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CAREER PROSPECTS OF HIGH SCHOOL STUDENTS IN THE CONTEXT OF SOCIAL CHANGE

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Abstract. Against the backdrop of global social change, modern high school students face the challenge of choosing a career path corresponding to current realities. This includes taking into account the trend towards specialization in modern education. Established career prospects help young people decide about their educational and career options. This enables them to gain self-confidence and take the necessary steps to achieve their goals. Consequently, one of the most important tasks of educational institutions is to psychologically and pedagogically support the process of developing career perspectives in high school students.

The study aims to examine the current trends in creating professional opportunities for modern high school students and determine the goals for the organization of psychological and pedagogical support of this process.

The methodological framework of the study is based on the ideas of a systematic approach. From this perspective, career perspectives are conceptualized as a series of interconnected developmental pathways that emerge in the context of a person's life events. These paths shape the future in terms of career development and advancement. The dimensions of career pathways are defined as a systemic personality formation encompassing the following aspects: Values and Meaning, Cognitive, Emotional and Evaluative, and Organizational and Action-oriented.

The empirical research methods used in the study include questionnaire surveys, subjective scaling methods, and psychological tests. The collected data was analyzed with mathematical and statistical techniques using SPSS Statistics 22.0 software. The study involved 120 high school students from a Russian general education school.

According to the study, the basis for the development of career prospects for high school students is based on values associated with professional activities, health, and self-development. Modern young people tend to make plans for the medium-term future, a period of one to five years. High school students are positive about their professional future and actively engage in self-organizing activities, planning skills, and setting strategic goals. High school students' career perspectives should be shaped with psychological and pedagogical support that is aligned with their academic profile. In some cases (math profile), it should aim to prevent loss of interest, while in other cases (humanities profile), it should address anxiety.

Keywords: career prospects, high school students, life prospects, academic profile

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The social landscape today is undergoing profound changes. These changes include innovative trends, a rapid digitalization of our world, and a move away from the VUCA paradigm, characterized by volatility, uncertainty, complexity, and ambiguity, towards the concept of a BANI world, characterized by its brittle, anxious, non-linear and incomprehensible nature. According to researchers, members of the younger generation feel the impact of these macro factors the most [1]. These circumstances, in turn, shape the self-identity of youth in new ways.

In such an environment, adolescents are faced with the task of choosing their future career path and prospects. To improve the effectiveness of this process, they need support in finding resources to develop and implement a realistic educational and career plan [2].

Determining career prospects plays a central role in the lives of today's high school students. According to L.I. Bozhovich, the ages of 15 to 17 are when adolescents search for their place in the present and the future [3]. At this stage, planning one's professional future is the first step towards career development and provides opportunities for future self-realization in the chosen professions. It is important to note that career choices significantly impact well-being in various areas of life, such as family, morale, finances, and leisure.

However, young people are highly exposed to external influences due to their unclear values, goals, interests, and perspectives. Planning one's professional future provides the opportunity to gain clarity about career goals and to create a life plan for career development [4, 5].

Readiness for career self-determination during adolescence is reflected in the development of self-awareness and reflective processes as proposed by researchers such as L.I. Bozhovich, L.S. Vygotsky, and A.N. Leontiev. These include cultivating personal interests, ideals, and beliefs, understanding one's abilities, and critical self-assessment, which are crucial in shaping students' ideas about their professional future [3, 6, 7].

Many researchers have addressed the concept of individual perceptions of their career future. An analysis of the publications shows a variety of terms used to describe this field of research, such as "image of future professional activity" (P.B. Bondarev, E.M. Kochneva), "professional life plan" (E.A. Klimov), "personal, professional plan" (N.S. Pryazhnikov), "image of professional career" (I.P. Lotova, E.G. Moll, I.A. Pankratova), "ideals of professional career" (A.M. Sheveleva), "beliefs about professional career" (N.L. Kirt), "professional component of the desired image of the future" (V.G. Nemirovsky) and "professional perspective" (S.N. Makarova, V.G. Semenchuk) [8–10].

Despite the diversity of terminology, it is important to emphasize the consensus among researchers regarding the interpretation of the occupational

perspective as an integral aspect of the individual's life perspective. This includes the outlook on future occupations, values, goals, and plans for working life [11].

