PROFESSIONAL SELF-DETERMINATION OF PERSONALITY IN THE PERIOD OF TECHNOLOGIZATION OF SOCIETY

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It is shown that the competence-based approach in education has now been enriched by research on professional self-determination. The study aims to prove the cognitive nature of mastering the professional self-determination of the individual. In modern scientific sources, the phenomenon of an individual's awareness of their competencies is becoming more and more relevant. An analysis of modern scientific sources is presented, where self-determination is presented as a personal characteristic of an individual, as a factor that activates a person's own resources. It is emphasized that professional self-knowledge is as continuous as personal development. The value of professional self-determination for the formation of civil society is shown. The problem of professional self-determination is presented as a component of scientific problems of the integrity of the individual and the integrity of society. The need to supplement the scientific and technological knowledge of a specialist with humanitarian knowledge about himself is affirmed. It is pointed out that the recognition of the integrity of man means that the science of man contains the result of studying his spiritual and material nature. The dependence of the professional self-determination of an individual on the scientific and technological state of society has been studied. Professional self-determination is affirmed as a necessary element of the consistent cognitive and progressive movement of society. The theory of professional self-determination is built on fundamental ideas about individuality. The study is based on the principled statement of the role of the subject in the study of man, his education, interactions between man, society and nature.

Keywords: personality, self-knowledge, self-determination, scientific and technical society, competence-based approach, humanitarian knowledge

The concept of "personality" in the conceptual space of the modern paradigm of education takes the place of a connecting link between the concepts of "individuality" and "society". The formation of personality is carried out on the basis of the natural inclinations of individuality through interaction with the society in which the individual is socialized [1]. Socialization processes in a technological society are more and more formalized with a simultaneous weakening of humanization. At the same time, the individual remains the main source of humanization. Over time, the development of the individual leads him to an awareness of his natural inclinations. The goals of the individual are primarily focused on the activity development of specific abilities. Further development of the individual leads him to self-awareness as a citizen, a member of society, inclusion in the life of society, the formation of his professional competencies. Formed professional competencies of an individual acquire a personal character. Professional self-determination in a technologized society becomes a fragment of the self-development process. Professional self-determination is carried out as the development of self-knowledge of the individual. At the same time, professional self-understanding, as socialization, contains elements of civil formation.

Literature review

In modern scientific sources, in the study of an individual's awareness of their competencies, professional self-determination is widely represented [2]. Modern publications on the study of professional self-determination are based on the connection between the characteristics and nature of professional self-determination with the personality traits of the student. The results obtained, characterizing the personality, are used in the design of subsequent professional activities. The results of self-determination are used in the formation of the concept of "professional life". The study of professional self-determination currently includes the following problems: the study of psychological readiness for professional self-determination; study of psychology and types of professional personality; age characteristics of personal self-determination; the problem of the formation of legal capacity when choosing a profession; psychological and pedagogical diagnostics; expert assessment and monitoring of the quality of education. It is noted that professional self-determination requires continuous renewal as an element of a dynamic socio-economic environment. Professional self-determination is becoming more and more relevant throughout a person's professional life. At the same time, a person's self-awareness also develops. The launch of self-development mechanisms activates a person's own resources.

In the context of the problem of professional self-determination, specific practical tasks: support, encouragement and assistance throughout the professional life; professional advice; technologies of psychological and pedagogical education; diagnostics of personal development. Research has shown that professional self-determination is as continuous as personal development. [3]. The continuity of professional self-determination is studied

starting with vocational education [4]. Various types of activity are considered in the context of professional self-determination [5]. Self-knowledge allows an individual to correlate the choice of profession with the awareness of his own individual natural data. Professional self-determination is presented as a complex process of self-knowledge, containing reflection and self-regulation and aimed at self-actualization of the personality [6, 7]. Researchers explain the need for professional self-determination of young people by socio-economic transformations in the sphere of their future labor activity. Educators-researchers explain the requirements for the formation of personal characteristics of young people also with the requirements of new educational standards. Studies show that training that meets the vocational guidance set by educational standards can be productive for the development of personal characteristics of young people. The analysis of the results obtained allows us to draw a conclusion regarding the satisfaction of young people with the chosen profession.

