

The Analysis of Professional Strategies of the Higher and Vocational Education Organizations Graduate Students as the Future Subjects of the Labor Market

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Abstract. In a dynamic labor market there are higher requirements to young specialists on planning and managing their careers, therefore, the relevance of the study the professional strategy as process characteristics increases, which determines the purpose and means of its achievements in the professional field. Currently, the subject field of study of professional strategies is formed at the intersection of various Social Sciences, accumulating the results of foreign and domestic studies devoted to the study of the substantive and instrumental aspects of strategies. The study is aimed at analyzing the characteristics of professional strategies of Higher and Vocational Educational graduate students. The information was collected using the author's questionnaire and psychodiagnostic techniques ("Noetic orientations test (SZhO)" and "Social and Psychological Adaptation (SPA)") to identify the various components of professional strategies and the factors determining the preference of active and passive types of strategies. The participants of the survey were the graduate students from higher (undergraduate level) and vocational educational organizations of Smolensk and Ussuriysk, enrolled in various fields of study (n = 350). According to the analysis of these groups, it was found that professional strategies of students, regardless of the type of education received, are characterized by low awareness and contradiction: a combination of active and passive strategies. The analysis was conducted to determine the relationship between the level of adaptation of students and the type of preferred strategy, during which it was found that students with a high level of social and psychological adaptation are much more likely to have active strategies. It was also determined that the preference for active or passive professional strategies is more influenced by the psychological characteristics of the subjects than gender, material situation, direction of training.

1. Introduction

The youth is one of the most key age categories on the modern labor market as it has such characteristics as a long time perspective and a high adaptation potential, which is necessary in the conditions of constant transformation of modern society. In this socio-demographic group, especially perspective manpower are young specialists - the graduates of organizations of higher and vocational education. Being at the initial stage of the professional path, they are still susceptible to changing job functions and have significant opportunities for professional growth. Besides, due to the high rates of

labor and social mobility in general, there is also a high motivation for self-realization and openness to innovative ideas, among the advantages of young professionals.

However, along with the characteristics favorable to the labor market, this group has a number of features that impede successful employment and adaptation in it. The most common of these is the lack of practical professional experience; in addition, youth have excessive maximalism, due to insufficient social maturity, which in turn leads to overestimated claims and problems in building relationships with colleagues. The researchers also note that educational organizations form values and ideals for their graduates, which often are too dispersing from practical reference points of specific professional groups and the organizations [1]

The above-stated features in addition to external economic factors, determine the difficulties of finding employment and professional adaptation of young professionals. Thus, according to a sample survey of the labor force conducted by the Federal State Statistics Service in 2018, the share of employed graduates decreased from 2015 to 2017 by about 12%: from 88.4% to 76.4% among graduates of higher education organizations and from 83.5% to 71.6% among graduates of vocational education ones. These quantitative indicators show that there are problems of employment of young professionals. At the same time, according to the data of the same survey, a rather high percentage of employed graduates don't work in the specialty they got. Among graduates with higher education, there are 29% of such people on average, and in some industries their number is more than 50% (for example, in political science, agriculture and forestry, Earth sciences). Among graduates with vocational education, this percentage is even higher and reaches an average of 40% [2]. Statistics reveal the negative trends in the employment of young specialists, especially with vocational education. In recent years, about one million graduates from universities and colleges have been entering the job market every year in Russia; thus, Russian college graduates face great competition for employment [2].

And this is despite the presence of a significant number of vacancies of qualified specialists and working specialties in the labor market, as well as the increasing state and regional support for vocational education organizations. It can be assumed that despite the better practical training in the required specialties offered by vocational colleges, the majority of young people continue opting for of higher education. Not only the prestigious motivation, but also the desire to postpone the beginning of independent professional life under the pretext of receiving more thorough education can be the reasons for that. Another significant difference between vocational and higher education is the availability of the first: a larger number of budget places, a smaller competition and lower requirements for applicants, no need to pass the Unified State Exam. Students with lower academic performance, as well as those who are not confident in their abilities or have not decided on a professional choice, select to study in vocation organizations. Currently, there is the following trend, which removes the contrast between the two levels of professional education: more and more vocational college graduates consider their education to be an intermediate step. Sooner or later, having attended the labor market as middle-level specialists, they plan to continue their education at the university [3].

Despite these differences, in general, it can be stated that regardless of the level of professional education get by young people, there is an obvious problem of formation of the subject of professional activity within the walls of the educational organizations.

Finding stable and profitable employment in today's global economy requires a combination of education, training, specialized work skills, and know-how in the field of professional development. In a highly competitive market with limited job availability, students need specific knowledge and skills to find career paths that meet their personal needs and meet demands within their communities [4]. At the same time, it is necessary to realize that globalization and rapid technological progress have decreased work stability and security, with new jobs being rapidly created and long-established lines of work becoming obsolete, the requirements to employees have been modernized [5].

The linear model of professional development, which implies a gradual transition from professional education to work and the progressive development in the chosen field becomes irrelevant.

A permanent job with one employer, preferably for the entire span of a person's working life, can no longer be considered the normal work pattern. At present, career opportunities tend to be seen in the light of employability, recognizing that career development frequently goes beyond the boundaries of one organization (the so-called boundaryless careers). The notion of a traditional career, chiefly determined by an employee's preliminary training and by opportunities provided by employers, has shifted to the concept of a changing career, largely guided by the employee themselves [6].

Consequently, choosing a career has become increasingly challenging for students pursuing higher education. Many college students experience career indecision, often manifested in one or more decision-making difficulties [7]. These difficulties increase the risk of academic attrition and failure, maladjustment, and personal distress. Decision difficulties are associated with anxiety, depression, and low self-esteem [8].

In a global economy driven by technological change, a (non-linear or flexible) model based on the principle of continuity of education and professional development has emerged: an average graduate must be ready to change jobs, possibly many times. Clearly, students will be required to take more responsibility for their own career development and to learn the competencies necessary to manage the career planning process successfully [9].

Career development is a field that is becoming increasingly relevant for both employees and employers.

Today, work is defined by skills and values, not merely by occupational titles, and it is more important than ever to recognize the importance of developing the "soft skills" needed to succeed in the modern work world. According to researchers [10], interpersonal and problem-solving skills, ongoing learning, leadership, teamwork, and creativity are necessary to succeed in almost every field [11].

