PROFESSIONAL VALUES IN YOUTH EDUCATION

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Abstract
   Human factor plays an important role in sustainable development of a state without which the planned changes would not be possible. It determines the importance of preparing future specialists. Education acquired by students lays the basis for strengthening future welfare. Higher education institutions are in charge of implementation of different study programmes by carrying out the established aims and objectives. Improvement of the study course content ensures preparing good and competitive specialists. Often, problems arise due to students' poor awareness of the profession, the potential field of activity, the necessary knowledge, skills and attitudes Internal and external motivation is the influential strength, which makes the process of learning a profession more focused. A successful career relates to an appropriate career choice in line with the interests and abilities. In order for today's students to successfully join the labour market, acquiring values important for the profession must be included in the educational process.

Keywords: Education, motivation, career, professional values

Introduction:
   True humanism, freedom and democracy bring forward human development, its high quality, which takes into account individual needs and abilities according to its position in the public relations' system, as major public wealth. Enduring value of many of the historical and social changes is the tendency to reach harmonious consolidation of interests of individuals and society. Our society oriented towards democracy and legal relationships more and more subjects its social activities and operations, internal and external policy, material and spiritual resources to caring about individuals, creating and improving the environment for their actual development, releasing each individual's unique creative potential.
   Today's youth is tomorrow's active representatives of the society, highly qualified specialists – Latvian fortune and advantage. Educated and creative people are one of the main priorities for achieving the strategic aim of the Latvian National Development Plan for 2007 - 2013. This is why modern education is directed towards the person that has to learn lifelong. That is an educational paradigm of the 21st century which becomes more successful by acquiring professional values in the youth education process, where educational and upbringing models help youngsters acquire, be aware of and accept certain values. Relation of youngsters' chosen profession to implementation of their personal needs and interests is as important.
   Preparing high level professionals, higher education institution must provide the possibility to acquire values important for the profession. There are different professions and fields of activity for these professionals; therefore it is important to establish the main professional values, which must be paid special attention to in the study process.
   The aim of the research: to explore which values significant for the profession would be important to activate in the educational process.

Education as a Value

Education with good reason is considered to be a human activity field that most directly influences person's quality of life and welfare. J. Valbis (Valbis, 2003) points out that main task for the education system in a democratic and humane society is comprehensive development of individual's abilities and potential, his or her preparing for lifelong learning, creative working life and responsible participation in society processes. World's economic and social development becomes more and more dependent of the aggregate of individual's knowledge, skills and attitudes therefore importance of education in development of society welfare increases constantly.

Learning, teaching and upbringing lay the basis for education. Learning and teaching is directed to human brain, upbringing – to development of personal qualities. An individual acquires education in some field as a result of learning, but attitude towards the profession and work he or she acquires as a result of upbringing. (Kramiņš, 2010).

In the UNESCO International Commission Report on tasks of future education experts name fundamental learning types: learning to know, learning to do, learning to live together, learning to be and learning to be able to choose. J. Grants (Grants, 2007) analyses these education aspects in the context of Latvia. Learning to know is not only accumulation of information but it is more a skill to acquire education, the joy of understanding, cognition and revelation. As a tool it allows an individual to sufficiently understand one's surroundings to live in dignity, develop professional skills and communication skills. Learning to do – it is application of the education for future employment. With increasing importance of information and knowledge, former perceptions of professional skills are aging to the fore in a personal capacity. Learning to live together is an extremely important skill. To understand others, one must first get to know oneself. When you create an adequate picture of the world, education must help to determine the identity. Only then will people be able to truly understand other people, their attitudes and behaviour. Learning to be – education should facilitate comprehensive development of every individual - psychic abilities and physical fitness, self-responsibility, development of intellect and spiritual values. All people have to have a possibility to develop an independent, critical thinking and development of own judgment. A special place in education must be given to development of imagination and creativity. Learning to be able to choose - meaning free awareness of one's opportunities and resources that provide people with the possibility to choose. The more possibility of choice is facilitated, the more sense of responsibility is facilitated. A person becomes responsible for what he or she chooses.

