

OLENA VASYLENKO
ORCID ID: 0000-0003-4935-0258

vasilenko.dm@ukr.net

Candidate of Pedagogical Sciences, Associate Professor
Khmelnytskyi National University
11 Instytut'ska Str., Khmelnytskyi

CHARACTERISTICS OF COMPONENTS, CRITERIA AND INDICATORS OF THE FORMATION OF PROFESSIONAL ORIENTATION OF FUTURE SPECIALISTS OF SOCIONOMIC PROFILE

The relevance of the study is due to the transformation of socio-economic relations and the increasing importance of human capital, which puts forward new requirements for the training of future specialists of a socio-economic profile. In modern conditions, the formation of students' professional orientation becomes one of the key tasks of pedagogical science, because it determines the stability of professional intentions, readiness for activity in the "person – person" system and the formation of professional identity. At the same time, there is a scientific discussion about the structure of this phenomenon, which determines the need to create a holistic model capable of integrating motivational, cognitive, emotional-volitional and activity-practical aspects.

The purpose of the article is to substantiate and analyze the components, criteria and indicators of the formation of the professional orientation of future specialists of socio-economic profile, as well as to determine the range of diagnostic methods that allow for a comprehensive assessment of the readiness of socio-economic students for professional activity.

The research methods include theoretical analysis and synthesis of domestic and foreign scientific sources, comparative analysis of various concepts of professional orientation, a structural-functional approach to determining components, systematization of criteria and indicators, generalization of empirical materials, in particular data on volunteer activity, participation in project activities, results of testing and supervisory assessments.

The article identifies four key components: motivational-value, cognitive-knowledge, emotional-volitional (reflective) and activity-practical. For each of them, criteria and indicators are proposed that allow for quantitative and qualitative diagnostics. The importance of combining theoretical training with practical experience, as well as the systematic use of reflective practices, volunteering, and learning based on socially significant activities, is emphasized.

The scientific novelty lies in the formulation of a matrix model of diagnostics of professional orientation, which integrates modern domestic and international approaches and opens up opportunities for further interuniversity and longitudinal research. The practical significance lies in the application of the obtained results to improve educational programs, train future specialists of socio-economic profile and develop methods of professional support for students.

Key words: professional training, professional orientation, future specialists of socio-economic profile, motivational-value component, cognitive-knowledge component, emotional-volitional component, activity-practical component, professional identity, volunteer activity, reflective practices.

ОЛЕНА ВАСИЛЕНКО

кандидат педагогічних наук, доцент

Хмельницький національний університет

вул. Інститутська, 11, м. Хмельницький

ХАРАКТЕРИСТИКА КОМПОНЕНТІВ, КРИТЕРІЇВ І ПОКАЗНИКІВ СФОРМОВАНOSTІ ПРОФЕСІЙНОЇ СПРЯМОВАНOSTІ МАЙБУТНІХ ФАХІВЦІВ СОЦІОНОМІЧНОГО ПРОФІЛЮ

Актуальність дослідження зумовлена трансформацією соціально-економічних відносин і зростанням ролі людської цінності, що висуває нові вимоги до підготовки майбутніх фахівців соціономічного профілю. У сучасних умовах формування професійної спрямованості здобувачів вищої освіти стає одним із ключових завдань педагогічної науки, адже саме вона визначає стійкість професійних намірів, готовність до діяльності в системі «людина – людина» та формування професійної ідентичності. При цьому спостерігається наукова дискусія щодо структури цього феномену, що зумовлює потребу у створенні цілісної моделі, здатної інтегрувати мотиваційні, когнітивні, емоційно-вольові та діяльнісно-практичні аспекти.

Метою статті є обґрунтування та аналіз компонентів, критеріїв і показників сформованості професійної спрямованості майбутніх фахівців соціономічного профілю, а також визначення спектра діагностичних методів, які дозволяють комплексно оцінювати готовність здобувачів вищої освіти соціономічного профілю до професійної діяльності.

Методи дослідження охоплюють теоретичний аналіз та синтез вітчизняних і зарубіжних наукових джерел, порівняльний аналіз різних концепцій професійної спрямованості, структурно-функціональний підхід до

визначення компонентів, систематизацію критеріїв та показників, узагальнення емпіричних матеріалів, зокрема даних про волонтерську активність, участь у проєктній діяльності, результати тестувань і супервізійних оцінок.

