

Professional Orientation as a Factor of Sustainable Development of Future Socioeconomic Specialists: Research Results and Methodological Recommendations

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ABSTRACT:

The article addresses the issue of professional orientation as a factor in the sustainable development of future specialists in the socioeconomic field. It has been established that an individual's professional orientation is an integrated concept that encompasses both general orientation and the associated motivational sphere, which shapes a selective attitude toward a particular profession, a desire to apply one's knowledge, experience, and abilities within it, and to achieve self-realization through it. This implies the study of professional orientation as a factor in the sustainable development of future specialists in the socioeconomic sphere. The results of the diagnostics concerning the peculiarities of professional orientation development among future socioeconomic specialists revealed that the respondents demonstrate a well-developed professional identity, possess clear life plans, and have a consciously defined professional goal. The students demonstrate a high level of self-perception, with the most important values including a happy family life, health, happiness of loved ones, a materially secure life, independence, and responsibility. However, a certain portion of the respondents exhibited moderate and low levels of achievement motivation development. Based on these findings, methodological recommendations have been developed and substantiated for academic and teaching staff to foster professional orientation among students of socioeconomic specialties.

Keywords: future socioeconomic specialists; orientation; professional orientation; professional activity

1. Introduction

The ongoing military conflict in Ukraine has generated and intensified numerous socio-psychological challenges, thus creating an urgent societal demand for competent

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specialists in the socio-economic field (social workers, social pedagogues, psychologists). In light of this, there is an urgent need to identify effective approaches to the professional training and development of the professional orientation of these specialists.

It is widely acknowledged that professional orientation is expressed in different spheres of professional activity and is contingent on the specifics of the profession. An individual's professional orientation encompasses motivation, value orientations, and a selective attitude toward the chosen profession. These components interact with one another, shaping further professional development, since motivation links an individual's inner aspirations with real opportunities and the needs of the labor market; value orientations direct the choice toward those areas of activity that correspond to personal convictions; and the attitude toward the profession fosters persistence in work, which contributes to long-term success and satisfaction with professional activity. Therefore, the identification and development of an individual's professional orientation is one of the main tasks not only of professional guidance but also of high-quality preparation for the chosen profession.

Scholars note that a high level of professional orientation in future socio-economic specialists is a distinctive feature of their personality structure, determining their professional vocation, acquisition of professional education, development of professional mastery, and other aspects of their professional activity. Consequently, enhancing the level of professional orientation constitutes the core of the development of future socio-economic specialists.

The issue of shaping the personality of a future specialist as a professional in their field and their career growth has been addressed in the works of M. Igbaria, S. Kassicieh & M. Silver (Igbaria, Kassicieh & Silver, 1999), O. Miroshnichenko (Miroshnichenko, 2024), and V. Rybalko (Rybalko, 2023), among others. The researchers consider personality as a subject of activity, which is determined by the nature of this activity and shaped within it.

In particular, American scholars M. Igbaria, S. Kassicieh & M. Silver (Igbaria, Kassicieh & Silver, 1999) believe that the concept of a person's career as a connection between the individual and the organization in which they work can be viewed from both external and internal perspectives. An essential component of the internal career is the employee's professional orientation. It is the individual's professional aspirations and orientations that fundamentally determine their self-perception in terms of career growth.

The significance of cultivating professional orientation of school and university students in the process of their professional and life self-determination has been emphasized in the works of O. Dubynchuk (Dubynchuk, 1993), I. Khomiuk (Khomiuk, 2008), V. Priadun (Priadun, 2013), N. Shevchenko (Shevchenko, 2013), O. Stoliarchuk, O. Serhieienkova, S. Khrypko, N. Prorok, S. Kalishchuk, M. Kolinko & K. Binkivska (Stoliarchuk, Serhieienkova, Khrypko, Prorok, Kalishchuk, Kolinko & Binkivska, 2024), Ya. Vasylykevych, H. Ryk & O. Kikinezhdi (Vasylykevych, Ryk & Kikinezhdi, 2025).

