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Practices for readiness of future specialists for professional self-determination in the information society³⁰

Практики готовності майбутніх фахівців до професійного самовизначення в інформаційному суспільстві

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Abstract

Professional self-determination of the individual is a complex and lengthy process of finding and realizing yourself in the profession. The main goal of professional self-determination is clarified. The basic concepts of readiness for professional self-determination of future specialists in the modern information society are revealed. The following approaches to the consideration of the concept of readiness are defined: functional-psychological, personal, activity-based. Based on the components of readiness identified by the researchers, it can be assumed that the structure of professional self-determination of the future specialist contains motivational, cognitive and activity components. Self-determination is defined as a multidimensional process that can be considered from different points of view: as a series of tasks, that society sets for the emerging individual, and which the individual must solve in a certain period. As a process of step-by-step decision-

Анотація

Професійне самовизначення особистості є складним та тривалим процесом пошуку та реалізації себе в професії. З'ясовано головну мету професійного самовизначення. Розкрито основні поняття готовності до професійного самовизначення майбутніх фахівців в сучасному інформаційному суспільстві. Визначено наступні підходи до розгляду поняття готовності: функціонально-психологічний, особистісний, діяльнісний. Базуючись на визначених дослідниками компонентах готовності, можна припустити, що у структурі професійного самовизначення майбутнього фахівця присутні мотиваційний, когнітивний та діяльнісний компоненти. Самовизначення визначено як багатомірний процес, який можна розглядати з різних точок зору: як серію задач, які суспільство ставить перед особистістю, що формується, і які власне особистість має вирішити за певний період часу; як процес поетапного прийняття рішень,

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making, with the help of which the individual forms a balance between his desires and inclinations, on the one hand, and the needs of society, on the other; as a process of forming an individual lifestyle, part of which is professional activity. A number of tasks of professional self-determination of a future specialist in the information society are formulated.

Keywords: diagnostic practices, future specialists, information society, professional self-determination, readiness.

Introduction

The formation of the labor market in Ukraine, its integration into the global economic space is accompanied by an increase in competition between highly qualified professionals. Today's young people who want to get a good profession immediately after graduation, dream of rapid professional achievements, materialized in the external attributes of a successful person, and at the same time do not want to fully work on themselves, improve their personal and professional level, develop professionally important qualities necessary for the chosen profession. Such contradictions determine the relevance of the problem of studying the process of professional self-determination of the future specialist's personality in the information society (Kulakov, 2010).

The methodological basis of the research consists of philosophical provisions on the relationship between consciousness and activity; on the social conditionality of the processes of formation of consciousness and behavior, the idea of dialectical development of the individual because of involvement in various types of activities. Personality-oriented, systematic approaches to the education of the individual; methodological foundations of the competence approach in education. The leading methodological position for the presented research is the recognition of the determinism of the process of professional self-determination by the internal capabilities of the individual in the context of his integral life. With this approach, professional orientation is interpreted as a continuous scientific and practical system of preparation for conscious professional self-determination. The individual in this process becomes the subject of choosing a profession (Professional self-determination, 2016).

Choosing a profession for each young person is a choice of their place in life, further path of study and work. The problem of professional self-

за допомогою яких індивід формує баланс між своїми бажаннями та нахилами, з однієї сторони, і потребами суспільства – з іншої; як процес формування індивідуального стилю життя, частиною якого є професійна діяльність. Сформульовано ряд завдань професійного самовизначення майбутнього фахівця в інформаційному суспільстві.

Ключові слова: готовність, діагностичні практики, інформаційне суспільство, майбутні фахівці, професійне самовизначення.

determination of young people occupies an important place in pedagogical and age psychology, as it concerns a crucial moment in the life development of the individual. It becomes particularly relevant in early adolescence. In this regard, the central and rather difficult task of a higher education institution is to form a profession among young people who have already consciously chosen a profession – further mastering it. The solution of this problem largely depends on the active position of the students themselves, on the awareness of themselves as the subject of their own life, the desire for personal self-realization, the ability to make responsible decisions carefully and independently. Therefore, the study of professional self-determination of a specialist in early adolescence can open up new ways to optimize it (Vdovenko, 2015).

