

PERMANENCE OF PROFESSIONAL SELF-DETERMINATION IN THE CONDITIONS OF SOCIO-ECONOMIC TRANSFORMATIONS AND PROCESSES IN THE LABOR MARKET

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Abstract: The article presents the theoretical and experimental results of the research of the process in choosing a profession in terms of socio-economic transformations and processes in the labor market. In scientific sources, this process is called "professional self-determination". The research revealed the essence of professional self-determination, its conditionality by the process of personal self-determination and features (individuality, consistency, complexity of the structure). Due to the experimental work, the features of professional self-determination were determined: With regard to entrants – what information was decisive in choosing a profession teacher? With regard to graduate students of higher pedagogical education – what considerations the entrant should take when choosing a teacher's profession. For the working teacher – establishing a correspondence between the permanence of professional self-determination and the process of choosing a profession without the willingness to make own efforts for self-realization in the profession in uncertainty caused by socio-economic transformations and labor market processes.

Keywords: Choice of profession, Entrant, Labor market, Lifelong learning, Professional activity, Professional development, Professional self-determination, Teacher, Student.

1 Introduction

In the context of socio-economic transformations, the active role of man in the economy is significant. H. Radchenko [2, p. 5] notes that the modern concept of production is a socio-technical system in which people work to achieve common goals. The combination of the interests of individuals with the interests of the organization and its strategic goals depends on the effectiveness of the system as a whole. For Ukraine, which is in the process of developing market relations, the main need is to develop social potential.

Pankova (2011) gives the following definition of the concept of "social potential" [8]. This is an integral characteristic of society, which is based on such forms of social organization as the individual, family, workforce, territorial communities. Social potential is the entire accumulated stock of knowledge, experience, information, motivation, trust, which takes into account both value and moral relations, based on spiritual beliefs, traditions, awareness of responsibility, playing a role in the work process, capable of being used for the functioning of the social and economic system. One of the components of social potential is labor potential. The labor potential is represented by the economically active part of the population of the country, expresses the social and labor relations of its subjects and is formed as a result of professional self-determination.

In different periods of labor market formation, the person-subject of economic life appeared in different roles. The change of roles (man in the sense of "labor force" → man in the sense of "labor potential" → man in the sense of "human capital") has shaped and continues to shape the economic context of the phenomenon of "man". The man-subject of economic life is characterized by attitude to work, cognitive interests, dominant values, ways of behaving in different situations, focus on lifelong learning.

In the context of considering modern production as a socio-technical system, the phenomenon of "man-subject of economic life" is enriched with new role – playing manifestations. Man appears as a resource of the production system, and as an object

(subject) of management, and as a person. Consideration of the human subject of economic life as a resource of the production system highlights issues related to the level of development of society and the factors that underlie it and cause further transformation processes. It is about the transition of the information society to a new level of development in the triad of genesis processes "formation – shaping – development". This new level of development of the information society is denoted by the term "formation of the knowledge society". Modern information society enriched with the qualities of the knowledge society is characterized by an accelerated increase in information in all areas of human activity. The growing role of computer communication, which, in turn, generates indirect global interaction of the inhabitants of Earth, global circulation of information flows, implies quick access to data on request [6, 7]. Changes in the labor market and the impact on the process of professional self-determination are taking place.

The process of human decision-making influence on the choice of future professional activity is important. It means a person's awareness of Self as a subject of a specific professional activity. Awareness is promoted by the following human actions:

- 1) Self-assessment of individual psychological qualities;
- 2) Comparing own capabilities with the psychological requirements of the profession;
- 3) Understanding of own role in this system of social relations, own responsibility for the successful implementation of activities and the realization of their abilities;
- 4) Self-regulation of behavior aimed at achieving the goal.

The process of professional self-determination is characterized by the following:

- By individuality – is manifested during the situation of choosing a profession and in the process of human decision-making (according to E. Klimov [5]);
- By consistency – the search for information about future professional activities, reflection, choice, decision making (according to M. Pryazhnikov [11]);
- By complexity of the structure – the complexity relates to the act of choice. In fact, it is not a choice between two subjects or even two motives. Man chooses himself in the future and this choice changes him as a person [18].