The theoretical and applied aspects of studying the professional orientation of future specialists in the socio-economic field as a factor in their sustainable development have been explored in the works of H. Bilavych, U. Borys, O. Dovgij, A. Savchuk, N. Fedchyshyn, L. Fedoniuk & B. Savchuk (Bilavych, Borys, Dovgij, Savchuk, Fedchyshyn, Fedoniuk & Savchuk, 2022), R. Vainola (Vainola, 2009), D. Velykzhanina (Velykzhanina,

2023), I. Ionova & A. Polianychko (Ionova & Polianychko, 2020), O. Pozhydaieva (Pozhydaieva, 2015), V. Polishchuk (Polishchuk, 2003), and Z. Falynska (Falynska, 2006).

Research findings suggest that a key condition for the effective development of the professional orientation of future socioeconomic specialists is their positive motivation in choosing a profession. Therefore, the principal directions for fostering their professional orientation should include: the development of their motivational sphere (motivation for learning and self-study); the acquisition of practical skills and competencies related to professional activity; the development of their personal and professional qualities; and the formation of interest in pursuing work within their chosen specialization.

2. Research problem

In their works, researchers assert that one of the most urgent issues today is the preparation of highly qualified specialists in the socioeconomic field who are capable of providing effective social and psychological assistance and support to those in need. This is particularly relevant for individuals who have suffered as a result of military actions in Ukraine. This issue underscores the relevance of identifying ways to integrate the content and forms of professional orientation development for socioeconomic specialists, which should be one of the priority tasks in the state's educational and professional agenda.

Given the above, this article **aims** to examine professional orientation as a factor in the sustainable development of future socioeconomic specialists and to provide methodological recommendations for academic and teaching staff on fostering the professional orientation of students in the socioeconomic field.

3. Methodology and Stages of the Study

The diagnostic study of the peculiarities of the professional orientation development among future socioeconomic specialists involved 85 students majoring in socioeconomic specialties. Specifically, 42 third-year students in Specialty 053 Psychology and Specialty 231 Social Work from Taras Shevchenko National University of Luhansk, as well as 43 third-year students in Specialty 053 Psychology and Specialty 231 Social Work at Khmelnytskyi National University, participated in the research. The age of the respondents ranged from 19 to 20 years.

The selection of research participants was determined by the fact that the authors of the article are not only lecturers of socioeconomic students at Taras Shevchenko National University of Luhansk and Khmelnytskyi National University, but are also actively engaged in the problem of high-quality professional training of students in socioeconomic fields at these institutions of higher education.

It is worth noting that all students provided verbal consent to participate in the diagnostic study and for their responses to be processed with no disclosure of personal information. The questionnaires were completed by the students in their non-academic time.

The research was carried out in three stages from January to June 2025.

The first stage of the study aimed to conduct a theoretical analysis of the content and characteristics of the professional orientation development among future socioeconomic specialists during their studies in institutions of higher education.

The second stage of the study was conducted to diagnose the characteristics of the development of professional orientation among future socioeconomic specialists. For this purpose, the following diagnostic methods were used: the “Professional Identity Status Questionnaire”; M. Rokeach’s “Value Orientations” method; the “Twenty Statements Attitude Test”; and T. Ehlers’ personality diagnostic method for achievement motivation.

During the third stage of the study, the diagnostic results were analyzed, and methodological recommendations for academic and teaching staff were substantiated to foster achievement motivation in the future professional activities of socioeconomic students.

4. Research Results

One of the primary tasks in training future professionals is to foster a conscious internal acceptance of the features of professional activity, individual abilities, interests, and inclinations, as well as to cultivate professional values and ideals. The successful implementation of these tasks is possible only through the formation and subsequent purposeful development of a young specialist’s professional orientation.

The foundation of the process of professional development should be an individual’s personal and social activity, which reflects their capacity to assume the role of an active subject in professional decision-making. Hence, professional orientation is a complex and dynamic process that begins at the early stages of an individual’s ontogeny.