Professional self-determination of the individual is a complex and lengthy process of finding and realizing yourself in the profession. Professional self-determination in the information society is not limited only to the choice of profession, but also includes pre-professional and professional education, as well as adaptation of a person in a particular workplace (Melnyk, 2013).

The main goal of professional self-determination of a specialist at the stage of youth in the information society is the gradual formation of internal readiness to independently and consciously plan, adjust and implement development prospects (professional, life and personal). (Bida & Kuchai, 2018).

Purpose. To reveal the basic concepts of readiness of future specialists for professional self-determination in the information society.

Literature Review

Many researchers have studied the problem of readiness of a future specialist for professional self-determination in the information society.

Olikhovska L. (2016) analyzed the main theoretical approaches to the problem of professional self-determination in the information society, considered psychological approaches to the concept of professional self-determination, its place and role in the structure of the general meaning-life self-determination of the individual. The article reveals the relationship of professional self-determination of the individual with personal, life, social and other types of self-determination and the influence of the environment and its active life position on the professional self-determination of the individual.

Vdovenko, I. (2015) analyzes psychological and pedagogical approaches to professional self-determination of young people, the concepts of leading domestic and foreign scientists who have studied the problem of professional self-determination of young people. The main contradictions of understanding the problem of professional self-determination by modern researchers are considered. The principles that guide future specialists when choosing a profession are defined.

Bodnar, A., & Makarenko, N. (2006) devoted their research to the problems of professional self-determination of young people at the stage of training in Higher Education Institutions. Scientists consider the interaction of collectivity and individuality as an inter- and intrasubjective process. The process of professional self-determination in the context of personal and social self-determination is analyzed.

Gutsan, L., Morin, O., Okhrimenko, Z., Parkhomenko, O., Gritsenko, L., & Tkachuk, I. (2016) substantiated the content and pedagogical means of ensuring professional self-determination of students in the educational district in the process of regular, extracurricular subject-transformative activities. Pre-profile training, specialized training, the work of practical psychologists and social educators, as well as subjects of psychological service in the interaction of the teaching staff and the parent community.

Kravchenko, T., Varga, L., Lypchanko-Kovachyk, O., Chinchoy, A., Yevtushenko, N., Syladii, I., & Kuchai, O. (2022) underline the various forms of

innovations implemented in improving the professional competence of a specialist are listed: improvement (rationalization), modernization, innovation. Modernization of computer technologies, especially multimedia ones, is a necessary condition for the functioning of specialists in modern society, since specialists are at the center of the educational process, during the improvement of professional competence.

Plakhotnik, O., Strazhnikova, I., Yehorova, I., Semchuk, S., Tymchenko, A., Logvinova, Ya., & Kuchai, O. (2022) demonstrate the importance of multimedia teaching tools is shown, which are promising and highly effective tools that allow the teacher not only to present an array of information in a larger volume than traditional sources of information, but also to include text, graphs, diagrams, sound, animation, video, etc. in a visually integrated form.

Shchyrbul, O., Babalich, V., Mishyn, S., Novikova, V., Zinchenko, L., Haidamashko, I., & Kuchai, O. (2022) show that relevant concepts of media education have been developed and are being developed in Ukraine and form an important basis for the modernization of education, which will contribute to the construction of an information society in the country and the formation of civil society. Distance learning is considered - the most democratic form of education that allows broad segments of society to get an education.

Tkachuk, I. (2018) developed methodological recommendations on issues of theoretical and applied nature, which relate to the psychological and pedagogical support of personal and professional self-determination of high school students who found themselves in difficult life circumstances because of military conflicts. The psychological features of self-determination of high school students who found themselves in difficult life circumstances because of military operations were highlighted; the methodology of psychological and pedagogical support of professional self-determination of high school students was proposed.