The effectiveness of professional self-determination depends on a person's willingness to perform the following actions:

1. To find a profession that corresponds to the meaning of the soul and the image of human thoughts (according to E. Klimov [4]).
2. Feel vocation, realize personality features and capabilities.
3. Make a successful choice of profession in the conditions of dynamic changes, which cover all professional spheres. This is facilitated by analytical skills, developed abstract thinking, adequate self-esteem (according to P. Shavir [14]).

2 Materials and Methods

In modern conditions of the labor market functioning, professional self-determination should be considered as:

1. A complex process that is integral to from the development of the individual as a whole, which relates to personal and professional self-determination.

According to Safin (1986) the main driving forces of personal self-determination are the existing contradictions between

subjective conditions and opportunities, between desirable, possible, between internal principles, and external conditions [13]. Personal self-determination is the process of resolving these contradictions, i.e., the simultaneous coordination of internal conditions, principles with the chosen goal and with the external circumstances and possibilities of its implementation. The result of these processes is the formed program of actions and behavior.

2. Permanent process, due to which the focus on a certain strategy of professional self-realization is brought into line with the processes in the labor market.

In the theoretical part of the research, professional self-determination is analyzed in relation to the organization of the structure of the process, activation throughout the life of modern man, implementation in the system of continuing education. The experiment was aimed at studying the process of choosing the profession of teacher in general and primary school teachers in particular, identifying the views of entrant, which indicate the permanence of the process of professional self-determination, identifying the impact of the content of the considerations of future teachers on the implementation of professional self-determination as a permanent process.

Different methods were used in the research: theoretical (analysis of scientific data, ordering and systematization of selected information, generalization of results) and empirical (questionnaire, interview). The experimental part of the research involved 425 entrants, 430 students (future teachers), and 210 teachers.

3 Results and Discussion

3.1 Different Aspects of Defining the Structural Organization of Professional Self-Determination as a Process

Tytarenko determines the structure of the process of professional self-determination with an emphasis on the process of making vital decisions [17]. At the psychological level, the scientist identifies three stages in this process:

Stage I – the stage of abandoning the usual stereotypes, experiencing a state of rejection of one's life world and oneself. The transition to the second stage becomes possible due to the openness of man to external and internal influences, which translate him from a state of balance to a state of actualization of the new "Self-ideal".

Stage II – the stage of numerous correlations of "Self-ideal" with "Self-real", which provides a search and analysis of alternatives, differentiation of priorities. At the bifurcation point, the personality system seems to "fluctuate" between choosing future path of development, until it suddenly chooses the strongest and fastest fluctuation. At this moment, the 'embryo' of a new structure is formed, which quickly captures and organizes the whole personality with the help of waves of concentration. This new structure is characterized by resonant sensitivity.

Stage III – the stage of radical transformation of the "Self-real", the emergence of an updated structure and the emergence of the first outlines of the new "Self-ideal". The responsibility for the choice lies with the internal interaction between the elements of the individual as an unbalanced system, some of them competing, and some are in a state of cooperation. The life plan acquires the certainty necessary for the deployment of a new round in life [18].

Stanowskykh determines the structure of the process of professional self-determination in the context of reflection [15]. The scientist distinguishes three stages in professional self-determination:

- Spontaneous professional self-determination – primary orientation in different activities;
- Profile professional self-determination – it is carried out on the basis of reflection of own interests, abilities to make the

primary choice of the professional sphere which corresponds to them;

- Specific professional self-determination – reflection on the basis of the widest possible range of internal and social factors influencing the choice of profession, making the final choice, drawing up professional plans.

Abulkhanova-Slavskaya determines the structure of the process of professional self-determination with an emphasis on the attitude of man to professional activity and giving preference to a certain way of implementing the choice of professional activity [1]. In the structure of the process of professional self-determination, the scientist distinguishes five types. Type I – professional activity – is an activity, which best meets certain characteristics of man and involves constant repetition of actions. Type II – professional activity – is a means of professional advancement to higher levels of skill. Type III – professional activity – is a way of human development, person's abilities. Type IV – professional activity – is a form of self-expression and creativity. Type V – professional activity – is a means of improving material well-being.

Vasilyuk, in the structure of the process of professional self-determination, distinguishes the process of human self-realization in the act of choosing a profession. In the act of choosing a profession, the scientist distinguishes six phases [18]:

Phase I – abstraction of man from the complexity of the world. It is a decentralization from situational factors, temporary circumstances related to the difficulty of achieving one alternative and the ease of another. It is carried out as a result of reflection.

