

The Four-Disposition Model of the Vocational Choice Situation

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Abstract: It is suggested a model of the situation of the vocational choice expressed by the configurator of dual representations built on two pairs of foreshortenings: “external” “internal” and “needs” “possibilities” which are formed at the intersection of four dispositions of choice (“I want” reflecting the needs of an individual, “I can” reflects the possibilities of an individual, “It is necessary” reflecting the needs of the society, “It is possible” reflects the society’s ability). Each disposition serves both a private criterion for choosing a profession and an identifier of four professions which an individual wants or can master and the society needs and can teach him. The study deals with an algorithm for the formation of such a model which is a gradual settlement of the conflict between the needs and capabilities of the individual and society.

Key words: The situation of professional choice, dispositions, professional definition, criterion for choosing, configurator of dual representations

INTRODUCTION

You can consider the building of an effective technology of assistance to the individual’s choice of a profession from different aspects. It can be considered from the point of mathematical decision theory from the point of operations or situational analysis, you can use the methodology of decision-making. There are less formal approaches such as a complex sociological, psychological and pedagogical direction of professional definition of an individual, psychology of choice of a profession or a career, psychology of decision-making, etc.

Progress in the latest approaches are connected with the following Foreign names such as, G. Caplan, J.O. Crites, E.N. Erikson, E. Ginsberg, J.L. Holland, U. Moser, A. Roe, K.H. Siefert, D.E. Super and many others. The problems of the vital and professional definition, decision-making in different situations were also investigated by our domestic researchers such as E.M. Avrutina, L.I. Bozhovich, T.M. Buyakas, L.S. Vygotsky, M.R. Ginzburg, E.I. Golovakha, A.E. Golomshtock, N.N. Zakharov, E.A. Klimov, M.V. Klishchevsky, N.V. Kovalyova, Yu. Kozeletsky, I.S. Kon, S.P. Kryagzhde, T.V. Kudryavtsev, D.A. Leontyev, G.P. Nikov, V.P. Petrov, E.N. Proshitsky, N.S. Pryazhnikov, E.Yu. Pryazhnikova, V.F. Safin, V.S. Sobkin, M.Kh. Titma, V.Yu. Shegurov, etc.

Meanwhile, the search of a profession which will be interesting for an individual supposes understanding of the situation and the mechanism of choice which has to be formed before a decision-making. However, the problem of constructing a model of a situation of the choice of a profession is not an independent subject of investigation of the above-mentioned researchers although their works set a certain theoretical and methodological context to resolve it.

M. Argyle, P.L. Berger, D. Canter, N.S. Endler, E.A. Fleishman, A. Furnham, J. Graham, E. Krausz, K. Lewin, T. Luckmann, D. Magnusson, H. Murray, W. Mischel, R. Nisbett, L. Ross, H. Stattin, H. Thoma, W. Thomas and other researchers devoted their researches to the problems of the analysis of a situation including the situation of a choice. These problems were investigated by the domestic researchers such as L.F. Burlachuk, F.E. Vasilyuk, V.N. Voronin, N.V. Grishina, T.M. Dridze, V.N. Knyazev, S.V. Kovalyov, E.Yu. Korzhova, A.M. Matyushin, N.B. Mikhailova, G.N. Solntseva, A.V. Philippov and other scientists. Among the most famous in Russia works devoted to this problem, one can note (Argyle *et al.*, 1981; Burlachuk and Mikhaylova, 2002; Canter, 1986; Furnham and Argyle, 1981; Grishina, 2010; Ross and Nisbett, 1991; Schotter and Lannamann, 2002; Voronin and Knyazev, 1989; Anisenkov, 2012). It was published two collections of

articles of the main experts in this problem (Magnusson, 1981; Grishina, 2010). The press widely presented the views on this problem of the practice psychologists, professional orientators, teachers.