Ukrainian scholar O. Miroshnichenko (Miroshnichenko, 2024) considers the concept of “*orientation*” as a core component in the psychological structure of personality. This component lacks inherent natural predispositions and thus reflects an individually internalized social consciousness. According to the author, the structure of an individual’s orientation includes such characteristics as level, breadth, stability, intensity, and efficacy. All forms of an individual’s orientation simultaneously serve as needs and motives for activity. Therefore, in shaping the motives of social activity among future specialists, academic and teaching staff should examine such an important phenomenon as the structure and formation of the professional orientation of the future specialist’s personality.

In defining the concept of “*professional orientation*,” V. Priadun (Priadun, 2013: 27) states that it is an integrated concept that constitutes a component of an individual’s general orientation and is connected with their motivational sphere. It forms a selective positive attitude toward a specific profession, a desire to apply one’s knowledge, experience, and abilities within that profession, and to achieve self-realization.

Researcher O. Dubynchuk (Dubynchuk, 1993) defines *professional orientation* as a socio-psychological inclination toward a particular type of professional activity. Professional orientation reflects the connection between general knowledge and the specific knowledge and techniques for applying it within the framework of a certain profession.

During their studies at higher education institutions, students develop professional orientation, that is, the aspiration to apply their knowledge, skills, abilities, and competencies in the chosen profession. According to I. Khomiuk (Khomiuk, 2008), fostering professional orientation in students means developing a positive attitude toward their chosen profession,

as well as interests, inclinations, and abilities for it, and reinforcing the desire to enhance their qualifications upon graduation. Positive characteristics in the content of students' professional orientation include the development of motives associated with the future profession as well as aspirations to perform their professional duties well, to demonstrate themselves as competent specialists capable of effectively solving complex tasks and taking responsibility for them..

Researcher O. Vlasova (Vlasova, 2005) emphasizes that students' professional orientation develops under the influence of certain factors and is characterized by a sufficient level of education and information awareness, the ability to work with others, awareness of career choice, competence, well-developed organizational skills, and a clearly defined system of value orientations. From this perspective, the key tasks in developing the professional orientation of future specialists include the timely identification of their interests, inclinations, and abilities, as well as the development and implementation of optimal conditions in the educational process of higher education institutions to foster the further development of students' professional orientation.

Considering that in modern-day Ukraine, the development of professional orientation of future socioeconomic specialists occurs under extremely challenging wartime conditions, D. Velykzhanina (Velykzhanina, 2023: 281) outlines the following *directions of this development*:

1. Purposeful development of those personal qualities of students that enhance the effectiveness of their future professional activity (empathy, responsibility, compassion, integrity, tolerance, goodwill, politeness, communicativeness, activeness, initiative, etc.).
2. Strengthening the system of students' value orientations, which forms their value-orientational foundation to ensure effective life functioning.
3. Development of students' professional qualities and competencies throughout the educational process and practical training.
4. Formation of students' clear orientation on continuous professional development, self-improvement, and the aspiration to enhance professionalism, etc..
5. Students' awareness of the significance of their chosen profession during martial law and the post-war period.

Given the above, we may conclude that the *content of professional orientation among future socioeconomic specialists* comprises a system of their personal and professional qualities, which shapes their understanding of the tasks of professional activity and depends on their motives, value orientations, and aspirations to achieve success.

To investigate the specific features of professional orientation development of future socioeconomic specialists, the following diagnostic methods were employed:

1. The "Professional Identity Status Questionnaire"
2. M. Rokeach's "Value Orientations" Method
3. The "Twenty Statements Attitude Test"
4. T. Ehlers' Personality Diagnostic Method for Achievement Motivation.

The study involved 85 future socioeconomic specialists: 42 future psychologists and social workers studying at Taras Shevchenko National University of Luhansk and 43 future psychologists and social workers studying at Khmelnytskyi National University.

The first diagnostic method applied in the study was the "Professional Identity Status Questionnaire" (M. Skyba & O. Kokhanko, 2007: 244-250). The method consists of 20

statements, each offering four possible options. The respondent must select the option that best reflects their opinion. The status of professional identity is characterized by four *features*:

1. *Identity diffusion*, characteristic of individuals who do not possess clearly defined professional goals and plans.
2. *Identity achievement*, typical of those individuals who are ready to make a conscious choice about their future professional activities, having undergone a “crisis of choice” and independently formed their goals and life beliefs.
3. *Identity moratorium* is observed in individuals who are actively exploring different options for professional activity and trying on various professional roles.
4. *Identity foreclosure*, found in those individuals who chose their future profession not independently but by relying on the opinions of individuals they consider authoritative, which may potentially result in future disappointment with their career choice.