Thus, now the young specialist should have perspective orientations and activity in personal, professional and social status promotion, which should take into account his individual potential. In our opinion, in the study of the professional development of a person at the stage of professional training, it is better to use an integral characteristic, the assessment of which would allow not only to manifest the current state of the necessary professional and personal qualities of the future specialist, but also to predict the vector and prospects for its further development, the success of professional adaptation in the modern labor market. As such a characteristic, we consider it appropriate to use the category of "professional strategy".

2. Relevance, scientific significance of the issue with a brief review of the literature

In modern science, the study of strategy as a procedural characteristic, considered in the context of the individual's life path, is a sphere of interdisciplinary research interest. In particular, the problem of life and professional strategies of young people, their self-determination and professional choice is reflected in sociological, philosophical, psychological, and pedagogical studies.

The conceptual basis for the study of strategies in many cases are the problems of self-determination of the personality in the field of the possible, ideas about the motivation of the personal and the processes of setting goals, as well as the accordance of the available resources with the values of the personality and its goal-setting.

In the classical concepts of foreign researchers, individual components of the formation of life strategies are considered: for example, in the works by V. Frankl (1959), A. Maslow (1964), R. Merton (1949) social values are allocated, N. Cantor (1994) - life tasks, P. Berger and T. Lukman (1966) - social (or institutional) objective world. The concept of E. Durkheim (1893) considers the dependence of life strategies on various factors. The theory of T. Parsons (1937) includes the most important elements of the concept of strategic behavior, allowing to interpret the concept of "life strategy".

Abulkhanova-Slavskaya [12] proposed the concept of life strategy as an integral characteristic, including the finding, justification and implementation of his personality in life by correlating life requirements with personal activity, its values, self-affirmation.

A significant number of studies of life and professional strategies has been conducted in sociology. There are two main approaches to understanding and typology of life strategies. Naumova [13] and Davydova [14] consider them in the context of the unstable nature of development as a result of social transformations. The key concept is social adaptation, respectively, the strategy of successful external adaptation, the strategy of efficient internal adaptation and survival strategy are highlighted. In turn, Reznik and Reznik [15] define the life strategy of the individual as a dynamic self-regulating system of socio-cultural representations of the individual about their future life, orienting and directing their current (daily) behavior for a long time; as a way of consciously planning and construction of the individual's own life by the gradual formation of their future. On the basis of this understanding as the foundation of typology the positions that a person takes in relation to their own life and the activity associated with them are distinguished: the strategy of "to have" and the corresponding receptive activity; the strategy of "to achieve" - motivational or "achievable" activity; "to be" - creative or "existential" activity.

That is, the strategy of life as a kind of active awareness and organization of the future, a model of life and behavior of the personality is the strategic orientation of life and reflects the ability to choose priorities, to determine ways of solving life problems based on the perception and evaluation of sociocultural processes and their place in them.

In our research, professional strategy is considered as an element of life strategy, defined as a long-term plan to achieving the goal in the field of professional self-realization, and as the process of finding (changing) and realizing the operational goals of life and means to achieve them [16].

Professional strategy is a broad concept that characterizes both strategic and tactical features of the subject of professional activity. Numerous studies in domestic science consider different aspects of professional strategies:

- professional and educational strategies. Martynova [17] determines the activity-motivational, creative and emotional-volitional criteria characteristics as a basis for differentiation of life strategies of students at the stage of professional training at the University, and on the basis of them the characteristic of active and passive strategies of life self-determination is given;

- strategies of a professional career. Didkovskaya, defines the strategies of professional career "as a system of value-oriented goals in the professional life of the individual, as well as ways to achieve them, constructed by the person taking into account the correlation of their resources and socio-professional capital with the conditions of its subsequent implementation" [18, p. 92];

- behavior strategies in the labor market. Fedotova [19] suggests considering the following types of professional strategies of young people: passive reflective-lagging, passive moderately adaptive, active positive-career, active positive-instrumental, active criminal-career. This typology takes into account not only the active/passive orientation of the individual, but also its adaptive capabilities and value bases of activity. Omelchenko [20] displays the concept of "lifestyle" as a criterion for differentiating strategies, is the way an individual or group lives, a value core that directs the individual to a goal, determines the ways to achieve success, helps to correct and verify vital decisions. The key features of self-realization of young people are found in the ability and readiness of an individual to realize the existing potential and overcome various barriers: the social position, the level and quality of education, etc.;

- employment strategies. Lisovsky [21] determines the motivation of the individual as a criterion (internal or external), Barsukova [22] - the use of social resources. Lapygin and Edelman [23] have a complex approach to the selection of criteria, considering that the main determining factor in the choice of a person's employment strategy in the labor market is the type of using such intangible subjective categories as the resource potential of a person, their activity, human and social capital. On the basis of these criteria active and passive forms of employment strategy are distinguished. Belyaeva [24] also distinguishes active, passive and neutral strategies based on the separation of strategies according to their level of adaptation to market changes.

Since the 50s of the 20th century a lot has been written on how personal and environmental factors shape people's career choices in foreign science. The following theories are allocated: Career

Development Theory, Career Decision-Making Theory, Circumscription and Compromise Theory, Personality-Based theory, Theory of Work Adjustment, Typological theories of Career Choice, Social Learning theory, Theory of Self-Efficacy, Career Construction Theory, Social Cognitive Career Theory and others.

Today's social and business environment is dynamic, rapidly changing, and chaotic, with accompanying fundamental changes in the nature of careers [25] and, as a result, have made major changes in the scientific concepts that explain these processes.

The theoretical tenets of traditional career development theories that include a focus on "individualism, the centrality of work, the presumption of affluence, freedom of choice and equal opportunities" [26, pp. 58-59], created in conditions of a stable world, not the recent chaotic, unpredictable and unstable employment context [27].

The traditional vocational decision-making model - expecting students to make a conscious, long-term career choice before graduating from high school and continuing through a career to retirement - is no longer effective. Although academic and technical qualifications open employment doors, life and career management skills largely determine selection, success, and advancement [11].

Professional development studies cover various aspects of career strategies. Considerable attention in career exploration refers to purposeful and intentional search for identify career goals and foster career development. The goal setting process involves gathering self-related and environment-related information, and testing relevant hypotheses about the most suitable career goals and career development strategies [28].

It has been widely shown that active career exploration is positively related to career maturity and self-concept, and is beneficial for developing the career interests of graduates and facilitating employment opportunities [29].

With the goal of helping students to manage their academic and career decisions, researchers studied a variety of personal characteristics in relation to career decision difficulties more effectively [30]. In particular, negative personal characteristics have been identified, and they cause difficulties in choosing a professional future, such as perfectionism, self-criticism and fear of commitment to be related to global career indecision [31]. Researchers [32; 33; 34] have shown that individual characteristics, including self-esteem, self-efficacy, and personality, are correlated with career exploration [29].