Already in childhood both - family and school should disclose the value of education to the child, which is why during a young person's learning process education must be strengthened as a value in the scale of values. This is confirmed by responses in the survey of respondents working in a profession acquired at a higher education institution (n = 350), where 67.5% of them believe that education has made a major contribution to their professional career.

Importance of Motivation in the Education Process Students' performance depends on three factors: the skills and abilities to take appropriate action, the resources (information and other resources), and motivation to pursue the activity. A. Vorobjovs (Vorobjovs, 1996) stresses that motivation is always a complex of initiatives: needs, motives, ideals, aims, interests, valuesorientation and other elements directing and contributing to behaviour. It acts as a loosener of individual's potential capabilities. The term "motivation" in the study process can be viewed in three different contexts:

- an attempt to identify student's needs and aims, which appears as a motivator for activity;
- activities that are preferred and alternative choices;

- situations in which the teacher seeks to influence students in order to achieve high performance and enhance their quality.

The importance of the above mentioned statements of professional learning motivation is characterized by student needs and objectives named in the survey. The most important ones in the view of youngsters are revealed in the diagram as percentage (n = 400) (see Figure 1).
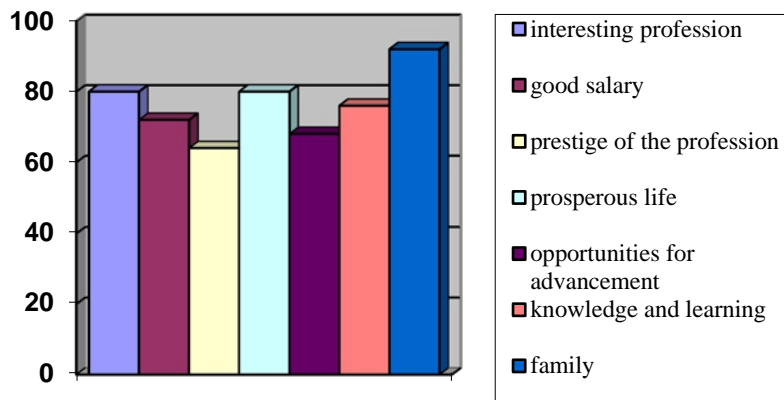

Figure 1 – Needs and objectives of youngsters

Students see family foundation as the most important need and aim, which is very important at this age. The need to acquire the profession that corresponds to personal interests and is prestigious in the community is appreciated very much. In order to implement these needs, the aim of young people is knowledge and learning, growth opportunities by improving themselves, which generally provide a prosperous life.

Evaluating students' thoughts on preferred activities of the study process, and alternative options, it can be concluded that a large majority of students are satisfied with content, quality and organization of lectures, seminars and practical training. Each student's individual work and feedback possibilities, which are not always fully utilized, contribute to accountability. Teachers' selected working methods and forms of organization of activities which can affect students' learning outcomes and increase the quality of acquisition of the profession play an important role.

Teacher and student collaboration in the study process reveals the relevance of internal and external motivations that are strong factors influencing student activities. External motivation is based on external encouraging circumstances such as other people's behaviour, rewards and punishment, assessment and feedback of the people around in the given situation.

In the case of external motivation, students are mostly focused on results. Depending on the theoretical framework for external motivation there can be both positive and negative effects. In the case of internal motivation student's behaviour is determined by the interest in the work itself when it is performed for the sake of activity itself rather than for achievement of any external awards. If students try to find additional sources on a topic they are interested in or that is relevant to the profession, then you can safely say that they're showing internally motivated behaviour patterns of developing knowledge, skills and attitudes.

For students to succeed in educational process, it is important to take into account the inherent human desire for social recognition of one or more groups; sometimes being reluctant to strive for attention and power, but the desire to be discreet, to think about health and be thrifty; willingness to trust one or more people of whom also to wait reliance; to adopt appropriate values and norms, to be precise, punctual, uncompromising, hate compromises, not possess a sense of humour, to strive for own field of activity in which he or she wants to be a independent and assume responsibility.

