

RESEARCH COMPETENCE AS A FACTOR OF CAREER ORIENTATION DEVELOPMENT OF PEDAGOGICAL UNIVERSITY STUDENTS

^aDIANA V. ZHUINA, ^bSVETLANA N. SOROKOUKOVA,
^cMARIA V. ALAEVA, ^dELENA N. CHEKUSHKINA

^{a, c, d}Mordovian State Pedagogical University named after
M. E. Evseiev, *Studencheskaya str., 11 A, Saransk, Russia,*
430007

^bRussian Academy of Education, *Pogodinskaya str., 8, Moscow,*
Russia, 119121

email: ^aakmeozentr@yandex.ru, ^b4013@bk.ru, ^cmasha123-
85@mail.ru, ^delenachekushkina@yandex.ru

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Abstract: The article deals with the issue of research competence. The authors have identified three groups of psychological and pedagogical factors for the successful formation and development of a person's career orientation: objective (real activity aimed at results), objective-subjective (organization of the professional environment, professionalism, etc.) and subjective (motives, orientation, abilities, competence, etc.). The impact of research competence on the development of such a component of a person's career orientation as career potential (career advancement) is noted. The article presents the results of a psychological experiment to identify the level of development of career potential (career advancement) as a component of the career orientation of the personality of students of a pedagogical university.

Keywords: personality orientation, career orientation of personality, competence, research competence, psychological and pedagogical factors, students.

1 Introduction

Modernization of the education system in Russia has led to a change in the guidelines for the training of future teachers, the formation of such personal and professional competencies among students of pedagogical universities that meet, on the one hand, the demand of society, and, on the other, the requirements of employers for specialists who are competitive in the labour market (Zhuina, 2011). The value of a specialist in the labour market consists of such components as high-quality education, existing work experience, formed professionally important qualities, career orientation of the individual (Zhuina, 2015).

One of the urgent problems for higher education is the formation and development of future highly qualified specialists in the process of university education. Therefore, the definition of conditions and factors that favorably affect the formation and development of a professional's personality (namely, the career orientation of the individual) is significant, and determines interest in the designated problem. Along with social and environmental factors, it is possible to identify psychological and pedagogical factors of optimizing the process of formation and development of career orientation: objective, objective-subjective and subjective (Zhuina, 2014). The latter include research competence, the formation of which in the field of future professional activity is one of the most important goals of all modern programs of higher professional education (Zimnaya, 2004). Research competence is a factor in the development of other more specific and subject-oriented competencies, since it helps the student to study, enables him to become more flexible, competitive, helps to be more successful in later life, which determines its significance for the formation and development of the student's career orientation. So far, a fundamental contradiction has arisen in the modern education system between the traditional system of teacher training and the individual creative nature of his activities. The current system of teacher training focuses the teacher mainly on the reproductive style of activity and does not form a systematic vision of the educational process, the need for creative self-realization, in a research approach to teaching and educating schoolchildren, which leads to the necessity to revise the system of university education in terms of developing the content of disciplines and various types of practices in order to form the research competence of the

future teacher, increase the level of his professionalism and career orientation (Adolf & Stepanova, 2008; Akimova & Galstyan, 2007; Zolotseva & Kozlova, 2000).

2 Literature Review

Addressing the problem of the career orientation development of the individual is not a new aspect in the psychological and pedagogical literature. Researchers are actively studying the issues of the formation and development of a career orientation of a person in various fields of professional activity.

In recent publications, the issues related to the formulation of the problem of the formation of a number of structural components of a person's career orientation are updated: career potential, career orientations, career motivation and career image. In this context, special attention should be paid to the research of foreign scientists, whose works reveal theories and approaches to understanding the problem of the development of structural components of a person's career orientation: the developing approach of D. E. Super (1980); the theory of career choice of J. L. Holland (1959); the theory of adaptation to work of A. P. Bell et al. (1988); the concept of "multivariate career" of D. T. Hall et al. (1989); the concept of analyzing professional development at the level of organizations and at the level of individuals of P. P. Murphy and H. D. Burck (1976); the theory of "career success" of C. P. Williams and M. L. Savickas (1990); the theory of "career anchor" of E. H. Schein (1996); "The law of phases or stages of career growth (path)" of C. N. Parkinson (1968).

In the research of Russian scientists, the issues of career orientation of personality are presented in the concept of professional development of E. F. Zeer (2003); the concept of professional self-determination of E. A. Klimov (1996); studies of the formation of professional orientation of O. N. Shumilova (2016); the study of career growth of E. A. Mogilevkin (2007); models of career orientations of O. P. Tsaritsenseva (2010); studies of professionalism of R. Shtetner (1996); theories of the development of professional "I" of S. F. Murashko (1999); theories of personality professionalism of N. V. Kuzmina (1990).

