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Career Orientations of Future Teachers: A Study of Russian and Uzbek Students

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Abstract. University enrollment can be considered as a starting point for the development of career orientations in educational and professional activity. Even before enrollment young people already have more or less certain professional attitudes and values, but the formation of sustainable career preferences is possible only when included in the professional environment. The study of career orientations of first-year teacher education students allows identifying the peculiarities of the initial stage of their development in the process of professional training. Determination of professional motives, interests and aptitudes plays an important prognostic role in satisfaction with the profession in the future. This study aims to identify and compare the preferences of career orientations of future teachers (first-year students from Russia vs first-year students from Uzbekistan). The study used the Schein's Career Anchor Inventory (adapted by Vinokurova and Chiker). The preservice teachers of Kazan Federal University and Kokand State Pedagogical University responded to the questionnaire. The study presents professional career orientations of future teachers on the following scales: professional competence, management, autonomy, workplace stability, residence stability, service, challenge, lifestyle integration, entrepreneurship.

Keywords: professional career, student-teacher, professional value orientations, motivation, values.

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Карьерные ориентации будущих учителей: исследование российских и узбекских студентов

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Аннотация. Поступление в университет можно рассматривать как отправную точку для развития карьерных ориентаций в учебной и профессиональной деятельности. Еще до поступления в вуз у молодых людей уже имеются более или менее определенные профессиональные установки и ценности, но формирование устойчивых карьерных предпочтений возможно только при включении в профессиональную среду. Изучение карьерных ориентаций студентов первого курса педагогического вуза позволяет выявить особенности начального этапа их развития в процессе профессиональной подготовки. Определение профессиональных мотивов, интересов и склонностей играет важную прогностическую роль в удовлетворенности профессией в будущем. Цель данного исследования – выявить и сравнить предпочтения карьерных ориентаций будущих учителей (студентов первых курсов из России и из Узбекистана).

В исследовании использовался опросник «Якоря карьеры» Шейна (адаптированный Винокуровой и Чикером). На вопросы анкеты ответили студенты Казанского федерального университета и Кокандского государственного педагогического института.

В исследовании представлены профессиональные карьерные ориентации будущих учителей по следующим шкалам: профессиональная компетентность, управление, автономия, стабильность рабочего места, стабильность места жительства, служение, вызов, интеграция в образ жизни, предпринимательство.

Ключевые слова: профессиональная карьера, студент-учитель, профессиональные ценностные ориентации, мотивация, ценности.

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Introduction

Over the past twenty years, many countries around the world have faced teacher shortages in many subject areas. Challenges in recruiting and retaining general education teachers and the aging of the teaching force are of concern (Dempsey, Arthur-Kelly & Carty, 2009). There is a global dropout rate for teachers early in their teaching careers, with half of beginning teachers leaving school within the first 5 years (Ingersoll, 2002).

The Russian Academy of Education President Olga Vasilieva raised the alarm that by 2029 in the general education system of the Russian Federation the shortage of subject teachers could amount to more than 188 thousand people, if appropriate measures are not taken (Vasilieva: The shortage of subject teachers in Russia ..., 2019).

Darling-Hammond (2010) cites several reasons for teachers leaving the profession, including low salaries, harsh working conditions, ineffective university training, and an underdeveloped mentoring and support system.

In addition, a significant reason for the dismissal of young teachers is the lack of prospects for career growth. Therefore, the problem of finding factors that help keep teachers in the profession while they are still in higher education becomes very important today. Choosing a profession is an important stage of professional self-determination in adolescence that requires a conscious, responsible attitude to planning one's future, a balanced coordination of one's aptitudes, abilities, and interests with the needs of the modern labor market.

The article deals with the issues of value preferences of future teachers' professional career – first-year students from Russia and Uzbekistan. The relevance of the problem is related to the fact that the motives for choosing a future profession are serious factors contributing to the success of learning. The most important factors in the effectiveness of professional activity of a teacher are professional motivation and professional values. They play

a significant role both at the stage of choosing a profession and at the stages of professional training and professional self-realization. Motivation determines the orientation and content of professional activity, general approach to the perception of the world, gives meaning to the pedagogical activity in career development strategy.

The consideration of these problems implies their in-depth analysis in theoretical and empirical contexts.