Aside from the study of personality in relation to career decision making, there is a significant body of research examining decisional styles, processes, and strategies related to career decision problems [8]. Harren [35] distinguished between three styles of decision-making - rational, intuitive, and dependent - and asserted that a rational approach to decision-making is superior to the other styles.

Initially, it was the rational style that was considered as the most favorable influence on career decisions, because it is based on a systematic approach, relies on the choice of a balanced alternative from a large amount of information. The rational decision-making style has been found to be associated with career maturity, career choice certainty, career decidedness, and problem-solving efficacy [8].

Rational behavior is the basis of normative models of career strategies, that is, they state how decisions should be made [36]. Normative models are derived from economic and probabilistic concepts of decision-making processes, treating people as fully rational decision-makers, when they are able to obtain and process all information necessary to assess each alternative [37]. However, there is no conclusive evidence that the rational style is associated with superior decision-making outcomes [38].

Modern criticism of normative models is based on the recognizing the bounded rationality of human cognition and the tendency to select satisficing, or "good enough," rather than optimizing choices. A number of scientists see a drawback: the complex, subjective, and creative processes of decision making have been reduced to a small set of numbers and that context, meaning, emotion, and change in the experience of career decision making have been ignored [39].

Phillips, Paziienza and Ferrin [40] studied the relationships between vocational decision-making style and problem-solving and found that individuals who endorsed both a rational and an intuitive vocational decision-making style were more likely to approach problem-solving tasks with greater confidence and sense of personal control than those who endorsed a rational style alone [11].

At present, in addition to normative models, descriptive models are being developed. They do focus not on the assessment of decision-making results, but on the analysis of their outcomes including different strategies, with an important criterion, which is the assessment of the adaptability of the chosen strategy. Descriptive models allow determining the influence of favorable and unfavorable factors on career decision-making. These factors are supposed to be preconditions for achieving pursued goals and thereby contribute to maintenance and enhancement of one's subjective well-being [41].

According to modern conceptions of personality integration, the most important dispositional sources of personality integration have been designated Self-Determination and perceived Emotional Intelligence [42]. The results of the studies presented by Deci and Ryan [43] showed that integrated persons are aware of their motives as well as emotions and adopt decision-making strategies congruent with their personal values and life goals. Latalova and Pilarik suggested that high levels of self-determination and perceived Emotional Intelligence, being central dispositional factors of personality integration, would lead one to opting for adaptive career decision-making strategies [44].

Gati et al. [41] suggested a more accurate description of individuals in career decision making by using a combination of approaches. It may be more informative to consider a broad set of decision dimensions than to focus on broad styles (e.g., avoidant, dependent, rational). They have introduced a multidimensional descriptive model involving 11 basic dimensions or strategies of career decision making and defined these 11 dimensions as "behavioral patterns for dealing with the challenge of making a decision" (p. 286). To describe a behavioral plan for solving or deferring a career decision problem and that sets of strategies more aptly, the term strategy can be viewed in relation to their adaptive or maladaptive influences on career decision making [8].

"The Profile for Career Decisions" developed by the authors enabled them to empirically investigate, which pole of each CDMP dimension is more adaptive according to some alternative, other-than-rational criteria characterizing Career Decisions Making process: comprehensive information gathering, analytic information processing, internal locus of control, much effort invested, less procrastination, greater speed of making final decision, less dependence on others, less desire to please others, higher aspiration for an ideal occupation, and less willingness to compromise [45; 46].

Thus, based on the analysis of different concepts, we can consider the professional strategy as a direction of development of the personal as a subject of professional activity, related with the choice of professional activities, methods and means of achieving goals.

At the same time, when choosing an individual strategy, taking into account personal characteristics and external factors can contribute to the successful adaptation of the individual in the labor market.

3. Research questions

In our research, we were interested to find out what is the feature of professional strategies of HE and VA graduate students.

The following research questions arose as a result of the analysis of the components of professional strategies of graduate students:

Is there a connection between the socio-demographic and psychological characteristics, social, psychological features, the direction of professional training of students with the preference of various types of strategies?

Is there a connection between the level of socio-psychological adaptation and the type of strategy on the criterion of activity/passivity?

Are there differences in the professional strategies of HE and VA graduates, as well as the factors determining them?

4. Purpose of the study

The purpose of this study was aimed at comparing different types of professional strategies of graduates of higher and vocational education organizations with different levels of social and psychological adaptation, to identify the factors that determine the choice of active and passive strategies.

5. Participants

The study involved graduate students of higher (undergraduate level) and vocational educational organizations studying in various areas of training (see Table 1) (N = 350). We selected areas of training that are in demand in various sectors of the national economy: construction, agriculture, energy, information technology, education, management and social sphere.

Table 1. Participants` demographic information.

	<i>Higher education organizations (n=225)</i>		<i>Vocational organizations (n=125)</i>	
Gender				
<i>Women</i>	127	56,4%	66	52,8%
<i>Men</i>	98	41,3%	59	47,2%
Age Level				
<i>18</i>	-	-	62	49,6%
<i>19</i>			44	35,2%
<i>20</i>	83	36,9%	19	15,2%
<i>21</i>	111	49,3%	-	-
<i>22</i>	26	11,6%	-	-
<i>23</i>	5	2,2%	-	-
Direction of Training (on the integrated groups):				
<i>Computer Science and Engineering</i>	19	8,4%	23	18,4%
<i>Engineering and Construction Technology</i>	20	8,9%	39	31,2%
<i>Electronics, Radio Engineering and Communication Systems</i>	-	-	23	18,4%
<i>Electric and Thermal Power Engineering</i>	36	16%	-	-
<i>Economics and Management</i>	32	14,2%	40	32%
<i>Sociology and Social Work</i>	37	16,4%	-	-
<i>Agriculture, Forestry and Fisheries</i>	47	20,9%	-	-
<i>Education and Pedagogical Sciences</i>	34	15,1%	-	-

The sample is represented graduate students by:

- Higher education organizations: Smolensk State University, Smolensk Branch of National Research University Moscow Power Engineering Institute, Smolensk State Agricultural Academy, Far Eastern Federal University;
- Vocation education organizations: Smolensk Regional Technological Academy, Smolensk Construction College, Smolensk Academy of Professional Education, Far Eastern Technical College.

After data processing a total of 225 students of higher education organizations and 125 students of vocational education organizations were selected for analysis.