Kuchai, O., Skyba, K., Demchenko, A., Savchenko, N., Necheporuk, Y., & Rezvan, O. (2022) analyze the role of multimedia education in the formation of the information society. The emergence and development of the information society determine the widespread use of information and communication technologies (ICT) in education, which is motivated by many factors that are disclosed in the article. Various

ways of using multimedia technologies in the educational process are described.

Kuchai, O., Yakovenko, S., Zorochkina, T., Okolnycha, T., Demchenko, I., & Kuchai, T. (2021) considers the training of specialists in education in the conditions of distance learning. It lights up the advantages of distance learning and determined the characteristic features of distance learning of students training in the implementation of these technologies in the educational process. The article focuses on the main aspects of computerization of studies as a technological breach in methodology, organization and practical realization of educational process and informative culture of a teacher.

Kritikou, M., & Giovazolias, T. (2022) show the factors in the university environment associated with emotion regulation, academic buoyancy, and academic adjustment of tertiary students within a self-determination theory framework in combination with the nascent third wave of Positive Psychology. Forty-one articles met the inclusion criteria, all of which were rated as either good or moderate quality. In accordance with the third wave of Positive Psychology that focuses on how interpersonal and ecological factors create nurturing environments and positive institutions, the systematic review highlighted the factors that institutes should consider in order to help students adjust better to the academic environment.

Clegg, K.A., Levine, S.L., Zuroff, D.C., Holding, A.C., Shahar, G., & Koestner, R. (2022) examine mediational models connecting autonomy support and self-criticism to negative affect (NA), positive affect (PA), and goal progress (GP) via autonomous and controlled motivation. Separate measures were obtained within eight domains (e.g., academic performance and intimate relationships) for 346 university students. Multilevel structural equation modeling was used to test whether, both between-persons and within-person, autonomy support and self-criticism predicted autonomous and controlled motivation, which in turn predicted NA, PA, and GP. In addition to several between-persons indirect effects, we found numerous significant within-person indirect effects.

Gaitanaru, A. (2019) emphasize that seventeenth and 20th century, the predominant phrase was Computer Science, with ideas and trends that targeted an informational society. Gradually the concept of Information Society has gained ground and has become a reality since the

explosion of the Internet, the main vector of this society. It is possible to imagine a society in which industry, public administration and other specialized structures of power will be fully computerized and included in the system of current communication networks, yet information in such a society proves to be a good asset of the administrative and political elite. Whole masses of people, after which their potential creator and social activity can be isolated from the knowledge that is circulating and those created in these networks.

Donnikova, I., & Kovban, A. (2020) analyze the possibility of combining legal and moral regulations in the implementation of the human right to freedom of conscience. The methodological basis of the study reveals the interdisciplinary of the problem. Culturological analysis of freedom of conscience is performed by using philosophical-anthropological and phenomenological approaches to identify the specifics of legal culture, the role of conscience in the moral and legal self-regulation of human. Systemic method is used for analysis freedom of conscience as a complex holistic phenomenon; historical method and comparative-legal method – for identification of the specifics of the legal regulation of freedom of conscience in historical retrospect and perspective.

Kaji, S., Jamshidnezhad, A., & Shoushtarian, A. (2019) show, that today, technology is used as an important and foremost tool to facilitate human life. Computers, tablets, smart phones and massive social networks have affected the health and medical professions. The sample size was found using the Gregis Morgan formula. Therefore, the patterns of passwords used in cyber environments by 200 students of IT Sciences were investigated and considered. Descriptive statistics have been used to analyze the gathered data in this study. The results showed that the passwords selected by the students were poor and imaginable for breaking.

Methodology

In the course of the research, theoretical methods were used: analysis of philosophical, pedagogical, psychological literature; modeling and designing of results and achievement processes at different stages of search work; analysis of documents of educational institutions; generalization and synthesis.

