



## **Regional Component of Education as The Key Factor of Effective Development of The Professional Orientation (Based of The Arctic Zone of The Russian Federation)**

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### **ABSTRACT**

In the higher education system, there is a tendency of continuous changes, the search for opportunities or conditions for multi-level, interdisciplinary education, additional knowledge, professions that will allow specialists to be more competitive, mobile, and able to cope with the challenges of our time. The article presents the content of "professional orientation of a person". The authors revealed the concept of "the factor of effective formation of the professional orientation of a person", determined the criteria and indicators of the formation of the professional orientation of students in the Arctic zone of the Russian Federation. The developed model of the professional orientation of students in the Arctic zone of the Russian Federation, formed during the survey of students of secondary professional and higher institutions of the Arctic zone of the Russian Federation, is presented through the example of the Murmansk region. The model was tested during special professional events with graduate students. The results of the survey and testing are presented in the article in the form of graphs.

**Keywords:** professional orientation of a person, the Arctic zone, the education content.

### **INTRODUCTION**

The dynamic development of science, technology and social relations requires from modern specialists not only deep knowledge and skills, but also personal involvement in the profession, self-identification, value attitude to professional activity, attitude to constant professional self-improvement. One of the central tasks in the training of future specialists is to develop and strengthen their professional orientation, understanding and internal acceptance of the goals of professional activity, interest and inclination to it, formation of professional ideals, beliefs, and value orientations. It is the high level of professional orientation that encourages specialists to constant self-improvement, stimulates professional development and self-realization in the profession. However, despite the significance of the researched issues concerning the professional orientation and its effective development for students (Surgical, 2009; Lazursky, 2002; Rubinstein, 2013; Dodonov, 2015; Gennissen, 2021; Bozhovich, 1966; Platonov, 1986; Nourah, 2021; Spitsyna, 2021; Mitina, 2020; Levites, 2019), the problem of the effective development of professional orientation still remains the main issue especially for arctic zone of the Russian Federation.

### **MATERIALS AND METHODS**

The aim of the study is to research the problem of formation and developing of professional orientation of students of regional education. The problem occurred because of out-migration of graduates from universities and colleges of Arctic Zone of Russian Federation. The research is tend to find problems in regional education that had to be solved.

The experiment lasted during autumn of 2021 the basis of Murmansk Arctic State University, Murmansk Industrial College, Murmansk Medicine College. 246 graduate students of different specialties such as Linguistics, Nursery, Mechanical engineering and ect. took part in the experiment.

The research hypothesis claims that the effective developing of professional orientation will help in developing of professional program of Murmansk Region as a part of Arctic Zone of Russian Federation.

To test the hypothesis, a set of the following research methods has been used: theoretical –analysis of scientific literature and normative documentation, synthesis, comparison, generalization and systematization of data to compare different views of scientists on the problem of professional orientation of students, definition of structural components of the researched competence, clarification of specific features of future professional orientation training in the educational environment of universities and colleges, substantiation of didactic conditions; modeling – to develop a didactic model; empirical – pedagogical observation, questionnaires, testing, conversation; pedagogical experiment – for experimental verification of the effectiveness of didactic conditions; mathematical statistics – for quantitative and qualitative analysis of the results of the study and proving their statistical reliability.

## RESULTS

The multidimensionality of the phenomenon of professional orientation, the diversity of approaches to the interpretation of this category and the insufficient theoretical and practical development (Surgical,2009;Lazursky,2002;Rubinstein, 2013; Dodonov, 2015; Gennissen, 2021; Bozhovich,1966; Platonov,1986; Nourah, 2015; Spitsyna, 2021; Mitina, 2020, Levites, 2019) of the professional orientation of students at the stage of study at a university often leads to its identification with the concept of "self-determination". Professional self-determination is considered as a long-term process of internal, subjective plan. It consists in the search and selection of a person in a profession and "oneself in one's profession", while professional positions and prospects are determined for him. In this sense, professional self-determination is a stage of socialization, at which a person is oriented towards a specific professional activity.