6. Methods and procedures

The main method of research of students was a questionnaire. We developed a questionnaire aimed at studying the various components of students' professional strategies: the reasons for choosing a profession and an educational organizations, self-assessment as a future professional, satisfaction of professional training, professional plans, readiness for self-development, job finding strategies and employment the use of social resources. For a comprehensive assessment of strategies by the activity/passivity criterion, the questions have been developed so that they include various components of professional strategies by the typology of Fedotova [19]:

- The Value component shows preferences in the choice of traditional or modern values;
- The Instrumental component allows assessing attitudes towards education (as an aim itself, a means of self-development or a career tools);
- The Pragmatic component shows the choice of orientation in the labor market (for example, the public sector or own business);
- The Professional-motivational determines priorities in professional activity: the conditions of employment, the stability of income, the creation of one's own business, the development of abilities.

This set of questions allows to determine the types of behavioral strategies of the future young specialists in professional choice and further development: passive (reflective-lagging and passive moderately adaptive) and active (positive-career and positive-instrumental).

Studying the various components of professional strategies, we also took into account the influence of various factors on students' preference for active or passive types of strategies. In addition to gender, socioeconomic status, preferred profession, it was necessary to examine the psychological and socio-psychological characteristics of the subjects: the substantive and procedural features of life goals, the properties of the individual, contributing to the achievement of goals, the locus control, as well as the adaptive characteristics of the individual, attitude to themselves and the others. To solve these problems we used: "Noetic orientations test (SZhO)" by Leontiev [47] which is a modified version of "Purpose-in-Life Test (PIL)" of Crumbaugh and Maholick [48] and "Social and Psychological Adaptation (SPA)" by Rogers & Diamond (modified by Osnitsky) [49].

7. Results and findings

The results of the survey on groups of students of higher education organizations (HE) and vocational education organizations (VE) showed that only 16.8% of HE students and 12% of VE students demonstrate active strategies in their pure form (for all four components); for passive strategies, the indicators are even lower: 5.8% HE and 8.8% VE students. It is noteworthy that the relative indicators for different levels of educational organizations differ. Among HE students, the number of individuals with active strategies is almost three times higher than those with passive strategies. In comparison, VE students have lower rates for active strategies, but for passive ones, on the contrary, they are higher. Perhaps, this is the indicative of the initially lower claims of students entering vocational education organizations.

The detailed consideration of preferences reveals that the ratio of active and passive strategies in each individual component is different (see Fig. 1).

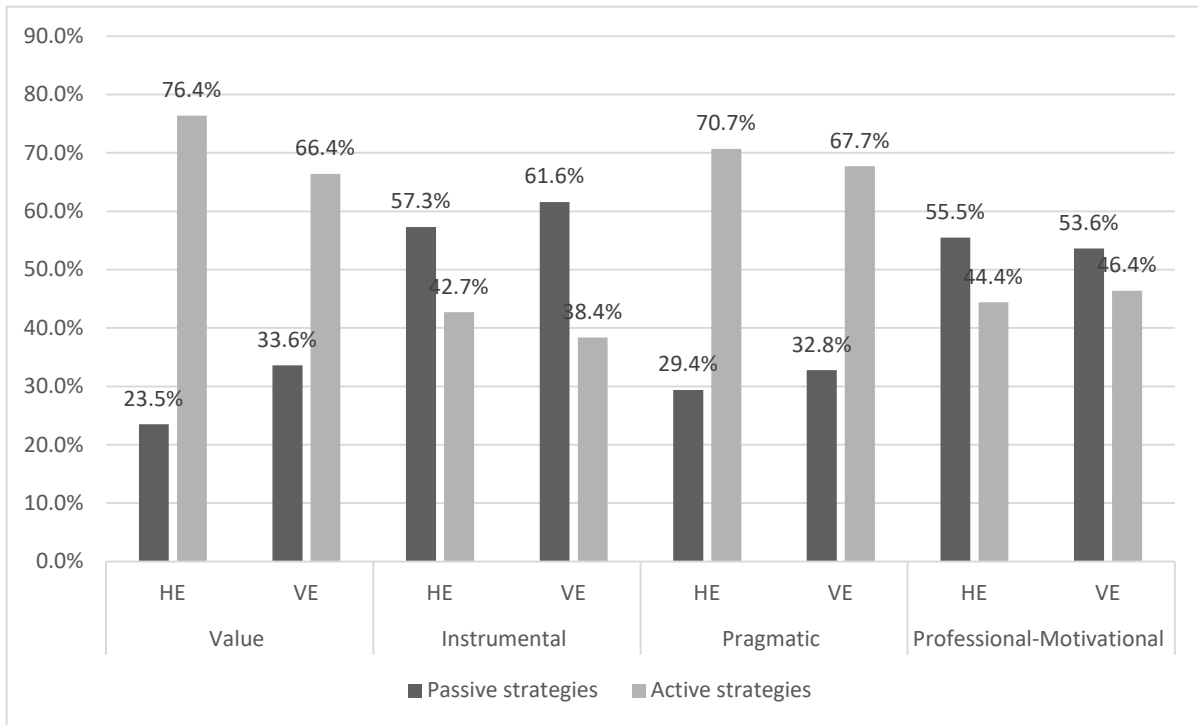


Figure 1. Distribution of the components of strategies among students of HE and VE.

In choosing professional strategies, HE students demonstrate the following trends: active positive-instrumental strategy dominated in the value component (58.2%); less than half of the respondents adhere to the instrumental attitude to education (42.7%); only 11.1% consider education as career tool and 31.6% - a means of self-realization in a broad sense, the remaining 57.3% don't see a clear connection between education and the future profession, demonstrating a commitment to passive strategies. In the pragmatic component, on the contrary, more than two thirds of the respondents are ready for active behavior in the labor market (70.7%), but at the same time every fifth is ready to work where they will be accepted (19.6%), preferring a reflexive-delayed passive strategy. As for the priorities in the profession, the majority again demonstrate a passive strategy, choosing the stability of earnings (43.1%) the possibilities of creating their own business (24%) or self-development (20.4%).

VE students are also dominated by values that correspond to active strategies (positive career - 36.8% and positive instrumental 29.6%). However, education is considered to be a means of professional success and development by only 38.4%. In determining the claims in the labor market, those that comply with active strategies again dominate (67.7%), but at the same time, 22.4% are ready to work wherever they can get a job. The most in-demand priority in the future profession is the stability of earnings (44%), which indicates the severity of the passive moderately adaptive strategy, but a third of students (32.8%) imply the development of their own business (active positive-career strategy).