However, many researchers analyzing the state of affairs with the description and construction of situations come to the conclusion that this notion is included in all the approaches that consider human behavior and the problem of his choice. Moreover, it was formed a specialized situational approach orientated on the analysis of different situations. But, nevertheless, there is no clear definition of the concept of a situation and its system performance in sociology and psychology yet. Although, the necessity for modeling of many situations (problem ones, crisis situations, reality situations) brings up a question on the development of an appropriate methodology.

Constructive standard representation of the situation of choice, particularly a professional one becomes very important. The fact is that in modern conditions people not only select a profession but also throughout their life change it having one job or another. Many people are forced to combine different types of professional activities. And every time, they have a problem of a professional choice during the initial and subsequent acts of professional decision.

MATERIALS AND METHODS

When constructing a model of a situation of the choice, it is important to determine the range of problems that are important for the decision making process. As such lets, note only some of the difficulties and contradictions.

Firstly, an optant doesn't often recognize the main a priori dispositions (circumstances, conditions, needs, opportunities, expectations, values, goals, means, etc.) and the criteria for the situation of choice. Those of them which are recognized are subjective in nature and an optant understanding them often makes mistakes and is disappointed in his choice made. For example, it is not clear what we can consider a "good" or a "right" choice? Good for whom? For an optant himself, for the state, for the professional community, for his social environment?

Secondly, most optants haven't got any competence in making such decisions, they don't have any standard methods and conscious criteria of choice which leads to the use of universal but inefficient trial and error method. Lack of time and limited understanding of the great variety of with the help of a set of not classified, intuitive criteria, leads to fast but often erroneous decision-making.

Thirdly, as the results of various surveys of high school students show that there are many of those (about 20%) who choose several professions and the share of those who can't choose is about 10%. What shall one do in these cases?.

Fourth, close to the previous one there arises a problem of control for the errors of the first kind (missing really "your own" profession) and the second kind (choice of "improper" profession) kind.

Together with the previous difficulties and contradictions this makes the problem of the optimal professional choice more difficult. That is why, one should be carefully prepared to make this choice easier. In particular, W. Tomas who believed that every activity must be preceded that stage of consideration and thinking pointed out the necessity of a special preparatory stage which can be called a situation determination.

Taking into account the above said, we can formulate the goal of a Vocational Choice (VC) which puts a requirement: to choose from a variety of professions, representing a number of alternatives, their narrow variety (ideally the only alternative-profession) which correspond to the number of the most significant criteria.

Complex and dual nature of the vocational choice:

Analysis of publications on the topic of the professional definition allows to single out at least two types of contradictions caused by the dual and dialectical nature of the process. It meant the external and internal opposition going back to antiquity (L.S. Vygotsky, K. Lewin, A.F. Losev, S.L. Rubinstein, etc., considered it very important) and even such an old opposition of needs and opportunities (the components of which were explored by G.G. Diligensky, A.N. Leontiev, V.S. Magun, A. Maslow, K.K. Platonov, etc.).

Opposition of external and internal: The first of these oppositions implies, in particular, the need of sociological and psychological approaches in order to review the situation of VC, respectively, giving its external and internal appearance and focuses on the mechanisms of external and internal regulation of the process of selection. Though, it is methodologically correct to start consideration of VC from outside (a cognitive situation like a "black box"), i.e., from sociological points of view and then to discuss it from inside (a cognitive situation of "glass box"), i.e., from psychological positions.

It is obvious that the process of VC is influenced by the external factors such as the moral and psychological climate in the society, the dominant values in it, the role and the impact of the effect of the socialization agents, education, labor and others. That is why, from the

standpoint of sociology the main attention is paid to the external features of this process to the determination by its social environment including the targeted assistance to the optants in optimal VC.

This leads to the need of searching of the effective forms of a professional and socializing effect on an individual various kinds of assistance to him in a professional self-determination, in particular, a professional orientation, professional advice, professional information. At the same time, social and formative environment affects directly the VC, for example, through the demand for this profession in the market and indirectly for example, through the formation of professional values in the process of socialization of an individual.