Clarification of the essence of orientation requires an answer to three main questions:

Summarizing the various views on the content of the professional orientation of a person, it is possible to distinguish its essential characteristics:

- professional orientation is a complex (complex) personality quality that arises at a certain stage of its development as a result of socialization (professionalization), the structure of which is determined by the structure and functions of professional activity, social requirements for professional and personal qualities of the corresponding category of specialists.
- professional orientation integrates elements of the motivational and value sphere (needs, motives, interests, value orientations, inclinations) corresponding to the profession.
- professional orientation is an integral part of the professional readiness of a specialist, which determines the motivation for mastering professional activity, individual style, and effectiveness of its implementation.
- professional orientation is an important motivational factor that encourages a person to systematically analyze the process and results of his own activity, self-assessment of professionally important qualities and constant professional self-development, improving the level of professional skill.
- development of professional orientation is a complex and dynamic process that continues throughout the entire period of professional training and work activity of a person and goes through a number of successive stages: emergence and formation of professional intentions, vocational training, professional adaptation, full or partial self-realization of a person in work.

The analysis, generalization, and systematization of various approaches gives grounds to consider the professional orientation as a complex characteristic of a person, a hierarchically organized system of professionally significant motives, interests and value orientations that determine the selective attitude to the profession, the success of mastering it, the effectiveness of performing professional functions and the activity of professional self-improvement.

The content of the professional orientation is made up of the components of the motivational and value sphere, which determine the professional position of a person: needs, value orientations, interests, motives, attitudes, and etc. In the structure of a teacher's personality, the professional orientation performs the functions of integration, coordination, and activation.

The professional orientation of a person in the process of studying at a university is considered as the orientation of the entire educational process of higher education towards the formation of competent and developed personality of a future teacher. In this regard, the professional orientation is understood as mastering a system of special scientific knowledge, skills, cognitive abilities, formation of important professional qualities and concentration on the profession, presence of a stable interest in professional activity. The formation of knowledge, skills and competencies guarantees successful adaptation to work. The presence of a complex of important professional qualities is a criterion for preparing a university graduate for professional activity and, therefore, indicate the effectiveness of the vocational training process. These operational characteristics, indicating a person's readiness for professional activity, are an external criterion for the success of vocational education. Psychological readiness for professional activity can be characterized by a set of qualities that reflect a constant interest in professional activity, the ability to see the prospects for professional and personal growth.

In general, psychological readiness is interpreted by researchers as a necessary condition for purposeful activity, as a characteristic that helps a specialist to successfully perform his functions, correctly use his knowledge, experience, personal qualities, maintain self-control and the ability to restructure his activities in the event of unforeseen difficulties. It means that, in the structure of readiness for professional activity, a system-forming importance is given to the professional orientation, which means that its formation indicates that it is a leading determinant of motivational goal in the assimilation of knowledge, skills and abilities, as well as successful functioning in professional activity. Thus, the formation of a subject's operational qualities is an external criterion for the effectiveness of vocational training, and the formation of personality's vocational orientation is an internal criterion of its effectiveness.

To clarify the concept of "formation efficiency factor", it is necessary to compare it with the concept of "formation conditions". If the conditions of formation in a certain sense can be called an environment, a set of circumstances in which the process takes place, then the efficiency factor is the transition from static to dynamic. This understanding of the category "efficiency factor" allows us to identify the factors of the effectiveness for the formation of professional orientation of a future teacher. The effectiveness of the process of forming professional orientation depends on many pedagogical and psychological factors. The multiplicity and variety of factors of the effectiveness of the phenomenon only emphasize its structural, substantive, and procedural universality and complexity.

Based on this concept, two groups of factors are distinguished in our study: factors - resources (prerequisites) and factors – conditions.

Factors - resources include external and internal prerequisites for choosing a profession: interest in profession, its prestige, opinion of parents and friends, as well as motivation.