R. Baltušīte (Baltušīte, 2006) marks off several types of motivation:

- Cognitive motivation, which may be internal (curiosity, interest in the new, active learning) and external (knowledge of no interest, rationality comprehension).
- Achievement motivation can also be external and internal: external - personal desire for certain reputation, the desire to gain recognition, expressed as ambition and prestige; internal - people are aware of their own personal growth (intellectual pleasure, the pleasure of revelation).
- Obligation motivation - external type appears as a focus on other people's reactions, internal - taking responsibility, being accountable to oneself, but the successful execution of the obligation is a determining factor in the self-regulation of behaviour.

Themes related to self-determination and preparation for independent life begin to take the main place in young people's motivation. Most commonly an individual at an early age takes into account consciously defined objectives, plans, intentions. V. Muhina (Мухина, 2000) believes that prospective motivation becomes a powerful factor for young people: preparation for choosing the profession, implementation of important aims. Motivation is also influenced by the learning situation, the circumstances in which student action takes place and which are structured by the teacher, as well as the cultural environment.

V. Boroņenko (Boroņenko, 2007), by studying the problem of high educational value and low motivation to learn, names as criteria: negative motivation - learning not to receive a bad evaluation and not to be blamed; hidden motivation - the student wants to learn and acquire knowledge, but hides it from others, from classmates; targeted motivation - the student consciously learns and acquires knowledge without compulsion from the outside. Lack of motivation is one of the reasons for termination of studies and failing to obtain a professional qualification. The problem arises when the young person himself or herself does not understand the need for education as the value; they lack motivation to learn, while the society is not able to find effective methods and tools for purposeful motivation.

Lack of motivation can be solved by a different approach to studying when the acquisition of knowledge obtains qualitatively new direction - self-determination. Self-determined learning is an independent learning process in which students actively participate in the management, organizing it, as well as analyzing, researching, and assessing. In other words, utilizing the opportunities offered by studies, students develop their learning ability, act in their own interests in order to improve their quality of life.

Career and Factors Influencing its Formation

Youth is an important phase in the process of personality formation, when the subjective sense of the world, belief system expressing the subject's attitude to the world, his or her values orientation stabilizes (Tunne, 1999). During this time career-related decisions (Jigău, 2009), formation of one's definite life-style takes place. Successful career opportunities enable people to fulfil their potential and interests personally, professionally and socially. Career development theorist E. Ginzberg (Ginzberg 1975) divides the process of career choice into three different stages, with the realistic stage between 17 and 25 years of age. At this stage young people explore sources of information considering all factors of impact and make the final selection. The decision-making process is life-long, and one searches for the optimal choice of career planning in an attempt to align their objectives with the reality of the professional world.

Career is often perceived as a process that depends on one's occupation, but a modern concept of career reveals much more. A successful career is seen as a consistent sequence of roles throughout an individual's life, at the same time including personal freedom, self-examination and personal understanding of success. Peterson, G. W., Sampson, J. Sun and Reardon, R. C. (Peterson, Sampson, Reardon, 1991) demonstrate the formation mechanism of career as a three-level hierarchy in the form of a pyramid (see Figure 2):
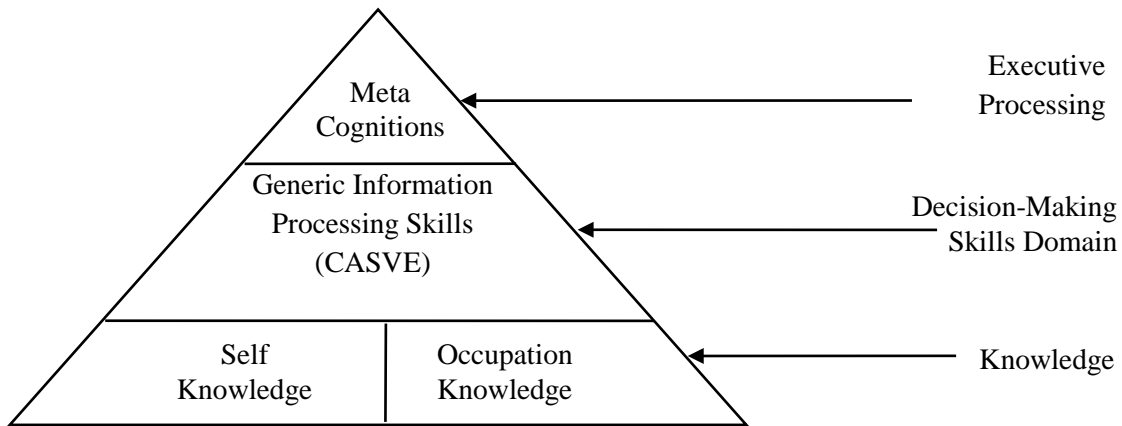
Figure 2. Pyramid of Information Processing Domains in Career Decision Making
(by Peterson, G. W., Sampson, J. P. and Reardon, R. C., 1991)

