

PROFESSIONAL CAREER, SUCCESS AND HIGHER EDUCATION IN THE VALUE SYSTEM OF REGIONAL UNIVERSITY STUDENTS (BASED ON THE SOCIOLOGICAL SURVEY MATERIALS)

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Abstract

The relevance of studying the ideas of the regional university students about professional success, career, and the role of education is due to the fact that the choice of professional journey, building a future career in the educational process among modern students remains rather low. At the same time, the problem of personnel outflow in the regions of Russia is regularly discussed at all levels of government bodies and in the scientific community.

The purpose of this article is to study the ideas of modern students of a regional university about professional success, career and education.

The authors suggest that the research data can help clarify the ideas about the value orientations of modern student youth, study various aspects related to the career of young people, and contribute to the career strategies construction for young people.

Since it is young people who play the main role in the professional reproduction of society, the study of the career strategies of young people can make it possible to develop career guidance work at school and university.

The given article considers some questions of the survey conducted in November - December 2020. 111 students of humanities field, 65 – natural science field and 80 – technical field were interviewed. Selection criteria were faculty (humanitarian and technical) and course (3rd and 4th courses of bachelor's degree). The research was carried out by the method of group questioning in classrooms.

The survey involved young men (41.8%) and girls (58.2%), aged 18-19 (10.9%); 20-21 years old (82.8%); 22 years and older – 6.3% of respondents.

First we were interested in the question of the motives for choosing a profession by students. Having analyzed the motives, we were able to identify those factors that influence the choice of a particular profession by applicants. Overall, the results turned out to be quite predictable: in the first place were good wages, well-being (58.6%); personal inclinations, abilities (53.5%); demand in the labor market (39.1%) and career opportunities (39.1%). It is also worth noting that some respondents indicated their ideas about professional activity as a mission in society as a determining factor.

One of the questions asked the respondents to express their opinion about such an instrument of success as having a higher education. 44.1% of respondents do not consider having higher education a guarantee of success in life. Most likely, there is an understanding in Russian society that other components are also needed to achieve success.

One cannot but agree with a number of researchers who believe that "... a career is perceived by students in a vague and rather broad sense of the word."

This thesis is confirmed by the data of the question "What, in your opinion, is most important in assessing the work?" Income is the most important for respondents when assessing work, this opinion is shared by 69.5% of respondents, for 51.6% – good working conditions (safety, cleanliness, convenient schedule, etc.), professional self-realization (the opportunity to show one's abilities, business qualities) – 44.9%, career growth – 41.0% of students. The choice of respondents is predictable, there are slight differences in the areas of study.

To the open-ended question "What does it mean to be a successful person in the professional environment that you have chosen?" the respondents in their answers put the criterion of achievement in the first place, the most often in their answers were: "recognition, help people, having feedback", "authority", "know your business 100%"; in second place was the level of wages; further – the position held: "to hold senior positions and do their job perfectly"; then comes the career advancement "to climb well up the career ladder, to have a good command of the relevant competence", and career mobility "permanent business trips abroad".

The study showed that for the respondents, career growth means activities in the form of achievements, for example, "... do their job well" (students of the humanities), "self-realization in the professional sphere" (students of natural sciences), "the opportunity to show their professional skills" (technical students).

So, a modern employer is interested in highly qualified specialists, therefore, today higher educational institutions are faced with the task of professional training of graduates in accordance with those competencies that will not only correspond to the labor market, but even outstrip the requirements of the market.

The conducted survey allows us to investigate the perceptions of respondents at a given time stage. The result of such a study can be designed career guidance work, starting with school, with the involvement of employers of city-forming enterprises and the administration of universities.

Keywords: Student youth, regional university, higher education, professional career, success, value system, sociological survey.

1 INTRODUCTION

The relevance of studying the ideas of the regional university students about professional success, career, and the role of education is due to the fact that the choice of professional journey, building a future career in the educational process among modern students remains rather low. At the same time, the problem of personnel outflow in the regions of Russia is regularly discussed at all levels of government bodies and in the scientific community (Trushin, 2019, pp. 16-19).