Literature review

In modern science career development of personality is a subject of interdisciplinary analysis. Personnel management researchers consider career not only as a successive change of positions held by an employee in the organization. They contend that it is necessary to take into account the employee's internal position and the development of subjective awareness of the prospects of his/her professional growth (Kibanov, 2008). Psychological studies focus on the socio-status positions of an individual in a particular social environment in the process of his/her professional formation (Markova, 1996).

In order to succeed in career development, a specialist must not only understand the demand for the profession in the labor market and the prospects of its existence in a changing world, but also be aware of his/her own psychological characteristics that contribute to effective activity in this profession. This is important in order to avoid the risk of inadequate application of individual career efforts of the individual. In a professional training situation, this can lead to disappointment in the chosen profession, which reduces the quality of learning outcomes, blocks career development, up to and including changing the type of activity (Kremen & Kremen, 2020). That is why the formation of career competence as a systemic notion of career, opportunities and ways of career growth, potentially contributing to career self-efficacy should become an important com-

ponent of professional training in higher education institution (Mogilevkin, 2007).

Research on the student teachers' motivation has a relatively broad basis. Reasons for choosing teaching activities are grouped into three general motives: altruistic, extrinsic, and intrinsic (Balyer & Özcan, 2014; Kyriacou & Coulthard, 2000; Thomson, Turner & Nietfeld, 2012; Yüce, Şahin, Koçer, & Kana, 2013; Maphosa, Bhebhe & Shumba, 2014). External motivations include aspects not directly related to the teacher's work: salary, professional status and working conditions, the variety of roles a specialist can play, and the nature of career success. Intrinsic motives encompass aspects relating to the importance of teaching and the desire to teach, as well as subject knowledge and experience. Altruistic motives relate to the perception of teaching as a valuable and important profession and the desire to support children's development and contribute to society.

The expected value theory (Eccles, 1983) is a kind of motivational model for studying academic and professional choices. Starting from this theory, Richardson and Watt identify the following factors that influence learning effectiveness: intrinsic career values (interest in teaching), self-perception of abilities, personal utility values (job security, family problems), social utility values (prestige in society, promotion of social justice, desire to work with children), available experience, demand in labor market. Internal and altruistic reasons are most frequently cited by respondents from so-called developed countries, while external motives are more pronounced in developing countries (Azman, 2013; Watt et al., 2012). This view is also held by Klassen, Al-Dhafri, Hannok, and Betts (2011) who believe that motives for choosing teacher education vary by cultural background and, therefore, there is no universal nature of motives. Several studies suggest selecting students with the "right" motivations for their professional education (Canrinus & Fokkens-Bruinsma, 2011; Sinclair, Dowson & McInerney, 2006).

According to S. Kremen and F. Kremen, "future teachers' perceptions of career development should include structural and dynamic aspects. The first one has internal (content) and

external (status-role) sides connected with each other" (Kremen & Kremen, 2020: 318). The internal side includes professional attitudes and values, professional competencies, personal qualities, features of teacher's self-concept. This aspect has long been studied in psychological and pedagogical literature (Brooks & Brooks, 1993; Eisner, 1995; Goodson, 1994; Markova, 1996; Orlov, 1999; Slastenin, 1981; Smith, 1994; Vershlovskii, 1983).

In recent years, researchers have paid special attention to the study of motives that influence the choice of the teaching profession or leaving it (Sharif, Upadhyay & Ahmed, 2016). There are studies exploring different motivations for choosing the teaching profession depending on what level of education the student is aiming for in the future. Prospective elementary school teachers cite a love of children as their motivation for choosing their career, while secondary school teachers focus more on the subject matter (Book & Freeman, 1986).

Russian researchers refer to motivation for the teaching profession as pedagogical orientation (Markova, 1996; Slastenin, 1981). Sustained pedagogical orientation is characterized by the desire of becoming, being, and remaining a teacher, helping him/her to overcome obstacles and difficulties in his/her work.

The issue of future teachers' professional career motivation is a subject of modern interdisciplinary researches. Careful attention to the issues of career development motivation management, peculiarities and strategies, onto-acmeological approach in professional career management is paid by Kriskovets (2012, 2013). The development of the teacher's professional career is revealed by Eremina and Valieva (2021), Ksenofontova and Ledeneva (2018). Studies of motivation, future teacher's professional training, activation of professional self-determination, professional growth strategy are the subject of attention of Ivanishcheva (2020), Pak and Kochemasova (2020). Researchers from six Russian universities made a comparative study of student teachers' professional career motivation (Valrrva et al., 2022). The surveyed freshmen of all universities, regardless of the type of university, demonstrate diversity of career preferences.