Self-assessment, knowledge of professions and socio-professional environment interact and modify the career-oriented behaviours. Basis covers the fields of knowledge: about oneself – self-acquaintance (values, interests, suitability) and about the world of employment (education and training possibilities, information on employment, occupations, professions, work). The middle level (CASVE) includes information processing fields oriented to problem-solving and decision-making in five stages: Communication, Analysis, Synthesis,
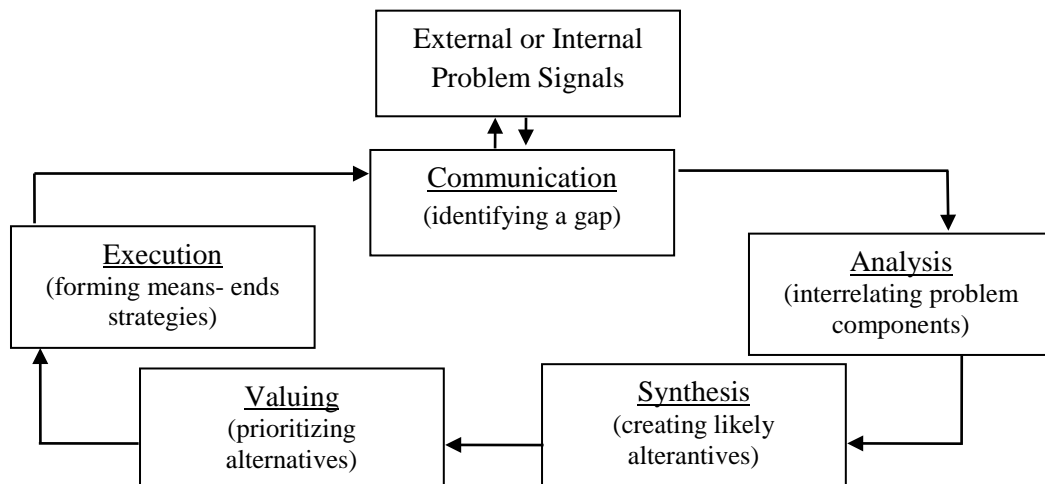

Figure 3. The Five Stages of the CASVE
(Communication, Analysis, Synthesis, Valuing, Execution)
(by Sampson, J. P., Peterson, G. W., Lenz, J. G., Reardon, R. C.,1992

C – Communication. A person is aware of the need to make a decision, feels existence of the problem with regard to information in his or her possession that may be required to change their situation for a desired one. Contacts with specialized institutions, learning and practical workshops as well as communication with people are very important at this stage.

A – Analysis. It is the degree of understanding oneself and the options available, where the individual analyzes the overall structure and components of the given problem and prepares an action plan in mind. This stage requires deep understanding of oneself (values, abilities and interests), interpreting the data of personal problems, self-observation, gathering new information, reflection and understanding the relationship between oneself and the chosen profession.

