

EVALUATION CRITERIA AND INDICATORS OF STUDENTS' PROFESSIONAL IDEAL FORMATION

КРИТЕРІЇ ОЦІНЮВАННЯ ТА ПОКАЗНИКИ СФОРМОВАНOSTI ПРОФЕСІЙНОГО ІДЕАЛУ СТУДЕНТІВ

The article defines the criteria for the formation of professional ideals among students: cognitive-reflective (deepening knowledge about the operation of professional standards of the chosen profession; clarifying and realizing the ideal image of one's own professional future (the image of "I" and my chosen profession); the ability to reconcile the requirements of professional activity and the formed individual characteristics), motivational-target (deepening students' knowledge about the chosen profession and their own individual characteristics; practice-oriented professional activities) and procedural-activity (planning of future professional activities; forming an idea of themselves as a future professional ("I" – I am a future professional), practical activities leading to the student's professional maturity). These criteria are closely related and interdependent, which in turn helps students form their own image of a perfect professional future.

The main indicators of the formation of professional ideals among students in the process of professional training, which would help modern youth realize themselves in their chosen profession, are defined as: deepening knowledge about professional standards of the chosen profession, reflection on the image of one's own professional future, self-assessment in the chosen profession (cognitive complexity and self-assessment of students' professionally-reflective knowledge about the ideal image of one's own professional future); professional interests, motives for mastering the chosen profession, professional aspirations of students in the chosen profession (focus on perfect mastery of the chosen profession and the level of professional aspirations in it); professional intentions, self-improvement in active subject-practical activities of a professional orientation, mastering a system of methods of professional actions in the context of the chosen profession (stability and effectiveness of professional ideals).

Key words: career guidance, professional ideal, students, indicators, criteria.

У статті визначено критерії сформованості професійних ідеалів у студентів: когнітивно-рефлексивний (поглиблення знань про чинні професійні стандарти обраної професії; з'ясування та усвідомлення ідеального образу власного професійного майбутнього «Я – моя професія»; вміння узгоджувати вимоги професії та сформовані індивідуальні характеристики), мотиваційно-цільовий (поглиблення знань студентів про обрану професію та власні індивідуальні особливості; практико-орієнтована діяльність професійної спрямованості) та процесуально-діяльнісний (планування майбутньої професійної діяльності; формування уявлення про себе як майбутнього успішного фахівця «Я – майбутній професіонал», практична діяльність, що веде до професійної зрілості студента). Ці критерії тісно пов'язані між собою, що, своєю чергою, допомагає студентам сформувати власний образ ідеального професійного майбутнього. Основні показники формування професійних ідеалів у студентів у процесі професійної підготовки, які б допомогли сучасній молоді реалізувати себе в обраній професії, визначаються як: поглиблення знань про чинні професійні стандарти обраної професії, обмірковування власного професійного майбутнього, самооцінка професійних можливостей в обраній професії (оцінка студентами своїх професійно-рефлексивних знань та когнітивних здібностей щодо ідеального професійного майбутнього); професійні інтереси, мотиви опанування обраною професією, професійні прагнення студентів у обраній професії (зосередженість на досягненні майстерності в обраній професії та ступеня професійних прагнень у ній); професійні наміри, безперервне самовдосконалення в професійній діяльності, засвоєння системою способів професійних дій у контексті обраної професії (стійкість та ефективність професійних ідеалів).

Ключові слова: профорієнтація, професійний ідеал, студенти, показники, критерії.

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Problem statement. Taking into account the requirements of the modern educational environment in higher educational institutions, the economic prospects of the labor market, and the social development of society, the problem of forming a personality that is ready for professional realization throughout life becomes relevant. In view of this, the issue of modernizing the traditional professional orientation of students in modern higher education institutions is increasingly being raised.

