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Psychological Features of Forming the Life Prospects of First-Year Students

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Abstract. The modern space of professional training for qualified specialists is characterised by variability and changes in the value paradigm, as a result of which the development of a professional takes place in the context of psychological characteristics, which, in turn, requires new research. The purpose of the presented study is to empirically examine the psychological features of the development of students' values and life prospects. In the course of the study, the authors used general research methods, including quantitative analysis and generalisation, and psychodiagnostic methods. The paper considered the psychological features of the development of value orientations of first-year students based on personal characteristics, such as asociality, anxiety, reflexivity, internal conflict, reflected self-attitude, etc. The correlation analysis of the obtained empirical data confirmed the interdependence of anxiety, reflectivity, self-determination, and value orientations in adolescence, which have a certain influence on the coordination of life prospects of youth. The analysis allowed identifying the factors of development of students' value sphere: "sociality"; "Self-concept"; "autoreflexia"; "externality"; "self-development". The essence of the components of the total variance for the selected 5 factors in accordance with the sum of squares of factor loads is substantiated. It was discovered that the obtained factors are formed based on individual psychological indicators. The prospect of further research is the compilation and testing of a correctional programme, which will be aimed at improving the selected factors that determine the development of the entire system of values of students' life prospects

Keywords: professional training, determination, value sphere, psychodiagnostic methods, correctional programme

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Психологічні особливості формування життєвих перспектив першокурсників

Анотація. Сучасний простір професійної підготовки кваліфікованих фахівців характеризується мінливістю та зміною ціннісної парадигми, внаслідок чого становлення професіонала відбувається в контексті психологічних особливостей, що, зі свого боку, потребує нових наукових розвідок. Мета представленої дослідження полягає в емпіричному вивченні психологічних особливостей розвитку цінностей життєвих перспектив студентів. У процесі дослідження авторами було використано загальнонаукові методи дослідження, серед яких кількісний аналіз та узагальнення, а також психодіагностичні методики. У роботі було розглянуто психологічні особливості розвитку ціннісних орієнтирів першокурсників на основі особистісних характеристик, як-то закритість, тривожність, рефлексивність, внутрішня конфліктність, віддзеркалене самоставлення тощо. Проведений кореляційний аналіз отриманих емпіричних даних довів взаємозалежність тривожності, рефлексивності, самоставлення та ціннісних орієнтацій в юнацькому віці, що мають певний вплив на узгодження життєвих перспектив юнаків. Аналіз чинників дав змогу виокремити фактори розвитку ціннісної сфери студентів: «соціальність»; «Я-концепція»; «ауторефлексія»; «екстернальність», «саморозвиток». Обґрунтовано сутність компонентів сумарної дисперсії для виокремлених 5-ти факторів відповідно до суми квадратів факторних навантажень. З'ясовано, що отримані фактори сформовані на основі індивідуальних психологічних показників. Перспективою подальших досліджень є розробка та апробація корекційної програми, яка буде спрямована на розвиток виокремлених факторів, що детермінує розвиток всієї системи цінностей життєвих перспектив студентів

Ключові слова: професійне навчання, детермінація, ціннісна сфера, психодіагностичні методи, корекційна програма

Problem Statement

Today, social, economic, and political transformations are causing fundamental social change. An important place within this problem is occupied by the study of changes in the public consciousness, that is, changes in value paradigms to awareness of priorities and life prospects. The values guide the individual to build a socially attractive world, going beyond the usual stereotypical one. Value consciousness creates its own world, a world of emotional experiences, value images, and life prospects. In the value form, a person subjectivises external reality, appropriating it, endowing it with human meanings.

The problem of planning one's future becomes especially relevant and determines the thoughts and experiences of a person during their student years [1]. This is due to the fact that it is during this period that a person is responsible not only for forming their own semantic definition but also for its fulfilment. Thus, the problem of forming life prospects in a person who acquires professional knowledge is of great importance for psychology.

The modern world is unstable: values change, new needs and interests appear while some needs disappear; social contacts, their content, their features and types change; new professions appear, old ones change, there are professions that unite, there are professions that disappear.

The above actualises the problem of personal development, self-fulfilment, requires a person to plan their future, correct their actions, behaviour, coordinate their plans with interests, inclinations, and social conditions. The competence-based professional training in higher educational institutions should form not only "hard skills", but also "soft skills" of students [2]. Moreover, values activate the cognitive, professional, and personal activity of an individual, which is the basis of "soft skills". Thus, in developing the personality of a specialist who acquires professional knowledge it is crucial to form the value system of life prospects [3].