S – Synthesis. This process is aimed at developing realistic alternatives, application of divergent thinking based on existing knowledge. Of the many apparently acceptable interim solutions those solutions that are furthest from one's personal interests, values and abilities are gradually eliminated.

V – Valuing. At this stage selection of the school, studies, profession and specialization takes place. Implementation of the personal development model as the most ideal choice is happening. Emotional component plays an important role.

E – Execution. At this stage thoughts of career development are converted into action, characterized by implementing own choices. This stage covers implementation of the decision and solving the identified problems in the first stage.

Processing field that is a reflection stage of career decisions is associated with meta-cognitive abilities; the function of this mechanism is to evaluate and control the way in which the decision is made (the previous level of the pyramid), as well as the accuracy towards personal values, interests and abilities, information on professions (basic level of the pyramid). Three types of skills are of particular importance in the meta-cognitive process: intuition, self-awareness, and control and monitoring (Jigău, 2009).

There are many initiatives for young people's career development in Latvia. Unfortunately, the number of unemployed in the country is also rising fast among young people, and there is evidence of young professionals leaving for work outside the country; therefore it is important to ensure acquiring professional values in the educational process and young people's awareness of employment and career opportunities in the our country.

Acquisition of Values Significant for the Profession

Values are specific social characteristics of the surrounding world of objects, which show the objects' positive or negative role towards the individual and the society. Facilitation of value formation plays an important role in upbringing today's new generation. Its positive process is equally important to children, teenagers, young people, their families and the society as a whole. Values are recognized as an important factor influencing the direction of a personality in the whole world.

The classification of values is much forked. The task of higher education institution teachers is to help students to acquaint themselves with, learn, recognize and accept significant values of the profession because they are critical to their future career. Interaction of students and teachers facilitate formation and development of professional values, expression of inner potential, spiritual growth, and the need for self-implementation.

In every profession, according to the specifics, there are three groups of values:

• Professional affective or emotional values - respect for one's profession, being proud of it.

• Professional cognitive values - necessary knowledge for the profession, knowledge of communication, its importance, etc.

• Professional psychomotor values - professional practical and theoretical skills and abilities as values which can only develop in practice.

If young people understand their life purpose and objectives, if they have faith in themselves and the people around, the awareness of the existence of higher spiritual values such as truth, justice, beauty, morality, all of this brings the power and the will to act, to strive ever forward to higher ideals (Tunne, 1999). Young people's choice of values is influenced by: the character, temperament type, gender, intelligence, the way of thinking, upbringing, family, environment, aims, experience, perception of the world, social norms of society, diversity of interests, activity, employment, ability to reason, analyse and adapt, self-esteem and self-evaluation, independence and dependence, well-known public persons, idols, etc.

Communication plays an important role in formation of professional values which can be divided into 3 stages: I myself, others, and contexts. In "I myself" stage communication

process and its result depends on the individual's own behaviour, thoughts, feelings, perception of the partner in given situations. In "Others" stage partner's behaviour, thoughts, feelings, an individual's perception in given situation dominate. The context characterizes environment of communication and conditions that foster or hinder communication and significantly influence the formation of professional values. The context includes the physical space (room furnishings, lighting, etc), social space (family, group, university ...), psychological space (benevolence, ignoring etc.), cultural space (tradition, religion, etc.).

Assessment of the personal value system is one of the components of making the right choices in life; it helps to develop self-confidence and is particularly useful for building motivation for work. In his research psychologist Schein E.H. (Schein, 1990) has concluded that there is a close link between the system of values, needs, expertise which are believed in and the chosen career type. The author has determined eight groups of values and called them a professional career "anchor":

*Technical / functional competencies. They are related to a desire to "be an expert" in a particular area, with the approval of own mastery and development of horizontal career.

*General manager competencies. The professional aim is to get new organizational experience, make a decision, extend the sphere of influence, and strive for financial success.

*Autonomy / independence. It is related to the extension of the concept of freedom, avoiding burdensome obligations and restrictions. This group of people have a heavy emphasis on independence, their objective is to work independently and take responsibility for it.