The analysis of the results showed that the subjects with low civic identity are characterized by extreme egocentricity and egocentric motivation, underdevelopment of self-regulation functions, rigid thinking, and stereotypical behavior patterns. The authors come to the conclusion that the life of such individuals is aimed at achieving selfish goals without the desire to engage in socially significant activities. Such a personality crisis leads to the fact that adolescents with an average level of civic identity experience an existential crisis caused by undefined social roles, undeveloped motivational, cognitive, volitional and moral aspects of their personality, as well as an external locus of control leading to low personal activity and civic position [8]; the problem of the priority of professional and social values united in a person reveals the problem of professional and personal goals of an individual's development [9]. Since professional self-determination is performed as an element of personal self-knowledge, it leads to an awareness of the important personal qualities of an individual.

This property of self-determination makes it possible to take it into account when programming the formation of professional competencies. The study of the phenomenon of professional self-determination makes it possible to identify important personal qualities [10]; the innovative potential of the individual. The personal formation of an individual in society can be initiated and supported by the education system. The problem of the possibility of influence is studied. The value of professional self-determination, professional self-awareness for the formation of civil society is shown. education system to focus, starting with the professional identity of high school students. For such an influence, the education system must have a social order, taking into account spiritual and moral orientations [11].

The problem and purpose of the study

The most obvious rational, corresponding to the civilizational movement, technological transformations are necessary for the education system, starting with the higher education system. The development and improvement of the scientific and technical society is associated with its dehumanization. The development of scientific and technical forms of life continues in society. The technologization of society creates such serious problems as the violation of human integrity and the exhaustion of natural resources. Purpose of the study: to show the regularity of mastering the skills of professional self-determination at all stages of education and that the practice of professional self-determination fits into the solution of the problem of the dialectical development of society during the period of its technologization. Significant changes in the subsequent consistent development of society can be made in the process of moving towards self-knowledge. The professional self-determination discussed in this study is a fragment of such self-knowledge. In modern society, professional self-determination is becoming more and more significant and corresponding to its technological transformations. A cognizing person in the world of modern science is immersed in two delimited, separated discourses: natural science and social and humanitarian. The problem is to preserve the qualities of the humanistic direction in the process of technologization.

Research results and discussion

During the period of the scientific and technological revolution, from the end of the 18th century, the division of the content of science into humanitarian and natural science begins [12]. N.D. Kondratyev at the beginning of the 20th century established a certain correlation between the economic development of society and the level and direction of scientific and technical ideas he mastered. The detected mutual influence includes the human factor. Conclusions N.D. Kondratyev points to a deep connection between the technical, economic and humanitarian factors of human life. To establish a new economic and technological

order, the new generation needs to master new scientific and technical ideas. This task falls on the education system. To establish a new economic and technological order, the new generation needs to master new scientific and technical ideas. This task falls on the education system. Historically, the technologization of society, its economic structure, and the patterns established by N. D. Kondratyev at the beginning of the 20th century are consistently reflected in the content, forms and methodology of education. As a result, the economic structure of society indirectly through technologization influences the content of education, which is acquiring more and more scientific rigor, and the forms of education also become technologically rigorous. The implementation of technologization is increasingly dependent on the human factor. Technological changes that come in society with each new technological order are accompanied by an ever-increasing penetration of science into the life of society. The interrelation of technology and economy makes the social and humanitarian influence of the new technological order inevitable. At the same time, the problem of the integrity of education remains unresolved. There is no noticeable rapprochement between natural science and humanitarian knowledge, and the continuously continuing technologization of society divides them more and more [12]. S.Yu. Glazyev points out that by the beginning of the 21st century, society had reached a technological maximum. As a result of the transformations caused by the scientific and technological revolution, changes in society led to saturation with scientific knowledge and transformations. At the same time, economic transformations in society have intensified. Socio-economic and new technological factors turned out to be deeply connected. This connection contributed to the maximum activation of the natural ontological capabilities of society. Representation of the development process in the form of 5 technological orders helps to assess the changes that have occurred in the public resource.

By the beginning of the XXI century. in the global development of civilization, technical sciences remain decisive. "Growing in the future limitations to the economic growth from the natural-ecological and socio-demographic factors can be overcome only through the development and dissemination of fundamentally new resource-saving technologies. However, the industrial technology mode of production, ensuring a step increase in labor productivity is largely exhausted its growth potential" [13, p. 5]. Following in the mainstream of history through a sequence of technological orders, education has acquired and retains scientific and technological qualities as characteristic features.