The study of vocational outlook has its roots in the broader study of life trajectories (by scholars such as B.G. Ananiev and S.L. Rubinstein) [12] and the concept of psychological time in an individual's life (as studied by E.M. Golovakha, V.I. Kovalev, A.A. Kronik, and D.A. Leontiev, among others) [13].

Within this framework, the concept of the individual life perspective has emerged as a comprehensive vision of the future (explored by researchers such as K.A. Abulkhanova-Slavskaya, E.M. Golovakha, A.A. Kronik, and many others). This holistic view of the future includes interweaving prospective life paths in different areas, including family, work, career, leisure, and creativity [14]. This method makes it possible to discuss different parts of the future, including material, family, career, and personal issues, as well as aspects of personal development, career advancement, and family life [15].

Occupational perspectives become the subject of academic research when it comes to understanding a person's ideas about the future in relation to their career development. These perspectives serve as a form of "preemptive socialization" in the occupational domain and play an important role in supporting intentions arising from the occupational self-concept. They represent a central dimension of motivation for career or professional growth [16, 17].

In current psychological science, the renewed emphasis on the study of career perspectives is rooted in the need to examine them as a systemic construct [18]. Based on this approach, our previous research has validated the idea of studying career perspectives as a psychological system [19]. Through the lens of systemic psychological anthropology, career perspectives can be understood as a series of interconnected developmental trajectories that emerge from local life events and influence an individual's future vision of career development and advancement [14].

From a systemic perspective, we can delineate four dimensions of a person's career perspectives: the values and meaning dimension, the cognitive dimension, the emotional-evaluative dimension, and the organizational activities dimension. The values and meaning dimension serves as the basis for life perspectives concerning career development. It encompasses a person's value systems and meaning constructs that shape their future planning, including values, value orientations, motives, and personal meanings. The cognitive dimension comprises the expected and planned events in the professional field. The emotional-evaluative dimension reflects a person's attitude towards their future project in the context of their career development. The organizational-active dimension comprises a person's styles, strategies, and behavioral patterns in the present, which are influenced by the perception of planned and expected events in the professional field [14].

A crucial task for high school students' personal and professional development is to help them discover their career perspectives. These

perspectives guide them in the ever-evolving world of career choices and continuing education. However, today's educational environment, characterized by a clear trend towards specialization in schools over the last decade, makes this process even more complex [20].

Specialized education focuses on the differentiation and individualization of learning. It enables structural, content-related, and organizational changes in the educational process to better meet students' interests, preferences, and abilities. Specialized education aims to create an environment in which students can pursue their academic interests and align their educational pathway with their career aspirations, including further education [21].

Although specialized education offers significant benefits, the widespread implementation of this approach has its pitfalls. The introduction of educational profiles in schools leads students to consider the inevitability of a vocational choice earlier in their educational pathway. Therefore, it is important to help students acquire effective planning techniques to align their academic specialization with their broader career goals.

The scientific ideas presented formed the basis for examining the career perspectives of modern high school students. The data collection methods included a questionnaire survey, scaling, and psychological tests. The data was analyzed using statistical criteria and factor analysis with SPSS Statistics 22.0 software. The following instruments were used to diagnose the content of young people's career perspectives:

1. E.B. Fantalova's method Degree of compatibility of "values" and "attainability" in different areas of life was used to examine the values and meaning dimension of career perspectives.

2. J. Nuttene's method of motivational induction was used to examine the cognitive dimension of career perspectives.

3. Semantic difference scales by I.A. Ralnikova and O.S. Gurova examined career perspectives' emotional and evaluative dimensions.

4. The self-organization of the activity questionnaire designed by E.Yu. Mandrikova was used to examine the organizational and active dimensions of career perspectives.

The respondents were 120 students of grades 9–10 of general education schools aged 15–17, 66 girls and 54 boys.

Here, we come to the results of the empirical study on the value dimension of career prospects among adolescent students. The distribution of life values among young people according to the "value" criterion is shown in Table 1.

The calculation of the average importance scores for life values shows that the following values are most important: an adequate salary (8.3 ± 3.2), career advancement opportunities (8.2 ± 5.5), and mental and physical health (8.0 ± 4.3). The less important values to young people include Recognition of professionalism by others (2.9 ± 2.7) and observation skills (3.1 ± 3.2).

The distribution of life values among young people according to the criterion "accessibility" is shown in Table 2.