In research, a career is most often understood as "the sequence of types of work performed by an individual in the course of his working life" (Abercrombie, Hill and Turner, 1997, p. 116).

Therefore, a career as a gradual advancement in the career ladder is accompanied by a change in professional competencies, professional qualifications, an increase in wages and satisfaction with one's professional activities. A successful career, according to experts, largely depends on how correctly it was planned. At the heart of such a construct, on the one hand, is the professional characteristic of a person: education, professional knowledge, skills and abilities; on the other hand, the conditions of the social environment of a young person.

Considering the ideas of young people about a career and the factors of its success, it is necessary to highlight the main approaches to understanding this phenomenon that are currently prevailing in science. In the social sciences and humanities, the phenomenon of career is considered from the standpoint of the process, status, value, organizational and individual approaches. In line with the process approach, a career is defined as a way to achieve certain goals and results through personal expression; the status approach – as the result of work and social status achieved by the employee; value approach – as a socially significant and valued labor activity of a particular person in society. Within the framework of the organizational approach, a career is interpreted as a career advancement directly related to the modernization of skills, abilities, qualifications and, accordingly, the amount of material remuneration; individual approach – as an individual work path of an employee, the result of which can be expressed both in the professional and in the

official form of career growth. In addition, the concept of “career” is used in two senses: narrow and broad. In a narrow sense, a career denotes the process of professionalization, or professional growth associated with a consistent change of professional roles, a gradual ascent of an employee to professionalism, a transition from one level of professionalism to another. In a broad sense, a career includes both professional growth, mastering the levels of professionalism, and the achievement of a certain social status in the job hierarchy, occupation of a certain position, job promotion. Accordingly, the professional and job career of the employee can be considered.

A professional career can reflect a number of significant areas in the process of professionalization of an employee: deepening existing knowledge and expanding competencies within the framework of an already acquired profession; mastering new knowledge, skills and competencies from other (usually related) professional fields, which can be carried out within the framework of additional professional education; mastering a new profession, etc. A job career involves a sequential change by an employee of job positions within the same organization (from lower to higher positions) and can have a structured or unstructured trajectory. Based on this idea of a career, we believe that every young person, joining in labor activity in accordance with his aspirations, can build a career both professionally and in official terms. In our opinion, these two areas of career growth can either be carried out in parallel or not coincide with each other. In other words, for a young person in his work, only his professional growth or only his official promotion can be the main thing, but he can also simultaneously strive to improve his professionalism and to raise his official status.

The purpose of this article is to study the ideas of modern students of a regional university about professional success, career and education.

In foreign and domestic sociology, youth, including students, is a constant object of study. Professional self-determination of students has been repeatedly considered in the works of such scientists as L.N. Bannikova, Yu.R. Vishnevsky, Ya.V. Didkovskaya (Bannikova, Vishnevsky and Didkovskaya, 2002, P.74-80).

The problems of vocational and labor definition are considered in the studies of S.V. Polutin and V.V. Kozina (Polutin, Kozin, 2016, pp. 192-200).

An assessment of the motivation and work values of young people, trends and features of the work orientations development are given in the studies of E.V. Andrianova, A.N. Tarasova and I.F. Pecherkina (Andrianova, Tarasova and Pecherkina, 2018, pp. 324-343).

The results of the relationship peculiarities study between professional ideas and ideas about success among students of technical and humanitarian specialties, as well as the peculiarities of ideas about the object of activity and work, depending on the dominant model of student success, are given in the article by S.V. Zholudeva and A.O. Antonova (Zholudeva, Antonova, 2014, pp. 110-121).

The study of professional interests, career aspirations of student youth is considered in the works of I.V. Sitnikova (Sitnikova 2019, pp. 61-77.), N.P. Narbut and I.V. Trotsuk (Narbut, Trotsuk, 2014, pp. 143-168.), V.V. Kotovsky (Kotovsky, 2014, pp. 91-96.), V. I. Filonenko, O. S. Mosienko, A. S. Magranova (Filonenko, Mosienko and Magranov, 2020, pp. 283-301) and others.

