

Way to Yourself: a Model of Professional Realization of Hearing Impaired Students

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Abstract—The article is devoted to topical issues of creative self-realization of young people with hearing impairment through their inclusion in the profession. Studying at the university is considered as the most important stage determining the career strategies of graduates with hearing impairment. According to the results of the study, a model of their professional implementation was built. The authors showed that the conceptual basis for modeling was: first, a systematic approach to the analysis of activities; second, the concept of disability as a socially constructed phenomenon. The main blocks of the model include motive formation, goals, activity programs, a decision block, and a subsystem of activity-important qualities. The social identity of graduates with hearing restriction is presented as a system-forming factor. Depending on social identity, constructive and non-constructive career direction of graduates is highlighted.

Keywords—higher professional education; inclusive education; career path; systematic approach; students with impaired hearing; creativity; professional identity

I. INTRODUCTION

The rapidly changing modern world creates equally rapidly changing challenges — to a person, society, and social institutions. One of the most pressing issues that a young man cannot do without an answer to is the question of his mission, vocation, way of life and kind of professional activity. Traditionally, the answer was sought and found in the process of education, and not only in the initial stages, but also in those forms that go through life. The difficulty of such a search today is in the ambiguity of the prospects for the entire global context, in which new professions emerge before educational trends open up. Difficulties multiply when it comes to people with disabilities. Disclosure of creative, intellectual potential, inclusion in the professional life of modern societies is not only their own business, but also, as emphasized in the “Convention on the Rights of

Persons with Disabilities” adopted in a number of EU and RF countries, the duty of the state [1].

Sufficient experience was gained to assert that inclusive vocational education takes precedence over training in a special institution from the point of view of the subsequent employment of a specialist and his integration into society. The success of the career path of university graduates with health restrictions is due to three vectors. That is, first, the vector coming from the state, which creates an institutional, legal field; second, the social atmosphere, either conducive or impeding the professional self-realization of persons with disabilities; and third, the individual's own activity, his positive social identity.

For many young men and women, studying in a higher educational institution is the first experience of interaction in an integrated environment with a variety of social spheres, roles, statuses that are not found in general education schools. Therefore, the model of interaction in the university environment becomes a model for career strategy, affecting the success of professional activity. Hence, the special responsibility of those who are directly connected with the education of students with disabilities is of great significance for the formation of the image of success and the acquisition of socially acceptable ways to achieve it.

Objective: to build a model of professional realization of graduates with impaired hearing through the prism of the systems approach and in conjunction with the formation of their social identity.

The peculiarity of the group we have identified is determined by:

- a separate segment of the labor market;
- consideration of highly qualified graduates as future elite with competences to represent the interests of their social group;

- general regularities of career growth for all persons with disabilities and specific for graduates with auditory limitations, due to communication barriers.

In modern literature, there are few works on the experience of successful professional activities of highly qualified hearing-impaired university graduates. As a rule, researchers focus on analyzing and highlighting the individual personal qualities of graduates who contribute to professional success, on behavioral strategies in the workplace [2] [3] [4]. Such an analysis, although important, does not give the whole picture: successful professional implementation is possible only because of a comprehensive coordinated action of the entire system: the state, society, and the individual. Therefore, the development and manifestation of personal qualities in professional activity seems necessary to consider as a structural component of the overall process.

II. METHODOLOGICAL ASPECTS

The conceptual basis for modeling the professional career of students with audio limitations is: a) a systematic approach to the analysis of activities; b) the concept of disability as a socially constructed phenomenon.

In accordance with a systematic approach to the analysis of activity, the basis of the structural model of career activity is the general architecture of the psychological system of activity. Based on the analysis and generalization of the psychological content and mechanisms of regulation of various types and forms of professional activity V.D. Shadrikov developed a universal model for its analysis, which has a predictive ability. It implements two basic principles — functionality and system.

In accordance with the principle of *functionality*, the internal plan for the development of a professional career is the formation of a psychological system of activity. It is based on the individual characteristics of the subject — his needs, interests, worldview, beliefs, attitudes, life experience, features of mental functions, and neurodynamic properties of the personality [5]. Under the influence of the requirements and conditions of activity, the individual qualities of the subject of professional activity are set in motion, mobilized; acquiring the features of efficiency, i.e. there is a fine adjustment and restructuring.