However, many researches are devoted to the problem of choosing a profession mainly by psychologists who focus their attention on internal and personal features of such a choice. It is spoken about a professional self-determination of an individual. Moreover, the analysis shows that the widespread concept of self-determination has two shades due to different values of his "selfness": as it is immanently inherent to an individual (who makes a decision himself in English, it corresponds to the "self") and as an unassistent, natural, independent of will of an individual, not controlled from the outside of the process of professional determination in the result of a spontaneous internal incentives (in English it corresponds to "auto").

Paying attention to the relationship of processes professional determination and professional choices, it can consider that the first one is an ongoing process that lasts the entire working life and the second one is a discrete, localized in time act. Moreover, the professional definition is a chain of professional choices and preparation to them. Assistance in professional self-determination and its interiorization acts the part of the external mechanism of the professional determination and vocational self-determination the role of its internal mechanism both of which have a spontaneous and rational character.

It also relates to VC and because it is made under the influence of both external and internal factors, it is necessary to have an integrated two-plan approach to study it, which takes into account the influence of both factors that allows to talk about VC as about single sociological and psychological process, in the results and effectiveness of which both the man and the society are interested in. Just such a focus of attention of sociology on the external plan of an individual (on his environment) and the psychology on his internal plan (on the features of his personality) can explain the existence of ideas

based on the one hand on the dominant role of the environment while forming an individual and, on the other hand, on the innate human predisposition to a certain type of behavior.

Opposition of needs and opportunities: To justify the second dialectically conjugate pair let's note that usually the procedure of VC is represented by three dispositions: "I want", "I can", "It is necessary". However, recently some investigators have begun to feel that it is not enough. Within the complex sociological and psychological approach, it is important to consider not only the demand for these occupations in the labor market but also the existing social and economical conditions and possibilities to get them. Since, "I want" and "It is necessary" reflect the needs of an individual and the environment, respectively and "I can" reflects only the possibility of an individual, it is necessary to add the fourth one "It is possible". This gives a logically complete set of them, taking into account the possibility of not only an individual but also the environment. Detailed information of the importance of these dispositions as well as the opposition of the needs and possibilities are given in (Fomin, 2011, 2008, 2013).

In other words, VC is done by two subjects and not only by an individual as it presented from the psychological point of view. Dual nature of such a choice is seen in the terms of market terminology of supply and demand. After all the society is not indifferent to the choices made by young people. Refusal of the state of the specialists it is in need in (it could do, for example, by means of social advertising or regulating the flow of the budgetary financing for their training in vocational schools) and the absence of a competent professional-orienting policy in basic education would have led to the low prestige of blue-collar occupations, offered by employers. This gave a rise to an imbalance between the demand for various professions in the educational market and the labor market at the expense of "overproduction" of specialists in fashionable but not demanded professions of lawyers, financial officers, psychologists, sociologists, managers of various types. This imbalance causes the rise of structural unemployment. This circumstance is well presented by the words of the song from a very popular film, "We choose, we are chosen, as it doesn't often coincide" (The lyrics of "Black and white" from the film "A Big Break" (M. Tanich)).

Configurator of Dual Representations of the Situation of a Professional Choice: The use of the offered perspectives in the capacity of which well-known

Table 1: General scheme of a standard situation of a choice

Perspectives	Possibilities	Needs
Internal (individual)	I want	I can
External (society)	It is necessary	It is possible

Internal: inherent to an individual; External: inherent to the society; Needs: which is necessary, important for an individual or the society; Possibilities: when an individual or the society has got conditions, abilities, resources to meet, the requirements of an individual or the society; "I want": an individual's need; "I can": individual's possibilities; "It is necessary": needs of the society; "It is possible": possibilities of the society

categorical dyads are taken and which form traditional dialectical contradictions: on the one hand between internal and external (the society and an individual, the environment and the object) and on the other hand between the need and the opportunity to meet it (the goals and resources, problems and available resources) shows that the above mentioned dispositions fit well to the configurator of the dual representations (Configurator methodological construction, combining a set of mutually complementary points of view (attitudes, perspectives, angles) on the object. Read more about the concept and varieties of configurator (Voronin and Knyazev, 1989)) which define the typical situation of a choice. This scheme is a complex of the most important types of determination under influence of which the man makes his choice, taking into account not only his own personal needs and opportunities but also the needs and opportunities of the surrounding social and forming environment, the state and the society (Table 1). One can use this configurator and in other above mentioned choices making it standard.