Despite the range of previous studies, the issue of future teachers' motivation of professional career in a comparative context remains insufficiently explored. In particular, it is important to compare how different are the value career preferences of students from different types of higher education institutions in different countries, in various cultural situation.

Purpose and objectives of the study

Purpose of the study is to identify and compare the preferences of career orientations of future teachers (first-year students in a Russian university vs first-year students in Uzbekistan university enrolled in teacher education programs).

Objectives of the study are: 1) to study the peculiarities of the first-year students' professional motivation development in a Russian university; 2) to study the peculiarities of the first-year students' professional motivation development in Uzbekistan university; 3) to compare the similarities and differences in the preferences of future teachers' career orientations in both countries

Methodology

During the study we used the method of theoretical analysis of the literature, online survey in Google forms based on Schein's questionnaire, statistical methods of data processing. To study the peculiarities of students' professional motivation development we used Edgar Schein's inventory for studying professional career motivation, translated and adapted by Vinokurova and Chiker (Chiker, 2006). This questionnaire is used to determine the main professional motives, value orientations of an individual, as well as his/her social attitudes towards career and work. Schein believes that having appeared in the initial years of career development, career orientations continue to remain stable for a long time. Therefore, their study at the beginning of professional training of future teachers has predictive value in relation to their professional development, which was the reason for choosing this research instrument. The inventory aims to identify eight career values: professional competence, management, autonomy, workplace stability,

service, challenge, lifestyle integration, entrepreneurship. Professional competence implies having abilities and talents, focusing on their development and achieving success and status in the professional sphere. Management aims to integrate and manage the activities of other people and the organization, demonstrates responsibility for the results of these activities. Autonomy is associated with the orientation of the individual to freedom from organizational rules, reflects the need for independent solutions to work-related issues. Maintaining independence is a priority over promotion. Stability expresses an orientation toward safety and predictability. Service is a value orientation related to the desire to help people and make the world a better place. Challenge implies readiness for competition, focus on overcoming obstacles and solving difficult problems. Such a person prioritizes novelty and variety in life. Integration of lifestyles is connected with the person's orientation to a harmonious balance of values of family, career self-development. Entrepreneurship characterizes a person, striving to create new things, to overcome obstacles, ready for risk. It is important for him/her to have his/her own business, finances.

The questionnaire consists of 41 statements, the degree of agreement with each of which respondents rated on a 10-point scale from "totally unimportant" to "extremely important" and from "totally disagree" to "completely agree". To calculate the scores for each of the nine scales, we calculated the arithmetic mean of all the items included in the scale, and the scores for each scale were summed and divided by the number of questions assigned to that scale. Processing, analysis, and presentation of the research data were performed using the following methods: semantic interpretation of the data, methods of graphical representation of materials, comparison, generalization, and the method of incomplete induction.

Students of two educational institutions (Kazan Federal University, Institute of Psychology and Education and the Kokand State Pedagogical Institute, Department of Physics and Mathematics) responded to the questionnaire. Both of these institutions offer teacher education programs. The survey at the Kokand

State Pedagogical Institute, Department of Physics and Mathematics involved 50 first-year undergraduate students majoring in mathematics and computer science (pedagogy profile). At the KFU Institute of Psychology and Education, 78 first-year undergraduate students of

study programs 44.03.01 Teacher Education with a major in Preschool Education, 44.03.05 Teacher Education with two majors “Primary Education and Foreign (English) Language” and “Additional Education and Foreign (English) Language” participated in the research.

Table 1. Comparative table of career orientations preferences of Russian and Uzbek students

| Educational institutions | Sample | Professional competence | Management | Autonomy | Job stability | Stability of residence | Service | Challenge | Integration of lifestyles | Entrepreneurship |
|------------------------------------|--------|-------------------------|------------|----------|---------------|------------------------|---------|-----------|---------------------------|------------------|
| Kokand State Pedagogical Institute | 50 | 6.8 | 7 | 7 | 7.7 | 6.4 | 8.1 | 7.1 | 8.1 | 7.4 |
| Kazan Federal University | 78 | 5.5 | 6.2 | 7.2 | 6.1 | 8 | 5.6 | 7.56 | 6.3 | 5.5 |

