years is to provide support, practical advice, analysis of Bachelor's performance and designing the individual learning path. The professional self-determination should be the starting point in these activities. The teacher should provide the formation of student's perception of himself as a subject of future professional activity. If we compare freshmen, sophomores and senior students we can say that students try to adapt to their student's role, change their life style different from school years during first two years of training, and only during the third and the fourth course they come to understanding of their future professional role. The professional self-identification is formed through practical internship in HR-departments of the Krasnoyarsk territory, pre-diploma practice when students conduct research acting as future professionals.

In order to make the process of professional self-determination effective, valuable and efficient, it is necessary to introduce students into the profession step-by-step. The activity of the university faculty members on the formation of students' readiness for professional self-determination is realized at three well-known in the pedagogical literature levels: cognitive, motivational-value and activity-practical.

First of all, it is necessary to form the vision of the professional activity content, psychophysiological requirements for future specialists, general and special professionally significant qualities of the individual in the field of personnel management. The students get to know about four basic areas of HRM (recruitment, training and development, supervision and motivation), system of remuneration, basic motivators in the job, the basic HRM documents and ways of keeping the job and improving the career. Also, it is necessary to identify professional and personal characteristics of students, their emotional stability, stress-resistance and general inclinations for future profession. Thus, the student-centered approach is implemented in Krasnoyarsk SAU.

In order to increase motivation for the profession (as we believe that successful competence formation of the future HR-specialist is impossible without internal motivation), only teachers who have basic education in Management, State municipal management and Economics are working on the 3rd and 4th courses. They help students who are experiencing difficulties in professional self-determination by own examples, by inviting future employers, and conducting special trainings.

Secondly, students should acquire the understanding of the future profession social importance and be sure in the opportunity to make the world a better place to live in. At the motivation-value level the system of values is developed, the professional image of the personnel manager is analyzed and discussed in the small groups, the figure of an "ideal personnel managers" is determined. The training process in the studied direction 38.03.03 combines general, socio-economic, basic-humanitarian, general professional and specifically professional disciplines with never-ending practice-oriented training. The curriculum of training HR-specialists includes various types of internships guaranteeing the students to understand the right and congruent choice of the future profession. Students observe how HR-specialists work in different companies of Krasnoyarsk and the Krasnoyarsk territory, gain practical and creative experience, start forming adequate professional skills and abilities that will help them to work in the constantly changing environment.

Thirdly, on the activity-practical level, Bachelors determine the correlation between personal professional qualities and professional requirements for the future profession. The methodology of conducting SWOT-analysis which is commonly applied to analyze financial or economic

conditions of the companies now is used for conducting SWOT-analysis of the students themselves. This helps students to scientifically compare their own abilities with the requirements of the profession. At this stage, faculty members teach to focus on the strengths and opportunities. Future employers are always invited to participate in the educational process and are mandatory members of the State Attestation Board. An important component at this level is the use of innovative educational technologies such as educational discussions, presentations, reasoning and argumentative discussions. Such as project activities as business games during which Bachelors have the opportunity to form basic competencies which are not typically formed during traditional lectures and seminars. For example, the issues of empathy, emotional intelligence and decision-making among managers of agro-industrial complex were investigated not long ago [21].

CONCLUSIONS

Thus, professional self-determination in the training direction 38.03.03 "Personnel management" is an indispensable factor in the personality harmonious development. We believe that the necessary condition of the successful professional self-determination is a conscious choice of profession. It should definitely be based on the combination of socio-economic factors existing in the definite period and the definite place, as well as person's own abilities. An important stage is the stage professional training related to education at the university, as at the moment when there is an expansion of knowledge about the profession, a real idea of future work activity, motivation of professional activity activities. There may also be a crisis of professional choice, in dependence on overcoming which, either further self-determination in this profession, or understanding the need to search new, corresponding to professional expectations of the field of activity are happening.

The algorithm of work according to three (cognitive, motivational-value and activity-practical) levels proves to be successful in the process of orienting the students to their profession, increasing their interest, understanding and motivation for future profession, forming the professional and personal characteristics of the future personnel manager. This activity should be based on the student-centered approach, practically-based nature of training, mutual respect, democratic, equal relations between all the participants of the educational process. The experience of Krasnoyarsk SAU in the training direction 38.03.03 "Personnel management" shows that 98% of graduates are successfully employed in the prestigious companies of the Krasnoyarsk territory and the Russian Federation including such companies as "Vankorneft", "Gaspromneft", "Hilton" and others, as well as establish their own employment agencies and executive search firms.