Here the society means the social environment of an individual (the society itself, the state, markets, educational establishments, labor environment, etc.). Every cell of the table has a list of professions which are necessary for an individual and the society and list of those which one can master.

RESULTS AND DISUCSSION

The four-disposition model of the vocational choice situation

Intersubjective feature of the situation of choice: A more thorough analysis of the situation of choice allows to reveal the following circumstances, ignoring of which will lead to different problems when an individual makes his vocational choice. This refers to another feature of the external and internal opposition according to which the whole scheme of the choice situation should be considered in two ways: from the point of view of an individual and from the society's point of view. In this connection, these both subjects are symmetrical because all dispositions on the one hand are "linked" to a man and

Table 2: A triple scheme of a standard situation of vocational choice

Foreshortenings	Needs	Possibilities
In reality (P) (Table 1a)		
Internal (individual)	I want	I can
External (society)	It is necessary	It is possible
As an individual Imagines (I) (Table 1b)		
Internal (individual)	I want	I can
External (society)	It is necessary	It is possible
As the society imagine (S) (Table 1c)		
Internal (individual)	I want	I can
External (society)	It is necessary	It is possible

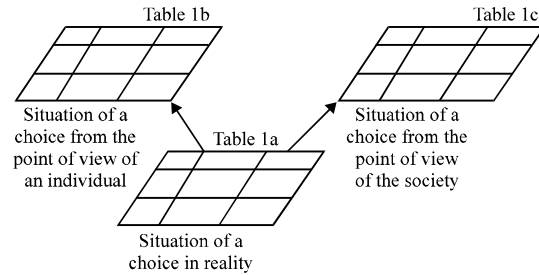


Fig. 1: The ratio of the choice situation in reality and from the points of view of an individual and the society

on the other hand they are "linked" to the public. There are some indications to these links in the researches of L.C. Vygotsky, K. Lewin, W. Thomas and other sociologists and psychologists. Of course every subject has its own point of view to the situation of a choice that allows you to select its two forms (Fig. 1). Figure 1 through Table 1a, b and c showing different views of the situation depicted in the VC Table 2.

Taking into account the above said, we get a configurator of perspectives which represents the triple character of the choice situation (Table 2) which is a table expression that is shown in Fig. 1.

Let's emphasize that in the process of VC both subjects are guided not so much by a reality but by their ideas about it. These ideas represent a prism through which the subjects consider a "real" situation of a choice. H. Heckhausen points to this circumstance and he believes that the individual's behavior is determined not by the objective view of the situation and how he is interpreting it. It also concerns the second subject of the situation of the choice the society. This feature generates three contradictions caused by inadequate representation of the reality by each of the two subjects as well as by the discrepancy between these representations. To some extent some researches of independent experts (teachers, psychologists, sociologists, economists) allow to judge about a "real" situation.

Criteria for choosing a profession: Shown in the Table 2 cells 2 dispositions play the role of the most common

motives for choosing a profession motives-criteria, i.e., criteria that must be met by the chosen profession. The main ones will be the following:

The first criterion (“i want”): In the view of the Individual (I) his “I want” is undergoing significant changes within his age from naive children’s wishes to the conscious aspiration for mastering a concrete profession. This criterion is formed in the process of self-analysis of a person who chooses individually significant professions. However, some of them cannot be individually significant but which are chosen for other reasons (demand, prestige, convenience, etc.). It is important that the optant will understand where is “marriage for love”, the “marriage of convenience” and where is “a traditional marriage”.

