

Planning of professional and life trajectories of university graduates of environmental educational programs

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Abstract. The article is devoted to the issues of constructing the life trajectories of graduates of environmental educational programs, the role of the professional orientation of the individual in this process. A review of publications by Russian and foreign authors is presented, arguing the relevance of the research topic. We have shown the influence of successful social and professional socialization of graduates-ecologists in the system of higher agricultural education on the certainty of their life and professional trajectories. Based on the materials of an empirical study carried out by a questionnaire survey among graduate students of environmental educational programs, we concretized the ideas of young people about professional and life trajectories after graduation. A positive result of social and professional socialization of graduates of environmental programs of an agricultural university can be considered the professional certainty of more than 90% of students by the time they complete their studies at the university. The basis of goal-setting for graduates of environmental programs of agricultural universities for the next 10-20 years is: achieving material well-being and high earnings; interesting job; creating a family and raising children. More than 90% of graduates are confident in achieving their goals. According to environmental graduates, personal qualities are needed to achieve success in life (purposefulness, diligence, resourcefulness); business connections, acquaintances; patience and hard work.

1 Introduction

Students as a social group of modern society have always aroused particular interest of researchers as the most educated, active and advanced part of young people, whose representatives will soon take up managerial positions in organizations, municipal, regional, and state administration. That is why understanding values, life and professional plans is an important subject in social research.

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The research works of many domestic and foreign authors are devoted to the consideration of the issues of constructing life strategies, the role of the professional orientation of the individual in this process, as well as the success of social and professional socialization in the system of higher and professional education.

The article by L.B. Osipova and L.A. Anveri provides the author's definition of "life strategy", which is a dynamic system of perspective orientation of the individual, aimed at constructing his future life [1].

In the Strategy for the Development of Youth of the Russian Federation for the period up to 2025, the social group "youth" is characterized as an active subject of social transformations and development of the country, a human resource for economic growth and ensuring the well-being of generations. The authors E.G. Sharonova and M. Yu. Kupriyanova, using the example of empirical research in the Chuvash Republic, show the importance of the life strategy factor for the successful adaptation of young people to modern socio-economic conditions [2].

A.S. Nechaeva in the article "The problem of understanding professional self-determination in the context of the perception of life path events" analyzes the relationship and mutual influence of the concepts of personal self-determination, a holistic view of the individual about his own life path and professional self-determination [3]. In the context of studying the life strategies and professional plans of graduates of ecological programs of an agricultural university, the correct perception of external circumstances, their influence on the expectations of graduates and decision-making in conditions of a high level of uncertainty in life events is important.

The relevance of studying the life strategies of graduates of agricultural universities is increasing in connection with the processes of depopulation of rural areas and the need to understand the prospects for territorial mobility of young people with higher education. The relevance of this issue can be traced in the studies of foreign authors.

Analysis of the ideas of graduates about life and professional trajectories is of great public resonance and applied value. The authors of the article R. Immerstein, H. Hasleberg, G. Eri are of the opinion that it is necessary to establish permanent contacts between production and higher professional education [4]. Using the example of engineering educational programs, they show a high level of social and political significance of the development of engineering education. Industrial internships, which the authors speak of as an effective tool for preparing graduates for the realities of working life, also allow students to timely make adjustments to their professional trajectories [5, 6].

This experience is valuable for our research and enhances its relevance not only for environmental and engineering programs, but also for programs of a different orientation [7]. Professional self-determination and building a professional trajectory are of significant impact on the life strategies and plans of graduates of higher education. The article by the authors M. Lavoie-Tremblay, L. Sanzone, T. Aubé, G. Cyr, G. Primeau presents the approaches of medical education to the successful labour start of students – future nurses [8]. The authors' research shows that mentoring helps at the point of transition from learning to action at work. A positive experience at such a transition point under the guidance of an experienced mentor has a significant impact on the professional trajectory of graduates.

During the period of building the professional and career trajectory of graduates, an opportunity arises for them of vertical social mobility, a certain jump from the actual social status of the family and place of residence to a higher social status through the profession. This view of the transition from school to professional activity is shown in the study by C.L. Xu [9]. This is a special period in defining life plans and their relationship with the professional career of graduates of vocational education.

