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Abstract

Current socio-economic development of Russia is characterized by the large-scale transformation in all areas: consistent transition of the country to the market economy and the formation of new labor market; changing the role of the state in the field of democratization, advancement to civil society, liberalization, openness, etc. This stage is characterized by intensive changes in the field of interaction between the labor market and the educational system. The development of the economy led to the formation of a new qualification structure of professional personnel oriented to the labor market. In accordance with the emergence of new production processes in the industrial sector, in agriculture, consumer goods, services and other spheres, prerequisites were created for changing the qualifications of workers. In turn, employers are reviewing staff requirements in terms of

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competencies. As the studies show, most employers consider that graduates require additional training in the workplace due to a lack of practical skills. Employers also note a general lack of professional knowledge and inability to independently solve many production issues. The quality of the country's labor potential is a decisive factor in the economic progress of society. Not only labor productivity, but also the rate of economic growth, and finally, the competitiveness of the Russian economy in the world market, depend on the professional qualifications of graduates at all levels of training from the worker to the civil servant.

Keywords

Career – Continuing professional education

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Introduction

One of the most important indicators of the economy competitiveness is the labor resources development, the quality of preparation of a new workforce, which directly depends on the interaction of the vocational education system and the real economy sector. At the same time, according to the majority of researchers, the reproduction of skilled labor force in Russia today is in crisis. The employers have to bring the staff to the appropriate qualification level in the system of in-service training. Great importance in resolving this issue belongs to the promotion of employees on the career ladder. This can be defined as a process of consistent, successful promotion of workers in the field of professional, official, scientific and other useful activities from the initial level of existing qualifications to its highest level, i.e. in other words, this is the career growth of a certain individual, taking into account intellectual, psychological and professional orientation. Intellectual and psychological self-expression is the dominant factor in the process of building a professional career¹. Market relations actively influence the change in the status of a professional career, understanding its role, content and construction strategy.

Earlier, in the Soviet Union time, the concept of “professional career” was rarely used in psychological and pedagogical science and practice and, as a rule, was accompanied by a comment that under socialist conditions the personal interest of citizens in career growth is secondary, and the interests of society and the state are the dominant factor. This is confirmed by many literary sources of that time².

Under the socialist way of life, workers who successfully progress in service were singled out, first of all, for their devotion to the ideas of the Communist Party, in-depth knowledge of their field, organizational abilities, high culture, the ability to think big, to feel and recognize new tendencies and put it in practice, etc. The human resources policy carried out at that time was an organic part of the socio-economic policy of the Communist Party, which considered the selection, placement and training of personnel as a powerful lever for the Party leadership in the country’s economy. The selection and placement of personnel, as a rule, was carried out taking into account their political, business and personal qualities. Moreover, the term “career”, as a rule, was not used both in practice and in the literature of that long gone time.

Literature review

Earlier, German philosopher J. Fichte noted that the idea, where it penetrates into life, gives immeasurable strength and power, and only the idea is the source of strength³.

¹ Y. Volkova y N. Panchenko, “Discourse variation of the concepts of destructive emotions, Vestnik Rossiiskogo Universiteta Druzhby Narodov”, Russian journal of linguistics, Vol: 22 num 1 (2018): 175-194 y S. Blinova; T. Dugina y A. Zabolotskikh, “Teaching mixed nationality groups (on the example of students from the Northern Caucasus region)”, INTED2018: Proceedings of the 12th International Technology, Education and Development Conference (pp. 7977-7982) Valencia, Spain. 2018.

² M. G. Sergeeva; V. N. Skvortsov; A. S. Sokolova; S. V. Rachek; N. G. Poyarkov; E. V. Konysheva y I. V. Poliakova, “Planning the individual educational trajectory in continuing education”, International Journal of Recent Technology and Engineering, Vol: 8 num 3 (2019): 654-658.

³ D. Breazeale, Thinking Through the Wissenschaftslehre: Themes from Fichte's Early Philosophy (Oxford: Oxford University Press, 2013).

Considering the concept “professional career” in the market economy, the following characteristics were defined:

1. Goals and strategy for building a professional career.
2. Social and personal orientation of the career.
3. Building a professional career in leading industries and social sphere.
4. The evolutionary nature of building a professional career using individual stages.
5. The time dimension in the professional career development.
6. Motivation to the professional excellence.
7. Individual approaches to career building.
8. Gender equality as a fundamental principle of the professionalization of women.
9. Typology and doctrine of a professional career.
10. Targeted career training.