Phase II – the preservation of human complexity of the world. It is achieved on the basis of various actions: separation of one's own attitude from one's own "Self"; simultaneous reflection on two or more relationships; identifying or establishing various connections between life relationships.

Phase III – human actualization of deep values. It is the purification of consciousness from convenient appeals to internal or external obstacles, actualization of values in consciousness, their reflection (Who am I if I profess this way of life? Who am I if I profess this value?).

Phase IV – evaluation of alternatives. This is a difficult internal dialogue (Do I want such a life? Can I give up this value? Who will I be in this case? Do I correspond to such a life? Can I endure such a life? etc.). During the internal dialogue, sooner or later there is a moment of consonance of value with one of the alternatives. This moment is experienced as a feeling of inner harmony, joyful recognition of self and own life, a sense of uplift, meaningfulness.

Phase V – decision. In the phase of evaluating alternatives, a person had an obvious advantage of one of them, but this does not mean that the choice was made in favor of this alternative. A well-thought-out choice situation does not yet involve automatic decision-making. Special internal action is needed - a decision that affirms one alternative ("Yes") and denies another ("No").

Phase VI – sacrifice or payment for choice (according to Vasilyuk), or restrictions (according to Yehorova [19]). It is a process of abandoning alternatives when making a decision. To make a choice, a person must give up other alternatives, many opportunities, habits, intentions. Reconciliation with the impossibility of implementing rejected alternatives begins in the early stages of the selection process and continues after the decision is made. The better a person's ability to foresee is developed, the better he realizes the fullness of future loss, the more he is able to sacrifice and the more responsibly he can make his life choices.

3.2 Professional Self-Determination as a Process: Activation Throughout Life of Modern Man, Implementation in the System of Continuing Education

A number of processes that took place characterize the development of social policy in Ukraine:

- 90s of the 20th century – the beginning of the 21st century – the formation of market structures, lower real wages and pensions, rising unemployment, increasing population differentiation, etc.;
- 2001–2007 – stabilization of economic indicators, employment growth, reduction of unemployment, etc.;
- Autumn 2008-2010 – financial and economic crisis, mass layoffs, rising unemployment, the introduction of part-time work, lower real wages and incomes, rising inflation [3];
- 2019–2022 - the impact of pandemic processes on the global destabilization of socio-economic reality, the growth of total instability, the dynamic restructuring of the usual way and rhythm of life, rising unemployment, the introduction of a remote format of professional activity.

The direction of these processes indicates that the age range of a person who carries out professional self-determination has significantly expanded and covers almost the entire period of life of modern man. In the period of preschool childhood, professional self-determination is organized as a process of gradual formation of ideas about professions, activities and attitudes to them in the child's mind.

During the period of study of primary school students, much attention is paid to expanding ideas about the world of professions, the formation of professional interests, emotional and value attitudes to the world of professions. Students also develop practical readiness to perform basic labor actions.

Further schooling and psychophysiological changes in the body of adolescents (meaning the emergence and intensive development of reflection, interest in their inner world, the need for self-affirmation and self-expression) contributes to the formation of the ability to correlate own capabilities with the specifics of a professional activity.

In the period of early adolescence, professional self-determination is a real situation of choosing a professional activity. The breadth and qualitative characteristics of experience, the degree of its awareness, which is reflected in ideas about self and the world of professions, the content of life prospects, which operates young people in choosing a career, affect the effectiveness of this process. A young person begins to perceive the meaning of his life as a holistic, continuous process that has its own direction, sequence, meaning. Such person seeks to understand own social purpose and moral self-expression ("Who to be?", "How to be?").

The period of study in a higher education institution is a period of purposeful knowledge of the chosen professional activity.

L. Baletska, based on the analysis of research results, formulated the following conclusions [2]:

1. First-year students have much higher motivation to change their chosen professional activity than fifth-year students. This is evidence of poor adaptation to the situation and the focus on failure, the lack of ability to work conclusions from adverse situations, to learn the lessons of the negative consequences of their own actions.
2. The main strategy of student behavior is dominance, which in the fifth year becomes more pronounced. Depreciation of other options for success has also been recorded. This testifies to the difficulties of future professionals in choosing an adequate model of behavior, treating partners not as individuals who have high self-worth, but as a means of achieving and realizing their aspirations.