The principle of *consistency* indicates that the mental system of activity is a holistic structural education, “a holistic unity of the mental properties of the subject of activity and their comprehensive connections, which induce, program, regulate and realize the activity and which are organized in terms of the implementation of a specific activity” [6].

The main components of the psychological system of activity were:

- motives of activity;
- purpose of the activity;
- program of activities;

- decision making;
- the subsystem of activity-important qualities.

The links between the components of the psychological system of activity are functional, i.e. they ensure their interaction in achieving their goals. All blocks of the psychological system of activity are interrelated and penetrate into each other.

What in this picture is a system-forming factor that unites various mechanisms into a complete functional-dynamic system?

Through the prism of the social design approach, we have identified a factor capable of determining the formation and implementation of the main components of the psychological system of activity among young people with audial limitations. In conditions of poorly adapted to the needs of the disabled environment, as well as under the influence of social stereotypes (“patient”, “disabled”, “disabled”), society has constructed a specific identity [7]. The social role “disabled” hinders the professional realization of a person and his integration. At the same time, people with disabilities — successful entrepreneurs, scientists, athletes, artists destroy the effect of social stereotype and construct social reality in a different way than “ordinary” people with disabilities. The higher the social status of a person, the less pronounced the others consider his defect, the greater the opportunity for an individual to manage the social impression made on other people [8] [9] [10]. Such people are characterized by internal activity. She is the source of development and self-determination [11] [12]. An active person sets life goals for himself and seeks a tool for their implementation, and he is able to correct his behavior because of self-analysis and can counter the stereotypes that have developed in society. These factors determine the potential influence of the university environment on the entire psychological system of activity and the importance of this stage for the formation of the personality of a professional.

III. RESULTS OF RESEARCH

At different stages of mastering activity, the goal and motivation of activity act as system-forming factors. At the initial stage of professional self-determination, motivation is a backbone factor. The cognitive level of mastering the activity is associated with the activation of the motive-target vector. The purpose of the activity affects and subordinates all other components of the psychological system of activity, while it itself depends on the motivation of the activity. At the stage of objective activity, the goal-result vector acts as a system-forming factor, motivation influences the choice of criteria for achieving the goal and criteria of preference, i.e. manifested through decision-making processes. B.F. Lomov noted, “The formed vector of the target-motive is realized in the activity, the carried out activity (achieved goal) creates the possibility of transferring this vector to a new level, which is also realized in the activity, which creates a new opportunity, etc. In this movement, the features of a person, his interests, inclinations, moral and volitional qualities,

professional skills, in short — the personality as a whole, develop.” [13]

The method of structural-functional modeling of a professional career involves the diagnosis, development and correction of the motives of a professional career, professional career goals, career programs, career decision criteria and personal qualities important for career development.

The motivation of a career is defined as a set of persistent motives that determine the content, direction and features of a professional career. Personal meanings, needs and value orientations constitute the motivation for career development. The substantive characteristics of motivation are: the dominance of certain motives; their awareness; the effectiveness of motives as representation in consciousness and as manifestation in real behavior; mediation as formatting by social norms; independence as a manifestation without outside intervention; generalization as an extrapolation to a range of professional activities; selectivity as a focus on a certain side of the professional activity [14]. Dynamic parameters of motivation include the duration of retention and retention; power of manifestation; ease of change, range of prevalence and modality — emotional coloring.

The integral characteristic of the motivation of career activity is a motivational orientation, expressed in the interests, relationships, and efforts. There are constructive and destructive career orientations.

Constructive motivation of a professional career is defined as the orientation of a student and graduate with a hearing impairment toward self-design, self-realization, creation for the benefit of others and society.

Case: An example of constructive career motivation: 5th year student with impaired hearing of the Department of Radioelectronics, Bauman Moscow State University was offered to work on the Faculty of Power Engineering to perform coursework. It was necessary to make a device for measuring the level of cryogenic liquid. Result: three patents were obtained for the invention; there were acquaintances in scientific circles related to superconductivity and low-temperature technology (5 scientific organizations outside the university). On the subject of the work defended a thesis and published articles. Experience in the production of electronic equipment obtained during school holidays (grades 8-12) at the factory and in the school radio circle, supplemented by education in high school.