The research competence of a teacher is understood as a holistic, integral characteristic of a person, manifested in his willingness to take an active research position in relation to his activity and himself as its subject in order to transfer the semantic context of activity from functional to transformative (Shukshina et al., 2018; Zhuravleva et al., 2018; Yakunchev et al., 2020; Buyanova & Gorshenina, 2019). In the classification of Barannikov A. V. (2002) research competence is assigned an independent role along with educational, socio-personal, communicative, personality-adaptive and competence in the field of organizational activity and cooperation. Research competence in the classification of Khutorskoy A. V. (2003, p. 57) is considered as an integral part of cognitive competence, which includes the "elements of methodological, supra-subject, logical activity, methods of goal-setting, planning, analysis, reflection". It also serves as a component of the competence of personal self-improvement aimed at mastering the ways of intellectual and spiritual self-development. The analysis of the literature confirms the relevance and significance of the problem of studying research competence, which is an important factor in the development of a person's career orientation.

3 Research Methodological Framework

The purpose of the article is to study the role of research competence in the development of the career orientation of the personality of students.

In accordance with this goal, the following research objectives were identified: 1) to summarize the theoretical foundations of

research on the problem of the development of the career orientation of the individual, to determine the psychological and pedagogical factors that affect the development of the career orientation of the individual; 2) to diagnose the prevailing factors of career potential (career advancement) as a structural component of the career orientation of the personality of students, to identify the role of research competence in the formation of such a component of the career orientation of the personality as career potential (career advancement); 3) formulate conclusions about the role of research competence as a factor in the development of a person's career orientation and recommendations for the development of the content of academic disciplines and practices in higher education institutions in order to form research competence.

The study was conducted during the 2020-2021 academic year on the basis of Mordovian State Pedagogical University named after M. E. Evseev. 420 students of the Faculty of Psychology and Defectology (from the first to the fourth year) took part in the experiment. The research was carried out using theoretical (analysis of psychological and pedagogical literature, generalization, systematization of material on the research problem) and empirical (ascertaining experiment) research methods. To study the factors of career potential (career advancement) as a component of a person's career orientation, the methodology of E. A. Mogilevkin (2007) "Factors of career advancement" was used. The methodology of E. A. Mogilevkin (2007) enables us to determine which of the 14 factors of successful career advancement are the most significant for students of different years of study: intelligence, good education, perseverance, money, professionalism, experience, connections, luck, close relationships with superiors, wit, luck, patience, family, attractive appearance. The influence of research competence on the career orientation of the students' personality was studied using a questionnaire. The questionnaire consisted of 15 questions, the answers to which enable to identify which disciplines and practices reflected in the curriculum contribute to the development of research competence and how the formed research competence affects career potential (career advancement) as a component of a person's career orientation.

4 Results and Discussion

In the course of solving the first task, it was established that "the career orientation of a person should be understood as a complex structural component of the general orientation of a person, which is a multidimensional process of orientation and motivation of a person to work in the professional sphere, mediated by the process of professionalization." Three groups of factors can be distinguished as psychological and pedagogical factors for optimizing the process of formation and development of career orientation: 1) objective, related to the real system and the sequence of actions aimed at achieving the desired result; 2) objective-subjective, related to the organization of the professional environment, the professionalism of managers, the quality of system management; 3) subjective, related to subjective prerequisites measures of success of professional activity. These include motives, orientation, abilities, research competence, skill, satisfaction, creativity; the measure of their manifestation, that is, personal, professional-psychological, psychophysiological and individual-typological qualities of the subject of professional activity, contributing to the growth of professionalism or hindering this process. As a result of the analysis, it was also determined that research competence is formed through the use of problem, game, project, discussion and other active forms and methods of teaching.

To implement the second task, an empirical study was conducted aimed at diagnosing the factors of career advancement as a structural component of a person's career orientation, as well as the impact of research competence on the development of career potential (career advancement) as a factor of a person's career orientation. The respondents were 420 students of the Faculty of Psychology and Defectology of Mordovian State Pedagogical University named after M. E. Evseev, students in the following fields of study: Psychology, Psychology of education, Special

(defectological) education. The results, which were obtained during the diagnostics of factors of career potential (career advancement) as a component of a person's career orientation according to the methodology of E. A. Mogilevkin (2007), indicate that the dominant factors of career advancement among the 1st-year students are "good education" (20%) and "connections" (16.6%). For the 2nd year students, such factors are also "good education" (23.3%) and "perseverance" (16.6%). For the 3rd year students, the most significant factors of career advancement include "professionalism" (20%), "experience" (16.6%), "intelligence" (16.6%) and "good education" (16.6%). A similar trend persists among the 4th-year students, for whom the factors "professionalism" (26.6%), "experience" (20%) and "intelligence" (20%) are significant, and slightly less significant factors are "good education" (16.6%) and "perseverance" (16.6%). The data obtained indicate a deeper understanding and a meaningful attitude towards their future professional activities and the construction of a career trajectory by senior students who really assess the upcoming difficulties, do not focus on factors such as "good luck", "fortune", "close relations with superiors", etc., but "bet" on their experience gained during practice-oriented activities, the professionalism that they plan to form in the course of their career path, the value of education and their intellectual abilities.