The general methodology of the research is based on the philosophical propositions of the theory of knowledge, general scientific principles of

scientificity, historicism, integrity, cultural conformity, unity of the national and universal; conceptual provisions of philosophical, psychological, pedagogical, economic sciences regarding human orientation to self-improvement; fundamental scientific approaches to the study of the problem in interaction and interconnection, applied at various stages of research; ideas of comparative studies regarding the anticipatory approach in the training of specialists in Ukraine based on the creative use of progressive ideas; humanization and continuity of professional education.

The methodological level is based on the following scientific approaches:

- a synergistic approach contributes to the enrichment of the educational process with dialogue means and methods of educational and pedagogical interaction, which ensures the development of specialists;
- a systemic approach, according to which education and training is a system in which all components are interconnected and interdependent;
- the anticipatory approach contributes to the fundamentalization of the training of specialists, their focus on innovative professional activity;
- the cultural approach is aimed at implementing the educational process taking into account the culture and historical traditions of its people, that permeates all pedagogical activity;
- the technological approach makes it possible to ensure the effectiveness of theoretical and practical training of specialists in universities.

Results and Discussion

The analysis of psychological and pedagogical literature made it possible to determine the following approaches to the consideration of the concept of readiness:

- functional and psychological – the study takes into account the state of a person's mental functions;
- personal – readiness is defined as a characteristic of the individual;
- activity – based on readiness for a certain type of activity is taken into account: educational, labor, sports.

Readiness for professional self-determination can be defined as an integral property of the

individual, which contributes to a conscious and independent choice of profession and the implementation of certain activities for its mastery.

Based on the components of readiness identified by the researchers, it can be assumed that in the structure of professional self-determination of future specialists to professional self-determination in the information society there are motivational, cognitive and activity components.

The motivational component shows the attitude of the future specialist to professional self-determination in the information society to the chosen profession. The motivational component includes value orientations, needs, interests, learning motives, etc.

The cognitive component of readiness for professional self-determination includes a person's knowledge of themselves and their capabilities, in particular, the state of health, awareness of the world of professions, the requirements of professions for an employee, and so on.

The activity component includes the presence of a personal professional plan of the future specialist for professional self-determination in the information society and practical steps for its implementation. The component includes professionally important knowledge and skills, personal qualities (Melnyk, 2013).

The life position of the individual, his worldview attitudes, ideals and social values are the basis that will determine the professional strategy and professional self-determination of the individual. In particular, a number of scientists believe that the success of professional self-determination will be influenced by a person's compliance with the following principles: he should create his own professional life; be aware of his future opportunities and contribute to their development. Be active and responsible in choosing a profession and determining ways to implement it; set realistic goals and achieve the necessary result in the process of mastering future professional activities; recognize mistakes in professional self-determination and purposefully work to eliminate them, etc. Scientists associate professional self-determination of a person with his personal self-determination, with his self-realization in various spheres of life, with self-actualization, self-transcendence, and self-knowledge.

It can be concluded that modern science has accumulated a wealth of experience in the field of the theory of professional self-determination. The presence of such diversity indicates not only the complexity of this phenomenon, but also that professional self-determination is largely determined by the peculiarities of the country and a certain social environment of the district, city, and village (Olikhovska, 2016).

According to S. Goncharenko, (1997) "professional self-determination is the process of making a decision by a person regarding the choice of future work activity, which consists in the awareness of the individual as a subject of specific professional activity. Provides for a person's self-assessment of individual psychological qualities and comparison of their capabilities with the psychological requirements of the profession to a specialist".

According to M. Dubinka (2015), professional self-determination consists in the individual's awareness of himself as a subject of specific professional activity and provides for:

- 1) A person's self-assessment of their own individual psychological qualities and comparison of their capabilities with the psychological requirements of the profession to a specialist;
- 2) Awareness of their role in the system of social relations and their responsibility for the successful performance of their activities and the realization of their abilities;
- 3) Self-regulation of behavior aimed at achieving the goal.