In the view of the Society (S), the need of the individual finds the reflection of the specifics of the professional interests of a child, levels of their formation, orientation, etc. in the opinions of teachers, educators, psychologists. Parents’ opinion is very important who try to inspire their children sometimes the best incentive imposing them their own choice. We can give an integral assessment to the professional needs of a whole generation of high school graduates, having received information on the recruitment of students of various faculties and departments of universities.

The second criterion (“i can”): In the view of the individual (I) his “I can” is based on an awareness of his abilities, to perception of his abilities to master a particular profession and is formed under influence of his or somebody’s else experience indulging in wishful thinking, other external and internal factors which are understood by the individual and used to meet his needs to mastering the profession. Not only abilities of the individual make his possibilities but also his own available resources such as money to pay for the education or information about the demand for the profession and others.

In the view of the society (S) abilities of the individual are reflected in the appraisal of teachers, educators, parents, their degree of formation and orientation and others. It is shown by school and high school marks, characteristics, references of people who know the individual best etc. It includes assessments of the resources that optants and their parents have. Here you can also get an integrated assessment of the possibilities of a whole generation of high school graduates using the results of the Unified State Examination in major subjects for the chosen profession.

The third criterion (“it is necessary”): The idea of the Individual (I) on the public needs is formed on his

awareness of the demand for different professions in the labor market. However, among professions in demand there are those ones which can be socially insignificant (for example the profession of a king-of-arms the importance of which is very small). It would seem that the public demand and public significance of the profession should effect the idea of the individual but they are increasingly being replaced by prestigiousness which recently has been an attractive factor for the inhabitants of industrial developed countries. Besides all information that they receive from various channels (from their parents, friends, from mass media, from personal contacts, rumors, etc.) are unequally significant for the individuals and this leads to a distorted picture of such a demand.

In the view of society (S) his “It is necessary” is estimated by business, ministries, employment services by the bodies of the governmental statistics, economists, sociologists and others. The public know about the demand for occupations in the labor market by means of mass media. Moreover, such information is often considerably distorted due to the availability of hidden jobs because the enterprises don’t give information about them to the employment services because of the wrong record-keeping because different categories of the population do not have information about them, etc. The state itself doesn’t always know this matter.

An evaluation of the need of a certain type of occupations in the labor market one can get in another way. For example, you can get it basing on the analysis of data from the Regional Department for Labour and Employment, in the annual bulletins which provide information on the profession of college graduates, recognized as unemployed. It is assumed that the smaller the share of the unemployed in this profession is the more it is in demand.

The fourth criterion (“it is possible”): In the view of the individual (I) recognition of this criterion is based on possibilities of the society and the state for entrance to vocational schools (including listing, prestigiousness, terms of entrance, list of professions) on the quality of training, cost of training, guarantees for employment after graduation, etc.

In the view of the Society (S): the expression “It is possible” is the result of reflection, recognition by the state and the society of:

- Existing possibilities and problems in the vocational training and labor
- The resources status which can actually be used by parents for their children

- The real possibilities of vocational schools and employers for training and employment of young specialists
- The operating efficiency of the employment services, etc

At the same time, it is easy to obtain information about the availability of different types of professions having analysed advertising of universities addressed to applicants where there are conditions for entrance for each profession.

You should not have any illusions about the fact that the society (the state) estimates its dispositions of “It is necessary” and “It is possible” objectively. Its subjectivity is caused by a lack of information, by their incorrectness, obsolescence and unwillingness to know the truth, by information covering up, by misinformation and others.

We can assume that those young people who have reached optimum in the second degree: “I want” “I can” “It is necessary” “It is possible” have a sufficient degree of readiness for the mastering their profession and a high level of competitiveness at the market of educational services and later in the labor market.