New definition of professional career, taking into account given characteristics, acquires individualized content, personal orientation and corresponds to the opportunities, interests and requirements of the individual, society and the state.

The interpretation of career in the works of Russian educators and economists goes beyond the scope of professional activity⁴. Modern career, according to N.S. Pryazhnikov, is not only the success in particular professional activity, but also the success of the whole life⁵.

For us, the scientific understanding of a career as a phenomenon directly related to professional development is important. The concept “career” has quite free interpretations in Russian researches. Only in the mid-90s, this term has been coined in literature devoted to the problems of pedagogy, management psychology and personnel management in an organization. Career is defined as the general sequence of human development stages in the main areas of life (family, work, leisure), including the dynamics of the socio-economic situation, status-role characteristics, forms of social activity.

Russian scientists (in particular S.V. Shekshnia) introduced the term “professional career” into theory and practice, understanding it as a sequence of positions within the

⁴ S. Wang; N. Gorbunova; A. Masalimova; J. Bírová y M. Sergeeva, “Formation of academic mobility of future foreign language teachers by means of media education technologies”, *Eurasia Journal of Mathematics, Science and Technology Education*, Vol: 14 num 3 (2018): 959-976 y S. Neverkovich; I. Bubnova; N. Kosarenko; R. Sakhieva; Zh. Sizova; V. Zakharova y M. Sergeeva, “Students’ internet addiction: study and prevention”, *Eurasia Journal of Mathematics, Science and Technology Education*, Vol. 14 num 4 (2018): 1483-1495.

⁵ N. S. Pryazhnikov, *Motivation of labor activity*. 2nd ed. (Moscow: Academy, 2012).

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entire professional life of a person⁶. A.K. Markova considers career as professional advancement, professional growth, transition from one level of professionalism to another⁷.

Other authors believe that career is individual awareness and behavior associated with the accumulation and use of human resources throughout a person's working life⁸. There are two types of careers: professional and intra-organizational. The most effective of them is a professional career, the process of accumulation of human capital, which occurs throughout the working life of the employee.

Foreign researchers, mainly Americans, prefer to give the broadest possible interpretation of a career, defining it as a person's life path divided into certain intervals associated with work. They speak about the careers of housewives, mothers, temporary and seasonal workers, because they, in their opinion, are also moving forward, using their abilities, which increase with time and experience. In essence, this opinion is actually plausible. However, in our opinion, even taking into account the high social role of these categories of the population, the professional career of citizens working in the fields of production and distribution of goods and services, science, education, medicine, culture and defense, i.e. in those industries where the interests of the state and society are the priority.

Leading American career counselor Donald Super notes that each person has his/her own "life career rainbow", and this is a consequence of the development of a person's professional orientation that arises both genetically and under the influence of the environment. He defined career as the sequence of occupations, jobs and positions held throughout life⁹.

In general, in comparison with foreign publications on career issues, the contemporary works of Russian authors reveal in more detail the psychological content of the concept "career"¹⁰.

A.A. Bodalev and L.A. Rudkevich define the psychological components of career:

- the goals that a person sets, including the activities significant for the state of which he/she is a citizen, and important for the society of which he/she is a member;

⁶ S. V. Shekshnia, Personnel management of a modern organization (Moscow: CJSC "Business School Intel-Synthesis", 2002).

⁷ A. K. Markova, Psychology of professionalism (Moscow, Publishing House of International Humanitarian Fund "Knowledge", 1996).

⁸ T. Yu. Lomakina; G. A. Firsov; M. G. Sergeeva; A. S. Sokolova; E. I. Ogorodnikova; N. I. Scherbakova y T. I. Platonova, Career Support System for Various Populations in the Context of Continuous Personal Development: Monograph (Moscow, ITIP RAO, 2008).

⁹ D. E. Super, The psychology of careers (New York: Harper & Row, 1957).

¹⁰ M. G. Sergeeva; V. Yu. Flyagin; I. V. Taranenko; E. V. Krasnova y A. V. Vilkova, "The interaction of labour market and educational services market considering social partnership mechanism and specificity of the regional educational policy", Ponte, Vol: 73 num 12 (2017) y M. G. Sergeeva; N. G. Bondarenko; T. A. Shebzuhova; B. A. Solovyov; D. V. Parinov; L. A. Shvedov y A. P. Ovchinnikov, "Verification of management-support of professional and educational trajectory of students in the socio-cultural educational environment of the university", Amazonia Investiga, num 8 Vol: 18 (2019): 5-14.