The results of the diagnostic assessment of professional identity statuses among 42 future psychologists and social workers studying at Taras Shevchenko National University of Luhansk are presented in Figure 1.

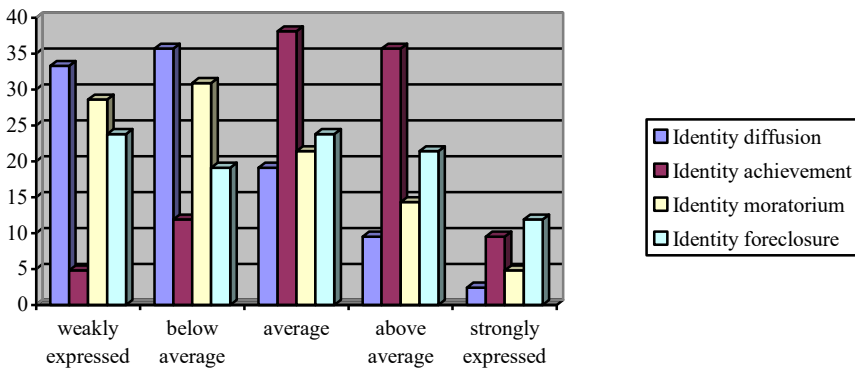


Figure 1. Results of the study on professional identity statuses of future psychologists and social workers studying at Taras Shevchenko National University of Luhansk.

As shown in Figure 1, the majority of future psychologists and social workers studying at Taras Shevchenko National University of Luhansk demonstrate a professional identity at the average level (38.1%) and above average (35.7%) level. However, the results of the study also revealed that 23.8% of students exhibit an average level of foreclosed identity, suggesting that their professional choice was made under the influence of authoritative individuals rather than through independent decision-making.

A positive finding is that the identity diffusion among the majority of future psychologists and social workers is weakly expressed (33.3%) or below average (35.7%), indicating that most students have already made decisions regarding their professional future.

According to the research findings, only 14.3% of third-year psychology and social work students experience an identity moratorium, as they continue to explore various career paths and experiment with different professional roles.

Thus, the obtained data indicate that the majority of future psychologists and social workers studying at Taras Shevchenko National University of Luhansk have a well-formed professional identity. They possess clear life plans and a conscious professional goal. In our view, enhancing students' professional identity can be facilitated through the implementation of national programs, plans, and initiatives aimed at developing mentorship in higher education. An authoritative mentor, taking into account the student's age, needs, and life circumstances, can significantly influence their attitude toward learning, the formation of professional identity and professional orientation, as well as the acquisition of the necessary knowledge, skills, and competencies.

The results of the diagnostic assessment of professional identity statuses among 43 future psychologists and social workers studying at Khmelnytskyi National University are presented in Figure 2.

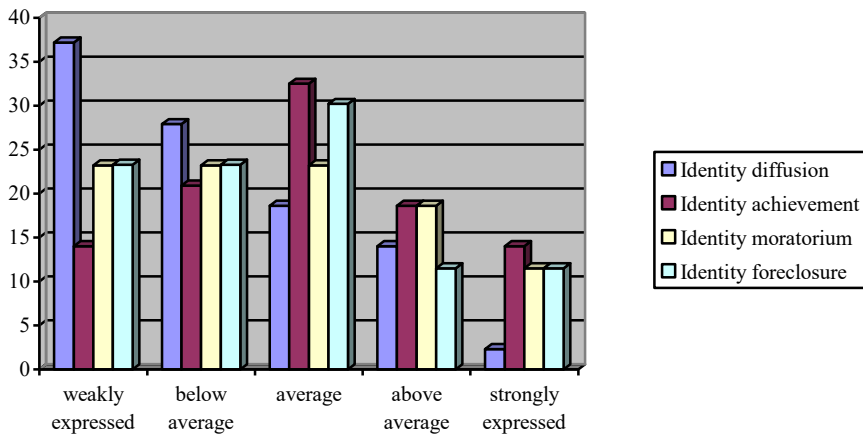


Figure 2. Results of the study on professional identity statuses of future psychologists and social workers studying at Khmelnytskyi National University.