Table 1

The importance of life values for adolescents

Scale	Average for the group, points
Adequate salary	8.3 ± 3.2
Career advancement opportunities	8.2 ± 5.5
Own mental and physical health	8.0 ± 4.3
Self-development	7.0 ± 4.5
Favorable working conditions	6.9 ± 2.9
Ability to formulate questions and express thoughts clearly	4.8 ± 6.3
Respect within the team	4.7 ± 4.5
Helping others	4.6 ± 4.8
Interesting job	3.8 ± 4.1
Ability to establish contact	3.7 ± 2.8
Observational skills	3.1 ± 3.2
Recognition of professionalism by others	2.9 ± 2.7

Note. The values in the table are presented as $X \pm m$, where X is the sample mean; m – standard deviation

Table 2

Availability of life values among adolescents

Scale	Average for the group, points
Mental and physical health	7.1 ± 4.6
Self-development	6.7 ± 2.5
Adequate salary	6.6 ± 3.7
Career growth opportunities	6.4 ± 5.1
Favorable working conditions	6.3 ± 3.6
Ability to establish contact	5.3 ± 4.3
Interesting job	4.9 ± 2.5
Ability to formulate questions and express thoughts clearly	4.9 ± 4.6
Respect within the team	4.8 ± 2.8
Helping others	4.8 ± 6.1
Observational skills	4.3 ± 4.0
Recognition of professionalism by others	3.3 ± 3.9

Note. The values in the table are presented as $X \pm m$, where X is the mean value of the sample, m is the standard deviation.

According to the “accessibility” criterion, the most accessible values for adolescents are mental and physical health (7.1 ± 4.6), self-development (6.7 ± 2.5), and an appropriate salary (6.6 ± 3.7). The values identified by the adolescents as least accessible were recognition of professionalism by others (3.3 ± 3.9) and observation skills (4.3 ± 4.0).

The results suggest that life values underlie adolescents’ career planning: adequate salary, mental and physical health, career development opportunities,

and self-development. These values are both important and accessible to them. No conflict was found between the importance and accessibility of these values.

According to the results of the cognitive assessment of adolescents' career prospects, this dimension is represented by the depth of future planning for different time periods: the near future (up to one year) (30%), the medium-term future (from one year to five years) (42%) and the distant future (five years and beyond) (28%). Young people focus primarily on planning for the medium-term future. Their career prospects are shaped in particular by a combination of the following planned and expected events: "passing exams," "finishing school," and "studying at a college/university."

The results of the young people's emotional attitudes towards their professional future (the emotional-evaluative dimension of career prospects) are shown in Table 3.

Table 3
Emotional attitudes of adolescents towards their professional future

Scale	Average for the group, points
Pessimistic/Optimistic	8.3 ± 1.3
Unhappy/Happy	8.2 ± 4.5
Boring/Interesting	8.1 ± 6.2
Unsatisfied/Satisfied	8.1 ± 5.6
Romantic/Realistic	8.0 ± 3.4
Dull/Attractive	7.9 ± 6.1
Sad/Happy	7.7 ± 4.0
Bad/Good	7.7 ± 6.8
Imposed by others/Originating from me	7.6 ± 4.3
Irritating/Calm	7.6 ± 2.1
Alien/Familiar	7.5 ± 5.2
Chaotic/Harmonious	7.5 ± 5.8
Monotonous/Diverse	7.4 ± 6.1
Standard/Unusual	7.3 ± 6.3

Note. The values in the table are presented as $X \pm m$, where X is the mean value of the sample, m is the standard deviation.

The data in the table shows that adolescents have an optimistic impression of their career prospects. In particular, they see their professional future as optimistic (8.3 ± 1.3), happy (8.2 ± 4.5), interesting (8.1 ± 6.2), eventful (8.1 ± 5.6), realistic (8.0 ± 3.4) and attractive (7.9 ± 6.1) in terms of their career path.

Based on the results of the semantic differential, a factor analysis was carried out, and a model for the young people's emotional attitude towards their professional future was created (Table 4).

The total amount of variance explained was 78.88%. Overall, the factor model comprises five factors that reflect adolescents' emotional attitudes toward their career prospects: "Attractive future," "Realistic future," "Stable future," "Diverse future," and "Simple future."