Professional self-determination and the construction of professional, career and life trajectories, in fact, continue beyond the boundaries of higher education. This situation is typical for many countries. On the example of the results of the research by V. Milenkova, S. Kovacheva, conducted in Bulgaria, we see an established fact – less than half of the graduates of universities in the regions do not work in the specialty they received during their studies [10]. Accordingly, young specialists face the task of completing their professional and life trajectory [11, 12]. This situation requires new approaches and strategies for vocational education and socio-economic policies at the regional and local level that will meet the needs of lifelong learning.

An interesting aspect of building life and professional trajectories can be taken into account from the findings of the author B.A. Somuah [13]. For the successful development of new social and professional roles, young specialists need to be able to use the tools of self-motivation. The article emphasizes the importance of understanding the end result of activities. In our study, this refers to understanding life and professional goals.

The authors B. Dobrowolska, E. Mazur, A. Pilewska-Kozak, B. Kosicka, A. Palese in their article offer the results of studying the negative psycho-emotional consequences of the interaction of workers with a specific object of work in palliative institutions [14]. An important aspect of the study is, in our opinion, influencing the architecture of the life and professional goals of young environmentalists – the readiness to overcome negative emotions in the process of interacting with the object of work. Moreover, a more accurate knowledge of the object and the subject of labour can give opportunity to correctly form the life and professional strategies of graduates and the period of study in bachelor's programs [15-17].

Thus, the review of publications covering the study of professional and life trajectories of graduates of higher education in different areas of training shows the relevance of the study not only at the regional level, but also in the world.

2 Materials and methods

The study of the life plans of graduate students of Stavropol State Agrarian University was carried out in February 2020 using a Google-form. In total, 84.3% of full-time graduate students of the bachelor's degree program "Ecology" took part in the survey.

95.0% of graduate students of environmental programs who took part in the survey have professional plans, plans for career advancement and continuing education in various formats. Only 2.5% of the survey participants are going to work with their families in the near future. 2.5% of graduates cannot accurately formulate plans for the near future. In general, such a distribution can be considered a positive result of the social and professional socialization of graduates of the "Ecology" training direction.

3 Results and discussion

Among the main goals for the next 10-20 years, graduates name in order of importance: the achievement of material well-being and high earnings (60.5%); interesting work (60.5%); creating a family and raising children (51.2%); the ability to travel around the world (37.5%); independence and freedom of choice (32.5%); organizing their own business (27.9%); achieving professional excellence and success in the profession (25.6%); career growth and promotion (20.9%). It is these goals that form the basis of goal-setting for graduates of environmental programs of Stavropol State Agrarian University.

Moreover, the majority of respondents are absolutely confident in achieving the set goals: "they will be achieved" – noted by 51.2% of survey participants and "most likely

they will be achieved” – noted by 41.9% of respondents. 4.2% of survey participants are not quite confident in their abilities. There were no negative answers to this question. 2.7% of survey participants found it difficult to give a definite answer.

In the opinion of graduates, to achieve success in life, first of all, personal qualities (purposefulness, diligence, and resourcefulness) are needed (noted by 65.1% of the respondents). Future young specialists also have an understanding that in order to achieve their goals, business contacts, acquaintances are needed (noted by 51.2% of respondents) and patience, hard work (noted by 51.2% of respondents). These 3 factors are key-factors and they form the basis for achieving long-term goals. Moreover, graduate students in the course of a survey identified a number of conditions for a successful start to achieve goals. The first condition is good education and knowledge (in fact, this is an additional confirmation of the high quality of education at Stavropol State Agrarian University, since they made a choice in its favour) – noted by 69.8% of respondents. The second condition – communication and connections – was noted by 55.4% of respondents (in fact, these are social networks, which include graduates, including due to the period of study at the university). The third condition unites two positions – a high material well-being (44.2%) and family (44.2%), which speaks of the importance of the social status of the parental family, since an important component of this status is material status. Among the important conditions for a successful start, young people name health, which indicates the level of understanding and positive attitudes regarding a healthy lifestyle.