The beginning of professional activity begins a period of continuous improvement of professional competence, acquisition of skills, development of professionalism. The process of professional self-determination is based on mastering new experiences, adjusting ideas about own future, subjective experiences of self-realization in the profession, seeing a new life perspective, awareness of own present and future, as well as setting new goals in accordance with socio-economic transformations and processes in the labor market.

A process of professional development accompanies the direct implementation of professional activities. Professional development of Ukrainian teachers is aimed at [10]:

- Improvement of previously acquired and acquisition of new competencies within the professional activity or field of knowledge;
- Gaining experience in performing additional tasks and responsibilities within the profession and position;
- Formation and development of digital, managerial, communication, media, inclusive, speech competencies, etc.

Teachers can improve their skills in various forms and types. Forms of professional development are institutional (full-time, part-time, part-time, network), dual, in the workplace, and so on. Forms of professional development can be combined.

The main types of in-service training are: training in the in-service training program; internship; participation in seminars, workshops, trainings, webinars, master classes, etc.

The process of in-service training by European teachers is described in the article "Usage of information and communication technologies in foreign and Ukrainian practices in continuing pedagogical education of the digital era" [8]. In France, Pedagogical Documentation Centers have been set up to introduce teachers to advanced teaching methods and information and communication technologies. German teachers improve their professional competence through self-education and refresher courses. To do this, the Internet has created a database of courses that are offered for training in various specialties. Professional development is carried out in two main areas: improving the quality of lessons and improving the skills of school principals. In England, short-term trainings, one-day (two-day) seminars, national weekly seminars (Kompaktseminare) and conferences are offered to improve teachers' skills.

In Poland, refresher courses are supplemented by methodological seminars, round tables on the following issues: introduction of network technologies into the educational process, observance of uniform standards of computer technologies; connecting to the worldwide web the maximum possible number of professional institutions.

Teachers in the People's Republic of China are offered a variety of training programs. These are courses for young teachers; courses on the use of information technology in the field of teaching; refresher courses in the form of "menu" training (the teacher chooses from a variety of proposed disciplines those that have aroused his interest); courses for teachers of rural schools; courses with and without interruption of professional activity; short-term and long-term programs, etc.

Japanese teachers are focused on continuous learning, as the country has established a rule that pedagogical work can be done not because of the ability to perform quality work, but due to the desire and willingness to constantly learn, increase professional competence.

We supplemented the theoretical generalizations on the problem of professional self-determination in the conditions of socio-economic transformations and processes in the labor market with experimental data. It was found that entrants who plan to obtain higher pedagogical education, when choosing a profession,

preferred the profession of primary school teacher because they took into account (Figure 1):

- Their preferences (I like working with children – 67.1% of respondents);
- Demand in the labor market (opportunity to find a job – 20.6% of respondents);
- Compliance with the planned for the future (seeing self in the future – 5.8% of respondents);
- Experience of others (first teacher – 4.4% of respondents; parents – 2.1% of respondents).

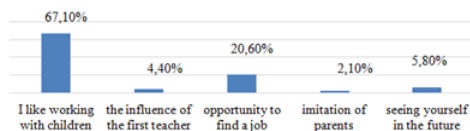


Figure 1 – Factors influencing the choice of profession of primary school teacher

Arguments in favor of choosing the profession of primary school teacher (Figure 2):

- The demand for such specialists in the labor market (demand for the profession will always exist – 60.6% of respondents; the profession will change but will not disappear – 5.8% of respondents);
- Consistency with own vision of the future (I am on the right track – 7.5% of respondents);
- Compliance with own abilities and capabilities (I will succeed – 24.3% of respondents);
- Permanence of "teacher-student" contact (the first teacher remains in the child's memory forever – 1.8% of respondents).

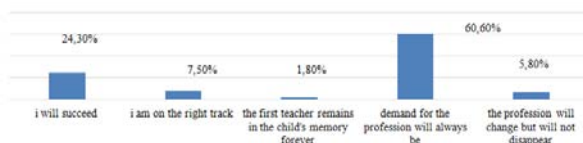


Figure 2 – Phrases that became arguments when choosing the profession of primary school teacher

During the professional self-determination, future teachers also paid attention to the advantages of the professional activity of a primary school teacher. Such advantages included (Figure 3):

- Demand in the labor market (reliability of employment – 99% of respondents);
- Focus on the subject of work (work with children – 97% of respondents; benefits of working with children – 68% of respondents);
- Working conditions (work in the first half of the day – 23% of respondents; 56 days of vacation – 42% of respondents; stability in the payment of wages – 78% of respondents);
- Compliance with own needs (continuous development – 69% of respondents; field of creativity – 31% of respondents).

