

Concept and Essence of Social Supply Chain and Professional Self-Determination in education System

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Abstract The author of this article reveals the content of the concepts of «identity», «professional identity», «social supply chain and professional identity» in education system. This topic has been recently studied as a system of value and supply of higher education. We made a conclusion about the need for the formation of social supply chain and professional identity of high school students, taking into account the spiritual and moral orientations, professional orientation, professional self-awareness of education system. The proposed social supply chain system can be effectively applied in the education system for various conditions.

Keywords: identity, professional identity, social supply chain and professional identity

1. Introduction

The problem of social supply chain and professional self-determination of high school students at the present stage of development of public relations is one of the key issues that must be resolved at the state level, because it is this decision that contributes to the formation of highly qualified and competent specialists that will determine the effectiveness of state policy in the field of labor and employment.

The analysis of scientific literature shows that the topic of social supply chain and professional self-determination of high school students is not new. This problem is interdisciplinary and is studied from the point of view of psychology and pedagogy.

The purpose of the article is to reveal the essence of the socio-professional self-determination of senior pupils as a pedagogical phenomenon, to analyze the problem of the socio-professional identity of high school students through rigorous sequential consideration of the major categories included in its composition, to justify the necessity of formation of socio-professional self-determination of senior pupils on the basis of professional orientation and professional identity of senior students.

Analysis of the conditions that affect the socio-professional self-determination of senior students requires, first of all, clarification of the main characteristics of such

a phenomenon as personal self-determination. It acts as a process in which during the period of primary social supply chain of an individual, the gradual formation of his or her orientations and attitudes towards obtaining a certain social supply chain and professional training takes place. In the literature, the concept of "self-determination" is used in different meanings. In particular, there are religious, national, political, personal, social supply chain, professional and other types of self-determination. Self – determination, as defined by [1], is the process and result of choosing one's own position, goals and means of self-realization in specific circumstances of life, the main mechanism for a person to gain and manifest inner freedom [2-4]. Self – determination of a person is a set of experiences, intentions, and objective actions in modern society [5-8]. It is realized as a vital, personal, professional, and integral self-determination. In [9] main factor of self-determination highlights self-determination, personal activity and conscious desire to occupy a particular position in life. In [10] it is the essence of self-determination of the ability of man to create himself, his personal history, the ability to revise its essence. In [11] does not allocate a precise definition of self-determination, however, are of interest to the mechanisms of self-determination. He considers the self-determination of the individual in the form of assimilation of the experience accumulated by society, which goes as a reproduction and identification, and in the development of the individual's inimitable, only his own qualities, which proceeds as personalization.

Thus, self – determination is a multi - complex, multi-stage process of individual development, the structural components of which are various types of self-determination- personal, professional, and others. In some situations, one thing precedes the other, for example, personal self-determination may precede and contribute to professional, but most often they occur at the same time, changing places, as well as the cause and its consequence.

2. Method

Recently there has been a wave of interest in

The supply chain management in private universities in order to achieve sustainability. Top managers, leaders, organizational shareholders and stakeholders have focused their attention in various issues heading to