Factors - conditions include: organizing the professional selection of students, ensuring the admission of young people with a strong interest and desire to master this profession, sufficiently developed creative potential; adherence to continuity between different levels of training; early inclusion of students in educational and professional activities and the functioning of the educational process, in which this activity plays the role of a guiding and integrating factor; creation of developing environment in an educational institution; ensuring the disciplinary position of students in the educational process; implementation of pedagogical monitoring; as well as social and pedagogical experience reflected in scientific and pedagogical knowledge; strengthening the individual and creative nature of educational activities.

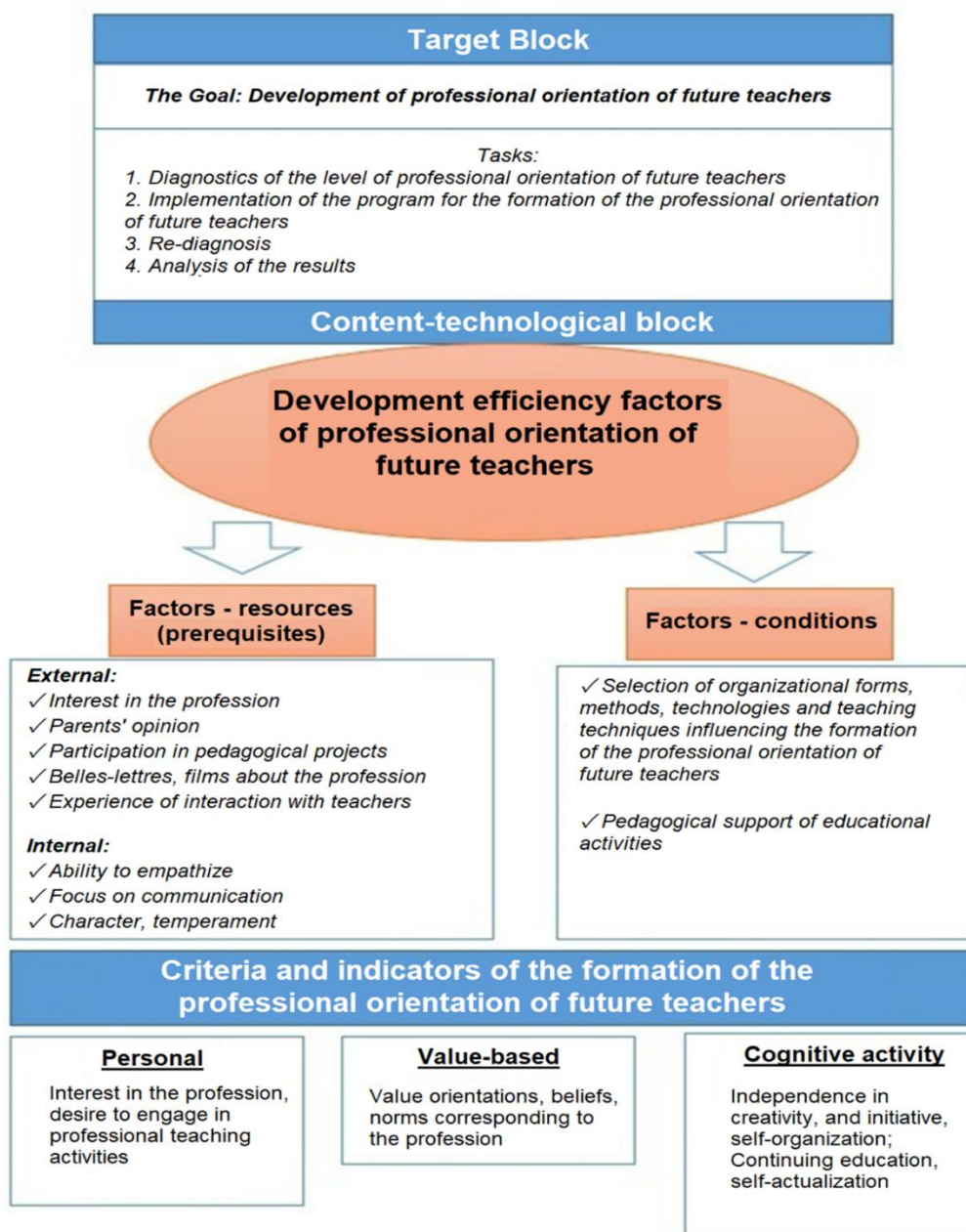
Particular attention should be paid to the concept of "self-actualization". D. G. Levites in his work "Why do we need a school in the XXI century" calls self-actualization a person's striving for a more complete identification and development of his personal capabilities. It is important to note that this concept should be attributed not so much to students as to teachers, since one of the conditions for the successful development of a student is the presence in his life of adults who will serve as a good example in the choice of professional activity, including personal self-actualization. A teacher's enthusiasm for his work is one of the external factors-resources that affect the professional orientation of future specialists in the Arctic zone.

