

FORMATION OF PROFESSIONAL IDENTITY OF A GRADUATE OF HIGHER EDUCATIONAL INSTITUTION: PROBLEMS AND PROSPECTS

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Given modern Western concept of “lifelong learning”, it is necessary to draw attention to the age characteristics of styles of students.

In fact, it can be stated that the professional identity of a graduate of a higher educational institution as a set of cultural practices is relatively homogeneous, but differ by the individual elements that make up the social integrity, which includes the location of the university and the level of education it provides. Thus, these differences are mainly connected not with the common values of student life, but with the level of employment and professional socialization (and accordingly, readiness for independent living), such graduates acquire.

Making an important decision in life – choice of career and education – causes lifestyle choices associated with the profession, and the growing desire to implement a free choice in other areas. Students as a group are often removed from the solution of financial problems, even working students perceive their working time only as an additional perk, implying more alternatives in choice of styles, but not proving formed professional identity. The task of higher education is seen in the change of the vector toward establishing closer links with employers through diversifying forms of practical training of future graduates of higher educational institutions.