



Networking as a tool of career self-determination of future teachers in the sphere of physical culture and sport

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Abstract

Objective of the study was to conduct a theoretical analysis and test the effectiveness of networking for career self-determination of future teachers in the field of physical culture and sports.

Methods and structure of the study. The experiment took place on the basis of two universities in Voronezh and Chelyabinsk, 194 students of 3-4 courses took part in it. For two years, networking of various modifications was included in each event. The following diagnostic tools were chosen: "Methodology for measuring career self-determination" (A.N. Demin, A.B. Sedykh, B.R. Sedykh); author's development "Strategic career map" and student surveys.

Results and conclusions. The use of networking made it possible to significantly reduce the students' need for information about potential jobs, increase their professional motivation, confidence in their chosen profession and their abilities. A significant decrease in job changes in the first year after graduation was recorded. According to the modern "social-cognitive theory of career" (R. Lent, S. Brown and G. Hackett), the results obtained are largely due to the expansion of individual professional contacts of each student, which allowed students to better know the intricacies of the profession, get an external assessment of their abilities, claims and plans, and often support from more experienced professionals.

Keywords: *networking, future teachers of physical culture and sports.*

Introduction. Currently, universities actively promote the employment of graduates by conducting various career guidance events: excursions to organizations, job fairs, round tables and meetings with employers. At the same time, young specialists¹ quite easily change jobs, which causes a reasonable increase in claims from employers both to such specialists and to universities that train them.

There are no statistically accurate data on the turnover of young specialists in the field of physical culture and sports. But we conducted our own study (in the Voronezh, Kursk, Belgorod and Chelyabinsk

regions), according to which in the first year 24.3% of young specialists change jobs, in the second year - in 20.2%, in the third a year - for 18.6%, often this was due to leaving the profession. Such data was obtained in 2017-2018 based on feedback from 678 university graduates.

There are several main reasons for this: mismatch of work with expectations (52.7%), low wages (29.3%), inconvenient work schedule or geographical location of the organization (12.4%), uninteresting work (8.4%). Attention is drawn to the fact that more than half of the respondents quit their jobs because their work does not meet their expectations. It was suggested that the graduates of the faculties of physical culture and sports do not have a clearly defined vision of their professional path, there are

¹ In Russia, the concept of a "young specialist" includes an age criterion (up to 30 years), a professional education received for the first time, employment under an employment contract within a year after graduation. A graduate receives this status for three years.



not enough ideas about organizations - a potential career, career growth prospects are not indicated. In other words, in the process of studying at a university, students' career self-determination has not been sufficiently implemented.

Sufficient attention has been paid to this phenomenon in the scientific literature.

"Self-determination" is considered as a process and a result of a person's choice of his goals, actions, principles, positions. This process is carried out throughout a person's life, but in different directions, volumes and scales [8]. In our professional sphere, self-determination is interpreted as a search for personal meaning, development of target guidelines, vision of prospects, determination of one's position in the chosen and mastered professional activity [5].

There are two approaches to defining the essence of the concept of "professional self-determination": the first is as a choice of profession (mostly older teenagers are concerned), the second is as a complex development of the subject in the process of all labor activity. The integration of these approaches can be carried out in the process of career self-determination.

The theoretical foundations of career self-determination are well developed by Western psychologists: D. Super "Theory of professional career development" [7], M. Savikas "Theory of career design" [6], L. Gottfredson "Theory of limitation and compromise" [2], R. Lent, S. Brown and G. Hackett "Social-cognitive theory of career" [3].

Based on these theories, it can be noted that career self-determination begins quite early, even at school age, it is expressed in dreams, primary plans, the choice of the direction of one's professional activity and a professional educational institution. This is the first step in building a career.

The second stage corresponds to student age. During this period, "career readiness" is formed, expressed in the presence of four abilities:

1. Career determination (self-confidence and activity);
2. Career planning (clearness of plans for the next 5-10 years);
3. Career research (the degree of knowledge about the external environment and the opportunities that it provides);
4. Professional identity (understanding your interests and talents in your chosen professional activity).

The third stage - the beginning of the implementation of career self-determination, coincides with the beginning of professional activity. These are the first years of operation. Consequently, the success of a professional career throughout life largely depends on the effectiveness of career self-determination in student years. This circumstance determines the continuous search for new methods, mechanisms and tools that increase the success of students' career self-determination.

Objective of the study was to conduct a theoretical analysis and test the effectiveness of networking for career self-determination of students of the faculties of physical culture and sports.