Thus, the professional orientation of future specialists is formed and effectively developed due to two groups of factors: factors-resources and factors-conditions. Resource factors begin to influence the development of the professional orientation of future specialists during the pre-university training period and include internal and external components, which include primary interest in the profession, parental opinion, communication with teachers with pronounced professional orientation, as well as the disposition of students to empathy and self-actualization during the period of study at school or college. Factors - conditions arise in the process of training future specialists at a university and accompany students throughout the entire period of study. Factors - conditions include the pedagogical process itself and its scientific and methodological support and pedagogical support, which is implemented thanks to the support of students from teachers.

Due to the specifics of professional activity, the main components of the structure of professional orientation are in certain proportions. Thus, the functioning of the emotional component is manifested at all levels of a person's professional orientation. The close connection of the emotional component with the cognitive component reflects a subject's rational understanding of the profession, the creation of emotionally colored career plans with a promising target component, which provides additional incentives for the development of cognitive forms. In connection with the implementation of actual needs and motives in professional activity, the emotional component manifests itself in the need-motivational component through the state of satisfaction - dissatisfaction. If the profession being mastered reveals compliance with the actual capabilities and abilities of the subject of professionalization, then the emergence of a complex of positive emotions only strengthens the orientation of a person towards the profession. However, in addition to positive experience, there were also negative emotional states, for example, when professional difficulties arise, dissatisfaction with professional needs and aspirations due to professional activity. These relations open up the plan for the analysis of the emotional and semantic value component of the research subject. According to D.A. Leontyev, an emotional reaction signals personal meaning, and emotion performs an auxiliary function of representing personal meaning at a conscious level, not so much showing it in a significant way, but attracting attention to it and setting the task of its meaningful

disclosure. Consequently, the formed professional orientation of a person, the core of which is the semantic component of the value, will always express a complex of positive emotions that represent the personal meaning of the activity for the subject. The empathic component of a person's professional orientation characterizes, along with the emotional side, his behavioral side. Interacting with the behavioral component, the empathic block promotes and conditions the choice of patterns of altruistic behavior and interaction strategies under the motto "for another". In the interactive part of communication, empathy acts as a regulator of interaction, providing estimates and predictions of the most appropriate behaviors based on the emotional state of the participants. Empathy is also used to adjust selected interactions based on empathic feedback. The adjustment is made for the most comfortable modes of behavior. The unity of emotional, behavioral, and empathic blockages is manifested in the component of need-motivation in a person's career orientation through satisfying the need for his own well-being, satisfying the need for the well-being of others.