Analysis of Recent Research and Publications

Active search for a place in life, plans for the future based on the vocation create a special social situation of personality development in the considered age period [4]. The multifaceted aspects of youth are covered in the studies of many researchers, such as C.M. Bitran, G.M. Lafuente [5], D. Taylor, K. Clay, K. Sethi [6], B. Tallman, W. Schell [7], who consider the student period in terms of changing the social position of the individual. The problem of forming value orientations as a meaningful basis for life prospects in youth was considered by many researchers in various aspects: the content of value orientations and the level of development of their structure; conditions and general

features of their development; the influence of value orientations on professional self-determination [8; 9].

Many researchers believe that life values exist in two planes, which are connected by dynamic relationships [10; 11]. These planes are the core values of life, personal meanings of life ideals (desired), and everything that is directly accessible and related to the fulfilment of specific goals that are easily achieved (accessible). Awareness of the relationship between these two planes – the desired and the available – affects the development of a life perspective in early adolescence. The difference between what is desired and what is available, especially in the period of the emergence and development of a life perspective, can have a disharmonising effect on this process [10; 11]. For that reason, the problem of correlation between desirability and accessibility of life values in the view of students in building their life perspective is particularly relevant.

The theoretical and methodological basis of the research was scientific and psychological provisions on the essence and regularities of personality development in early adolescence; the development of self-awareness and a stable image of one's personality, one's "Self"; the development of personality in adolescence [12; 13]. Ukrainian researchers have thoroughly studied the problem of professional development, in particular, the development of life prospects for professional self-fulfilment and professionogenesis was covered by N. Mosol [14], V. Panok [15], N. Poviakel [16], T. Tytarenko [17, p. 21-23], N. Chepeleva [18, p. 102-108]. Identifying values, especially for the younger generation, is not an easy task. L. Romaniuk states that the social validity of a person depends on the level of assimilation of moral values by them [19, p. 440-445]. In summary, it can be noted that in the psychological literature there is insufficient data on the influence of the educational and professional process

of the university on the development of the value system of life prospects.

The Purpose of the Article

Consists in an empirical study of the psychological features of the development of students' values and life prospects. To solve the research tasks, a set of methods was used: analysis and generalisation of scientific literature sources; psychodiagnostic methods; quantitative data analysis using mathematical statistics methods.

Research Results

Experimental work was aimed at analysing the psychological features of the development of students' life prospects. The subjects were 180 first-year students of Mukachevo State University. The study applied: a method for evaluating the level of situational and personal anxiety; a psychodiagnostic technique of A. Karpov [20] to identify the individual measure of reflexivity; a self-attitude test questionnaire of V. Stolin, S. Panteleev [21]; methods of identifying value orientations. The obtained empirical material served as the basis for further statistical analysis, which was carried out using the SPSS v. 21 software.

It is possible to successfully form professional plans for future specialists by involving them in a psychocorrective programme based on the development of their values. To identify the triggers that the correction programme will target, it is necessary to use factor and correlation analysis [19]. This analysis allowed drawing conclusions about the interrelationships and trends of young people's values, that is, about the psychological features of the development of students' value orientations. The empirical basis of mathematical and statistical analysis was the indicators of the scales of methods used in the research (Fig. 1):



Figure 1. Structure of the empirical base of mathematical and statistical analysis of the study on first-year students' life prospects

Correlation analysis allowed identifying and analysing the components of students' values and their determination by certain personal characteristics: anxiety, reflexivity, self-determination (considerable at the level of less than 0.05). The interdependence of anxiety, reflectivity, self-determination, and value orientations in adolescence, which have a certain influence on the coordination of life prospects of youth, is confirmed. A number of important correlation relationships are identified, and some of the

obtained correlations are observed within the same methodology, while others are quite obvious in accordance with modern psychological research. Therefore, attention was focused on the analysis of exactly those correlation ties that were rather unexpected. The authors believe that those correlations are the psychological features of the development of value orientations in first-year students. In particular, a negative relationship was diagnosed between the scales:

– life wisdom and love (-0,429). The authors consider

this as a confirmation of the bold views of a number of researchers who view love as an irrational, non-constructive experience that distances the subject from rationality;

– material support and creativity (-0,441). The understanding of this connection is determined by the idea of creativity as a search activity to establish new ties and relationships to solve urgent life needs of a low level;

– upbringing and broad views (-0,393). This connection suggests that students' upbringing is a limiting factor in learning about the world around them. This result actualises the problem of identifying the optimal balance of education, the possibility of freedom to search for oneself on the one hand and successful socialisation and assimilation of social interaction skills on the other.

An interesting positive relationship is characterised by the scales of creativity and courage in defending opinions (0,426). This is due to the confidence in the independence of thinking, the lack of conformity, the sense of one's own logically based beliefs and visions of the surrounding

world, which confirm one's own judgments, whereas creativity is precisely the driver of ensuring such search activity.