Until now, the socio-economic development of society has been based on the development of science and technology as a social force. In the context of the paradigm of technological paradigms, the new VI technological order is characterized by a shift in content towards socio-humanitarian categories. However, in the conditions of an ever-increasing technicality of society, the strengthening of technical sciences does not give the desired economic result. Obviously, the problem lies in the violation of the integrity of the development of a socio-humanitarian object, which is possible with the appropriate integrity of the scientific content of the core of the technological order. Through the result of socio-economic development, society receives a certain signal about an imbalance in the content of scientific knowledge. This means that the contribution of science and technology in the form of scientific and technological knowledge should be supplemented by the reflection of the human factor involved in the process of social development. Along with the technical sciences, cognitive sciences are coming to the fore. For the further preservation of the scientific and technical direction in the system of knowledge that will shape the future society, it is necessary to include knowledge about the person himself, his intellect. Knowledge about the person creating technological innovations, the natural source of thinking – the intellectual resource of the individual, as well as the ways, methods and technologies of his intellectual development fall into the fundamental scientific core of the new technological order. The orientation of the education system to the emerging new technological order requires specifying the goals of education [14].

The scientific, technological and economic development of society sets a dual goal for education: to reveal more and more the natural nature of man, using new knowledge about man and the development of technologies of self-knowledge, and, secondly, using the natural intellectual abilities of man, to develop new technological ways of developing society. The first direction allows building an individual trajectory of development and actualizing the spiritual formation of a person. The technological direction requires the technologization of education itself. Qualitative development of appropriate educational technologies will serve to unify these goals. New educational

technologies, developed according to the model of an individual development trajectory, are built on the foundation of the existing personality-oriented education paradigm. They can be defined as student-centered education technologies. In the direction of technologization, while remaining on a personality-oriented platform, models of professional self-determination are being developed.

Social and humanitarian aspects hold great promise in the development of educational technologies. The technologization of education is becoming a natural condition for the coordination of an intellectually developing person, his abilities and a society that is at a high level of intellectual and technological development. A person's cognitive development leads him to professional self-determination when choosing an individual trajectory for his own development and education.

Conclusions

The consistent assimilation of the scientific and technological direction by society in the process of its life gives rise to contradictions caused by the violation of the law of the natural integrity of man. In the education of a modern person, the violation of integrity begins with the separation of natural science knowledge from humanitarian. An active search for the fundamental principles of the integrity of human life in nature shows the impossibility of completing the science of nature without taking into account the fact that man is a part of nature.

Recognition of the integrity of man is possible provided that the science of spirit becomes part of the science of nature. The next necessary step to ensure the integrity of the view on scientific research is the methodological convergence of scientific areas: natural science and humanitarian. It is known that the integration of historically separated branches of knowledge is most effective on the basis of scientific methodology. This direction of scientific development means that the methodology of the exact sciences, which is outstripping in its development, is smoothly moving to the sciences of man: the psychology of personality and the science of education.

The emerging third step in the movement towards the integrity of science, as well as towards the integrity of man, reveals and asserts the fundamental role of the subject in the study of man, his education and interaction between man and nature, for understanding that knowledge is a form of human life in nature.

Subject-oriented technologies remain essential for the formation of professional competencies of specialists. Deepening into the competence-based approach can lead to its rejection by the individual's intellectual system, if the development of competencies is not meaningful, but imposed from the outside. Mastering professional competencies can serve the personal development of an individual with a conscious choice of a profession based on the principle of professional self-actualization.

Existing modern technologies provide personal development in the educational process. In such conditions, a conscious choice of profession and the improvement of competence are also aimed at preserving the natural qualities of the individual. Modern socio-economic research shows that the human factor is becoming more and more decisive in scientific and technological projects that determine the future of society. Professional self-determination is a fragment of self-knowledge. Its value for the individual is not only in the fact that the individual studies himself, but also in the lack of alternatives to such a path. The goals formulated within the psychological system of a person, by the subject himself, will be achieved by him more successfully. For society, such a personality-oriented path is important as an additional source of natural energy on the path of its development, achieved as a result of the technologization of society. Despite the fact that the industrial-technological mode of production, providing a stepwise increase in labor productivity, has largely exhausted its growth, the potential and resource for development remains in the individual. Professional self-determination becomes the tool on which the quality of the development of society's humanitarian resource depends.

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