In general, we can observe similar features in the structure of professional strategies of HE and VE students: the value and pragmatic components of two thirds of the respondents correspond to active strategies, young people learn modern values and have an idea of the modern labor market. However, the instrumental and professional-motivational components indicate the passivity of the majority of young people: the inability to determine the ways and means of professional development, the consideration of the future profession from the position of external motivation.

In addition, the trend identified earlier is confirmed: despite the similar ratio in each component of the strategy, VE students have slightly lower indicators for active strategies and a little higher for passive ones, except for the professional-motivational component. The most obvious difference is in

the value component (10%), which indicates a greater conservatism of the views of VE students, despite a similar attitude to professional opportunities.

Overall, the results show that the professional strategies of HE and VE graduates are non-reflective and underdeveloped, as evidenced by their contradictory and vague nature. All of this can be a serious factor hindering future professional adaptation.

At the next stage of data analysis, the students were divided into groups depending on the level of their socio-psychological adaptation. Using the "Social and Psychological Adaptation (SPA)" test, we determined that the integral indicator "Adaptation" is less than 45% observed in 48 HE students and 27 VE students, while 54 and 25 people, respectively, the same indicator is higher than 65% (see Table 2).

Table 2. Level of social and psychological adaptation (by the SPA).

	Low (<45%)	Average (45-65%)	High (> 65%)
<i>HE students (n=225)</i>	48(21,3%)	120(54,7%)	54(24%)
<i>VE students (n=125)</i>	27(21,6%)	73(58,4%)	25(20%)

In the course of our research, we compared the different characteristics of HE and VE students with Low (LA) and High (HA) levels of social and psychological adaptation.

8. The results of a comparative analysis of HE organizations students

First, we checked whether the level of adaptation is related to the chosen training direction, gender, region of residence and socio-economic status. We found no differences between students on the regional criterion. With regard to the chosen field of activity, both groups include representatives of all areas of training in a relatively proportional ratio, indicating that there is no clear correlation between professional choice, preferred strategies and level of adaptation. However, in the group with low adaptation, the percentage of students studying social and pedagogical Sciences is slightly higher (by 5%) and students studying information technologies are practically not represented. The gender characteristics of the respondents were distributed as follows: in the HA group there are more male (53.7%) compared to the group LA (39.6%); respectively, girls dominate in the latter group - 60.4%. Moreover, in the HA group the Self-Assessment of own financial situation is higher: it is estimated satisfactorily and unsatisfactorily by 29,2% and 8,3% of students with LA and only 20,4% and 3,7% - with HA rate.

The results of the survey of HE students show that students with HA are more aware of their chosen profession even before enrolling - 79.7%, against 60.8% in the group with LA. Half students of HA (50%) and only a third of LA (35.4%) were purposefully interested in the future field of professional activity at secondary school. Almost a third of LA students learned about their specialty at the time of application (31.2%). Students with HA better assess their own aptitudes and abilities, as well as the qualities important for the chosen profession: high scores were respectively got by 40.7% and 63% against 27% and 31.2% among students with LA.

As for the motivation of choosing a professional sphere, external motivation prevails among students with LA: parents' recommendations, the suitable USE points were chosen by 41.7% compared to internal ones: their own abilities - 22.9% and interest in the profession - 27.1%. In the group of students with HA, the influence of both internal and external motives are observed: not only interest (44.4%) and abilities (38.9%), but the USE points (40.7%) are important. Significant differences between the groups is also found in the role of parental influence: in the group with high adaptation, it is two times lower - 22.2%.

The indicators of satisfaction with the choice of direction of training and higher education organizations are higher among the respondents of the group with HA: 59.3% would not change anything if there was a new opportunity in the group with LA of such 39.6% of respondents. At the same time, the other 39.6% would choose another specialty and another educational organizations. That is students with LA are more disappointed with the choice they made.

As for the prospects after graduation, a fairly significant number of respondents from both groups are going to continue their education in the master's degree program or get additional education. There are 7.2% more students wishing to continue their education in the chosen profession among students with HA (42.6% versus 35.4%), which may indicate a reasonable choice of their profession. Among those who don't plan to continue their education, 16.7% of the group with HA and 29.2% of the group with LA.

Assessing the prospects of employment in the received specialty students of the group with HA consider their profession more in demand in the region, and with LA – in large cities (43.2% and 41.7% respectively), although in both groups there are representatives of all areas of training. In general, students of the group with HA have a more optimistic view on the demand for their future profession.

31.5% of respondents from the group with HA and only 12.2% from the group with LA consider their level of training at both theoretical and practical level sufficient for successful employment. At the same time, a third of the students in LA group consider their level to be insufficient (33.3%). Students of the group with HA are more concerned about the lack of practical skills as compared with a good theoretical background - 46.3%.

Students with HA more often than students with LA, regard the organization of internships in an organizations of higher education as a possibility of employment (74.1% versus 52.1%). The number of students who are uninformed about the activities of the university for assistance in the employment of students differs twice (LA - 49.6% and HA - 20.4%).

Significant differences between groups are observed in such an important factor as previous work experience. 45.8% of the group with LA and 51.9% of the group with HA has non-professional experience. At the same time, more than a quarter of respondents in the second group have experience in the specialty (27.8%), which is twice more than the representatives of the first group (14.6%). More than a third of students in the LA group never worked - 39.6%. At the time of the survey, 58.3% of the groups with LA and 35.2% of the group with HA were not working.

Students with LA have less certainty in choosing a profession after graduation: more than a quarter have not yet decided whether they are going to work in their specialty. At the same time, the group of students with HA is 10% more than those who are going to find a job in the specialty (53.7%) and twice less than those who are disillusioned with the chosen profession - only 5.6%. In case of problems with employment, the majority of students from both groups prefer to get another job on the condition of a good salary: 56.3% of students with LA and 46.2% of students with HA. However, the latter are more often focused on the continuation of job searches in the specialty, or on the option of employment less highly paid at the moment, but with career prospects.

Both groups of students intend to use different strategies when searching for a job, but their own activity and the help of their friends prevail (see Fig. 2).

The attitude to education demonstrates the predominance of students in the LA group of passive strategies: 68.8% consider the latter separately from their professional activities; in the second group of such responses 40.8%. Three times more representatives of the HA group consider that education helps self-realization in various spheres of life – 42.6% (compared to 14.6% in the LA group). Assessing themselves in the labor market, 52.1% representatives of the LA group prefer passive strategies. Moderate-adaptive strategy is chosen by 33.3% of students with LA and only 13% with HA, who are willing to work where they can get a job. As a priority in professional activity 48.6% of the LA group and 37% of the HA group choose the stability of earnings, which is a characteristic of moderately adaptive passive strategy. At the same time, 37% of respondents with HA and only 23% of the LA consider it important to create their own business.