Table 4

Factor model of emotional attitudes toward career prospects in adolescents

Factors				
“Attractive Future” ($D = 23,727\%$)	“Realistic Future” ($D = 18,202\%$)	“Stable Future” ($D = 15,369\%$)	“Diverse Future” ($D = 13,107\%$)	“Easy future” ($D = 8,470\%$)
Attractive ($a = 0.846$); Good ($a = 0.829$); Peaceful ($a = 0.809$); Happy ($a = 0.670$); Filled with events ($a = 0.654$); Optimistic ($a = 0.640$); Home-like ($a = 0.574$); Long-lasting ($a = 0.504$)	Realistic ($a = 0.844$); Calming ($a = 0.789$); Peaceful ($a = 0.780$); Coming from oneself ($a = 0.667$); Exuberant ($a = 0.665$)	Stable ($a = 0.885$); Cheerful ($a = 0.806$)	Diverse ($a = 0.878$); Interesting ($a = 0.800$); Unusual ($a = 0.731$)	Easy ($a = 0.829$); Harmonious ($a = 0.646$)

The first factor, “Attractive future,” includes descriptors such as attractive ($a = 0.846$), good ($a = 0.829$), peaceful ($a = 0.809$), happy ($a = 0.670$), fulfilling ($a = 0.654$), optimistic ($a = 0.640$), homely ($a = 0.574$) and long-lasting ($a = 0.504$).

The second factor, “Realistic future,” comprised the following descriptors: realistic ($a = 0.844$), calming ($a = 0.789$), peaceful ($a = 0.780$), coming from oneself ($a = 0.667$), and exuberant ($a = 0.665$).

The third factor, “Stable future,” is characterized by descriptors such as stable ($a = 0.885$) and cheerful ($a = 0.806$).

The fourth factor, “Diverse future,” includes descriptors such as diverse ($a = 0.878$), interesting ($a = 0.800$) and unusual ($a = 0.731$).

The fifth factor, “easy future,” combines two descriptors: easy ($a = 0.829$) and harmonious ($a = 0.646$).

The results of the study on the self-organization of activities among adolescents (organization-activity dimension of career prospects) are shown in Table 5.

Table 5

Self-organization of activities in adolescents

Scale	Average for the group, points
Goal Orientation	33.7 ± 3.2
Persistence	22.2 ± 4.6
Fixation	19.4 ± 2.1
Systematic character	16.5 ± 4.7
Present Orientation	9.2 ± 5.6
Self-organization	9.2 ± 3.3

Note. The values in the table are presented as $X \pm m$, where X is the mean value of the sample, m is the standard deviation.

The distribution of the average scores of the questionnaire on self-organization is as follows: Goal setting (33.7 ± 3.2), persistence (22.2 ± 4.6), fixation (19.4 ± 2.1), systematic (16.5 ± 4.7), present orientation (9.2 ± 5.6) and self-organization (9.2 ± 3.3). This distribution indicates a moderate development of tactical planning and strategic goal-setting skills in adolescents and suggests that self-organization is still developing at this age. Adolescents tend to plan their future, set goals, think about how to achieve them and make an effort to organize their activities in the present, including the realization of planned career prospects. They are reasonably goal-oriented, persistent, and motivated to realize their future plans.

Thus, the presented part of the research shows that the formation of career perspectives for individuals is based on their interests and values. In this context, it is logical to assume that students with a math and a humanities profile have different perspectives in the formation of career prospects. This raises the question of how their educational experience in a specialized class affects their professional future and whether their choice of educational profile is conscious and related to their future career. Furthermore, an analysis of the specific challenges in planning career prospects for graduates of the different profile classes is essential.

Let us analyze how high school students see the role of their educational profile in shaping their professional future. Students who specialize in mathematics, for example, can be divided into two roughly equal groups: Some believe that their specialized education will help them in their future career choice (51%), while others cannot yet assess the role of their specialization in their career choice (49%). On the other hand, the majority of high school students in the humanities class believe that their specialized education will not help them in their future career choice (52.3%), some see its usefulness in their career choice (31%), and some are unsure (16.6%). The majority of students with a mathematics profile do not yet know if their future career is related to their educational profile (43.3%), some are convinced of a positive correlation (40%), and a few believe there is no correlation (16.6%). Students with a humanities profile overwhelmingly deny any correlation between their future career and their educational profile (66.6%), many are not sure (26.6%), and only a few are convinced of the benefits of their profile for their future career. Most students with a mathematical profile are convinced that their specialized education will positively influence their future career (43.3%) or only to some extent (50%), while 6.6% of high school students deny the possibility of such an influence.