As shown in Figure 2, future psychologists and social workers studying at Khmelnytskyi National University have an average level (32.5%) of identity achievement, which characterizes them as individuals ready to make a conscious choice about their future professional activity. Meanwhile, identity moratorium is observed in only 18.6% of socionomic students.

The results of the study also revealed that 30.2% of students exhibit an average level of foreclosed identity, indicating that they chose their profession based on the opinions of authoritative individuals, which may potentially lead to dissatisfaction with their chosen career path.

Thus, it can be concluded that the majority of future psychologists and social workers studying at Khmelnytskyi National University have no doubts regarding their chosen profession.

Using M. Rokeach's "Value Orientations" Method (Методика, 2015), we identified the most and least important terminal and instrumental values of future psychologists and social workers.

The results of the study on the most important terminal values of future psychologists and social workers studying at Taras Shevchenko National University of Luhansk are presented in Table 1.

Table 1: Results of the diagnosis of the most important terminal values of future psychologists and social workers

Terminal values	#	%
Happy family life	2	4,8
Health	15	35,7
Happiness of loved ones	5	11,9
Materially secure life	12	28,6
Self-confidence	4	9,5
Freedom	4	9,5

According to Table 1, the primary terminal values prioritized by future psychologists and social workers studying at Taras Shevchenko National University of Luhansk include: health (35.7%), materially secure life (28.6%), and the happiness of loved ones (11.9%).

The results of the study on the least important terminal values of future psychologists and social workers studying at Taras Shevchenko National University of Luhansk are presented in Table 2.

Table 2: Results of the diagnosis of the least important terminal values of future psychologists and social workers

Terminal values	#	%
Entertainment	1	2,4
Loyal friends	1	2,4
Self-confidence	3	7,1
Creativity	14	33,3
Beauty of nature and art	12	28,6
Active life	8	19,1
Interesting work	3	7,1

The data presented in Table 2 show that the least important terminal values for future psychologists and social workers studying at Taras Shevchenko National University of Luhansk are creativity (33.3%), the beauty of nature and art (28.6%), and an active life (19.1%).

The results of the study on the most important instrumental values of future psychologists and social workers studying at Taras Shevchenko National University of Luhansk are presented in Table 3.

Table 3: Results of the diagnosis of the most important instrumental values of future psychologists and social workers

Instrumental values	#	%
Independence	12	28,6
Cheerfulness	15	35,7
Honesty	3	7,1
Responsibility	10	23,8
Courage to defend one's own opinion	1	2,4
Rationality	1	2,4

As shown in Table 3, the most important instrumental values for future psychologists and social workers are cheerfulness (35.7%), independence (28.6%), and responsibility (23.8%).

The results of the study on the least important instrumental values of future psychologists and social workers studying at Taras Shevchenko National University of Luhansk are presented in Table 4.

Table 4: Results of the diagnosis of the least important instrumental values of future psychologists and social workers

Instrumental values	#	%
High life goals	14	33,3
Low tolerance for personal and others' flaws	10	23,8
Task effectiveness	9	21,4
Efficacy	3	7,1
Strong will	3	7,1
Broad-mindedness	3	7,1

The data presented in Table 4 indicate that among the instrumental values, the least important for future psychologists and social workers studying at Taras Shevchenko National University of Luhansk are: high life goals (33.3%), low tolerance for personal and others' flaws (23.8%), and task effectiveness (21.4%).

Thus, the results of the applied M. Rokeach's "Value Orientations" method enable us to conclude that the most important values for future psychologists and social workers are: a happy family life, health, the happiness of loved ones, a materially secure life, independence, cheerfulness, and responsibility.

In our opinion, such a priority in value orientation is entirely justified, as the student age is characterized by significant changes in activities, social status, and the structure of social roles, as well as shifts in the motivational sphere and life orientations of young people.