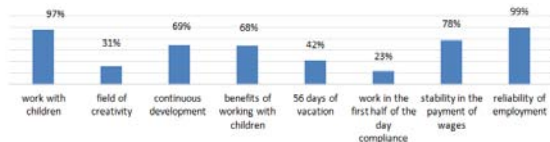


Figure 3 – The advantages of the profession of primary school teacher, which became arguments when choosing a profession

During the professional self-determination, information about the future profession of a teacher was sought. The search for information was carried out in the following areas (Figure 4):

- Request for a specialist in the regional labor market (opportunity to get a job – 100% of respondents; salary – 100% of respondents);
- Features of professional activity (pros and cons of the profession – 79.6% of respondents; benefits of work – 85.8% of respondents);
- Career growth (growth prospects – 16.8% of respondents).

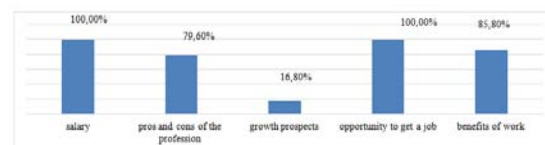


Figure 4 – Demand for information about the profession of teacher during professional self-determination

The search for the requested information was carried out using the Internet sources. As shown in Figure 5, the search for information was carried out on the website of a particular university (57% of respondents), as well as on college website (18% of respondents); on sites of different universities (92% of respondents); in social networks (89% of respondents). Information was also obtained during communication in the family (92% of respondents) and with acquaintances (54% of respondents).

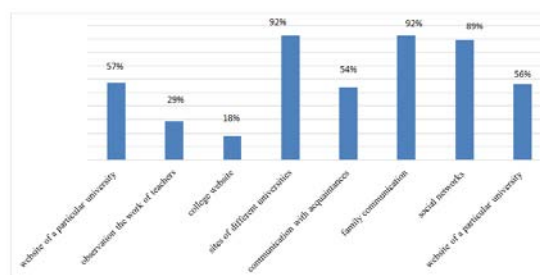


Figure 5 – Sources that were used by entrants to obtain information about the profession of teacher

To the question of the questionnaire (What, in your opinion, it is necessary to inform the entrant about the profession of primary school teacher), students of higher pedagogical education answered differently. We systematized the answers based on the key idea as follows:

1. *Internal response to professional activities.* This profession evokes positive emotions. If you feel that this is "your profession" – do not hesitate. This profession is chosen by heart. It should be a call of the soul.

2. *The complexity of self-realization in the profession.* It is necessary to inform that it will not be easy. It is a difficult profession and you need to approach learning responsibly. Disadvantages of work, requirements for teachers. It is a psychologically difficult profession, requires strong nerves. It is difficult and responsible work.

3. *The complexity of self-realization in the profession, which is overcome by own efforts.* Difficulties that are inevitable. To warn about the difficulties and the need to overcome them, then later it will be easier. Advantages and opportunities that reduce the disadvantages of work.

We observed the professional activity of graduates of higher pedagogical education institutions for two years and conducted their survey again. The analysis of these questionnaires showed that 73% of respondents indicated the right choice of profession. These respondents, being graduates of the institution of higher pedagogical education, advised to inform the entrant about the profession of primary school teacher information about: 1) internal response to professional activities; 2) the complexity of

self-realization in the profession, which is overcome by their own efforts.

Instead, 27% of respondents indicated that they plan in the near future: 1) to change the field of professional activity to another (8% of respondents); 2) try to realize themselves in the field of education, but not at school (14% of respondents), at school, but with a different set of professional actions (5% of respondents). During their professional self-determination, these respondents preferred the following arguments: reliability of employment, stability in the payment of wages. As graduates of higher pedagogical education, they advised to inform the applicant about the complexity of self-realization in the profession. For these respondents, the process of professional self-determination has become permanent (one that can continue), as the completion of higher education and self-realization in professional activities is internally experienced as an incomplete process of professional self-determination.