- a system of motives that encourage a person to engage in activities that are more or less useful for the state and society, as well as the value system behind these motives;
- the degree of self-actualization, manifested in specific acts and deeds, indicating the level of professionalism¹¹.

N.S. Pryazhnikov refers to career building as a process of professional self-determination, which is based on the “self-concept” of the individual as a relatively holistic entity, which gradually changes as a person grows older.

Career building is evolutionary in nature. Professional skills are gradually accumulated at certain individual time periods, the steps of a professional career that perform adequate functions in building vertical and horizontal careers.

E. Komarov writes that if we look at the various schemes that reflect the systems of working with personnel at enterprises, until about 1995, we should admit the absence of such a subsystem as “career planning”. This is due to the following circumstances¹².

Firstly, there was an unwritten taboo on all sorts of research in relation to career. The ideological doctrine reigned that “the Soviet citizen does not work for the career, but for the society”.

Secondly, the high managerial positions were the prerogative of the relevant Communist Party committees. It was they, and not the personnel departments, who ideologically and organizationally performed the function of career planning both horizontally (“to strengthen the work site”) and vertically (“to strengthen leadership”). For the Communist Party, it was a powerful lever in personnel policy. Therefore, it was natural that the personnel officers of enterprises did not and could not have some kind of career experience.

Thirdly, based on the analysis of the practices of that time, it cannot be argued that the Party Committees, represented by their elected members and apparatus, possessed career planning techniques. The right to a function does not mean its professional performance. The Party Committees of various levels made decisions about appointments, movements, displacements, but did not in the strict sense of the word plan career personnel.

Thus, before the transition of Russia to market relations, the term “career” had informal character and, as a rule, negative meaning. However, this, apparently, cannot be taken unambiguously, because the concept of career growth has other positive aspects¹³.

¹¹ A. A. Bodalev y L. A. Rudkevich, *How do they become great or outstanding?* (Moscow: Publishing House of the Institute of Psychotherapy, 2003).

¹² M. Sergeeva; N. Bondarenko; T. Shebzuhova; A. Vartumyan y S. Lesnikova. “Scientific substantiation of the conception of continuous economic education development” *Turkish online journal of design art and communication (TOJDAC)*, num 8 (2018): 178–185.

¹³ M. G. Sergeeva; V. N. Skvortsov; A. S. Sokolova; S. V. Rachek; N. G. Poyarkov; E. V. Konyshva y I. V. Poliakova, “Planning the individual educational trajectory...”

Proposed methodology

Career has its driving motivation to take active efforts in achieving specific goals. These motives include:

- **Autonomy.** A person is driven by the desire for independence, the ability to do everything in his/her own way. Within the organization, it is given by a high position, status, authority, merit, with which everyone is forced to reckon.

- **Functional competence.** A person strives to be the best specialist in his/her field and be able to solve the most complex problems. For this purpose, he/she focuses on professional growth, and considers career development through the prism of professional qualities. Such people are mostly indifferent to the material side of things, but they highly appreciate the recognition from the administration and co-workers.

- **Safety and stability.** The activities of employees are governed by the desire to maintain and consolidate their position in the organization, therefore, they consider the main task of obtaining a certain position that gives such guarantees.

- **Management competency.** A person is guided by the desire for power, leadership, success, associated with a high position, rank, status symbols, important and responsible work, high wages, privileges, recognition of leadership, rapid advancement in the career ladder.

- **Entrepreneurial creativity.** People are led by the desire to create or organize something new, to be engaged in creativity. Therefore, for them, the main motive of their career is the acquisition of the necessary power and freedom, which is provided by the corresponding position.

- **The need for superiority.** A person strives for career in order to be always and everywhere first, to get around his/her colleagues.

- **Lifestyle.** A person sets the task of integrating the personal or family needs, for example, getting an interesting, fairly high-paying job that provides freedom of movement, disposition of one's time, etc. If a person does not have a family, then the content of the work, its fascination, diversity can come first.

- **Material well-being.** People are led by the desire to get a position related to high salaries or other remuneration factors.

- **Ensuring healthy conditions.** The employee is motivated by the desire to achieve a position that involves the performance of official duties in favorable conditions. For example, it is quite clear when the head of the foundry of the metallurgical plant strives to become the deputy director of the enterprise and leaves the environmentally harmful production, while the head of the branch located beyond the Arctic Circle seeks a position that allows him/her to be closer to the South.