The "Twenty Statements Attitude Test" (Kuhn & McPartland, 1954) was developed by researchers M. Kuhn and T. McPartland. The essence of this method lies in the

requirement for a person to provide 20 answers within 12 minutes to the question “Who am I?” concerning the following categories: social group, worldview beliefs, interests and hobbies, aspirations and goals, and self-evaluation.

In our diagnostic study, we applied the “Twenty Statements Attitude Test” method to identify the categories related to the professional and personal self-perception of future psychologists and social workers. During the analysis of students’ responses, we paid attention to whether they mentioned their future profession and the rank or priority they assigned to it.

Based on the responses of 42 future psychologists and social workers studying at Taras Shevchenko National University of Luhansk, we established that the majority of them (35.7%) do not experience difficulties in self-perception, as they clearly understand who they are and what they are like. This suggests that the students demonstrate a high level of self-awareness.

Analyzing the respondents’ answers, we concluded that 30.9% of them perceived themselves as future specialists in the socioeconomic field, while 69.1% identified themselves simply as students. The predominant self-descriptions among the students included social roles such as “classmate,” “friend,” “son,” “daughter,” “brother,” “sister,” and so on.

We also found that students describe themselves as follows: “I am a human being” (45.2%), “I am a personality” (33.3%), and “I am a future specialist” (11.9%). Among the respondents’ answers, definitions related to their hobbies, interests, and extracurricular activities were quite common (e.g., “I am a singer,” “I am an artist,” “I am a musician,” “I am a collector,” etc.). Interestingly, patriotic responses were also identified among the students, such as “I am a citizen of Ukraine” and “I am a volunteer” (9.6%).

A positive finding of the study was the presence of affirmative self-descriptive characteristics such as “I am a happy person,” “I am independent,” “I am active,” “I am self-reliant,” and others (73.8%).

Thus, based on the results of the “Twenty Statements Attitude Test,” we have concluded that the self-attitudes of future psychologists and social workers studying at Taras Shevchenko National University of Luhansk are generally positive; however, they lack diversity. Therefore, the academic advisors and lecturers at the university should broaden the range of students’ self-perception.

Regarding the 43 future psychologists and social workers studying at Khmelnytskyi National University, the results of the study using the “Twenty Statements Attitude Test” showed that 51.1% of the students have a well-developed capacity for self-knowledge and do not experience any difficulties in self-perception.

A positive fact is that 41.9% of them perceive themselves as future specialists in the socioeconomic field. Like their peers from Taras Shevchenko National University of Luhansk, they identify themselves as “I am a human being” (32.5%), “I am a personality” (20.9%), and “I am a future specialist” (18.6%).

The study also revealed that the majority of students have defined their future self-concept. Specifically, this is reflected in responses such as: “I am a future husband/wife” (30.2%), “I am a future specialist in the socioeconomic field” (23.3%), “I am a future father/mother” (11.5%), and “I am a future leader” (11.5%). Meanwhile, we found no instances of negative future self-concepts among these students.

Therefore, the results of the study using the “Twenty Statements Attitude Test” indicated that the self-attitudes of future psychologists and social workers studying at Khmelnytskyi National University are positive and do not require correction.

T. Ehlers’ personality diagnostic method for achievement motivation (Kokun, 2012) allowed us to determine the levels of achievement motivation development among future psychologists and social workers, namely:

- 1–10 points – low level of achievement motivation;
- 11–16 points – medium level of achievement motivation;
- 17–20 points – moderately high level of achievement motivation;
- 21 points and above – very high level of achievement motivation.

The characteristics of the results of the diagnostics of achievement motivation levels among future psychologists and social workers studying at Taras Shevchenko National University of Luhansk are presented in Figure 3.