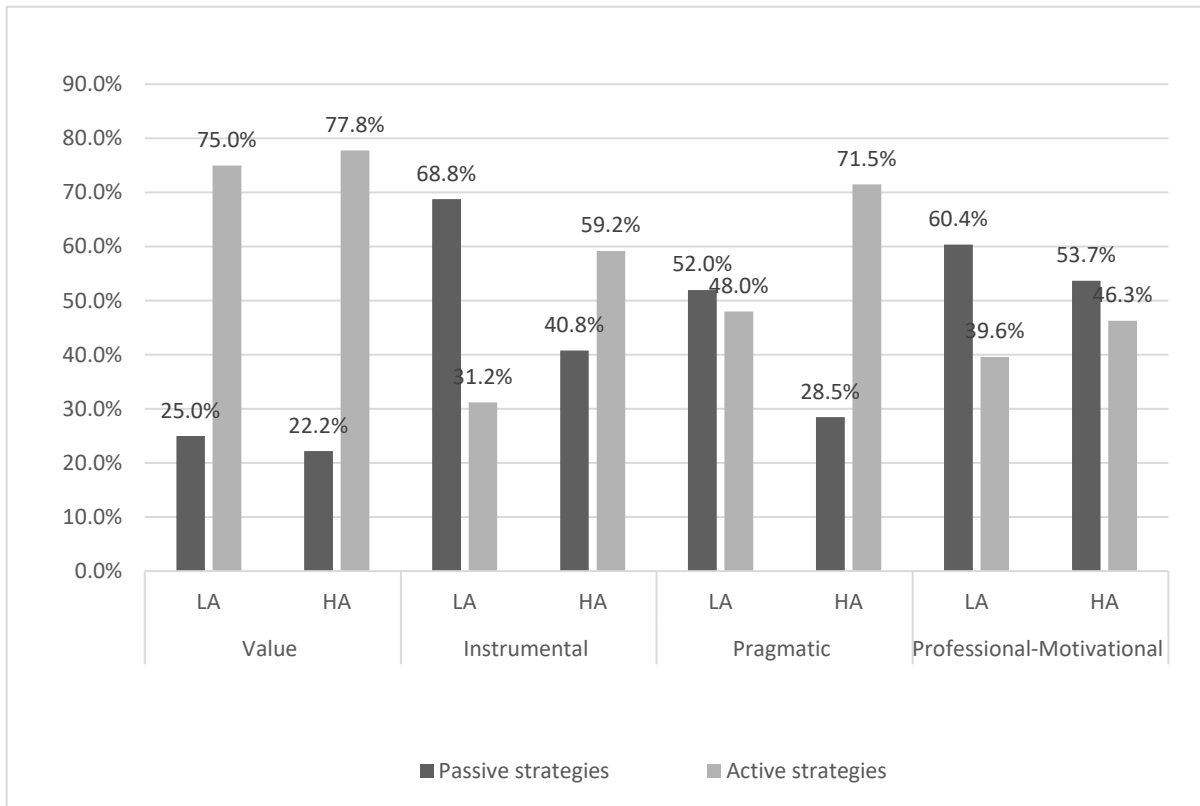


Figure 2. Distribution of components of the strategies of HE students with high and low levels of socio-psychological adaptation (HA and LA).

The comparison of the average values, according to the “Noetic orientations test (SZhO)”, shows significant differences for all scales, including the General Life Meaning ($p < 0.05$) (Tab. 3). It is important to note that almost all the data obtained for both groups are within the standard deviations. The indicators of the group with LA at the border of the lower values of the norm for both sexes; accordingly, the results of a group of male with a HA at the border of high values, and the data on the group of female with HA exceed the normative values for the General Life Meaning and subscales the "Life Process" and "Locus of Control-Self".

Table 3. Comparison of average indicators of the HE students with Low and High adaptation by “Noetic orientations test (SZhO)”.

Subscales	HA students (n=48)		LA students (n=54)	
	Male	Female	Male	Female
1 Purposes in Life	26,4	25,3	35,4	34,9
2 Life Process	26,3	23,9	32,6	35,7
3 Life Productivity	21,4	20,9	28,5	28,7
4 Locus of Control-Self	18,2	16,9	24,1	23,9
5 Locus of Control - Life	26,6	25,8	34,2	34,8
General Life Meaning	88,9	85	114,5	116,8

The results of the SPA also demonstrate significant differences between the two groups. In the LA group, the integral indicators "Emotional Comfort" and "Dominance/Subdominance" are less than 50%, "General Adaptation Index", "Acceptance of others" and "Locus of control" doesn't exceed 55% and only "Self-Acceptance" reaches 62.9%. The subjects of the HA group have average indicators of

"Dominance" - 65%, "Acceptance of others" - 73%, "General Adaptation Index", "Emotional comfort" and "Locus of control" above 80%, and "Self-Acceptance" - 91%. This is explained by the fact that in the HA group, indicators **b** from each scale (Disadaptability, Rejection of Self, Rejection of others, Emotional discomfort, External control, Subdominance) are much lower than standard values, thus a significant difference between the subscales **a** and **b** is obtained, which gives high integral values indicators.

The data of the correlation analysis prove the high consistency of the individual scales, according to the "Noetic orientations test (SZhO)" and the "Purpose-in-Life Test (PIL)". At the same time, in the group with HA, significant correlations were found: -0.716 ($p < 0.01$) between the "Life Process" and "Rejection of Self" scales, 0.758 ($p < 0.01$) between the "Life Process" and "Subdominance" scales, 0.554 ($p < 0.05$) - "Life Process" and "Acceptance of others" 0,600 ($p < 0.05$) between the scales "Emotional Comfort" and "Life Productivity", as well as the overall indicator for General Life Meaning. Thus, the structure of the personality of HA students is characterized by emotional richness and meaning, which are associated with self-esteem and evaluation of others, willingness to interact with others, solving problems, willingness to recognize the authority of others, which is important in the early stages of professional activity. "Life Productivity" is also closely related with "Emotional Comfort". Correlation data analysis of the LA group revealed fewer links between the scales: -0.505 ($p < 0.01$) between the "Purposes in Life" and "Rejection of others" scales, -0.535 ($p < 0.01$) between the "Disadaptability" and "Life Productivity" scales ". Thus, it can be noted that among students with low adaptation there is a dependence of their own Goal-Setting on other people, the inverse dependence of Satisfaction with Self-Realization of the problems with the formulation and implementation of goals.