Career is a long-term process. It goes through a series of successive stages at which a person satisfies his/her needs (Table 1). In order to adequately distribute the

forces for the entire career period, to predict possible ups and downs and not be afraid of the latter, it is important to know the characteristics of the career stages. Consider the stages on the example of a manager's career.

Career stages	Age	Goal needs	Moral needs	Physiological and material needs
Preliminary	Before 25	Gaining knowledge and experience in different jobs	The beginning of self-actualization	Security of existence
Establishment	Before 30	Mastering work, developing skills, forming a qualified specialist or manager	Self-actualization, the beginning of independence	Security of existence, satisfactory level of remuneration
Advancement	Before 45	Promotion through the ranks, acquisition of new skills and experience, updating skill set and staying current with industry, professional development	The growth of self-actualization, the achievement of greater independence, the beginning of self-expression	Health, high level of remuneration
Maintenance	Before 60	The peak of improving the qualifications of a specialist or manager. Further training. Training of young professionals.	Stabilization of independence, increased self-expression, the beginning of respect	Increased level of remuneration, interest in other sources of income
Decline /Late career	After 60	Preparing for retirement. Training own successors and preparing to a new type of activity in retirement period	Stabilization of self-expression, increased respect	Maintaining the level of remuneration and raising interest in other sources of income
Retirement	After 65	New activity	Self-expression in a new field of activity, stabilization of respect	Pension amount, other sources of income, health

Table 1
Stages of a manager's career and needs of the individual

Table 1 shows the relationship between career stages and individual needs. But in order to manage a career, a more complete description of different career stages is necessary. To this end, special studies are carried out in organizations interested in effective career management¹⁴. Some of the research findings are presented in the form of

¹⁴ J. Bírová; P. Kružík; A. Kalimullin; N. Sokolova; Z. Haroun; R. Králik y D. Vasbieva, "Mathematical and Statistical Bibliometric Indicators for Scholars in the Field of Romance Languages and Linguistics" EURASIA: Journal of Mathematics, Science and Technology Education, Vol: 14 num 12 (2018): 1638; E. Dolzhich y S. Dmitrichenkova, Computer science terminology (a case study of the Spanish language). INTED2018: Proceedings of the 12th DR. SERGEY NIKOLAEVICH ROZHN OV / PH. D (C) IANA VIKTOROVNA POLIAKOVA
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career logs, which allow to visually trace the path along the career ladder and qualification characteristics that impose requirements for individual positions.

However, the career stage is not always associated with the stage of professional development. A person at the stage of advancement, within the framework of another profession, may not yet be a high professional. Therefore, it is important to separate the career stage (time period of personality development) and the professional development phase (periods of mastering the activity). The following phases of professional development are distinguished:

- phase of option. A person is preoccupied with questions of choice or forced change of profession and makes this choice. There can be no exact technological boundaries here, as with other phrases, because age-related characteristics are set not only by physiological, but also by cultural conditions;

- phase of commitment. A person has already embarked on the path of commitment to the profession and is mastering it. Depending on the profession, this can be a long-term or very short-term process (for example, a simple induction training);

- phase of adaptation, getting used to the work of a young professional. No matter how well the process of training a particular professional in an educational institution has been established, it requires additional time for adaptation;

- phase of the internship. An experienced employee who loves his/her job and can quite independently, more reliably and successfully cope with the basic professional functions, which is recognized by co-workers;

- phase of mastery. An employee can solve both the simplest and the most difficult professional tasks, which maybe not all co-workers can handle;

- phase of authority, like the phase of mastery, is also summarized with the next one. A master of his/her craft, already well-known in the professional community or even beyond it (in the industry, in the country). Depending on the forms of certification accepted in this profession, he/she has certain high qualification indicators;

- phase of mentoring. An authoritative master of his/her craft, profession, has students, followers.

The stages, their boundaries and creative manifestations are very flexible and in each case are determined by the specifics of the occupation and the special, unique conditions of human life, personality.

International Technology, Education and Development Conference (pp. 2556-2559) Valencia, Spain. 2018 y M. G. Sergeeva; T. M. Stepanyan; A. A. Spector; M. S. Komov; N. A. Latysheva; I. V. Okhotnikov y L. A. Shvedov, "Formation of economic competence of the head of the educational organization in terms of professional development", Revista San Gregorio, num 30 (2019): 7-12.

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Result analysis

The implementation of continuing education involves:

- knowledge of the basic laws of the nature and society,
- society's need for education, respect for knowledge,
- financial and economic support and stimulation,
- positive motivational-cognitive sphere,
- material, technical and laboratory experimental base,
- professional competence of teaching staff capable of realizing the creative development of the individual based on the convergence of educational and research processes,
- humanistic orientation of the educational process.