Table 2. Preferences of career orientations of students in the Kokand State Pedagogical Institute

| Kokand State Pedagogical Institute | n=50 |
|------------------------------------|------|
| 6. Service | 8.1 |
| 8. Integration of lifestyles | 8.1 |
| 4. Job stability | 7.7 |
| 9. Entrepreneurship | 7.4 |
| 7. Challenge | 7.1 |
| 2. Management | 7.0 |
| 3. Autonomy | 7.0 |
| 1. Professional competence | 6.8 |
| 5. Stability of residence | 6.4 |

Table 3. Preferences of career orientations of students in Kazan Federal University

| Kazan Federal University | n=78 |
|------------------------------|------|
| 5. Stability of residence | 8 |
| 7. Challenge | 7.6 |
| 3. Autonomy | 7.2 |
| 8. Integration of lifestyles | 6.3 |
| 2. Management | 6.2 |
| 4. Job stability | 6.1 |
| 6. Service | 5.6 |
| 1. Professional competence | 5.5 |
| 9. Entrepreneurship | 5.5 |

Results

As a result of our student survey conducted at two universities, we obtained the following data, presented in Tables 1–3.

The high index on the scale of “service” of Kokand State Pedagogical Institute students (1st position) indicates a pronounced career orientation of first-year students. The respondents are ready to realize humanistic values “for the good of society” and are open to communication “for the good of people”. It is important for them not to miss the opportunity to serve universal values. We expect from future teachers a high level of internal activity, when they are ready to act without looking back to individual circumstances, to act as an initiator of these circumstances, to independently design the strategy of their professional career in pedagogical activity. Also, this pattern can be explained by the peculiarities of culture and mentality of the inhabitants of Uzbekistan, as well as by the modern national policy on the education of young people.

The high score on the scale of “stability of the place of residence” for the students of Kazan Federal University (1st position) is associated with the age peculiarity, the need for security and stability. First-year students, recent schoolchildren, who lived with their parents, who came from different parts of Russia and neighboring countries (Uzbekistan, Tajikistan) have not yet adapted to the new place of residence, new conditions of life and culture.

On the scale of “job stability” the value of universities is 7.7 and 6.1 points. For the respondents it is “extremely important” to have a regular place of work with a guaranteed salary, social package and a possibility to work for a long time in a particular educational organization, where they can build a trajectory of their professional growth.

The high scores on the scales of “challenge” (2nd position for KFU students), “autonomy” (3rd position for KFU students) and “integration of lifestyles” (8.1 and 6.3) can be explained by the age specifics of the respondents. The transition from adolescence to youth is a complex stage of entry into independent life, development of a subjective position.

First-year students indicate the importance of having maximum freedom in the future professional pedagogical activity in order to realize themselves successfully. They will prefer to break public and unspoken rules, will be focused on complete freedom and autonomy. However, because of their freedom they will find it difficult to work in a pedagogical team and perform their job functions in a timely manner. This aspect also has a gender specificity. The desire to combine gender and professional roles is characteristic for girls, who constitute an absolute majority of the respondents (more than 90 %). Another possible explanation is connected with the peculiarities of this particular generation (“Generation Z”), one of whose features is getting pleasure from life and work, avoiding the rigid framework of activities (rationing of the working day, duties, etc.).

High score on the scale of “entrepreneurship” for Kokand State Pedagogical Institute students (4th position) can be associated with the mentality of the people of Uzbekistan, who do not want to work for others, and want to have their own business and own financial stability. The most important point for him/her is to create a business, a concept or an organization, to build it so that it is an extension of himself/herself, to put his/her soul into it.

Relatively low scores on the “management” scale can be explained by a lack of work experience and the perception of the teaching profession as an activity with limited opportunities for a management career. In the absence of work experience students are not ready to take responsibility for other people, to steer them in the right direction.

The “professional competence” scale has low values for other orientations. Their values across universities vary between 6.8 and 5.5 points. First-year students are at the very beginning of their career path: the choice of a study program is an indicator of professional plans formation, the choice of the field of activity, and ideas about the future profession. These perceptions and attitudes can be the result of both conscious reflexive activity based on understanding the content of the profession and its correspondence to their interests,

aptitudes, abilities, opportunities, and can be superficial in nature based on perception of external signs of the profession, stereotypes, prestige factors and many others. In addition, first-year students have not yet acquired the necessary psychological, pedagogical, subject and methodological knowledge, professional competencies. They do not have special skills and experience. Their ideas about the content of professional competence of a teacher are just beginning to form. At the same time, the respondents highlight that it is crucial to build their career within a specific sphere. As a rule, these students are responsible, efficient, and demanding of themselves. Their main goal is high academic performance based on the motivation to achieve high educational results.