9. The results of a comparative analysis of the VE organizations students

These studies of the VE students in many ways do not show significant differences with the HE students: they also have the HA group of higher self-esteem interest in the profession (40%), abilities and qualities of the individual (52%). In the LA group, these indicators are 22.2% and 25.9%, respectively. The results of the groups with HA and LA are even more opposite in terms of satisfaction with the choice of specialty and educational organizations: more than half of students with LA (55.6%) would change both specialty and educational organization, while 52% of students with HA would not change anything. Also, students with HA are more confident about the demand for the future profession in the regional labor market (60%). Similar data are found with the HE students in work experience, employment plans and job finding strategies for both groups.

In the HA group, the distribution by sex is approximately equal (52% of male and 48% of female), and in the LA group, female predominate (63%). In both groups, all areas of training and regions of residence are proportionally represented. Differences in the economic status of respondents: 76% of students with HA define their financial condition as high or good, 55.5% of students with LA name it satisfactory or unsatisfactory.

At the same time, the peculiarities of HE students is a large connection of the chosen profession with secondary school subjects (48.1% for students with LA and 60% for students with HA). Also, 70.8% of students with LA and 56% with HA believe that in the organization of Vocational Education you can quickly get a demanded profession. At the same time, 36% of students with HA believe that the vocational education organizations provide better practical training than at the higher education organizations. Only 33.3% of students with LA and 60% of students with HA intend to continue their training at the higher education organizations in their specialty, on the correspondence form of study to be able to work.

The analysis of the structure of professional strategies of VE students also reveals similar trends in preferences for active strategies in the value and pretentious components and passive in the instrumental component (see Fig. 3). There are fewer differences between groups in the instrumental and pragmatic components. The most significant differences are noticed in the professional-motivational component: students with HA have the highest preferences of active strategies (59.2%),

especially career-instrumental (44.4%) compared with the data of HE students, as well as average group values.

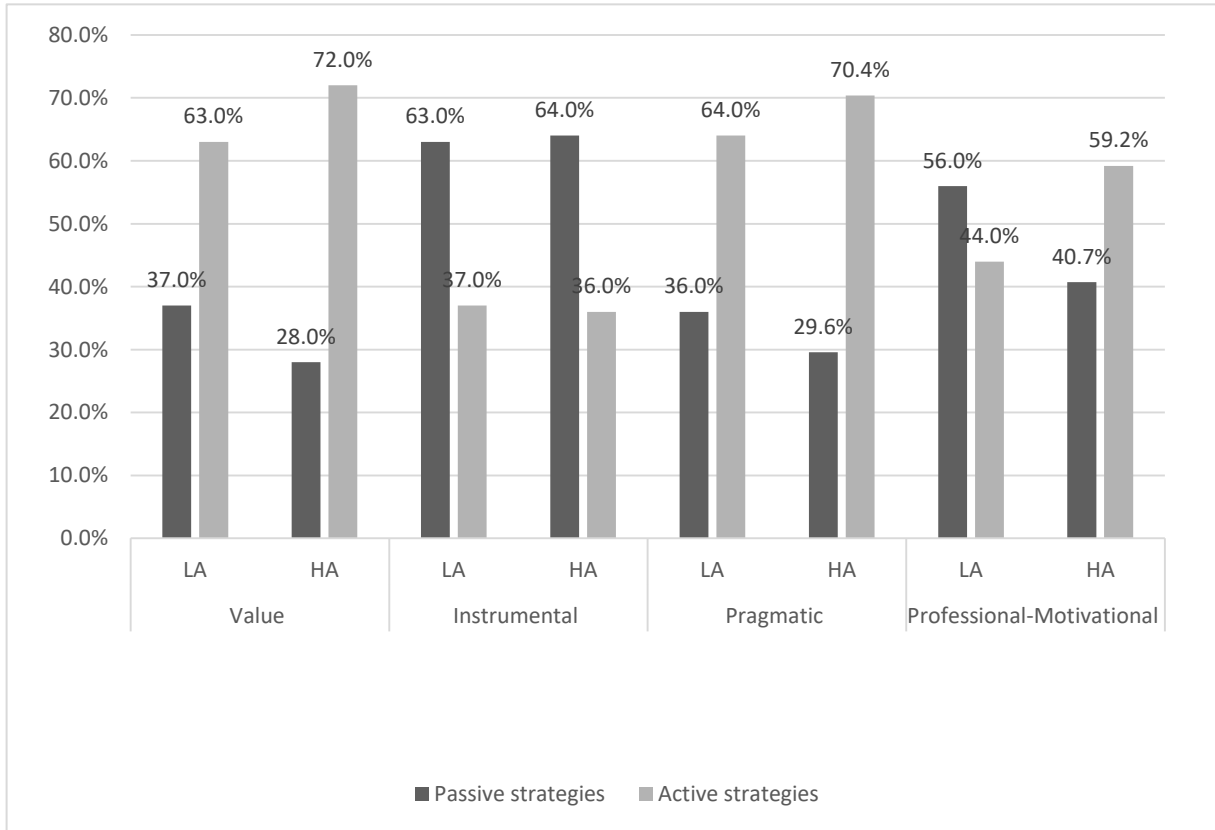


Figure 3. Distribution of components of the strategies of VE students with high and low levels of socio-psychological adaptation (HA and LA).

In general, the features of professional strategies of VE students are largely due to the specifics of Vocational Education in comparison with Higher Education: a lower level of claims, more pragmatism and realism. Perhaps this is influenced by the fact that the professions get in colleges (especially technical) are more in demand in the regional labor market.

The results of psychodiagnostics on the “Noetic orientations test (SZhO)” of VE students reveal similar trends with HE students (see Table 4).

Table 4. Comparison of average indicators of VE students with Low and High adaptation by “Noetic orientations test (SZhO)”.

Subscales	HA students (n=27)		LA students (n=25)	
	Male	Female	Male	Female
1 Purposes in Life	28,5	24,4	37,4	34,7
2 Life Process	22,2	25,6	32,3	36
3 Life productivity	22,3	18,1	30,3	28,9
4 Locus of Control-Self	18,3	15,7	24,5	24,6
5 Locus of Control-Life	25,1	23,3	36,1	35
General Life Meaning	86,6	80,5	118,6	118,1

In students with LA the rates on all scales are on the border of the lower threshold of the norm, in male they are less than the norm in the subscale "Life Process" and the overall indicator of “General

Life Meaning". In the HE group, the average indicators are close to the upper limits of the norm, while in the group of women the indicators are higher than the normative ones both in the "General Life Meaning" and in the subscales "Life Process" and "Locus of Control-Self".