In contrast, students with a humanities profile mostly see the influence of their educational profile on their professional future as insignificant (60%), although some believe that it positively contributes to their professional realization (16.6%). However, many of them deny any influence (23%). Consequently, high school students who prioritize mathematical sciences tend to believe that their educational background has a greater positive influence on their ability to succeed in the workplace, as confirmed by the analysis of the data with the Mann-Whitney U test (Table 6).

According to this, older students studying mathematics and humanities associate their professional future with profile building to varying degrees. In general, students rate the role of their mathematics degree in shaping their professional future more highly.

Table 6

Assessment of the learning profile in connection with the formation of career prospects in high school students

Assessment of Professional Education	Mathematical Profile	Humanities Profile	Significance (<i>p</i>)
The education profile helps with the choice of a future profession	1.5 ± 0.40	0.7 ± 0.03	< 0.001
The professional career will be related to the profile	1.2 ± 0.26	0.4 ± 0.02	< 0.001
The education profile will have an impact on the professional future	1.3 ± 0.30	0.9 ± 0.17	0.011

Note. The values in the table are presented as $X \pm m$, where X is the mean value of the sample, m is the standard deviation, and p is the significance of differences.

Analysis of the value and meaning aspects of career perspectives has shown that high school students generally form a similar foundation for their future careers, regardless of their educational profile.

Let us analyze the depth of planning for the professional future of today's high school students. According to the data collected, high school students are not actively planning their future careers for the next year. Rather, the one- to five-year period associated with education, which often involves moving to another city and finding a job, is filled with important goals. They also plan their distant future, which extends beyond five years, with similar enthusiasm, primarily forecasting their career-related job prospects. A comparison of planning characteristics among high school students revealed that those who had majored in the humanities were more active in planning their career future for the one- to five-year period (Table 7). This could be related to the fact that humanities profiles generally offer more diverse options for further higher education, which encourages planning. On the other hand, students with a mathematics and science profile tend to see the next five years of their lives as predetermined, as their career choice is probably already set.

The study results show that regardless of their educational profile, high school students perceive their professional future as happy, attractive, and eventful and see it as dependent on their own activities. However, some differences were found between the respondent groups (Table 8). Students with

a humanities profile tended to perceive their professional future as slightly more anxious ($p = 0.006$) and energetic ($p = 0.006$) while at the same time seeing it as less harmonious ($p = 0.018$). At the same time, students with a mathematical profile see it as less fun despite their overall positive attitude towards their professional future ($p = 0.042$). These results can be explained by the fact that students with a humanities profile who have not yet fully determined their professional future have a certain fear of their professional future, which lacks harmony and predictability. However, they perceive this future as more pleasant.

Table 7

Depth of career planning among high school students with a humanities and mathematics profile

Depth of career planning	Mathematical Profile	Humanities Profile	Significance of Differences (p)
Short-term Perspective	12.08 ± 1.17	9.64 ± 1.00	0.163
Medium-term Perspective	17.86 ± 2.30	26.96 ± 2.40	0.003
Long-term Perspective	18.74 ± 2.00	21.86 ± 2.20	0.249

Note. The values in the table are presented as $X \pm m$, where X is the mean value of the sample, m is the standard deviation, and p is the significance of differences.

On the other hand, the students with a mathematical profile seem to be more relaxed about their future in their predefined profession, which they perceive as harmonious. However, despite their overall positive perception, they consider it less pleasant. This is probably due to the expectations associated with studying mathematical disciplines, which, while precise and orderly, can be less exciting compared to the humanities, which involve engaging with people or texts.

Table 8

Emotional attitudes toward the professional future among high school students with a humanities and mathematics profile

scales for assessing the professional future	Humanities Profile	Mathematical Profile	Significance of differences (p)
Sad – Happy	7.9 ± 3.3	7.0 ± 2.3	0.042
Anxious – Calm	4.9 ± 2.1	6.5 ± 3.8	0.006
Inert – Energetic	7.7 ± 2.6	6.7 ± 2.7	0.006
Chaotic – Harmonious	5.8 ± 2.0	7.0 ± 2.4	0.018

Note. The values in the table are given as $X \pm m$, where X is the sample mean; m – standard deviation; p – statistical significance, the significance of differences.

Overall, we can conclude from the study results that high school students are generally optimistic about their professional self-realization, regardless of the profile of the study.