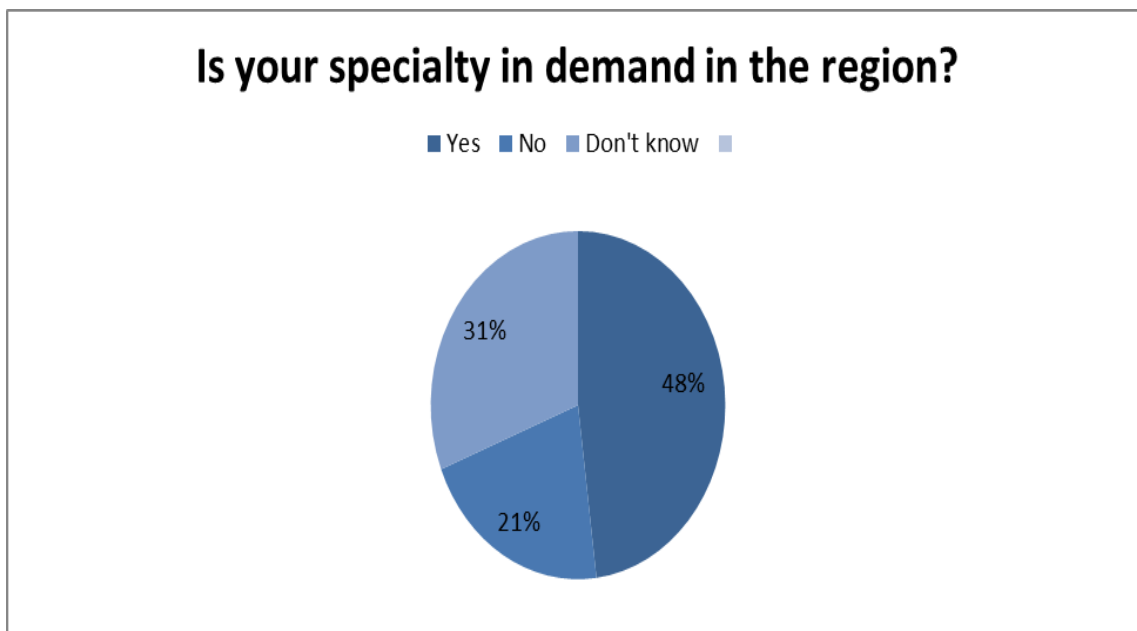
In order to build a model for the formation of professional orientation of a person, it is necessary to understand the connections between each of its structural elements. That is why it is necessary to combine knowledge of the structure of the personality orientation, the factors of the effectiveness of the formation of professional orientation of future teachers and the criteria of the already formed professional orientation of a person. All this can be depicted schematically (Fig. 1)



**Fig 1: Formation model of the professional orientation of a person**

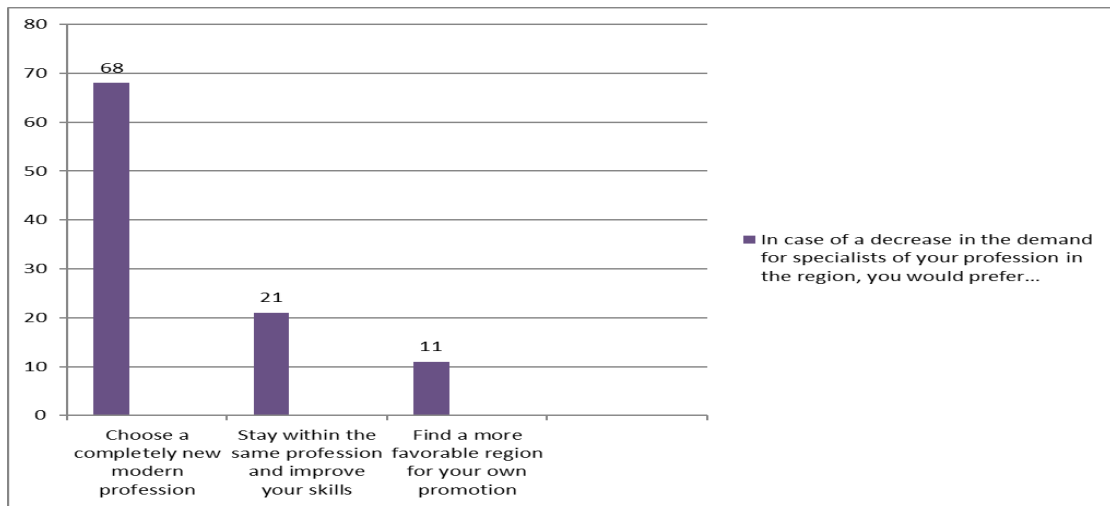
Based on the conducted content analysis of the criteria and indicators of the formation of the professional orientation of a person, we identified indicators that collectively determine the criteria for the formation of the professional orientation of future specialists in the Arctic zone. The personal criterion is determined by the following indicators: interest in the profession, the desire to work in the field of education, the conscious choice of the teaching profession, supported by professional motivation. The value criterion is determined by the attitude to the world, work towards people and the future profession, value orientations and beliefs of students regarding pedagogical activity. The cognitive-activity criterion includes the manifestation of students' independence, initiative, and desire to acquire new knowledge, continuation of education, self-actualization. Thus, the constructed model reveals that work on the formation of the professional orientation of future specialists begins before direct admission to educational institutions of higher education and proceeds in an arbitrary form. Factors-resources in this context become the fundamental basis for the formation and development of the professional orientation of a person. Factors-conditions will directly accompany the pedagogical process of learning in an educational institution of higher education and will depend on the chosen direction of training and teachers with whom the student will interact during this period of time. The combined influence of factors-resources and factors-conditions in the process of studying at a university, form professional orientation of future specialists.