As a result, professional self-determination is a multidimensional process that can be viewed from different perspectives:

- as a series of tasks that society sets for the emerging individual, and which the individual itself must solve over a certain period of time;
- as a process of step-by-step decision-making, with the help of which an individual forms a balance between his desires and inclinations, on the one hand, and the needs of society, on the other;
- as a process of forming an individual lifestyle, of which professional activity is a part.

Summarizing, we state that the professional self-determination of the future specialist is the process of becoming a specialist and his socialization, in the process of which the future

specialist acquires readiness for independent, creative professional activity based on awareness and subjective correlation of social requirements with their own potential and existing abilities. A set of internal conditions, and, at the same time, acquires the ability to independently make decisions regarding important professional goals that make sense both for the subject himself and for society.

Having analyzed a number of psychological and pedagogical sources on the outlined problem, we can formulate a number of tasks of professional self-determination:

- 1) Form an attitude to one's own activity and self-knowledge as the basis of professional self-determination;
- 2) Ensure self-knowledge and form an "image-I" as a subject of future professional activity;
- 3) Develop the ability to compare the "image-I" with the requirements of the profession to the individual and the needs of the labor market, create a professional plan on this basis and check it;
- 4) Develop the ability to analyze various types of professional activity, taking into account their kinship in psychological characteristics and similarity of requirements to a person;
- 5) Create conditions for checking the possibilities of self-realization in various types of professional activities by organizing professional tests;
- 6) To ensure the development of professionally important qualities;
- 7) To form motivation and psychological readiness to change the profession and reorientation to new activities;
- 8) To foster universal and general professional qualities and personal needs.

On the way to self-determination, the future specialist in the information society in one way or another reveals his activity through the following aspects. Normative (a set of those requirements that are put forward to the individual by society in general or the team in particular: a) Physical, intellectual, moral readiness for Work; b) Readiness to perform duties; c) readiness to unite the team, its support and development). Real (material or spiritual contribution that was made for the teaching staff or society in general: a) personal actual contribution that the individual makes to the team, and recognition of its value; b) support and positive assessment of activity, independence of the individual in activities and communication within the moral norms of society). Psychological (awareness, correlation of the

requirements of the individual and the requirements of others: a) general focus on cooperation; b) the ability to conquer their own desires in favor of the team).

The main factors of professional self-determination are:

- family position;
- peer position;
- position of the teaching staff;
- personal professional and life plans;
- abilities and their manifestations;
- focus on public recognition;
- awareness of certain professional activities.

Therefore, professional self-determination of a person is associated not so much with life experience, but with his idea of the future. An important indicator of professional perspective, its realism is the connection of life and professional expectations, value orientations and life goals with professional plans, the ability to connect them with the current life situation.

The main principles that guide future specialists when choosing a profession and place in the social structure of society are:

The principle of consciousness in choosing a profession is expressed in the desire to meet with your choice not only personal needs in work, but also to bring as much benefit to society as possible. Awareness of the need to choose first those professions that are needed by the national economy, now to the greatest extent, serves as one of the indicators of the development of individual consciousness.

The principle of compliance of the chosen profession with the interests, inclinations, abilities of the individual and at the same time the needs of society as a whole (district, region) in the personnel of the necessary professions expresses the connection between the personal and social aspects of choosing a profession.

The principle of activity in choosing a profession characterizes the type of activity of a person in the process of professional self-determination. You need to actively search for a profession yourself. In this, a big role should be played: a practical test of students' strength in the process of labor and professional training, advice from parents and their professional experience, search and reading (by profession of interest) literature, participation in the work of technical creativity circles, work during practice, and much more.

Based on this, in the process of forming a person's readiness to choose a profession, it is necessary to pay attention to the following individual characteristics. First, these are the interests and inclinations of the individual. This is an interest in the profession that the future specialist chooses for himself. The development and formation of professional interests are directly related to cognitive interests. The more pronounced the professional interest, the deeper the need to master knowledge in a particular profession. Thus, the choice of the right profession depends not only on the individual typological differences of future specialists, but also on their cognitive interests, abilities, and inclinations (Vdovenko, 2015).