Analysis of research and publications. The problem of modernization of professional orientation of modern youth in the educational process has been widely covered in scientific works, in particular, the works of I.D. Bekh, V. Bilyk, V.S. Bolgarina, M.D. Galiv, E.I. Holovakha, N.I. Guslyakova,

N.I. Kalyta, O.M. Kobernyk, V.O. Korniyenko, O.V. Melnyk, I. Pidlasy, V.T. Lozovetska, N.V. Saenko and others are devoted to it. However, the formation of professional ideals among modern youth, in particular the issue of determining the criteria and indicators of their formation among students of higher educational institutions, is practically not researched.

Thus, the **purpose** of the article is to determine the criteria and indicators of the formation of professional ideals of students during the process of professional training, which would help modern youth realize themselves both in the educational environment and in their further work.

Presentation of the main material of the study. The conducted theoretical analysis of philosophical, psychological and pedagogical literature allows us

to distinguish three interrelated criteria for the formation of professional ideals in students: cognitive-reflective, motivational-target, and procedural-activity. The cognitive-reflective criterion characterizes the complex of actions of vocational training students, which are aimed at familiarizing themselves with the current objectively set professional standards of their chosen professions, realizing and comprehending the ideal image of their own professional future. Students should know how, based on the knowledge, skills and abilities they have acquired and the appropriate self-assessment, to get to know themselves, to implement various approaches to align the requirements of their chosen professions set by the modern labor market with their individual characteristics, desires and opportunities.

The next important criterion of the formation of students' professional ideals is motivational-target. Let us focus our attention on the combination of the motivational-target criterion of the motives and goals of student activity. Motivation is generally associated with more desirable outcomes in a predictable and linear manner, indicating the relatively strong influence from general self-determination [2, p. 1317]. Therefore, motives as a set of internal personal conditions of self-determination, motivate, direct and control human actions and deeds. The formed motives of educational activity simultaneously provide for the formed goals of professional activity, which are realized. In view of this, the professional ideals of students are a component of the goal-setting process. In this process, it is the goal that, through appropriate means, outlines the mentally predicted results of professional training.

We have determined that the final criterion for the formation of professional ideals among students is procedural-activity. This criterion, assuming a high level of formation, ensures that students can implement their acquired knowledge during practical activities related to their profession, thereby contributing to the practical component of their professional ideal and helping them develop a valued attitude towards their chosen career.

The analysis allows us to distinguish the following criteria for the formation of professional ideals in students: cognitive-reflective, motivational-goal and procedural-activity. These criteria help students form a complete image of their own professional future, determine the direction of professional growth, and systematize their self-concept as a "future professional".

A feature of the cognitive-reflective criterion is that a clear and understandable sphere of professional activity is set for students of higher educational institutions. Therefore, the indicators of this criterion are as deepening knowledge about professional standards of the chosen profession, reflection of the image of one's own professional future, self-esteem in the chosen profession.

The first indicator of the specified criterion we have highlighted is deepening knowledge of objectively set professional standards of the chosen professions. These standards are set by state regulatory documents, a separate order of the Ministry of Education and Science of Ukraine dated February 17, 2021, No. 216 "On approval of methodological recommendations for the development of standards of professional (vocational and technical) education using a competency-based approach". The aforementioned document, within the scope of the type of activity, defines: requirements for the content of professional (vocational and technical) education; requirements for mandatory competencies and learning outcomes of a student of the appropriate level of education; professional and educational qualifications; the total educational workload of education seekers; the conditions that determine the ability of a person to begin training in a profession; requirements for occupational safety training; the procedure for assigning qualifications within the profession.

Thus, professional standards of professions set requirements for the profession chosen by the student, which, in combination with the dynamic demands of the labor market, provide an opportunity to gain knowledge about the chosen profession and existing objectively set professional standards. Students also know how to develop professional skills and personal qualities necessary for successful activity and create a self-improvement program in it.