4 Conclusion

1. Professional self-determination of a person in the conditions of socio-economic transformations and processes in the labor market should be considered as: 1) A process preceded by personal self-determination (i.e., a process that is integral from personal development). 2) The process during which a person decides on the choice of future professional activity. 3) The process, which is characterized by individuality, consistency, permanence, and complexity of the structure.

2. The process of professional self-determination is analyzed by scientists on the basis of different approaches.

I approach (developed by Tytarenko [17]) – in the structure of the process of professional self-determination, there are three stages of making a vital decision (I stage – the stage of abandoning the usual stereotypes, experiencing rejection of his life and self. Stage II – the stage of numerous correlations of "Self-ideal" with "Self-real", which provides a search and analysis of alternatives, differentiation of priorities. Stage III – the stage of radical transformation of the "Self-real", the emergence of the first outlines of the new "Self-ideal").

II approach (developed by Stanowskykh [15]) – in the structure of the process of professional self-determination, there are three stages of reflective thinking, which differ in depth and content (I stage – spontaneous professional self-determination; stage II stage – profile professional self-determination; III stage – specific professional self-determination);

III approach (developed by Albukhanova-Slavskaya [1]) – in the structure of the process of professional self-determination, there are five types of human attitude to professional activity and giving preference to a certain way of implementing the choice of professional activity (I type – professional activity is an occupation that meets human characteristics and involves repetition of actions. II type – professional activity – is a means of improving professional skills. III type – professional activity – is a way of human development, its abilities. IV type – professional activity – is a form of self-expression and creativity. V type – professional activity – is means of improving material well-being).

IV approach (developed by Vasyliuk [18]) – in the structure of the process of professional self-determination, there are six phases of human self-realization in the act of choosing a profession (I phase – abstraction of man from the complexity of the world. II phase – preservation of world complexity. III phase – actualization of deep values. IV phase – evaluation of alternatives. V phase – decisions. VI phase – sacrifice or payment for choice (according to Vasyliuk [18]), or restrictions (according to Yehorova [19])).

3. In relation to modern man, the process of professional self-determination is intensified throughout his life. We explain the permanence of the process, on the one hand, socio-economic transformations, processes on labor market, personal

development, permanence of personal self-determination, and, on the other hand, the processes organized in the system of continuing education.

In the period of preschool childhood, professional self-determination is organized as a process of gradual formation in the child's mind of ideas about professions, activities and attitudes to them. During schooling, much attention is paid to expanding ideas about the world of professions, the formation of professional interests, emotional and value attitudes to the world of professions, practical readiness to perform basic labor activities (for primary school students) and the ability to relate their abilities to the specific activities (for adolescents). In the period of youth, professional self-determination is a real situation of choosing a professional activity based on the desire to understand own social purpose and moral and personal self-expression ("Who to be?", "How to be?").

During the period of study in a higher education institution, the process of professional self-determination is superimposed on the process of purposeful mastering of the chosen professional activity. The future specialist learns the peculiarities of professional activity in various ways. The result of reflective reasoning is a confirmation of the correctness of the choice of profession or the recognition of the fallacy of professional self-determination. In case of hesitation, a person terminates his studies or completes his studies at a higher education institution and postpones the process of changing his professional activity to the beginning of his professional activity. Further processes (professional activity and professional development) influence the decision to: 1) stay in the chosen profession; 2) move to a new professional field.

4. The results of experimental work showed that:

1. Entrants when choosing a profession teacher often found out: 1) The correspondence between their aptitudes and characteristics of work; 2) Demand in the labor market; 3) The benefits of the professional activities.

2. Students of higher pedagogical education advised future students to choose the profession of teacher if they: 1) Feel an internal response to professional activity. 2) Are aware of the complexity of self-realization in the profession. 3) Are ready to make own efforts for self-realization in the profession in conditions of uncertainty caused by socio-economic transformations and processes in the labor market.

3. Primary teachers, who advised prospective students to choose the profession of teacher with an emphasis on willingness to make their own efforts for self-realization in the profession in conditions of uncertainty, were actively involved in the career growth process.

4. Primary teachers, who advised future students to choose the profession of teacher with an emphasis on understanding the complexity of self-realization in the profession, decided to change the profession, i.e., re-started the process of professional self-determination.

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Primary Paper Section: A

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