The effectiveness of enterprise is largely determined by its personnel potential, based on the competence of specialists in vocational and higher professional education. However, in the existing socio-economic and market relations, the training of specialists in many institutions of vocational and higher professional education in Russia is carried out without taking into account the modern requirements of society and employers¹⁵. In this situation, the problem of training specialists who are able to adapt to the new requirements of market, to work effectively in the face of fierce competition, unfavorable demographic situation in the country, comes to the fore.

Not only the person's future, but also the further development of the education system and society depends on the person's social adaptation to new market conditions, requirements and expectations, self-esteem and claims, self-expression and self-realization. Therefore, the process of training specialists should be built taking into account the values and needs of both the individual and the economic system as a whole¹⁶.

One of the indicators of the graduate's professional readiness is the development of research skills¹⁷. The main characteristics of their levels are presented in Table 2.

¹⁵ S. Sharonova; N. Trubnikova y N. Sokolova, "Interpreting religious symbols as basic component of social value formation", *European Journal of Science and Theology*, Vol: 14 num 3 (2018): 117-129; M. Sergeeva; A. Shumeyko; A. Serebrennikova; A. Denisov; N. Bondarenk y E. Getmanova, "Innovative pedagogical experience in practice of modern education modernization", *Modern Journal of Language Teaching Methods*, num 8 Vol: 11 (2018): 814–823 y M. G. Sergeeva; S. V. Gubarkov; K. Yu. Zhigalov; I. I. Kurmaeva y A. V. Tolmachev, "Quality management of services of the higher education", *Ponte*, Vol: 74 num 1 (2018): 34-47.

¹⁶ M. G. Sergeeva; S. V. Gubarkov; K. Yu. Zhigalov; I. I. Kurmaeva y A. V. Tolmachev, "Quality management of services..."

¹⁷ P. Gorev; N. Telegina; L. Karavanova y S. Feshina, "Puzzles as a didactic tool for development of mathematical abilities of junior schoolchildren in basic and additional mathematical education", *EURASIA: Journal of Mathematics, Science and Technology Education*, Vol: 14 num 10 (10) (2018): 178-185 y V. Utemov; R. Khusainova; M. Sergeeva y V. Shestak, "Full Packaged Learning

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Level	Characteristics of the professional readiness levels
Very low	lack of elementary creative efforts and the ability to perform research activities
Low	the ability to implement individual elements of research work, the motivational sphere of research activity has not been formed, initial skills and abilities of research activity
Middle	the ability to implement holistic research activities under the supervision of a scientific adviser, the presence of motivational needs for research activities, lacking solid skills and abilities to conduct experimental work, initial skills for analyzing research results
Upper middle	the ability to put forward hypotheses and prove them in the course of experimental research, the ability to make targeted observations in the process of empirical research, the awareness of further self-development and self-improvement, the knowledge of initial information on the mathematical and statistical processing of experimental data, the ability to formulate reasonable conclusions
High	the ability to creative activity, determined by the formation of a high motivational sphere of research orientation

Table 2
Characteristics of the graduates' professional readiness levels

Among the urgent tasks of modern education, the following go to the first place: to teach a person to navigate in the flow of information, to create the prerequisites and conditions for continuous self-development, to create conditions for the acquisition of the broad basic education that allows quickly switching to related areas of professional activity. These tasks are associated with the creative self-development and self-realization.

Conclusion

With a shift in educational emphasis on the creative development, we should proceed from the principle of the continuing education. The need for self-development of each person determines the interaction between educational structures, turns them into integrated system. Thus, continuing education should be developed into the system of support for the continuous self-development of a person in social interaction. In this case, professional position becomes innovative or creative.

We identified general factors affecting the career development:

expanding scope of human activities;

tendency to move from inherited status to acquired status;

career development opportunities;

close relationship of career with the development and expansion of the system of individual needs, motives and interests.

Career is based on the system of motives and is consistent with the interests of society. Motives for career aspirations are the reasons that make a person act and behave in a certain way to achieve career goals. They are formed under the influence of individual needs and life goals. Satisfaction or dissatisfaction with career and work is determined by the combined influence of the four main motivational blocks:

- the perception and assessment of the work content;
- relations between employees in the organization;
- the amount of material compensation;
- the feasibility of career efforts and production activities.

Influencing one or another motivational block, the organization can adjust the attitude of staff to the career and to work in general.

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