The authors suggest that the research data can help clarify the ideas about the value orientations of modern student youth, study various aspects related to the career of young people, and contribute to the career strategies construction for young people.

Since it is young people who play the main role in the professional reproduction of society, the study of the career strategies of young people can make it possible to develop career guidance work at school and university.

2 RESULTS AND DISCUSSION

This article considers some questions of the student survey conducted in November-December 2020. 111 students of the humanitarian training, 65 of the natural sciences training and 80 of the technical training were interviewed. Selection criteria were faculty (humanitarian and technical) and course (3rd and 4th of bachelor's degree). The research was carried out by the method of group questioning in classrooms.

The survey involved young men (41.8%) and girls (58.2%), aged 18-19 (10.9%); 20-21 years old (82.8%); 22 years and older – 6.3% of respondents.

During the survey, when answering the question “Do you combine study and work?” 41.8% of respondents combine study and work, of which 3.5% work in the profile of their future profession. In the total mass of the surveyed students, the number of working students in the humanities is insignificantly higher in comparison

with students of other fields. On the other hand, according to the profile of the future profession, there are quantitatively more technical students. Only 7.8% believe that work helps to master a specialty.

In this regard, it is interesting to see that the number of respondents who are dissatisfied with their financial situation coincides in percentage with the number of students who combine work with study. At the same time, the same percentage of respondents says that work interferes with studies.

Next, we were interested in the question of the motives for choosing a profession by students.

Table 1. Distribution of answers to the question: “What motives were you guided by when choosing a profession?” (choice of 3-4 answers)

	Answer options	Total (%)	Humanitarian training (%)	Natural sciences training (%)	Technical training (%)
1.	opportunity to benefit society	23.4	19.8	30.8	22.5
2.	demand in the labor market	39.1	26.1	35.4	60.0
3.	personal inclinations, abilities	53.5	63.1	47.7	45.0
4.	career opportunities	39.1	50.5	29.2	31.3
5.	good salary, well-being	58.6	52.3	56.9	68,8
6.	prestige of the profession	36.3	46.8	30.8	26.3
7.	interesting and creative work	33.2	30.6	32.3	37.5
8.	assumes personal responsibility	12.9	15.3	12.3	10.0
9.	other	2.3	1.8	1.5	3.8

Having analyzed the motives, we were able to identify those factors that influence the choice of a particular profession by applicants. Overall, the results turned out to be quite predictable: in the first place were good wages, well-being (58.6%); personal inclinations, abilities (53.5%); demand in the labor market (39.1%) and career opportunities (39.1%). It is also worth noting that some respondents indicated their ideas about professional activity as a mission in society as a determining factor. The respondents were not limited to one answer option, as a rule, students chose no more than two ready-made options. At the same time, only 2.3% of the respondents offered their detailed answer to this question.

Answers to the question “What influenced your choice of this profession?” are presented in Table. 2.

Table 2. Distribution of answers to the question: “What influenced your choice of this profession?” (choice of 1-2 answers)

	Answer options	Total (%)	Humanitarian training (%)	Natural sciences training (%)	Technical training (%)
1.	advice from parents, relatives	30.1	33.3	29.2	26.3

2.	opinions and / or example of friends	9.8	9.9	9.2	10
3.	positions of teachers	2.0	1.8	4.6	0
4.	the choice is exclusively independent	75.4	75.7	72.3	77.5
5.	other	1.6	1.8	0	2.5

Having analyzed the data obtained, it is safe to say that a modern applicant independently makes a decision, followed by advice from parents and relatives, opinions of friends.

One of the questions asked the respondents to express their opinion about such an instrument of success as having a higher education.

Table 3. Distribution of answers to the question: “Is higher education a guarantee of success in life for you?”