The next indicator of the cognitive-reflective criterion is the students' knowledge about the reflection on the ideal image of their own professional future in the field of their chosen professions, formed on the basis of self-knowledge and reflection. Such knowledge is systematized in the ideas of young men and women about themselves now (the image of "I" and my chosen profession) and in the future ("I" – I am a future professional). The interrelationship and contradiction between them encourages students to active self-knowledge, self-improvement, and self-development. And this process is active and realistic only if there is an adequate assessment of the profession and self-assessment in the context of its requirements for personal and professional qualities. That is why the next indicator we have highlighted is students' self-assessment of their professional capabilities.

It should be emphasized that today, the issue of the influence of self-esteem on the formation and development of a growing personality has been studied quite thoroughly. Currently, the question of the essence of this concept, its content and meaning does not cause deep discussions. In addition, self-esteem is considered an important method of self-regulation. A person in the process of communication constantly compares himself with the "standard" and, depending on the results of the test, remains satisfied or dissatisfied with himself [6, p. 122]. Students evaluate

themselves according to the criteria set in society and thereby approach the corresponding ideals, models, and values.

Therefore, the motivational incentive for the development of an individual's career guidance activities is, first and foremost, an adequate self-assessment of students' knowledge regarding their current opportunities in the context of mastering the chosen profession as well as an adequate understanding of personal knowledge about the socio-professional standards set by the labor market. At the same time, a clear structuring of such knowledge forms the basis for students to develop activity goals, the complexity of which sets the framework for their professional activity. That is why the indicators of the motivational-target criterion of the formation of professional ideals in students in the process of professional training are: professional interests, motives for professional mastering, and professional aspirations of students in the chosen profession.

We also emphasize that the formed professional ideal brings clarity and unity to the individual's orientation and serves as one of the central motives for professional development. Professional orientation determines human activity through the formed system of needs. Such activity becomes possible only in the presence of professional interests, which represent the primary indicator of the motivational – target criterion.

We agree with the statement of Harackiewicz, J.M., Hulleman, C. S., who considers interest as critically important in its own right: may be view as essential with respect to adjustment and happiness in life [1, p. 44]. Thus, meeting present demands is the primary objective of interest. Therefore, interest is essential for the development of professional ideals since it helps students construct their need-motivational sphere in professional activity.

The result of such activity is knowledge of the chosen profession, self-knowledge in the context of its requirements, assessment of socio-professional standards and self-assessment of one's own individual characteristics. That is why the formed professional interests are evidence that the student has begun to form an idea of himself as a future professional.

Therefore, the professional interest formed in students is an effective source of professional motives: their desire and readiness to apply the acquired knowledge, skills, and abilities in professional activities. Such motivation is a key factor in successful professional development, which affects the effectiveness of training, satisfaction with the chosen profession, and self-realization in further career growth. Focus on the motives for mastering the chosen profession is the second indicator of the motivational-target criterion. And the next indicator we have determined is the professional aspirations of students in their chosen profession. Let us justify this position.

Professional aspirations of an individual are defined by the scientist D.V. Kovalev as a formation that is formed on the basis of life aspirations, which, in turn, represent a person's attitude towards himself as a social unit: identifying important aspects of social realization, awareness of one's own values, goals, ways of realizing them, and appropriate resources as tools for achieving the goal [4, p. 91]. Professional training of students with a high level of professional aspirations will ensure the process of self-formation as a future professional, which is expressed in the complex of her demands on herself, assessment of herself and her capabilities. At the same time, the need for achievement in professional activity for students can be satisfied only if they achieve success in it.

Therefore, the formed aspirations in professional activity help students master thorough knowledge, skills, abilities, personal and professional qualities, competence, flexibility and mobility in the way they understand the complexity of the profession, its requirements and the given socio-professional standards. That is why we have highlighted this indicator of the formation of professional ideals among students, which, if sustained and effective, encourages them to engage in active professional activity for a long time.