Constructive career motivation is due to the constructive identity of people with disabilities: self-image as a professional, adequate self-esteem, ability to build cooperative relations and expand social ties in the business environment [15].

Non-constructive career orientation is characterized by lack of independence, consumer attitudes, narrow goals and results, social isolation and is associated with non-constructive identity.

The structure of non-constructive social identity is represented by the dominance of the social role “disabled” in the identification matrix; inadequate self-esteem. At the level of behavior, this is manifested by the intensification of connections within one’s environment, the consideration of disability as a special cultural state, and interaction with other people from the position “they owe me”.

The next stage of the structural analysis of a professional career is connected with the definition of a goal as a subjective sample of the desired, an ideal representation of the future outcome of a professional career. The goal of the career activity performs a regulatory function in the career movement, setting the focus on the final and intermediate results of the career process, the goal “constructs a specific activity, determining its characteristics and dynamics”. Career goal appears in two aspects: as the level of achievements that a person sets himself; and as an image of the future result. Objective as a level of achievement is a complex process of transforming activity objectives into personally significant ones. The process of targeting depends on real achievements, level of aspirations, group influence as a comparison of individual indicators and results with group ones.

Long-term or strategic images-goals of career activity contain ideas about the main characteristics of the desired level of development. Strategic images-goals, having a strong semantic significance, have an emotive impact on the person. The setting of the goals of a professional career takes into account such characteristics of the image of the future career path as attractiveness, reality, consistency, progressiveness, the possibility of adjusting the goals and evaluating the results. The choice of career goals should be consistent with the personal characteristics of students with disabilities, interests, values, attitudes, ideas. It is important that the goal of a professional career is realistic, adequate, and achievable with regard to the rehabilitation potential of students. It is necessary to provide for planning the goals of career development and a phased breakdown of the career path. The transition from one stage of career development to another is accompanied by readiness to master a new social and professional role. The goal of the next stage of career development involves the development of abilities and the expansion of opportunities.

In this regard, it is important that by the time of graduation from graduates, graduates should have a stable idea of themselves as professional and not disabled - specific identification with the roles “disabled” and “disabled” should occur. The trajectory of the formation of the role structure of a person in an inclusive university environment can be represented as follows: 1. Unstable social identity in the early stages of integration into an environment characterized by the presence of specific roles, inadequate self-esteem: its overestimation due to receiving the role of “student of a prestigious university” and the absence in the early stages real achievements. 2. Crisis social identity — the active restructuring of self-image under the influence of the environment. 3. The stable social identity of undergraduates is characterized by the crowding out of specific roles,

adequate high self-esteem, and an orientation towards collaboration with other people.

A person with disabilities, entering a university, receives a new prestigious social status. In addition, the sociocultural environment of a university, as a creative environment, has the potential to form an alternative identity for people with disabilities, but only if this environment is accessible to them. Such an environment has a positive effect on the social identity of students with disabilities due to the formation of internal activity [16].

The moment of graduation, job search and adaptation in the workplace can create a new crisis, a new restructuring of the role structure of the individual, but specific identification with invalid roles is supplanted in the process of learning at the university. That is, it is rather a question of restructuring the identity of professional and clarifying ideas about oneself as a professional.

Case: We illustrate this position with an excerpt from an essay of a successful hearing impaired professional: *“Only after receiving a bachelor's degree, suddenly came the realization that self-perception had changed, a feeling of confidence appeared. The position of the proforge of the course made it possible to accumulate initial experience and accumulate capital of human identity this position created a win-win situation where you could find something for yourself. Thus, the active position began to lead to the emergence of additional opportunities and the formation of a network of dating, which ultimately made it possible to understand where I would like to start my career, and it was Siemens, which struck the organization of the lecture series on financial management, office atmosphere and corporate culture. However, the company did not need specialists with a technical profile, but after learning that a company representative would be at one of the competitions, an attempt was made to obtain the desired internship. The competition was very useful in terms of acquiring new knowledge and dating. The current employer was also present at the competition. The internship at Siemens Company was took place, but there were no career prospects, so immediately after the internship I went to work in the specialty”.*