In addition to the criteria for the choice of a profession, there are criteria of its optimality, among which we can note the following. First, the criteria of the adequacy of the optants’ ideas of their own dispositions (“I want” and “I can” for the individual, “It is necessary” and “It is possible” for the public). Secondly, the criteria of correspondence between all four dispositions of every optant within Table 1b and c, respectively. Thirdly, the criteria of correspondence of the dispositions with the same name of the both optants (the individual and the society). Fourth, the criteria of determinacy of the choice which have three values: a definite choice, indefinite choice, absence of choice. Fifth, the criteria of coincidence multiplication factor matches which have five values:

- No profession matches any disposition (i.e., it is neither desirable nor affordable for mastering because the individual hasn’t got abilities nor popular)
- A profession answers only one disposition (here we can have four variants)
- The profession answers only two dispositions (here we can have six variants)
- The profession meets three of four dispositions (we can have four variants here)
- Profession meets all four dispositions (this is the best option, “the ideal of the profession”) but there can be several professions

The resulting criterion is the satisfaction of the individual and of the society to the chosen profession that is realized in the course of its mastering and while working by this profession, etc.

Basic contradictions in the situation of a professional choice: The configurator of a choice situation sets the structure of a VC perspective which can be divided in three plans for convenience.

Intradispositional contradictions are referred to the first plan, they are caused by the vague awareness of the individual or of the public of their needs and opportunities by their inattentive or irresponsible relations to them by the substitution of the real situation with the seeming one, etc. Their explication and articulation is a major problem in the encouragement of the individual to make a choice and in optimization of the human resources management of the state and business.

Private interdispositional contradictions of every subject of a choice (and the individual and the society) are referred to the second plan:

- Between the needs and capabilities of the individual (“I want” ↔ “I can”)
- Between the needs and possibilities of the society (“It is necessary” ↔ “It is possible”)

Borderline interdispositional contradictions of the individual and the society, we can refer to the third plan:

- Between the needs of the individual and the society (“I want” ↔ “It is necessary”)
- Between the capabilities of the individual and the society (“I Can” ↔ “It is possible”)
- Between the capabilities of the individual and the needs of the society (“I Can” ↔ “It is necessary”)
- Between the needs of the individual and the possibilities of the society (“I want” ↔ “It is possible”). Examples of such basic contradictions are shown in Table 3.

Table 3: Examples of the basic contradictions in the choice situation

Contradictions	An example of the contradiction
Private contradictions of optants (an individual and the society)	
I want-I can	I want to be a manager but I’m able to be only a worker
It is necessary-It is possible	Power engineering specialists are wanted but there is only a department for electricians in the local Higher School
Borderline contradictions of optants (an individual and the society)	
I want-It is necessary	I want to be a lawyer but doctors are wanted
I can-It is possible	I can be a restorer but there is no speciality in the local higher schools
I want-It is possible	I want to have a rare speciality but there is no such one in our country
I can-It is necessary	I can be an economist but teachers are wanted

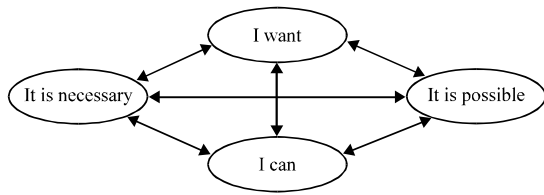


Fig. 2: Graphical representation of the subject matter of the vocational choice

You may notice that a permanent solution of the tetrahedral contradiction between the four above mentioned dispositions is the subject of the process of VC and the method of its solution is a selection mechanism, which is decomposed on six submechanisms which solve the appropriate coupled contradictions. The scope of its dispositional and interdispositional contradictions is the subject matter of the VC situation, making it very problematic (Fig. 2).

Coordination of the dispositions' predicates, summing up consideration of the main provisions designed to facilitate the development of a choice situation model, it should be noted that the process of solution of the mentioned contradictions is multistage phased establishment of coordination (consensus) between the dispositions' predicates where the chosen professions act as the dispositions' predicates.

At the first stage, it is necessary to resolve the contradictions of the first plan. An individual has to decide with their dispositions ("I want" and "I can") and get their well-defined assessment. The public or experts can do the same about "It is necessary" and "It is possible". It is not a simple procedure that requires the individual's skills to reflect and understand his needs and possibilities and an objective analysis of the situation and effective human resources policy from the state and business.