У статті визначено чотири ключові компоненти: мотиваційно-ціннісний, когнітивно-знаннявий, емоційно-вольовий (рефлексивний) та діяльнісно-практичний. Для кожного з них запропоновано критерії та показники, що дозволяють здійснювати кількісну і якісну діагностику. Підкреслено важливість поєднання теоретичної підготовки з практичним досвідом, а також систематичного використання рефлексивних практик, волонтерства і навчання на основі суспільно значущої діяльності.

Результати дослідження вказують, що для організації якісної діагностики професійної спрямованості майбутніх фахівців соціономічного профілю вагомим чинником є розроблення матричної моделі, яка інтегрує сучасні вітчизняні й міжнародні підходи і відкриває можливості для подальших міжуніверситетських і лонгitudіних досліджень. Як результат, чітко визначені та валідні компоненти, критерії й показники будуть покладені в основу практичної діяльності з удосконалення освітніх програм підготовки майбутніх фахівців соціономічного профілю та допоможуть розробити ефективні технології та практичні методи вдосконалення професійної спрямованості здобувачів вищої освіти, які працюватимуть у соціальній сфері.

Ключові слова: професійна підготовка, професійна спрямованість, майбутні фахівці соціономічного профілю, мотиваційно-ціннісний компонент, когнітивно-знаннявий компонент, емоційно-вольовий компонент, діяльнісно-практичний компонент, професійна ідентичність, волонтерська діяльність, рефлексивні практики.

The issue of professional orientation of future specialists of socioeconomic profile is one of the central ones in modern pedagogical and psychological science. In the context of the transformation of socioeconomic relations, the strengthening of the role of the human factor, the growing need for highly qualified personnel capable of effective interaction in the “person – person” system, the issue of forming a stable professional orientation and acquiring a professional identity is gaining special importance. At the same time, there are a number of inconsistencies in the scientific discourse related to the definition of the structure of professional orientation, the characteristics of its components and approaches to assessing its formation. Some researchers focus on the motivational and value component [13], others focus on cognitive and activity aspects [9; 17], and still others on emotional-volitional and reflective mechanisms [2; 10]. Therefore, the current task is to integrate these approaches and develop a coordinated system of components, criteria and indicators of professional orientation, adapted to the needs of training specialists in socioeconomic professions.

The purpose of the article is to formalize and analyze the components, criteria and indicators of the formation of the professional orientation of future specialists in the socioeconomic profile.

The concept of vocational orientation has a complex scientific evolution. For the first time, ideas close to this term appeared at the beginning of the 20th century. In the works of F. Parsons, who argued that the effectiveness of professional choice is determined by the harmony between the interests of the individual and the requirements of the profession. Later, in the Anglo-American tradition, concepts focused on the motivational and cognitive aspects of career development (vocational orientation, career orientation) developed. In Europe and, later, in Ukraine, these approaches were supplemented by value-semantic components that emphasize the social significance and humanistic dimension of professional choice [11]. In the 21st century, in the conditions of the Fourth Industrial Revolution, professional orientation becomes a dynamic system that must adapt to rapid technological changes. M. Savickas [7] introduces the concept of career adaptability, where the orientation of the individual includes the ability to predict, plan and rethink career goals.

In Ukrainian studies [9; 11; 14], professional orientation is considered as an integrative characteristic that combines cognitive, emotional-motivational and value formations. Special emphasis is placed on the correspondence between personal potential and social need for certain specialists, which is important in the conditions of a market economy and global competition for personnel.

Thus, professional orientation is a multicomponent construct critical for successful professional development. Its development requires a comprehensive approach that simultaneously supports the motivational, cognitive and value levels. International experience shows that the most effective are programs that integrate information modules, practical internships, personality-oriented training and individual counseling.

In the scientific literature, there are several classifications of the components of professional orientation. However, the most common is the four-component model, which includes *motivational-value, cognitive-knowledge, emotional-volitional (reflective) and activity-practical components*. Domestic authors [14; 18] emphasize that such a structure most adequately reflects the specifics of professions focused on interaction with people, while foreign studies [4; 8] confirm the significance of this configuration in the process of forming professional identity.

Let us dwell on the characteristics of the components.

The motivational-value component determines the basic orientation of the personality, the system of internal motives and value orientations that determine the choice of profession, the stability of intentions and readiness for long-term activity in the sphere of “person – person”. Ukrainian researchers indicate that the stability and quality of motivation correlate with the level of involvement of students in professionally oriented activities (volunteering, projects, internships) and with subsequent professional mobility (the ability to adapt to new roles and requirements). These conclusions are confirmed by empirical materials, in particular, studies on volunteer activity as a factor in the development of professional mobility.