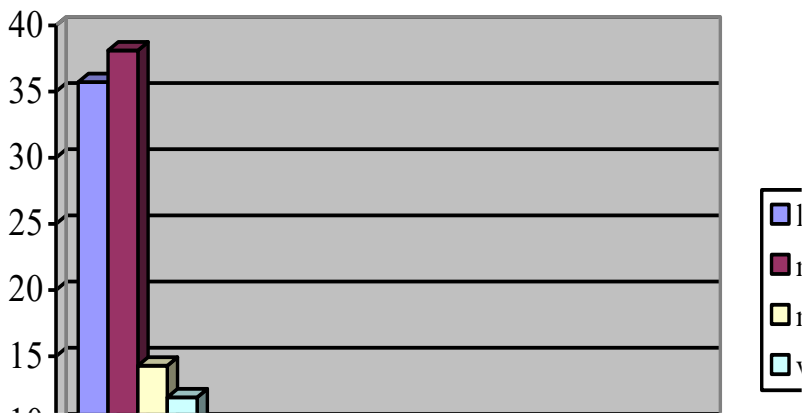


Figure 3. Results of the study on achievement motivation levels among future psychologists and social workers studying at Taras Shevchenko National University of Luhansk

As shown in Figure 3, the majority of future psychologists and social workers studying at Taras Shevchenko National University of Luhansk exhibit medium (38.1%) and low (35.7%) levels of achievement motivation development. This indicates that these students are primarily motivated by the avoidance of failure rather than the pursuit of success. Their activity is determined by the influence of negative expectations. They lack confidence in their abilities and experience heightened anxiety, which, however, may coexist with a fairly responsible attitude toward their work. In our opinion, the level of students’ achievement motivation can be strengthened through the implementation of innovative pedagogical approaches, encompassing modern methodologies aimed at fostering an active learning stance, developing creative potential, critical thinking, etc.

The results of the diagnostics of achievement motivation levels among future psychologists and social workers studying at Khmelnytskyi National University are presented in Figure 4.



Figure 4. Results of the study on achievement motivation levels among future psychologists and social workers studying at Khmelnytskyi National University

The results presented in Figure 4 show that the majority of future psychologists and social workers studying at Khmelnytskyi National University exhibit medium (46.6%) and moderately high (23.3%) levels of achievement motivation. These findings suggest that the students are persistent, responsible, and strive to achieve success and strong academic results. They are self-confident and assured in their abilities, responsible, proactive, and actively engaged. They demonstrate determination and perseverance in accomplishing their set goals.

Therefore, based on the results of all the diagnostic methods applied in this study, we conclude that future psychologists and social workers have a well-formed professional identity, clear life plans, and a conscious professional goal. Additionally, the students possess a high level of self-perception, and their most important values include a happy family life, health, the happiness of loved ones, a materially secure life, independence, cheerfulness, and responsibility.

However, we also diagnosed predominantly medium and low levels of achievement motivation development among future psychologists and social workers studying at Taras Shevchenko National University of Luhansk, which indicates that these students are primarily motivated by the avoidance of failure rather than the pursuit of success.

In light of this, we consider it necessary to develop and substantiate *methodological recommendations for academic and teaching staff to enhance achievement motivation in the future professional activities of socioeconomic students*.

1. *Create a supportive environment for interpersonal interaction with peers and participation in group-based innovative activities* such as creative teams, research projects, psychological career orientation trainings, forums addressing current professional issues; preparation of presentations; participation in discussions, dialogues, roundtable discussions, business and role-playing games, debates, focus groups, and similar formats.

2. *Develop a flexible system of self-education for future psychologists and social workers* through: – the implementation of innovative approaches to improve the professional competence of

future psychologists and social workers (involving them actively in seminars, roundtable discussions, writing scientific research, developing original projects, participating in student research competitions, etc.);

- stimulating self-educational activities and self-development of future psychologists and social workers by seeking effective means of academic and professional self-realization;

- fostering the ability of future psychologists and social workers to create a plan for enhancing their professional competence;

- teaching future psychologists and social workers to compile their creative portfolio, reflecting successes and achievements on specific issues or individual creative topics. The portfolio may include exemplary works in written or printed form, video materials, reflection journals, photographs, etc.;

- encouraging self-discipline and improvement of knowledge, skills, and abilities of future psychologists and social workers through the development of an individual work style;

- reflection by future psychologists and social workers on their activities through maintaining a reflection journal, in which they can contemplate personal experiences, types of activities, identify directions for implementing professional plans, and forecast strategies for improving future professional work.