At the second stage, it is necessary to resolve the contradictions of the plan. In order to do this, an individual must subjectively assess the needs ("It is necessary") and opportunities ("It is possible") of the society in the range of professions which he is interested in. A similar procedure should be carried out by the experts who assess the needs ("I want") and opportunities of the individuals ("I can"). It depends much on the being kept informed of the subjects of each other.

At the third stage, the two sets of four subjectively evaluated dispositions are given in the form of two Table 1b and 1c type and establish mutual conformity of the dispositions within each of the two sets, i.e., it is resolved two tetrahedral contradictions of the type shown in

Fig. 2. Thus, in fact, two structures of the choice situation are being formed which give the two subjective look at Table 1a which represents a "real" situation.

At the fourth stage for a closer approaching to such an "objective" structure of the situation they carry out a mutual agreement of the similar dispositions of these two subjective structures. In the result there is some approximation of the "real" situation of the choice (Table 1a) which is ready to work with. We emphasize that in the cells of this table there will be lists of professions that the individual and society are in need in and for which they have the necessary features (Table 1).

This is a generalized algorithm of forming a typical situation of four dispositional structure of VC on the basis of which you can search for the desired professions. Let's note that in the process of formation of such a structure there will be sorted out many criteria which do not meet the requirements of the choice and optimality of professions' options (alternatives). At the next stage, it is necessary to search for the final decisions among the lists of selected mutually agreed professions. But this is the next task, the solution of which is given by Grishina (2001). The whole process of VC has two stages.

CONCLUSION

In conclusion, we have noted that the attempts made to approve the model in the process of diagnosis of vocational choice of secondary school students have allowed to reveal some features in a vocational choice made by young people. So, in the result of an approximate estimation of the value of subjective and objective criteria of the situation of VC which was made for secondary school graduates for the past four years (about 700 people) and analysis of official data, we can draw the following preliminary conclusions.

Firstly there is practically no difference in the students' self-assessment of their needs and possibilities. In other words almost all of them believe that they have the opportunities for mastering their chosen profession.

Second, an objective assessment of the disposition of "I can" showed that 63% of secondary school graduates got excellent and good marks in the arts, 37% in natural sciences which conforms to the share of those who choose humanitarian and engineering universities and faculties, respectively.

Third, students judges confidently about three the most available to them dispositions of VC ("I want", "I can", "It is possible") and they are less confident in the fourth disposition ("It is necessary") showing on the one hand, a lack of information about demand for their chosen profession and on the other hand, giving up of professions which they consider not prestigious for them.

Moreover, there is a significant difference between subjective and objective dispositions “It is necessary” which generates the demand imbalance between the market of educational services and the labor market.

Fourth, the subjective and objective estimations of the disposition of “It is possible” are almost the same due to the fact that applicants are well informed about them and the barriers for those who wished to enter higher schools disappeared.

The proposed model of the situation of a professional choice is not an imitation, but it has a conceptual nature. Using philosophical categorical dyads to highlight four main dispositions makes it objective and universal enough, allowing you to use in other choices. In fact, according to this philosophical and dialectic model, we are going away from a representation of an individual and his social environment, replacing them by applicable dispositions, which have a multi-valued nature, actualizing differently in different situations. On the one hand, they are generalized identifiers of a large group of factors which characterize the needs and opportunities of an individual and/or the society in the situation of a choice as well as having a corresponding number of needed professions in which one can be proficient. On the other hand they are opposites in the complex (binary and tetrahedral) contradiction. Then they are the selection criteria within the number of alternatives which are the existing profession. And, finally, they are the determinants in the situation of a choice determining its outcome.

In addition, the nature of dispositions themselves allows to suggest, it a complex sociological and psychological tool that takes into account not only the internal but also external factors. This gives us an optimism about its use in the technology of promotion of the professional orientation of young people.

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