Thus, in the works of I. Ionova and A. Polyanychko [13], the emphasis is on humanistic motivation as the basis of the professional orientation of social workers. I. Kozubovska et al. [14] highlight the readiness for self-development and professional improvement as key markers of the formed motivational sphere. At the same time, foreign researchers [6] pay attention to the influence of cultural and social contexts, as well as the content and structure of professional motives.

The cognitive-knowledge component includes a system of knowledge, ideas, cognitive strategies and intellectual skills necessary for the effective performance of professional functions. Studies by Ukrainian authors emphasize that without a formed cognitive base (theoretical and methodological), practical training loses its effectiveness; foreign works provide additional arguments regarding the importance of combining basic knowledge with application skills. Based on the interpretation of the publication by O. Borodienko [9], it is cognitive training that creates the basis for the integration of theoretical knowledge and practical skills. We are impressed by the fact that I. Popovych [17] emphasizes the importance of applying critical thinking in professional situations. An important place in this component is occupied by professional knowledge (theory of social work, social policy, knowledge of legislative documents), methodological skills (diagnosis, intervention, assessment), information competence (search and critical assessment of scientific sources) and the ability to apply evidence-based practices. In international studies [5], special attention is paid to the orientation towards evidence-based practice, which requires a specialist in the socio-economic sphere of high information and methodological culture.

The emotional-volitional (reflexive) component provides emotional stability, self-regulation, the ability to empathize and reflectively analyze one's own activities. Ukrainian studies define reflection as a mechanism for transforming practice experience into professional lessons; the formation of emotional-regulatory skills is an important area of training, especially in the context of preventing professional burnout. According to O. Gerasimenko and V. Popova [10], reflection is an important mechanism for professional self-development of future specialists. Bark et al. [2] emphasize that the emotional competencies of social workers are directly correlated with the quality of decisions made and professional identity. Thus, the emotional-volitional sphere is not only a supportive but also a constructive element of professional orientation. The pedagogical significance of developing reflexivity lies in the fact that reflective practices (discussion of cases, supervision, critical friends) should be an integral part of the training program, since they activate the transition from declarative knowledge to practical professional thinking.

The practical component represents practical skills and abilities that are manifested in the process of direct professional activity. In particular, communicative interaction, documentation, management cases, establishing interdisciplinary cooperation, as well as professional mobility are taken into account. K. Chervonenko [18] showed that student volunteering is an effective factor in the development of practical readiness. Gallop et al. [3] proved that the combination of traditional practices with community service learning significantly increases the level of formation of the practical component. The mobility aspect of the practical component includes the ability to adapt to different types of institutions (schools, social services, public institutions, non-governmental organizations), interprofessional interaction and transfer of skills to new conditions. Practical trainings on intersectoral cooperation increase mobility and contribute to professional flexibility. We emphasize that volunteer practices and targeted practical modules in educational programs act as catalysts for the development of this component.

Let us focus on the characteristics of the criteria base of the identified components. First of all, we note that the criteria serve as operational guidelines for diagnosing and interpreting the indicators of a particular component. They must meet the requirements of conceptual validity, be understandable to practitioners and have the possibility of quantitative measurement. In accordance with the identified components, the following main criteria are proposed, which are considered below in the analytical sequence.

The criteria of the motivational-value component involve assessing the stability and direction of the motivational systems of the individual. Their operationalization is based on three factors: autonomy of motivation,

value cohesion and behavioral verification of motivation. Autonomy of motivation shows the extent to which internal incentives (values, internalized standards) determine professional activity, and not external factors (pay, status). Value cohesion reflects the degree of consistency of personal values with the standardization of the profession. Behavioral verification involves quantitative evidence of activities (volunteer work, participation in social projects).

The importance of this criterion is confirmed by the studies of I. Ionova and A. Polyanychko [13], which show that autonomous motivation is a prerequisite for professional stability and a low risk of early professional maladaptation.

The criteria of the cognitive-knowledge component are assessed by the degree of systematic knowledge, the formation of critical thinking and the ability to form professional judgments. Operationalization includes the analysis of test results, the quality of case solving (logical argumentation, adequacy of interventions) and the ability to plan and justify scientifically motivated decisions. In addition, we note that the use of an evidence-based approach (evidence-based practice) in the curriculum is an important marker of the cognitive maturity of a future specialist. Thus, a student who possesses methodological skills is able not only to master knowledge, but also to apply it adequately and critically.

The criteria for emotional and reflective competence include measuring empathy, self-reflection, the ability to set boundaries in professional relationships, and emotional regulation resources. The assessment components include: cognitive and affective empathy, indicators of self-control, and burnout risk indicators. It is important that the publication of Bark et al. [2] proves the fact that a high level of empathy in combination with the developed skills of emotional distance predicts better professional adaptation and provides a reduction in conflict in practical activities.