In the study conducted by the authors on the topic "Formation and development of the professional orientation of personality", in which the graduates of colleges and universities of Murmansk and the Murmansk region took part, the key factors of the formation and development of the professional orientation of students were identified. One of these factors is the regional component of education, which directly determines whether graduates will remain in the region. The results of the survey of graduates of Murmansk Arctic University in 2020 show that for the first time since 2016, there has been a significant reduction in the number of students talking about the demand for their education (from 45.3% in 2019 to 31.4% in 2020). According to statistics, the outflow of the population of the Murmansk region by 2021 amounted to 11 thousand people. In this regard, in the study of the formation and development of the professional orientation of students, graduates answered a number of questions related to their desire for further education and employment in Murmansk and the Murmansk region. So, the first question "Is your specialty in demand in the Murmansk region?" was answered positively by the majority of graduates. Some do not have information about the relevance of their field of study, as it is initially associated with an almost unformed professional orientation and lack of interest in finding employment in this specialty (Fig. 2)



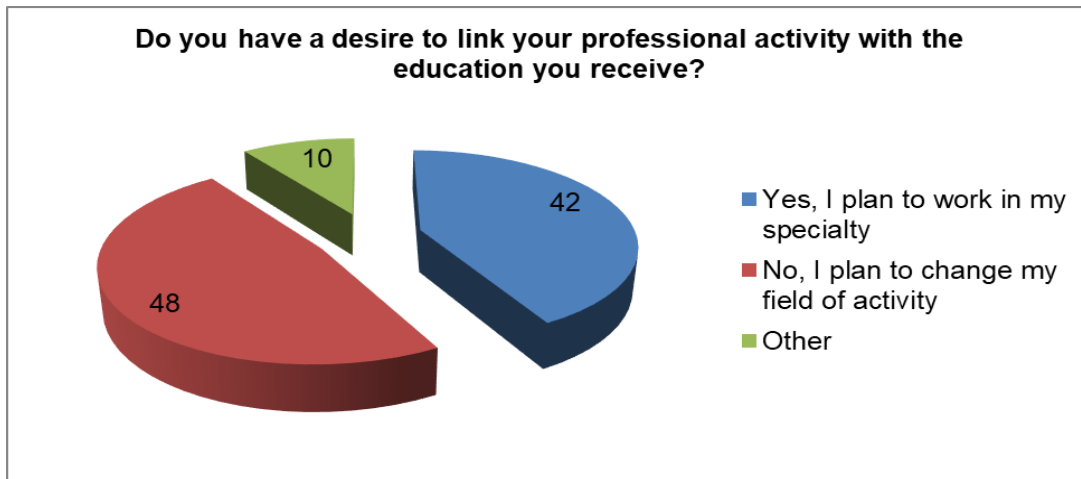
**Fig.2: Distribution of data on the awareness of graduates about the demand for their profession in the region.**