	Answer options	Total (%)	Humanitarian training (%)	Natural sciences training (%)	Technical training (%)
1.	Yes	18.4	16.2	21.5	18.8
2.	No	44.1	45.9	43.1	42.5
3.	Hard to say	37.5	37.8	35.4	38.8

44.1% of respondents do not consider having higher education a guarantee of success in life. Most likely, there is an understanding in Russian society that other components are also needed to achieve success. Sociologists note the decline in the value of higher education somewhere after 2010 (Trushin, 2019, pp. 12-14.)

3-4 year students have an idea of their future professional activity, since they are undergoing industrial practice, therefore the next question is presented in Table. 4.

Table 4. Distribution of answers to the question: “Do you see career prospects in your profession?”

	Answer options	Total (%)	Humanitarian training (%)	Natural sciences training (%)	Technical training (%)
1.	Yes	55.5	52.3	49.2	65
2.	No	8.2	11.7	4.6	6.3
3.	Do not know	31.3	34.2	38.5	21.3
4.	Other	5.9	2.7	7.7	8.8

55.5% see career prospects in the profession. Students studying in a technical direction see more prospects (65.0%) than students in other fields.

A number of researchers believe that “studying ideas of a career among students of Russian universities shows that a career is perceived by students in a vague and rather broad sense of the word” (Zhupnik, 2019, pp. 19-27).

This thesis is confirmed by the data of the next question “What, in your opinion, is most important in assessing the work?”

Table 5. Distribution of answers to the question: “What, in your opinion, is most important in assessing work?” (choice of 3-4 answers)

	Answer options	Total (%)	Humanitarian training (%)	Natural sciences training (%)	Technical training (%)
1.	correspondence of work to education, profession	22.7	18.9	33.8	18.8
2.	opportunity to show your abilities, business qualities	44.9	51.4	35.4	43.8
3.	guarantees of job preservation and salary payments	35.9	27.0	41.5	43.8
4.	prestige of work in the eyes of others	13.3	15.3	6.2	16.3
5.	high salary or income	69.5	70.3	75.4	63.8
6.	not very difficult, not tedious work	10.9	9.9	9.2	13.8
7.	an opportunity to make a career	39.8	56.5	40	25
8	availability of various benefits (vouchers, loans, etc.)	8.2	11.7	3.1	7.5
9.	independence in work	9.0	5.4	6.2	16.3
10.	the possibility of continuous professional growth, advanced training	41.0	43.2	32.3	45
11.	good working conditions (safety, cleanliness, convenient schedule, etc.)	51.6	54.1	49.2	50
12.	variety, creativity in work	19.9	20.7	21.5	17.5
13.	good team	27.0	27.0	13.8	37.5

Income is the most important for respondents when assessing work, this opinion is shared by 69.5% of respondents, for 51.6% – good working conditions (safety, cleanliness, convenient schedule, etc.), professional self-realization (the opportunity to show one’s abilities, business qualities) – for 44.9%, and

career growth – for 41.0% of students. The choice of respondents is predictable; there are slight differences in the areas of study.

Modern youth live in the present day without looking far into the future – is that so? (Table 6).

Table 6. Distribution of answers to the question “For what period of time do you make your life plans for the future?”

	Answer options	Total (%)	Humanitarian training (%)	Natural sciences training (%)	Technical training (%)
1.	for the coming days	12.9	9.9	16.9	13.8
2.	for a week or two	9.4	10.8	10.8	6.3
3.	for months	26.2	24.3	27.7	27.5
4.	for years	34.4	39.6	32.3	28.8
5.	not making any plans	14.8	13.5	10.8	20
6.	other	3.5	2.7	4.6	3.8

The data obtained indicate that 14.8% of respondents do not make any plans, that is, they live for today. Short-term plans (for the coming days and for a week or two) – for 22.3% of the respondents. 34.4% of respondents make plans for years, such planning is typical primarily for socially active youth.

The effectiveness of an educational institution is also determined by the implementation of the received education in practice (Table 7).