Their own ideas about life and values (noted by 62.8% of survey participants) and parental advice (noted by 22.1% of survey participants) had a key influence on the formation of life plans in the form that graduates spoke about in the framework of the survey. According to the results of the survey, friends, acquaintances, the media had the minimum impact on this process, 7.6% of the respondents said about this influence of the listed agents, the remaining 7.5% of the survey participants found it difficult to give a definite answer.

Graduates declare high expectations for future work. First of all, future work should provide material prosperity (94.9% of respondents put this condition in first place). The factor of good working conditions, organization of the workplace and working hours are at almost the same level in importance (noted by 91.7% of survey participants). The third position among the important conditions for choosing a future job in the expectations of graduates is occupied by the possibility of self-realization (90.6%) and good relations with the authorities (90.8%). Important conditions influencing decision-making when choosing a job are: good relations with the team (88.6%), the opportunity to take a leadership position, make a career (88.2%), opportunities for recreation (88.0%), the opportunity combine work and household chores (85.7%).

The main requirements for the employer on the part of graduates are timely payment of wages (84.7%), a full social package (58.3%), the opportunity to grow up the career ladder (57.0%), good relations in the team and with the manager (51.9 %). Learning through organization (23.4%) and workplace comfort (23.2%) are also desirable.

In the opinion of almost half (43.8%) of the survey participants among graduate students, facts of discrimination against graduates are encountered in employment. Another third believe that there is no such overt discrimination. 24.6% found it difficult to say anything about discrimination in relation to graduates in employment. According to survey participants, discrimination is mainly expressed in wages – graduates are paid less (22.8%), graduates are the last to be hired and the first to be fired (20.2%), graduates are limited in career opportunities (14.7%). 36.7% found it difficult to give any definite answer.

71.5% of survey participants are optimistic about their employment prospects. Some 17.1% of the survey participants feel some uncertainty. And 11.4% found it difficult to give a definite answer.

Among the reasons that reduce confidence in a successful career in the specialty received at Stavropol State Agrarian University, graduate students name the traditionally low level of wages in the agricultural sector and the region (47.0%), the uninteresting content of the work (24.8%) and the lack of demand for specialists profile (24.2%).

Job search strategies that graduates are going to use are changing. If earlier in the first place were relatives, friends and close acquaintances by a large margin, now the leaders are direct appeal to a potential employer (48.7%) and search through special sites (47.2%). Job search with the help of relatives, friends and acquaintances ranks third (41.1%). Less widely used job search strategies: through the media (22.8%), social networks (16.9%), HR services (15.9%), workplaces at the university (15.1%), employment centres and fairs vacancies (11.6%).

According to students who complete their studies at the university, both the university and the state should take an active part in the employment of graduates, respectively, noted by 77.6% and 89.2% of respondents. At the same time, the expectations from the state are as follows: subsidies and soft loans for the purchase or construction of housing (23.8%), the provision of departmental housing for a young specialist (17.5%), one-time payments for employment (15.3%), and the issuance of an interest-free loan for arrangement (12.6%).

4 Conclusion

Thus, a number of conclusions can be drawn based on the study.

The study of the life strategies of graduates of environmental programs of agricultural universities is an urgent topic for study. Moreover, the relevance is increasing in connection with the processes of depopulation of rural areas and the need to understand the prospects for professional and territorial mobility of young people with higher education, originally living in the agrarian region.

A positive result of social and professional socialization of graduates of environmental programs of an agricultural university can be considered the professional certainty of more than 90% of students by the time they complete their studies at the university.

The basis of goal-setting for graduates of environmental programs of agricultural universities for the next 10-20 years is: achieving material well-being and high earnings; interesting job; creating a family and raising children. More than 90% of graduates are confident in achieving their goals.

The ranking of the factors that, according to the graduates, are needed to achieve success in life made it possible to single out the key three: personal qualities (purposefulness, diligence, resourcefulness); business connections, acquaintances; patience and hard work.

The results obtained in the course of the study can be used to improve educational programs in the environmental direction of training, the content of academic disciplines, to increase the effectiveness of promoting the employment of graduates, educational, career guidance work of the university and the development of additional educational services.

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