Also, these studies helped predict the further development of graduates' career advancement. In case of a decrease in the demand for specialists of a certain profession in the region, graduates for the most part would prefer to choose another more in-demand profession and retrain rather than move to another more favorable region (Fig. 3)



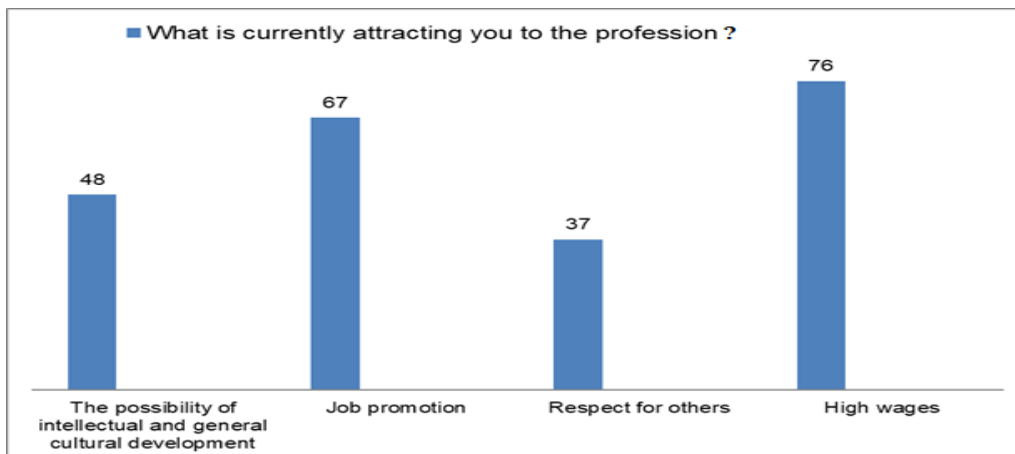
**Fig.3: Distribution of data on the further career choice by graduates**

Most of the graduates answered negatively to the question of further work according to their specialty. In most cases, this is due to the low level of formation of the professional orientation of students. The specialty is not a priority for graduates (Fig. 4)

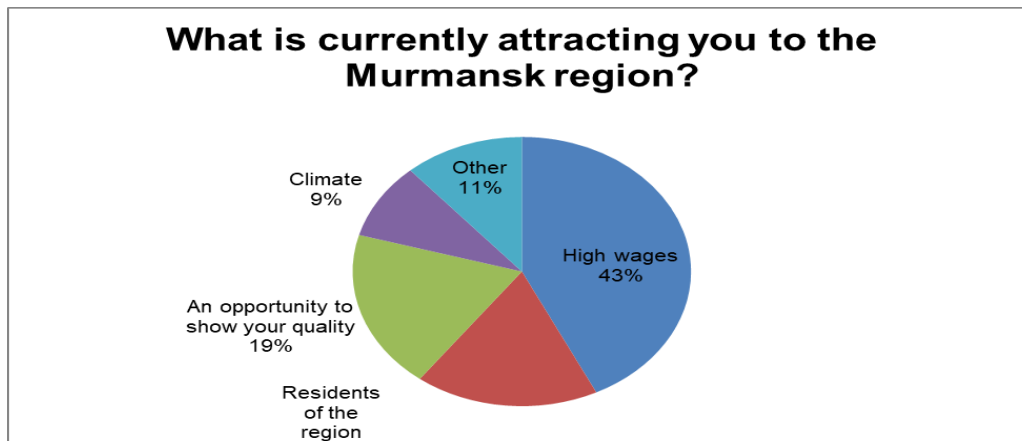


**Fig.4: Distribution of data on the planned employment of students**

Also, during the study, respondents were able to determine what they like most about their profession. Wages continue to attract an increasing number of graduates, as well as career advancement and the opportunity to show their abilities are important (Fig.5)



**Fig.5: Distribution of data by the main factors in choosing a profession**



**Fig.6: Distribution by favorable factors of the regional component**

The most attractive indicator in the region, according to graduates, is a high salary. Respondents are also attracted by the uniqueness of the region and the opportunity to show their abilities. The climate is an ambiguous factor since the living conditions in the Arctic region are extremely difficult and can affect the further choice of the profession of students. There was also an opportunity to write down your answer (option "Other") in distribution. Therefore, it is worth considering such answer options as "Long vacation", "Polar allowances", "Earlier retirement". These criteria are special for the Murmansk Region since it is located in the Arctic region and people working in the North have a number of advantages over those working in other regions.