The perception of career prospects of high school students can thus be described from the perspective of value-related, cognitive, emotional-value-related, and organizational-action-related aspects using the results of psychodiagnostic and mathematical-statistical procedures. Career perspectives are formed based on professional activities, health, and self-development values. Modern high school students plan events for the medium-term future, from one year to five years. In this period, their career prospects consist of events such as “passing exams,” “finishing school,” and “going to college.” Young people have a positive attitude towards the image of their professional future. It is attractive, realistic, stable, varied, and easy for them.

They are still developing their ability to organize their activities, and at this stage of development, they are actively forming their skills of tactical planning and strategic goal setting. The study shows that modern high school students generally cope with organizing their professional future and that creating professional prospects during adolescence is still in the formative phase. At the same time, a number of moments were revealed that show the peculiarities of shaping professional perspectives under the conditions of profile formation. For example, students with the mathematics profile have decided to a greater extent on a career choice corresponding to their profile, planning less significant events in the next five years. On the other hand, students with the humanities profile concentrate on shaping this particular stage of their life, as the profile of their vocational education, which they still have to plan, is practically not considered. Consequently, humanities students are more concerned about their professional future. However, future mathematicians with a more structured, realistic and generally more successful picture of their professional future may occasionally experience boredom and a sense of predetermination.

It is important to highlight the importance of applying the results obtained to educational work and psychoeducational support for adolescents. This can consist of setting realistic goals, choosing ways to achieve them, reflecting on subjective and objective obstacles on the way to achieving goals, looking for internal and external resources to realize goals, and developing the necessary personal qualities for the future profession. Psychological support for high school students aimed at optimizing their career prospects should be organized in relation to the educational profile and, in some cases, should be aimed at preventing a lack of interest and a sense of predetermination, and in other cases, fears.

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ПРОФЕССИОНАЛЬНЫЕ ПЕРСПЕКТИВЫ СТАРШЕКЛАССНИКОВ В УСЛОВИЯХ СОЦИАЛЬНЫХ ИЗМЕНЕНИЙ

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Аннотация. В условиях глобальных социальных трансформаций, задающих тренд на вариативность возможных сценариев личностного развития, перед современными старшеклассниками особенно остро встает вопрос относительно проектирования адекватного современным реалиям образа профессионального будущего, позволяющего, в том числе, учитывать тенденцию профилизации современной школы. Сформированные профессиональные перспективы помогают взрослому человеку сориентироваться в информационном поле возможностей выбора и обучения будущей профессии, обрести уверенность в завтрашнем дне, осуществить в настоящем необходимые действия, способствующие реализации поставленных целей. В связи с этим, одной из важных задач образовательных учреждений становится организация психолого-педагогического сопровождения процесса построения профессиональных перспектив учащихся старших классов.

Цель представленного в статье исследования – оценка ведущих тенденций проектирования профессиональных перспектив современными старшеклассниками и выявление мишеней по организации психолого-педагогического сопровождения данного процесса.

Методологической базой работы выступили идеи системного подхода, с позиций которого профессиональные перспективы осмыслены как взаимосвязанная совокупность перспективных линий развития, возникающих в пространстве локальных жизненных событий и обуславливающих облик будущего в границах сферы профессионального развития и карьерного продвижения. Определены измерения профессиональных перспектив как системного образования личности – ценностно-смысловое, когнитивное, эмоционально-оценочное, организационно-деятельностное. Методами эмпирического исследования выступили анкетный опрос, метод субъективного шкалирования, психологическое тестирование. Полученные данные обрабатывались математико-статистическими методами с использованием статистического пакета SPSS Statistics 22.0. В исследовании приняли участие 120 учащихся старших классов российской общеобразовательной школы.

Результаты исследования показали, что в основе построения профессиональных перспектив старшеклассников лежат ценности сфер профессиональной деятельности, здоровья, саморазвития. Современные подростки ориентированы на планирование событий среднеудаленного

будущего, периода от года до пяти лет. Старшеклассники представляют свое профессиональное будущее в позитивном ключе, у них активно развивается процесс самоорганизации деятельности, навыков тактического планирования и стратегического целеполагания. Психолого-педагогическое сопровождение становления профессиональных перспектив старшеклассников должно выстраиваться с учетом профиля обучения и быть направленным в одних случаях (математический профиль) на профилактику утраты интереса и возникновения ощущения предопределенности, а в других (гуманитарный профиль) – тревоги.

Ключевые слова: *профессиональные перспективы, старшеклассники, жизненные перспективы, профиль обучения*

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