3. *Create an informational and educational environment that ensures equal access for all students to the university's informational and educational resources, including the library, internet, and other learning tools.*

4. *Develop the readiness of future psychologists and social workers for innovative activities through:*

- the testing of modern innovative teaching and educational technologies that will help them complete academic tasks;

- transitioning the educational process to a technological level, i.e., designing the process taking into account students' goals and knowledge levels;

- providing educational and methodological support for the educational process through the development of original programs, special and elective courses, etc.;

- utilizing interdisciplinary connections in the academic activities of future psychologists and social workers, i.e., an integrative approach;

- expanding students' arsenal of innovative teaching methods;

- organizing a creative learning process, since the improvement of professional training is possible only through creativity.

5. *Implement innovative methodological developments, such as “Socialization of the future specialist's personality within the framework of a competence-based approach,” “Implementation of a person-centered learning in modern higher education institutions,” “Self-education as a necessary component of the success of future socioeconomic specialists,” “Development of social competence of students in higher education institutions,” and “Motivation as a condition for enhancing the professional competence of future specialists.”*

6. *Engage future psychologists and social workers in participation in trainings, scientific clubs, student events, and professional weeks (such as “Social workers' week” and “Psychological service week”).*

Lecturers and group supervisors working with socio-economic students must clearly understand that high-quality training of future qualified psychologists and social workers requires actively utilizing the best innovative achievements from the psychological and social fields in student education, taking responsibility for the outcomes of their work, as well as being able to learn from mistakes and make adjustments in the training process of future specialists.

Consequently, we believe that the methodological recommendations we have developed for academic and teaching staff to enhance achievement motivation in the future professional activities of socio-economic students will help improve their ability to make quick and appropriate decisions in complex life and professional situations, and to plan and carry out activities that lead to the successful accomplishment of their goals.

5. Conclusions

Currently, the development of professional orientation of future specialists in the socio-economic field at Ukrainian universities occurs under the challenging conditions of war. This necessitates a meaningful enrichment of the professional training process for future psychologists and social workers, which should encompass the full spectrum of relevant aspects of psychological and social work, alongside the implementation of innovative, effective, and appropriate forms of student engagement within the educational process. We believe that, to better adapt to crisis conditions and ensure effective professional training of future specialists, Ukrainian higher education institutions require not only methodological resources and access to information and communication technologies, but also the provision of psychosocial support for participants in the educational process to prevent discrimination and inequality of opportunities.

Amid the war in Ukraine, most higher education institutions have been forced to shift to distance learning, which requires both students and lecturers to independently develop information and communication technology skills. Ukraine's experience has demonstrated the effectiveness of distance learning, as well as the importance of well-developed psychological resilience, autonomy, critical thinking, and the capacity to adapt rapidly to changes. Ukrainian educational institutions were compelled to reorient toward the creation of flexible learning environments capable of functioning under crisis conditions. All these changes influence international approaches to the educational process, stimulating adaptation to crises, the establishment of safe learning environments, and the training of specialists to operate effectively in uncertain conditions.

In the course of analyzing scientific literature, we established that professional orientation is an integrated concept that includes general orientation and the related motivational sphere of a person. It shapes a selective attitude toward a particular profession, the desire to apply one's knowledge and experience in that profession, and self-realization within it. Therefore, fostering professional orientation in students means developing their positive attitude toward the chosen profession, as well as cultivating their interests, inclinations, and abilities related to it, and strengthening their aspiration to enhance qualifications after graduating from higher education institutions.

The results of the diagnostic study on the features of professional orientation development among future socio-economic specialists showed that they have a well-formed

professional identity. They also possess a high level of self-perception, and their most important values include a happy family life, health, the happiness of loved ones, a materially secure life, independence, cheerfulness, and responsibility. However, based on the study results, we diagnosed medium and low levels of achievement motivation development in the majority of future psychologists and social workers. This indicates that they are primarily motivated by the avoidance of failure rather than the pursuit of success. In light of these findings, we have substantiated methodological recommendations for academic and teaching staff to enhance achievement motivation in the future professional activities of socionomic students.

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