## CONCLUSIONS

The study conducted on the basis of educational organizations of Murmansk and the Murmansk region in October 2021, in which 246 graduates of secondary vocational and higher education of various specialties and areas of training (social and humanitarian, natural science and technical) took part, revealed some problems related to the regional component of the professional orientation of graduates. The main reasons that influence the decision of students not to stay in the region or leave it after graduation have been determined. For example, climatic conditions are increasingly encouraging graduates and their parents to move to more favorable regions for living. Students are also concerned about employment since some professions are not considered prestigious and/or highly paid in the regional labor market. Education in the Murmansk region receives great support from the state and regional authorities, but students choose to move to other regions and enroll in universities that are higher than regional in terms of rating, including international ones. Graduates of secondary vocational and primary vocational education in most cases cannot continue their education in the region, since educational institutions of higher education do not implement some programs (technical) that are implemented in colleges. Thus, there is no continuity of education and graduates who want to continue their education are forced to choose universities in other regions.

Based on the study and the model created by the authors of the formation of the professional orientation of students, it is possible to determine some recommendations for educational organizations of secondary vocational and higher education for more effective development of the professional orientation of students. They include: holding events of a specialized professional orientation for graduates of educational organizations, meeting with employers and experts in the selected areas, the possibility of increasing the number of training areas in regional universities in accordance with those specialties that are implemented in secondary vocational education.

A Career forum for graduates of schools, colleges and universities is planned to be held on the basis of Murmansk Arctic State University in December 2021. The program of the event includes activities ranging from career guidance diagnostics and counseling to employment issues. The event will be held online due to epidemiological conditions. This way the number of listeners and participants will increase, and there will be an opportunity to record the event. Murmansk Arctic State University will hold an open Day within the framework of this forum and will tell applicants what programs will be implemented next year and what features of admission await graduates. Invited experts and employers will help graduates with employment issues. This is one of the examples of ongoing activities aimed at the development of professional orientation in the region. Each educational organization of secondary vocational and higher education in Murmansk and the Murmansk region conducts global career guidance work to attract graduates, as well as their employment in the future.

Speaking about the regional component of education, we talk about what attractive qualities the city of Murmansk and the Murmansk region have for the possibility of education and employment of graduates. Thus, the regional component includes: a variety of vocational training programs, continuity of secondary and higher



education programs, possibility of training on a budgetary basis, affordable education on a paid basis, a high percentage of employment in the profession, wages corresponding to the standard of living in the region. In this case, the regional component of education becomes a key one in the formation and development of the professional orientation of a person, since it includes many factors that affect whether graduates will stay to continue their education and work in the region, and further participate in its development. There are factors that cannot be influenced (for example, climatic conditions), but there are others, for the development of which it is possible to work with applicants, with students and graduates to develop self-determination and specialized professional orientation.

The generalization of the study results allowed to formulate the following conclusions:

1. The problem of formation and developing of professional orientation especially the regional component was determined fully. The results of the experiment show the lack of formation of professional orientation in region. There is a need of developing professionally oriented program of the region.
2. The model of developing of professional orientation of students of Arctic Zone as developed to conduct more researches of developing of professional orientation of student to prevent graduates leave the Arctic zone of Russian Federation.
3. Theoretical base was expended.
4. The practical base of professional orientation was developed to help identify conditions and key factors of priority of education and provision of employment of Arctic Zone of Russian Federation.

### Acknowledgment

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