The criteria for the activity-practical component reflect the ability to implement professional tasks in a real professional field. They include indicators of the effectiveness of work with a client, assessment of case dynamics, the quality of interaction with interdisciplinary teams, and adaptability to organizational changes.

Empirical data [3; 18] confirm that students who have undergone structured volunteer programs or community service learning demonstrate higher scores on this criterion and are better integrated into professional practice after graduation.

Indicators are the most specific link in the diagnostic system: they must be objectively measurable, interpreted within the given criteria and suitable for corrective and developmental measures. A deep analysis of indicators and procedures for their measurement allowed us to select a set of key indicators for the selected spectrum of components, which is presented below.

For the motivational and value component, the main indicators include the structure of motivation (percentage distribution of altruistic, utilitarian, career motives), the presence and clarity of a professional goal (the number and quality of formulated goals), as well as behavioral indicators of involvement (the number of hours of volunteer activity, participation in projects, participation in student initiatives). From a methodological point of view, verification and diagnosis of these indicators is achieved by combined methods: motivational orientation questionnaires, structured interviews and accounting of documented activity. Questionnaire modules adapted to the context of socio-economic training provide quantitative indicators, while semi-structured interviews reveal deep motivational structures.

Indicators of the cognitive-knowledge component include standardized test scores, the quality of case solutions (assessment by criteria: adequacy of diagnosis, choice of interventions, justification), as well as creative/scientific products (abstracts, analytical notes, projects). For reliability, it is recommended to combine quantitative assessment (tests) with qualitative expert assessment of cases. Correlation of test results with practical performance is important: high scores in theoretical tests should be accompanied by qualitative demonstration of practical skills and abilities. For example, in Ukrainian programs for training students of socioeconomic profile to work with the elderly [15], much attention is paid to combined tasks that synthesize normative knowledge and applied skills, which allows for a more adequate measurement of readiness for professional activity.

Indicators of the emotional-volitional component include the results of empathy scales (verbal and affective), burnout indices (for example, adapted versions of the Maslach Burnout Inventory), assessment of the quality of reflective notes (based on filling out a supervisor's checklist), and indicators of the stability of emotional reactions in simulated stressful situations. Ukrainian projects often note the need to combine quantitative and qualitative tools: quantitative scales provide a general picture of the state of formation, qualitative ones provide depth of interpretation.

Indicators of the activity-practical component include the results of supervisory assessments of practice, evaluation of role-playing games, portfolio analysis (availability of intervention plans, case reports), as well

as indicators of inter-sectoral interaction (ability to coordinate actions with specialists of other profiles). The effectiveness of educational practice is determined not only by quantitative indicators, but also by qualitative results – the student's ability to independently plan and implement an intervention.

We note that the system of components, criteria and indicators proposed by us has a comprehensive justification. Firstly, it is based on the traditions of Ukrainian pedagogical and psychological science. Secondly, it takes into account modern international approaches to the training of specialists of socio-economic profile. Thirdly, its structuring allows for a valid assessment of the state of formation based on the use of valid diagnostics.

The proposed author's system of components, criteria and indicators also has applied and theoretical value, but its universalization requires further testing. Limitations include sampling, cultural specificity, and possible biases in the use of diagnostic instruments. Further research should include: cross-university validation, verification of the psychometric properties of the instruments in a local context, and study of component dynamics in longitudinal studies.

Summarizing the above, we note that the professional orientation of future specialists of socio-economic profile has a clearly differentiated structure (motivational-value, cognitive-knowledge, emotional-volitional (reflective), activity-practical components). For scientifically based diagnostics, a matrix approach should be used: for each component, a set of criteria, indicators and specific assessment tools is determined, which are combined into practical methods of diagnostics and support for the professional development of students (including volunteering and community-service learning as proven means of developing practical orientation). For diagnostics of the motivational sphere, it is advisable to use questionnaires of motives, supplemented by semi-structured interviews. The cognitive-cognitive component is assessed using standardized tests and case studies. The emotional-volitional component is assessed using empathy questionnaires, a burnout inventory and analysis of reflective diaries. Practical activity – with the help of supervisory reports, role-playing games and portfolios.

The described structure of components, criteria and indicators forms the basis for a scientifically sound approach to the diagnosis of professional orientation. The matrix of tools allows for the gradual introduction of assessment into curricula and serves as a methodological basis for the preparation and correction of educational practices. The proposed system is adaptive and can be used as a basis for further scientific research and applied development programs for future specialists of socio-economic profile of professional orientation.

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