The results of the SPA the VE students are similar to the results of HE students (see Table 5). First, there are significant differences between groups with LA and HA. Second, in the HA group, there is a significant difference between **a** and **b** on each scale. Among the differences of VE students a lower rate on the scale of "Emotional Comfort" in the LA group – 41.9% ($p < 0.05$) can be noted.

Table 5. Comparison of the average performance of HE and VE students with low and high adaptation by the SPA.

№	Scales	LA students		HA students	
		HE	VE	HE	VE
1	a Adaptability	114,3	107,7	155,5	156,8
	b Disadaptability	112,7	112,7	36,1	30,3
	«General Adaptation Index»	50,5	49	81,7	84,6
2	a Acceptance of Self	36,1	34,3	52,8	52,5
	b Rejection of Self	21,2	20,7	5,1	3,9
	«Self-acceptance»	62,5	62,7	91,4	93,3
3	a Acceptance of others	20,1	19,6	26,1	26,3
	b Rejection of others	22,4	22,2	11,5	11,2
	«Acceptance of others»	51,7	51,4	73,1	73,2
4	a Emotional Comfort	20,8	19,5	27,1	26,9
	b Emotional Discomfort	25,5	26,6	6,4	5,9
	«Emotional Comfort»	45,5	41,9	81,7	82,9
5	a Internal control	47,4	43,4	55,7	56,6
	b External control	28,5	30,1	6,4	4,1
	«Locus of control»	54,8	51,4	86,9	91,1
6	a Dominance	8,5	8,1	11,6	12,5
	b Subdominance	21,5	20,2	11,8	10,1
	«Dominance/Subdominance»	42,6	43,8	65,3	70,9
7	Escapism	17	17,2	8,2	7,5

The data of correlation analysis in the HA group revealed significant correlations: -0,524 ($p < 0.01$) between the scales "Purposes in Life" and "Rejection of Self", -0,519 ($p < 0.01$) between scales of "Locus of Control-Self" and "Escapism", 0,522 ($p < 0.01$) – "Locus of Control-Life" and "Self-Acceptance", 0,531 ($p < 0.01$) between the scales "Life Productivity" and "Self-Acceptance" as well as the overall indicator of "General Life Meaning". The results of the correlation allow us to state a

relationship between Self-Satisfaction and the ability to determine the Life perspective, Independence in solving their own problems, the ability to manage their lives, as well as the relationship between the Productivity of Life and Self-Esteem.

Correlation analysis of the data of the LA group revealed generally fewer links between the scales of different tests: -0.545 ($p < 0.01$) between the scales of "Life Productivity" and "Emotional Discomfort", -0.532 ($p < 0.01$) between the scales of "External Control" and "Life Productivity"; and -0.544 ($p < 0.01$) between the "General Life Meaning" and the scale of "Emotional Discomfort". In the structure of the personality of these young people, the "Life Productivity" has an inverse dependence on the emotional attitude to the surrounding reality, as well as on the external locus of control.

10. Summary

The study allowed us to state that the professional strategies of students as a developing subject of social relations are characterized by inconsistency and low awareness. Graduates at the level of values and claims show willingness to choose active strategies, but they do not see a clear connection between education and future profession, they have a weak professional motivation, lack of practical experience and inability to build a temporary career perspective. The Instrumental and Professional-Motivational components of the strategies are passive.

The defining characteristic of professional strategies is the adaptation potential. The study of students with high and low levels of socio-psychological adaptation shows that HA students are dominated by active strategies not only in value, but also in instrumental and professional-motivational components. They are more conscious in their choice of future profession, confident in their knowledge and abilities, have work experience, are satisfied the training, have a time perspective, realistic goals, high internality, are focused on interaction and strive for leadership.

The choice of active or passive professional strategies is less determined by factors such as gender, material situation, the direction of professional training. Greater influence is exerted by a high level of professional self-determination, reflection, the presence of work experience, as well as personal characteristics: the comprehension of the life process as a whole and its individual components, positive self-esteem, internal locus of control, focus on results and willingness to cooperate.

There was no significant difference in professional strategies among the groups of HE and VE students. At the same time, the comparison of groups with different types of adaptation shows that students with a high level of adaptation have more expressed active strategies for all four components, indicating a more holistic structure of professional strategies. VE students have more differences between the individual components, regardless of the level of adaptation, with the exception of professional-motivation, which shows a greater heterogeneity in the structure of professional strategies.

11. Discussion

The study of professional strategies of students and young professionals seems relevant both in terms of the development of theoretical foundations and the development of practical aspects. In our opinion, the conceptual content of the topic should be based on interdisciplinary approaches to the study of the emerging subject of professional activity in modern conditions of a dynamically changing labor market. When developing modern typologies and models of professional strategies, it is necessary to take into account a complex of various factors that affect professional self-determination and career plans: socio-demographic, economic, social, psychological. An important direction is to substantiate the mechanisms of formation of active strategies among young people that contribute, in the medium term, to the conscious planning of their professional future, taking into account both personal characteristics and inclinations, and the requirements of employers. Also, in the context of the long-term perspective, it is important to understand the operation of such mechanisms in the context of lifelong learning.

The applied aspects of the development of strategies are related to the substantiation and methodological support of the professional development of students in the education system, which

should be aimed at supporting professional and personal self-determination and growth of students, to assist in building an individual career. It is necessary to develop diagnostic tools to identify the preferred strategies of future young professionals, methods and techniques for the development of their informative and instrumental components.

12. Conclusion

In modern conditions, the importance of the subjectivity of youth in the planning and organization of their lives. Successful professional adaptation and further development of a young specialist depend on the formation of special career competencies. A significant (essential, important) characteristic of professional development is professional strategies, which determines the life and career goals of an individual and the ways of their implementation. Our research shows that the professional strategies of graduate students are often characterized by weak awareness and contradictory behavior. The comparison of HE and VE graduate students with different levels of social and psychological adaptation shows large differences between groups with high and low adaptation than between groups with different types of education. At the same time, students with a high level of adaptation are dominated by active strategies in most components. Moreover, this group of students has the characteristics of the relevant subject position, which is currently an important condition for success in the modern labor market.

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