Relatively low score on the scale of “entrepreneurship” among students of Kazan Federal University (9th position) can be assumed that among those who choose the teaching profession is less likely to meet the type of personality inclined to risk, competition, which is due to the content of the activities of a teacher, stereotypes of the profession and the gender composition of the respondents. The system of general secondary education has not taught students entrepreneurial skills, which helps to determine the future profession, even if this profession is not directly related to commerce. Taking into account such personal qualities as leadership and creativity, a small part of the respondents sees the pinnacle of their career in creating their own business, for example, opening a private school. The first-year students do not demonstrate a strong value orientation “to solve complex problems arising in professional teaching activity”. All survey participants with this career anchor are not yet oriented to “challenge” the uncertainty of educational practice. More than 50 % of the respondents “partially agreed” to a leadership position and resignation from their place of employment if they had to pursue a job unrelated to the profession they love.

Thus, a variety of factors can influence the prevalence of orientations inducing professional activity: personal inclinations, specifics of the profession, age, gender peculiarities, and people’s mentality.

Discussions

The study of a teacher’s career development is an important line of modern pedagogical research, both in theoretical and applied aspects. To date, extensive experience has been accumulated in the field of research on the teacher’s personality and activities, the tasks and content of his/her professional training. However, research on the teacher’s professional development through the career process has appeared recently in connection with the development of the concept of pedagogical activity support. Our research is consistent with the position of Aleksandrova (2008) who considers a teacher’s career as an opportunity to design the process of professional growth in the system of continuous education. Special attention should be paid to the development of career perceptions, career planning and professional development strategies during professional training. For successful career development, it is essential for future teachers to understand the need for professional self-realization, the desire for constant self-education and self-improvement, awareness of the creative nature of the teaching profession. The high scores on the “service” scales obtained during the study indicate an understanding of both the value and social aspects of the teaching profession: on the one hand, the respondents are fully aware of the social significance of the teaching profession, on the other hand, they perceive it as an activity capable of providing a stable job with a decent social status. In general, these indicators illustrate a conscious and motivated choice of the profession by the majority of the respondents. This conclusion echoes the model of professional development proposed by Mitina (2004), which identifies the following stages: self-determination, self-expression and self-realization. The career preferences of future teachers revealed in the study reflect the stages of personal development in the profession by Markova (1996): professional ascent of a teacher from a non-specialist to a trainee, from a teacher to a master, an innovator, a researcher and a professional.

Conclusion

The article presents the results of the study of career preferences of Russian and Uzbeki-

stani first-year students majoring in teacher education.

The obtained data demonstrate that the surveyed first-year students of both universities, regardless of the type of university, demonstrate a variety of career preferences: the average scores on all scales exceeds the value of 5. These indicators show the variability of the respondents' choices, which may be due to both individual characteristics of the respondents and social factors, such as socio-economic and demographic characteristics of the regions, mentality of peoples, the status of universities participating in the study, the specializations of educational programs. These factors also explain the influence on the differences of indicators within the scales, which range from 0.58 points (scale "challenge") to 1.82 (scale "stability of the place of residence"). Comparison of the data on universities allows to reveal a number of similar trends in the preferences of certain career orientations.

The highest scores were for the values of service, job stability, and integration of lifestyles. At the average level of significance, the participants had indicators for autonomy and management. To a lesser extent, the students expressed values such as entrepreneurship, professional competence, and challenge. The

least expressed values in our sample were the value of challenge and stability of residence.

Thus, the obtained results show that the first-year students have the values which will play a positive role in the process of their professional becoming: striving to integrate the profession into their lives and high value of service. At the same time, the low value of professional competence for future teachers is alarming. Perhaps it will increase in the process of further professional training.

The study results will be useful for researchers examining similar issues, as well as federal and regional governments, ministries of education, regional universities in developing programs to improve the students' motivation of professional career, starting from the 1st year of study. It is also recommended to investigate the motivation of senior students' professional career and assess the effectiveness of courses designed to develop professional competencies. The research can be beneficial for the development of the new generation higher education standards in terms of designing the planned results of mastering programs and international recommendations for education.

Conflict of Interest. The authors declare no conflict of interest.

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