The peculiarity of professional self-determination at the stage of training in a higher education institution is the formation of professional self-awareness, the main characteristics of which are the desire to discover your inner world, a pronounced focus on the future, relative stabilization of self-awareness processes, high self-criticism. The study of the mechanisms of self-awareness, the mechanisms of mastering the individual's inner reserve is aimed at helping young people to fully realize themselves at the stage of professional self-determination.

One of the manifestations of professional self-awareness of the student is self-actualization as a desire for the full manifestation and development of their personal capabilities, as the main integral characteristic of the integrity of the individual and the mechanism of interaction between collective and individual principles in the self-consciousness of a person.

The level of development of self-actualization of the individual determines the qualitative content and formally dynamic characteristics of professional self-determination at the stage of training in a higher education institution (Bodnar & Makarenko, 2006).

Therefore, professional self-determination of the future specialist to professional self-determination in the information society is a long and dynamic process of independent coordination of the achieved, but not realized opportunities and requirements of the chosen profession. The result of this process in youth is the readiness of a high school student for professional self-determination, which is a personal neoplasm that is formed in the process of purposeful influence and ensures that the High School student agrees on the content and

structure of the profession. Moreover, the requirements for a person with the opportunities and needs formed and realized by him in the process of development (Kulakov, 2010).

I. Tkachuk (2018) suggests that employees of educational institutions use methods that provide for consistent performance of these tasks. The introduction of these methods involves cooperation and coordination of efforts of the teacher, practical psychologist in the process of psychological and pedagogical support of professional self-determination of future specialists. One of the defined tasks – activation of cognitive and search activities of high school students is performed in the process of mastering the content of the career guidance course "Professional Success: Movement Strategy" by future specialists. The main goal of the course is to develop the competence of future specialists in choosing their future profession. This goal is realized in the process of solving the following tasks:

- formation of a system of knowledge of high school students about the profession of the chosen field, their condition, prospects in the labor market and professional requirements;
- activation of the processes of self-knowledge, self-assessment of their abilities, opportunities and priorities in professional activities;
- familiarization with the possibilities of personal development and social realization in a certain professional sphere.

It is suggested to use active forms of conducting classes, such as discussion, brainstorming, role-playing and business games. Turning to these forms, you should try to get into the emotional, creative, spheres of the individual, make classes not formal, but effective and productive. The following career guidance tools can also be used to activate cognitive and search career guidance activities in an educational institution.

The developed diagnostic practices for determining the degree of formation of the orientation of future specialists to future professional success deserve attention. Practices are developed as a basis for creating an individually oriented correctional and development program to promote the formation of future specialists' focus on future professional success. Their task is to ensure control over the dynamics of this process, assess the effectiveness of this career guidance work. Practices are aimed at identifying future specialists with the degree of thorough knowledge about the conditions for

achieving professional success in the chosen field of activity (understanding the meaning of the concept of "professional success". Knowledge about the profession of the chosen field of activity, their state and prospects in the labor market, professional requirements; self-assessment of opportunities, needs and professional priorities). We will briefly describe certain practices:

The questionnaire "Professional Intentions" (author: E. Zeier) consists of 22 questions. The methodology is used to determine the level of formation and awareness of the studied life plans, professional inclinations and intentions, knowledge about the profession, as well as their readiness to assess their suitability for the future profession and the effectiveness of the influence of the career guidance environment on the professional self-determination of the subjects. All questions are grouped in five areas, and the answers indicate the level of formation and awareness of each of them. The qualitative analysis includes:

1. Life plans of the subjects.
2. Hobbies and professional intentions.
3. Knowledge of professions.
4. Assessment of your fitness for the profession.
5. Effectiveness of career guidance work in an educational institution.