The integrative element of professional career planning is its program. The career program is a holistic picture of the career path, reflects the main career goals, plans and methods for their implementation. She acts as a coordinator of actions, determines what and how to do to achieve goals. It also appears in the form of knowledge about the sequence and methods of performing tasks [17]. At this stage, career planning is coordinated, personal resources are adjusted — abilities, motives, goals, etc. with opportunities and conditions for career development.

Case: Excerpt from the essay of a successful graduate with impaired hearing with a formed constructive motivation that determines the process of career planning: *“When planning a career, I recommend looking for ways and options for using previous experience or connections to solve new problems facing today. It is important never to be afraid*

to try or learn something new: experience, even unsuccessful, is a chance to learn something new”.

The next stage of training in planning a career is connected with an understanding of the features of the decision-making process about career choice and an awareness of responsibility for the decisions made.

At the final stage of career planning, emphasis is placed on the development and correction of personal qualities that influence the process of career development among students and graduates with disabilities: intellectual, emotional-volitional, and communicative.

With regard to graduates with audial limitations, it is necessary to talk about the formation of their special social competencies as the formation and development of an individual style of life. Such competences include additional communicative, cognitive, technical and technological, legal, valeological knowledge and skills, competencies of self-rehabilitation [18].

Skills of professional success are based on a complex network of individual competencies and their close interaction is illustrated by “communication skills”: in order for communication and understanding to be successful, you need to take the initiative and prepare the communication situation [19]. Thus, in American studies the importance of proactive behavior in the organization of the space for business interaction is emphasized. According to Foster and MacLeod, one of the ways in which the hearing impaired can take the initiative in the workplace is to teach hearing employees how to deal with deafness [20]. For the destruction of communicative barriers, it is necessary to take the lead in creating the “best network”.

Thus, among the special competencies of graduates with impaired hearing, a special place is occupied by the ability to plan the communication process itself, minimizing barriers, and organizing the flow of formal and informal business information around itself.

Case: We illustrate this position with a quotation from a successful hearing impaired graduate essay:

“What did I do to achieve success?”

Communicated with the right people, with people who had unique experience and knowledge, it was from communication with them that I understood what was important and what was not, and adopted values. Quite often, there was a situation when I received an answer to a question that had long arisen, but which I could not formulate explicitly.

Communication with people allowed me to identify gaps and new areas of interest, so I tried to eliminate these gaps so that my intellectual gap was smaller and I could communicate in the same language and understand what was happening around.

English and German are not only a tool for communication, but also an opportunity to take a different look at the situation, because allow emancipation of consciousness and make the brain to work.

You need to surround yourself with the right people who are interesting and who inspire development.

Do not be afraid to experiment and do what you see fit. Only through experiment and through real experience does the understanding of one's capabilities and prospects come.

Engaging in public affairs since allows you to have additional points of contact with people, additional topics for conversations, to develop and promote a personal brand.

And it is also important to take care of comfortable communication yourself, actively using technical means, thinking through in advance the organizational aspects of business communication.”

IV. CONCLUSION

A systematic approach to the analysis of activity allows us to consider the modeling of the professional career of graduates with impaired hearing as a process consisting of blocks (stages): First, formation of the motive of activity; second, definition of the purpose of the activity; third, the program of activities; fourth, decision making; fifth, the subsystem of activity-important qualities. The blocks are interconnected; condition each other and the success of each subsequent stage.

The constructiveness of social identity, the image of oneself as a professional or a disabled person, the adequacy of self-esteem, an orientation to cooperative relations or no equilibrium relations determine the modeling of a professional career at the stage of formation of motives and goals of activities for graduates with impaired hearing. A successful strategy ensures the subsequent effectiveness of the programming and decision-making phase.

The development of activity-important qualities is associated with the formation of a complex of special competencies. The central place among them is occupied by the ability to independently minimize environmental barriers and organize around them a situation of social interaction.

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