sustainability in private universities. There is a growing awareness and acceptance in the society and in the business community of the need to create sustainable and sustaining organizations. Despite the fact that high school students have different types of self-determination (role, professional, self-determination in the family and household sphere, social supply chain, etc.), personal self-determination sets a personally valuable orientation to acquire a specific place in the system of social supply chain relations, i.e. sets social supply chain self-determination. On the basis of social supply chain self-determination, requirements for a specific professional sphere are formed, and professional self-determination is carried out (of course, and under the influence of many other conditions). Thus, personal, professional and social supply chain self-determination are considered as mutually complementary processes. In the pedagogical dictionary [12] professional self – determination "1) active and long-term process of choice of profession, internal psychological reasons and the result of this process; 2) human activities and host different content depending on the stage of its development as a subject of labour; 3) the process of making identity choices for future employment; 4) independent and conscious coordination of professional and psychological capabilities of a person with the content and requirements of professional activity, selective attitude of an individual to the world of the profession" [13, 14]. We are close to the position of S. N. Chistyakova, who defines professional self-determination as "the process of forming a personal attitude to professional work and a way of self-realization of a person, coordination of intrapersonal and socio-professional needs" [1]. This approach indicates that professional self-determination of an individual involves mastering a new social supply chain role in a particular activity, and its effectiveness is determined by the degree of consistency of a person's psychological capabilities with the content and requirements of professional activity, as well as the ability to adapt to changing socio-economic conditions. Ideally, the interests of the individual and the interests of society should be aimed at each other. Achieving this largely lies in the performance of advanced education. At the same time, the formed professional self-determination becomes an important condition for ensuring that a person is not lost not only in negative circumstances for her, but also in circumstances that contribute to the identification and development of her abilities. All this makes it possible to conclude that professional self-determination is inextricably linked with a person's self-realization in other significant areas of life. Therefore, the result of professional self-determination should be an independent and meaningful finding of the meanings of the work performed and all life activities in certain cultural, historical, and socio-economic conditions [11,15]. Thus, professional self – determination is a kind of determination of the path towards professional realization, which largely determines its social supply chain realization [10,16].

3. Results

A large number of researchers of the problem of self-determination of schoolchildren note that the concept of "professional self-determination" has a social supply chain character and, therefore, there is no purely professional self-determination. Professional self-identity always involves a social supply chain aspect, it is essential to social

supply chain self-determination, that is, there are socio-professional self-identity. Even clear professional self-identity inevitably puts the person before the problem of the particular choice of the spheres of public life, where possible efficient use and application abilities of the individual. Thus, a professional problem is always transformed into a social supply chain one.

Revealing the essence of social supply chain and professional self-determination, first of all, it should be noted that the objective basis of this process is the social supply chain division of labor and differences between people as producers of material goods and services. It is well known that the social supply chain nature of the division of labor determines the nonequivalence of its different types, which to a certain extent determines the social supply chain orientation of the choice of profession itself, since at the same time it determines the prospective social supply chain status and role. According to [16], socio-professional self-determination is a complex dialectical process of forming a system of fundamental attitudes to the professional and labor environment of their development and self-realization, such as the application of spiritual and physical capabilities, the formation of adequate professional plans and intentions, a realistic image of themselves in professional choice and self-image as a professional, etc. Thus, it can be argued that socio-professional self-determination is a person's awareness of the desired place in the social supply chain structure of society and the possibility of moving to a particular social supply chain position within a given social supply chain structure, readiness to take a certain social supply chain position, enter a particular social supply chain stratum or social supply chain group [1,17]. An interesting approach to understanding social supply chain and professional self-determination was suggested [18]. He notes that social supply chain and professional self-determination of a student is a specific stage of social supply chain [9,18]. Similar to the position of [19]. In her opinion, the socio-professional self – determination of a student is the process and result of the development of students as subjects of professional social supply chain and future professional activity in order to determine their place in the world of work and professions of this society. Social supply chain component – the purpose and meaning of life, place of residence, the sector of the economy in which you are supposed to work, the nature of future work, social supply chain status, salary, industry. Professional component – type of profession, labor activity profile, profession, specialty, qualification level [6].