Methods and structure of the study. The following methods were used in the experiment: "Methodology for measuring career self-determination", which is a modification of the American "MVS" methodology, which was developed by A.N. Demin, A.B. Sedykh, B.R. Sedykh [1]; author's development "Strategic career map" and student surveys.

The research work was carried out for two years, full-time students of the 3rd-4th courses of the Faculty of Physical Culture and Life Safety of the Voronezh State Pedagogical University, as well as the Departments of Sports Improvement and Theory and Methods of Physical Culture and Sports took part in it. Institute of Sports, Tourism and Service of the South Ural State University (NRU), who are studying undergraduate programs in the directions 49.04.01 "Physical Education" and 44.03.01 "Pedagogical Education".

A total of 194 students were involved, of which the experimental and control groups were naturally formed. Students who were active and participated in university events (experimental groups) and students who either did not take part in events or participated in them very rarely (control groups). Thus, we received three experimental and one control group in each university, since there are much more interested students.

The structure of the study was that during each event of a faculty, university or departmental scale, networking was organized, which can be interpreted as "establishing contact between people" [4], professional interaction or connecting a dream with resources. In fact, this is the acquisition of new professional contacts. For this, various methods were used:

- the presence of a "wall of contacts", on which



students had the opportunity to place their business cards;

- networking quest (which involved building a given pattern in the form of puzzles (six pieces) by searching for event participants with the required puzzles);
- organization of meeting places for sports during coffee breaks;
- stimulation of acquaintances by the speaker of the event;
- the use of role-playing games "forfeits", "anti-mafia", "Novgorod Veche" ...

The events were always attended, in addition to students, by graduates of the faculty, heads of sports organizations, members of sports committees and federations. In this regard, students got the opportunity to acquire new professional contacts.

Results of the study and their discussion. An analysis of the first events showed that students need to be trained in networking: to develop their own business card, compose their resume, briefly describe their interests, etc. In addition, the contacts that have appeared must be maintained, and this is also a kind of art. In particular, write a congratulation on a holiday, birthday, or just sometimes wish good morning. In addition, it is very important to learn to record in your notes the details and the place of the contact, the information received about the new acquaintance.

Maintaining contacts is always accompanied by some new information or an invitation to participate in new events. Unfortunately, due to pandemic restrictions, the number of events has been reduced. However, students in the questionnaires noted that virtual contacts and communication in chats had significantly increased. At the same time, each student received three to five invitations to participate in professional events from new acquaintances.

Diagnostics of the level of career self-determination of students was carried out after two years of work, in 2021. The data obtained made it possible to fix the differences in a number of positions between the students of the experimental and control groups:

- according to the indicator "need for information", the difference in points was 3.22. Very low scores were given by the students of the control groups, which is associated with their unmet need for information on employment;
- in terms of confidence in the correct choice of profession, the difference was 2.14 points, which is explained by the presence of doubts among stu-

dents in the control groups about the accuracy of their choice of professional path;

- in terms of self-confidence, the difference was fixed at 1.86 points, which is explained by the lack of confidence of students in the control groups in their abilities and capabilities.

Analysis of the "Strategic Career Map" built by students before the defense of the qualification papers gave grounds for the conclusion that the students of the control groups did not decide on their vision of professional improvement, could not make a career plan for the next 10 years, little then, vaguely imagined their future place of work.

Surveys of students about their attitude to networking and its usefulness for future employment showed: 1) each student made 14 to 27 professional contacts in two years, which were obtained at faculty events; 2) the usefulness of such contacts is assessed as very high; 3) thanks to new professional acquaintances, 66.4% of students received comprehensive information about potential jobs; 51.8% - noted an increase in motivation for the profession; 47.8% were able to discover new opportunities in the profession; 32.7% found a job; 20.3% - changed their attitude to the need for master's tours; 14.9% found potential partners.

A year has passed since the end of our experimental work, therefore, feedback was organized with graduates with clarification of their place of work. We were pleased with the results: among the students from the experimental groups, 9.3% changed jobs (of which 5.4% due to moving to a new place of residence), 1.2% decided to change jobs in the near future, while among of graduates from the control groups, 16.8% have changed jobs, and 12.2% are going to do so in the coming months.

Conclusions. Networking, as a tool for students' career self-determination, turned out to be very effective and worthy of attention in the career guidance system. Thanks to expanded professional contacts, students receive: information they are interested in about physical culture and sports organizations in the region, information about the features and subtleties of a particular profession, an external assessment of their abilities, claims and plans, often support from more experienced professionals. Universities acquire a higher image due to their purposeful and motivated graduates and connections with practitioners. And the economy of the region receives personnel stability among young specialists.



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