We note the scientific research of V. Kornienko, which considers stability and effectiveness as qualitative characteristics of the formation of personality ideals. The peculiarity is that these characteristics are inextricably linked with each other. Thus, due to its stability and effectiveness, the professional ideal reflects the perspective of personality development [5, p. 94], its professional orientation towards the appropriate result of interaction with the environment [5, p. 31].

Given the above, the indicators of the procedural-activity criterion are: professional intentions, self-improvement in active subject-practical activities of a professional orientation, mastering a system of methods of professional actions in the context of the chosen profession.

The first indicator of the specified criterion is the professional intentions of students in the field of engineering and labor professions. Intention, according to the definition of the authors of the dictionary reference is a person's decision to perform a certain action and achieve a certain result in the future. It precedes the action and performs the function of motivating and planning behavior and activity, primarily professional [7, p. 132]. It seems logical that such educational activities are driven by students' desire to deepen their knowledge of their chosen profession, its requirements, and the demand on the labor market, which significantly increases the cognitive complexity of their ideal image of their own professional future. That is why we have determined the next indicator of the specified criterion as the self-improvement of students in active subject-practical activities of a professional orientation.

It should be noted that the professional ideal for students is the goal of individual self-improvement, overcoming one's own shortcomings, only if it is set by the individual for himself. Therefore, the professional self-improvement of students in the educational process is a purposeful self-formation of those professional qualities that are necessary for a successful future career.

Considering the above, we note that activity is a very relevant and important indicator in the practical implementation of the ideal image of the future profession formed among students. Activity is one of the ways to realize the need for professional activity, self-improvement, and self-expression of the individual. This is one of the most effective ways to resolve professional conflicts.

This is also confirmed by the understanding of personality activity as a person's ability to conscious activity in any sphere of life. It is the active life position of a person, which is manifested in his principledness, consistent defense of his views, initiative, efficiency, activity, especially labor, which is an integral characteristic of personality activity [3, p. 21]. Given this, activity as the most general moral and labor quality of a person is, first of all, determined by the professional position. A feature of the formation of an active professional position of students is the consideration of personal motivational forces.

Thus, the individual's focus on satisfying certain material needs, which is manifested in intensive professional activity, makes it possible to highlight the third indicator of the formation of students' professional ideals — mastering the system of methods of professional actions: students not only possess knowledge of the professional direction of training and apply it in practice, but also know how to carry out transformative activities. This determines the third indicator of the specified criterion — mastering a system of methods of professional actions in the context of the chosen profession.

Thus, mastering a system of methods of professional actions by students presupposes the presence of certain professional knowledge, skills and abilities, which, when performing professional tasks, have a subject-transformative character in the professional sphere clearly specified by the educational profile. At the same time, professional skills indicate the appropriate level of practical activity of students and their ability to apply their knowledge in clearly defined situations of a professional nature.

In the process of mastering the chosen profession, students are introduced to the nature of work in accordance with the chosen profession. This type of professional activity is enshrined in relevant norms. In the process of studying at a higher educational

institution, the professional actions of each student acquire individuality, a certain characteristic and show the level of mastery of professional skills. Thus, practical activity is the main source of consolidating ideals, their refinement based on ideas about one's own professional future. Here we consider the ideal as an important professional reference point, a principle of practical activity, leading to the professional maturity of the individual, because it helps students adjust their own worldview and gain the necessary experience in performing professional functions.

Conclusions. To sum up the results, based on the theoretical analysis of the problem, we identify the following three interrelated criteria for the formation of students' professional ideals in the field of their chosen professions and the indicators corresponding to each criterion: cognitive-reflective (deepening knowledge about professional standards of the chosen profession, reflection on the image of one's own professional future, self-assessment in the chosen profession); motivational-target (professional interests, motives for mastering the chosen profession, professional aspirations of students in the chosen profession); procedural-activity (professional intentions, self-improvement in active subject-practical activities of a professional orientation, mastering a system of methods of professional actions in the context of the chosen profession).

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