To solve this problem, factor analysis was used, which allowed identifying the scales that have the highest factor loads. As a result, 5 factors were obtained (five important groups of psychological features of the development of first-year students' value orientations). Statistical analysis confirms that these factors are the most stable and "explain" 39% of the variance. It can be stated that the factor loads of the selected factors are high: 9.5%, 8.6%, 8%, 6.5%, and 6.4%, respectively, for the 1st-5th factors, which allows drawing conclusions not only about the equivalence of factors but also about the qualitative results of actual factorisation. Hereinafter the analysis of the distribution by factors is considered: the primary eigenvalues, the sum of squares of factor loads for the obtained factors, and the sum of squares of factor loads after rotation, which are necessary to determine the proportion of variance "explained" by the selected factors (Table 1).

Table 1. Components of the total variance for the selected 5 factors

Factor	Initial eigenvalues			Sums of squares of factor loads for the selected factors			Sums of squares of factor loads after rotation		
	Total	% Variance	Cumulative %	Total	% Variance	Cumulative %	Total	% Variance	Cumulative %
1	4.627	9.640	9.640	4.627	9.640	9.640	4.600	9.584	9.584
2	4.325	9.009	18.649	4.325	9.009	18.649	4.136	8.617	18.201
3	3.83	7.978	26.627	3.83	7.978	26.627	3.82	7.966	26.167
4	3.190	6.646	33.273	3.190	6.646	33.273	3.131	6.523	32.690
5	2.802	5.838	39.111	2.802	5.838	39.111	3.082	6.421	39.111

The following distribution of factors is obtained.

1. The "Sociality" factor (9.58% of the variance), which includes the following indicators: isolation, health, the presence of friends, and the happiness of others. This factor is the most controversial and eclectic.

2. The "Self-concept" factor (8.62% of the variance). The factor includes indicators: self-confidence, a reflection of self-attitude, self-acceptance, self-attachment, thoroughness. This factor quite clearly identified the components of personal self-concept, the scales were combined into this determinant of the object of research, which is quite expected and confirmed not only by theoretical concepts but also by the research of a number of researchers.

3. The "Self-development" factor (7.96% of the variance) includes the following indicators: self-control, self-acceptance, development, will, self-confidence, the firm will. It is self-development and the ability to self-help that determine any personal establishment and growth. Indicators of self-development almost equally and strongly accounted for this factor.

4. The "Autoreflexia" factor (6.52% of the variance) includes the following indicators: situational anxiety, personal anxiety, level of development of reflexivity, independence. This somewhat eclectic factor includes indicators of

anxiety and reflexivity, which are explained as the ability to identify oneself and one's own actions in relation to the environment. This is a powerful driver not only of personal development but also of finding oneself.

5. The "Externality" factor (6.42% of the variance) includes the following indicators: active life, material support, efficiency in activities. It is the most everyday and material factor that orients a person's acts in the formally real environment around them. It is an important tool for the ability to provide oneself with a high quality of life, independence from parents, motivation for independence on the one hand, and evaluation of success and social status solely through material possessions – on the other.

These factors should become the basis for further development since influencing these grouped features allows correcting the system of students' value orientations. Further correctional work is precisely based on factor analysis through the construction and testing of a programme of targeted influence on the coordination of life prospects.

Conclusions

The study considers the problem of forming value orientations as a meaningful basis for the life perspective of first-year students. Experimental work was aimed at analysing the

psychological features of this process. The statistical analysis of the obtained empirical data disclosed the relationships, trends, and psychological features of students' values. Correlation analysis allowed identifying and analysing the components of students' values and their determination by certain personal characteristics: anxiety, reflexivity, self-determination. The interdependence of anxiety, reflectivity, self-determination, and value orientations in adolescence, which have a certain influence on the coordination of life prospects of youth, is confirmed. In the course of the study, a number of important correlation ties were identified along with a negative relationship between the scales: life wisdom and love; material support and creativity; upbringing and breadth of views were diagnosed. Therewith, the scales of creativity and courage in defending opinions are characterised by a positive connection. Based on the conducted analysis, 5 factors of development of the value sphere of students are identified, named, and interpreted, along with some of their correlates. Statistical analysis confirms that the selected factors are the most stable and equivalent. Accordingly, the

following distribution of factors is obtained. The "Sociality" factor characterises the ability to socialise, that is, the ability to communicate, establish social contacts. The "Self-concept" factor characterises personal qualities that form the "Self-concept". The "Self-Development" factor characterises the desire for one's own development and the ability to manage oneself. The "Autoreflexia" factor includes the ability of youth to identify themselves, self-perceive, and analyse their own actions in relation to the environment. The "Externality" factor characterises actions in the formal-real environment, the ability to provide yourself with an appropriate quality of life, independence from parents, motivation for independence on the one hand, and an evaluation of success and social status solely through material possessions – on the other.

The prospect of further research is the compilation and testing of a correctional programme, which will be aimed precisely at the improvement of the selected factors that determine the development of the entire value system of students' life prospects.

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