Based on the results obtained, the validity of professional intentions is established in order to help future specialists in professional self-determination. The following scales are used to assess indicators: knowledge of professions; assessment of their suitability for the profession. The method "The readiness to choose a profession" (author: A. Chernyavska) is a questionnaire that contains 99 questions with a dichotomous answer form "yes", "no". The purpose of the methodology is to determine the level of readiness for an adequate professional choice. The questionnaire consists of five scales: "autonomy"; "awareness"; "time orientation" (planning); "decision-making"; "emotional attitude". Questions of individual scales are distributed in the methodology in any way. According to the author's plan, the "awareness" scale evaluates the degree of awareness of future specialists about the world of professions in general and about individual professions or groups of professions. The concept of "awareness of the world of professions" includes the following: awareness of the distribution of the world of professions by subject and purpose of work, tools of production. In addition,

knowledge of the concepts of labor culture, labor discipline, enterprise structure, payment principles; knowledge of individual professions; knowledge or practical skills related to the acquisition of a profession, search and employment, the necessary level of education for different professions; how to stay at work, how to improve your professionalism. Awareness of individual professions or groups of professions includes knowledge about the physical and socio-economic conditions of work in the profession, the requirements of the profession to a person (psychophysiological features, cognitive sphere, and personal qualities). Moreover, requirements for the level of education, opportunities for obtaining education; prospects for professional growth; knowledge of the socio-economic needs of society, a particular region and the need for personnel of individual enterprises.

Methodology "The readiness of future specialists for professional self-determination" (author: L. Kabardova). Future specialists base this questionnaire on the principle of self-assessment at the same time:

- their capabilities in the implementation of certain skills (educational, creative, labor, social, etc.);
- their real, experienced and formed in personal experience emotional attitude, which occurs every time during the performance of the activities described in the questionnaire;
- their desire or unwillingness to have the evaluated types of activities in their future professional activities.

According to the results of the survey, according to this methodology, the professional sphere that the student prefers is determined ("human-sign", "human-technique", "human-nature", "human-artistic image", or "human-human"). Next, the total amount of points scored in each professional area is calculated: separately – "skill", separately – "emotional attitude", separately - "professional wishes". The result of this calculation is a clear picture of the ratio of grades on 3 scales: skills, emotional attitude of the student and professional wishes, preferences in each professional field and for each specific issue (type of activity).

The method of diagnosing motivation for success (author: T. Ehlers) is designed to diagnose the motivational orientation of the individual to achieve success identified by G. Heckhausen. This questionnaire contains 41 statements that the subject must agree with or deny. The degree

of formation of the motive for success is estimated by the sum of points for answers that coincide with the key.

Methodology for diagnosing motivation to avoid failures. A list of words is offered 30 columns of three words each. In each line, you need to select only one of the three words that most accurately characterizes the subject. The results of these two methods are analyzed together.

The Dembo-Rubinstein self-assessment research methodology is based on a direct assessment of future specialists' abilities, capabilities, and skills. The subject is asked to note on vertical lines-scales the expressiveness of the qualities of interest to the researcher (actual) and also such a degree of expressiveness that the subject would like to have in himself (ideal, reflecting his claims).

Conclusions

The main goal of professional self-determination is clarified.

The following approaches to the consideration of the concept of readiness are defined: functional-psychological, personal, activity-based. Based on the components of readiness identified by the researchers, it can be assumed that the structure of professional self-determination of a future specialist in the information society contains motivational, cognitive and activity components.

Self-determination is a multidimensional process that can be considered from different points of view: as a series of tasks, that society sets for the emerging individual. In addition, the individual must solve in a certain period of time; as a process of step-by-step decision-making, with the help of which the individual forms a balance between his desires and inclinations, on the one hand, and the needs of society, on the other; as a process of forming an individual lifestyle, of which professional activity is a part.

A number of tasks of professional self-determination of a future specialist in the information society are formulated.

Diagnostic practices for determining the degree of readiness of future specialists for future professional success are characterized.

We see prospects for further research in the development of practices of readiness of future specialists for professional self-determination in the information society.

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