The diagnostics of research competence and its impact on the career orientation of the students' personality was studied by means of a questionnaire, during which it was found that in the traditional educational practice of a higher educational institution, there is a rather low effectiveness of the use of research competence in the conditions of studying disciplines and having practices laid down in the curriculum. The majority of students of the pedagogical university of junior courses have difficulties in preparing for classes (75%), within the framework of practical training, they find it difficult to perform tasks of a creative nature (78%), while writing a term paper (82%). Senior students have higher rates of preparation for classes and having research, pre-graduate practice. Thus, in the course of writing term papers and theses, students have less difficulty in formulating the scientific apparatus (86.7%), in setting up an experimental study (84.2%), in building the logic of research (76.6%), in the ability to choose the main thing (74%), in writing a research paper as a whole (87.3%). The identified shortcomings of undergraduate students, as we believe, are explained by an insufficiently formed level of research competence.

In the course of solving the third task, conclusions are formulated that the results of the study naturally indicate the following: in junior courses, the low level of development of the career orientation of the individual, and in particular its structural component, such as career potential (career advancement), is due to the fact that training is mainly theoretical in nature, the curriculum reflects disciplines aimed mostly at the formation of universal and general professional competencies. Whereas, by the senior years, the level of career orientation increases, which is due to the fact that in the third and fourth years, practice-oriented disciplines appear in the curricula (for example, "Methods of active socio-psychological training", as well as elective disciplines: "Career development of personality", "Psychology of professional development", etc.), the content of which is based on the formation of students' research competence through the use of interactive teaching methods during the study of disciplines. As a rule, socio-psychological training acts as the main method of mastering the material by students. Interactive teaching methods, in particular training, contribute to increasing students' motivation to study, form a strong interest in future professional activity, enable them to develop personal and professional qualities necessary in their chosen profession, develop competencies, in particular research competence, which enables them to form professionalism, flexibility of thinking, competitiveness. The formation of research competence is also facilitated by such forms of work as writing term papers and final qualification papers, production and research, pre-graduate practices. Thus, during the course of practical training in obtaining professional skills and experience

of professional activity, students form a professional worldview; consolidate and deepen theoretical training, acquire practical skills and competencies; develop interest and creative attitude to practical activities; form readiness to carry out research, pedagogical and design activities in the conditions of professional educational organizations. The program of research and pre-graduate practice provides a system of tasks involving the expansion, consolidation and systematization of theoretical knowledge, the acquisition of practical work skills, the development of skills for conducting independent theoretical and experimental research using the knowledge gained, the acquisition of experience in presenting and public report on the results of their scientific and practical activities.

This enables us to formulate a number of recommendations for the development of the content of academic disciplines and practices in higher education institutions in order to form research competence. Firstly, to include in the content of academic disciplines at least 50% classes using interactive teaching methods (business game, training, group discussion, etc.). Secondly, to intensify the development of students' research competence in traditional educational practice when performing term papers and theses, paying special attention to the formulation of the scientific apparatus, the formulation of the experiment, the logic of research, the ability to choose the main thing.

The conducted research confirms our assumption about the importance of research competence in the development of the career orientation of the personality of students, which essentially helps to navigate in research activities, to achieve goals in both academic and professional activities.

5 Conclusion

Based on the results of the study, the following conclusions can be drawn:

In order to form the personality of a future professional teacher in the process of practice-oriented training at a university, it is necessary to develop his career orientation, which is a multidimensional process of orientation and motivation of a person to work in the professional field, mediated by the process of professionalization. The structure of a person's career orientation includes a number of components: career motivation, career orientations, career image and career potential (career advancement).

The career orientation of the student's personality develops in the conditions of study in higher educational institutions under the influence of a number of psychological and pedagogical factors, which include objective factors related to the real system and the sequence of actions aimed at achieving the desired result; objective and subjective factors related to the organization of the professional environment, the professionalism of managers, the quality of system management and subjective factors. The subjective psychological and pedagogical factors of optimizing the process of formation and development of career orientation include the formed research competence.

The research competence of students is a set of personally meaningful research knowledge, skills, skills, work experience, value orientations, behavioral models that can be formed in the process of research activity.

The conducted experimental research on the diagnostics of the career orientation of the individual, namely, its component such as career potential (career advancement), suggests that the factors of career advancement of junior students are mainly "good education", "connections" and "perseverance", which indicates an insufficient level of development of this component of the career orientation of the individual. By the senior years, students have a more meaningful approach to their chosen future profession, and this is reflected in the factors of career advancement, which become "professionalism", "experience", "intelligence", etc. The same trend is typical of the development of research competence among students, the results of the survey

showed an insufficient level of its formation among undergraduates. In the course of the study, it was determined that the formation of the research competence of students of a pedagogical university is an integral process of their gradual inclusion in research activities, which is based on continuity in the content, forms, methods, means of training related to the stimulation of scientific research, the development of students' independence in the course of research work. The formation of research competence is influenced by the use of problem, game, project, discussion and other active forms and methods in the learning process. The inclusion of these forms and methods of training in the content of academic discipline programs will enable to form research competence, and, consequently, to increase the level of development of the career orientation of the individual, which will enable the graduate to meet the needs of modern society for young professionals with a sufficient level of professionalism, skills, competencies, personal and professional qualities that enable him to adapt flexibly and quickly to the conditions of professional activity.

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