High school students are at the stage of entering into independent life. This circumstance strengthens the process of social supply chain and professional self-determination. The process of entering a high school student into the chosen professional field is not limited to acquiring appropriate work skills, it also includes the process of becoming a person, accepting the profession, and understanding its features. A high school student, acting as a subject of self-determination, combines in his own behavior the need associated with values, laws, conditions, and meanings of society, and independence. He is able to determine his place of life, balance his own efforts, and determine the value, cost, and outcome of his efforts. The question of self – determination is self-improvement in the course of social supply chain. A high school student does

not reject social supply chain experience in the meaning of values, norms, and principles of action; he develops his position towards it by introducing the value products of his own life into social supply chain relationships, which shows personal effectiveness. High school students belong to the older adolescent age in accordance with the generally recognized age-related psychological and pedagogical classification. This is the stage of transition to youth, which has specific psychological and social supply chain characteristics. In particular, it is characterized by a focus on the future, the older student at this age begins to build life plans. However, this does not mean that this age trait appears by itself, obeying certain age-related laws of formation. On the contrary, at this age, a high school student feels great problems in finding their own life goals and opportunities. Senior adolescence, according to scientists, is the age of active development of mental abilities, formation of professional interests of the younger generation. In this regard, all academic work is redistributed based on the range of interests, opportunities, and available practical skills. In the ways of studying educational material, cognitive mental processes receive a qualitatively different degree. Intellectual abilities of high school students are characterized by abstraction and neoplasm. A distinctive feature of this age is also considered to be the desire for judgments with not always appropriate maximalist and egocentrism. A high school student, perceiving certain phenomena of the surrounding reality, not only States them, but also expresses his own attitude to them, takes a certain position, assumes his personal role in potential modifications of these phenomena. The arbitrariness of mental processes makes it possible for a high school student not only to collect a specific set of information in the field of study subjects, but also to systematize them taking into account the main interests. Manifestations of lively interest, stable mental activity, the ability to logically comprehend the memorized material and abstraction of thinking are considered signs of the degree of formation of cognitive mental processes in older adolescence. Recent research by scientists shows that high school students are often guided not by the interests of society, business structures, and educational institutions in which they intend to study, but by their own ideas that arise as a result of the process of professional self-determination. Its focus and content are constantly changing under the influence of various socio-economic, socio-cultural factors, opinions about prestigious professions that exist in certain communities, in the minds of the parent community [5, 19].

However, even such a dynamic not seen or studied from the perspective of the sustainability of the value chain and supply, as well as a system or as the sustainability of the supply chain and proper. In these terms such sustainability is geared to identify a number of resources that have been identified taking into account the value and supply chain. These resources can be defined flow of students entering higher education also can identify flows of monetary resources or technical research oriented, following this flow are observed transiting these resource flows to the direct beneficiaries, also traveling to final beneficiaries identified as beneficiaries are they governmental, civil society, private companies, etc.

4. Conclusion

The purpose of this paper is to introduce and discuss the concept of social supply chain management in education. Researchers of the problem of professional self-determination note that the attitude of modern teenagers to the choice of a future profession is quite superficial. Dependent moods, low motivation to learn, and an unwillingness to think about the future are not uncommon among teenagers. Many students are not sufficiently informed about the world of professions [2]. In [3], studying the state of self-determination of high school students when choosing a profession, came to the conclusion that this process is currently unorganized. She notes the low interest of society in developing appropriate skills among young people, the lack of activity of those subjects that affect the quality of students' self-determination [2]. Therefore, it is necessary to focus on the competent formation of social supply chain and professional self-determination among high school students. The age of high school students is an important time for the formation of social supply chain maturity. At this age, the foundations of the worldview are laid. The high school student comes to realize that he is included in social supply chain relations, because he is looking for social supply chain self-affirmation. Social supply chain and professional self-determination of high school students in today's situation largely reflects the essence of their spiritual and moral values, which are the product of personal maturation and a prerequisite for its subsequent activity. At the same time, the spiritual and moral orientations of high school students determine the essence and characteristics of their professional orientation and professional self-awareness, which determine the comparison of goals that appear in high school students with their standards, concepts of values and their own abilities. Thus, the analysis of interpretations that exist in pedagogical science allows us to define social supply chain and professional self-determination of high school students as an open dynamic process, during which the formation of personal attitudes of adolescents to social supply chain and professional activities for successful self-realization in society is carried out.

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