REFERENCES:

1. Климов Е.А. Психология профессионального самоопределения. М., 2004. – 304 с.
2. Пряжников Н.С. Профессиональное самоопределение: теория и практика. М.: «Академия», 2007. – 348 с.
3. Зеер Э. Ф. Психология профессий. – М.: Академический Проект; Екатеринбург: Деловая книга, 2003. – 336 с.
4. Львова С. В. Формирование профессионального самоопределения студентов педагогического вуза // Системная психология. – 2014. – № 4, т. 12. – С. 28–36. – URL: <http://www.systempsychology.ru/journal/2014-12/230-lvova-sv-formirovanie-professionalnogosoopredeleniya-studentov-pedagogicheskogo-vuza.html> (дата обращения: 19.10.2019).
5. Лесникова С.Л. Формирование профессионального самоопределения студентов классического университета в процессе изучения предметов психолого-педагогического цикла: автореф. дис. ... канд. пед. наук. Кемерово, 2000. – 23 с.
6. Лесникова С.Л., Леухова М.Г. Профессиональное самоопределение студентов вуза как условие профессиональной идентичности: аспект отношения к профессиональной карьере // Балтийский гуманитарный журнал. 2018. Т. 7. № 3 (24). С. 253-256.
7. Иванова Т.Н. Профессиональное самоопределение выпускников школ как фактор эффективного дальнейшего обучения в системе среднего профессионального и высшего образования // Карельский научный журнал. 2017. Т. 6. № 1 (18). С. 100-102.
8. Кузембаева А.М. Профессиональная идентичность преподавателя вуза: анализ отечественных и зарубежных концепций // Азимут научных исследований: педагогика и психология. 2020. Т. 9. № 1(30).

- Балтийский гуманитарный журнал. 2018. Т. 7. № 3 (24). С. 245-248.
9. Валитова Е.Ю. Система педагогической поддержки профессионального самоопределения студентов в образовательном пространстве вуза // Вектор науки Тольяттинского государственного университета. Серия: Педагогика, психология. 2016. № 3 (26). С. 9-15.
10. Карпова О.Л., Найн А.Я. Развитие профессионального самоопределения студента на основе смыслообразовательной деятельности // Самарский научный вестник. 2017. Т. 6. № 2 (19). С. 230-233.
11. Фирсова Т.А. Профессиональное самоопределение студентов в условиях обучения в вузе // Самарский научный вестник. 2014. № 1 (6). С. 118-120.
12. Буянова Г.В. Анализ подходов к изучению и формированию профессионального самоопределения студентов вуза // Вестник Пермского государственного гуманитарно-педагогического университета. Серия № 1. Психологические и педагогические науки. 2015. № 2. С. 13-22.
13. Лесникова С.Л., Леухова М.Г. Профессиональное самоопределение студентов вуза как условие профессиональной идентичности: аспект отношения к профессиональной карьере // Балтийский гуманитарный журнал. 2018. Т. 7. № 3 (24). С. 253-256.
14. Абайханова Д.Е. Профессиональная идентичность как междисциплинарный феномен // Вектор науки Тольяттинского государственного университета. Серия: Педагогика, психология. 2014. № 4 (19). С. 9-11.
15. Иванова Н.Л. Профессиональная идентичность в современных исследованиях // Вопросы психологии. 2008. № 1. С. 89-101.
16. Батырева М.В. Профессиональное самоопределение молодежи как одна из социальных проблем современности // Образовательная стратегия в начале XXI века и проектирование региональных образовательных систем. Материалы Всероссийской научно-практической конференции. 2003. С. 106-108.
17. Толканюк З.А. Профессиональное самоопределение молодежи как фактор подготовки компетентного специалиста // Балканское научно обозрение. 2019. Т. 3. № 2 (4). С. 57-59.
18. Аверкин М.Г. Экономические предпосылки формирования социальной идентичности в современном обществе // Вестник НГИЭИ. 2016. № 5 (60). С. 129-137.
19. Поваренков Ю.П., Иванова Н.Л. Самоопределение личности в бизнесе: Монография. М.-Ярославль: Изд-во: МАПН – «Аверс-Плюс», 2007. 204 с.
20. Антонова Н.В., Шмелева Ж.Н. Формирование профессиональных компетенций и компетентности будущего менеджера в процессе преподавания иностранного (английского) языка в неязыковом вузе // Символ науки. 2015. № 9-2. С. 139-144.
21. Фомина Л.В., Вяткин А.В., Шмелева Ж.Н. Empathy, emotional intelligence and decision-making among managers of agro-industrial complex // AGRITECH IOP Conf. Series: Earth and Environmental Science 315 (2019) 022081 IOP Publishing doi:10.1088/1755-1315/315/2/022081

Статья поступила в редакцию 20.10.2019

Статья принята к публикации 27.02.2020