Table 7. Distribution of answers to the question “What are your plans after getting a profession?” (choice of 1-2-3 answers)

	Answer options	Total (%)	Humanitarian training (%)	Natural sciences training (%)	Technical training (%)
1.	self-realization in your profession	43.4	33.3	50.8	51.3
2.	retraining to another profession	15.6	18.9	10.8	15
3.	work in any profession	12.9	13.5	15.4	10
4.	start your own business	34.8	38.7	32.3	31.3
5.	continue education	28.1	28.8	32.3	23.8
6.	I don't know yet, I need to look around	24.2	29.7	24.6	16.3
7.	other	2.3	1.8	3.1	2.5

It can also be noted that only 15.6% of respondents are interested in changing the field of activity. This phenomenon can also be explained by the fact that while studying at a university, undergoing industrial

practice, students may be aware of their wrong choice.

In the course of the research carried out among students, it was revealed that 28.1% of them intend to continue their education, since the master's degree allows one to obtain competencies of a broader profile. 43.4% respondents plan to work in their specialty.

To the open-ended question "What does it mean to be a successful person in the professional environment that you have chosen?" the respondents in their answers put the criterion of achievement in the first place, the most often in their answers was: "recognition, help people, having feedback", "authority", "know your business 100%"; in the second place was the level of wages; next was the position held: "to hold senior positions and do their job perfectly", "to rise to the position of deputy a minister in any area"; then was a career advancement: "to climb well up the career ladder, to have a good command of the relevant competence", and last – the career mobility, e.g. "permanent business trips abroad".

The study showed that for the respondents, career growth means activities in the form of achievements, for example, "... do their job well" (students of the humanities), "self-realization in the professional sphere" (students of the natural sciences), "the opportunity to show their professional skills" (technical students).

And the last question of the questionnaire was devoted to the value system of the respondents.

Table 8. Distribution of answers to the question: "What, in your opinion, makes a person happy?" (choice of 1-2-3 answers)

	Answer options	Total (%)	Humanitarian training (%)	Natural sciences training (%)	Technical training (%)
1.	interesting job	46.1	42.3	49.2	48.8
2.	high salary, income	42.6	40.5	43.1	45
3.	family	65.6	74.8	56.9	60
4.	love	46.5	55	46.2	35.0
5.	friendship	23.8	23.4	21.5	26.3
6.	career, professional achievements	18.4	25.2	10.8	15
7.	social status, respect for people	16.0	18	15.4	13.8
8.	health	48	46.8	46.2	51.3
9.	peace of mind, clear conscience	31.6	22.5	38.5	38.3
10.	other	2.3	1.8	3.1	2.5

The research results show that the most important value in the life of boys and girls is the family (65.6%). In second place is health (48%), and in third place is love (46.5%), interesting work (46.1%), high salary, income (42.6%). Career ranks next to last. In last place is social status and respect for people.

So, it should be noted that young people mostly choose their future profession independently. The main motive is a stable income, higher education is no longer a guarantee of success in life and less than a third of the surveyed graduates intend to continue their education (28.1%).

One third of students (34.4%) plans their life for years ahead. 43.4% of respondents plan to link their activities with their chosen profession.

Half of the respondents (55.5%) note the possibility of career prospects.

The amount of income, working conditions and professional self-realization are priorities when evaluating a job. It should be noted that the family remains the most important value in the life of boys and girls (65.6%).

3 CONCLUSION

A modern employer is interested in highly qualified specialists, therefore today higher educational institutions are faced with the task of professional training of graduates in accordance with those competencies that will not only correspond to the labor market, but also even outstrip the requirements of the market.

The survey allows us to study the perceptions of the respondents at this time stage, the differences in the areas of study at the university. The result of such a study can be designed vocational guidance work, starting with school, with the involvement of employers of city-forming enterprises and the administration of universities.

In our opinion, starting from school, it is necessary to create conditions for the professional self-determination of a student. In turn, students, receiving fundamental knowledge in higher education, should clearly understand that without the skills of critical thinking, digital communication and planning a professional career, it would be difficult to realize themselves professionally.

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