*Security / stability. The main driver in this case is an emotional relationship with the institution, the feeling of loyalty. Employees, who have expressed strong need for security, do not seek to change the existing environment.

*Creativity. Creative people are happy to learn something new about themselves, about the organization and its subsystems. They notice problems and eliminate them, as well as seek to introduce changes and innovation.

*Serving / trust purpose. In this case, the primary aim in life is to implement the values of humanism, solve political problems, help others, cure, and teach.

*Challenge. All the operations are based mainly on the desire to overcome difficulties and to take risks. People, who love challenges and enjoy working in an environment that offers the fight and competition.

*Lifestyle. People, who find this value important, try to maintain balance between the different aspects of life - mainly between work and personal life.

Students of various specialties, assessing their personal relevance, determine the place of given values in the professional context (see Figure 4):
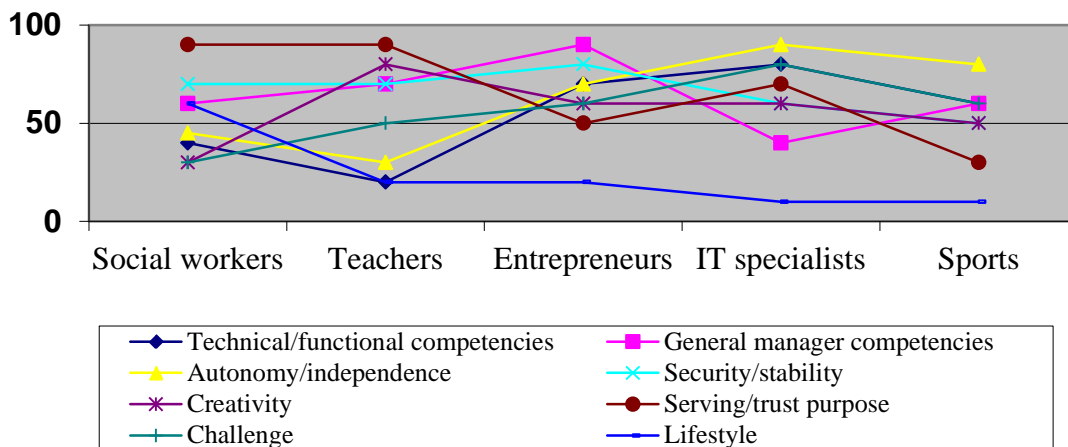

Figure 4. Relations between the groups of values and future professions of students

Interpretation of the data reveals that serving / purpose trust and security / stability are the most important values for future social workers, but serving / trust purpose and creativity are most important for students of the study program "Teacher". Future business professionals give the highest score to general manager competencies and security / stability, future IT specialists - autonomy / independence and technical / functional competencies. In contrast, the future sports-related specialists have ranked autonomy / independence, general manager competencies, as well as technical / functional competencies in the scales of values at the top positions. Based on E.H. Schein findings, it is advisable to activate the named groups of values in the study process.

A group of experts (Baumanis, Jaunzeme, Tisenkopfs, 2007) established a vision of "Individual – Society – State – 2030 value based sustainable development in Latvia". The report points to the fact that so far the Latvian Development Planning has been largely built on priorities and interests. Experts recommend that national and community core values should be nominated as Latvian Sustainable Development leading-motive. Human is the central element of sustainable development – it is equally the development objective, implementer and promoter, who embodies the values in practice. 21st century vitally needs ideals to which people would be able to rely on, which would address them and motivate for participation. Growth of the society is determined by individual's desire for excellence. The community's growth depends on an individual's propensity to excellence. Striving for long-term values brings more wealth than striving for well-being itself, as prosperity does not create ideals, but ideals can create wealth and also happiness. Individual's intellectual, emotional, moral and spiritual development, personal growth and the desire for self-expression – these are aspects that have become an integral part of a prerequisite for sustainable development in many countries. The vision group recommends that Latvian sustainable development is based on five core values: respect, excellence, knowledge, deep roots, and children.

Respect - self-esteem, mutual respect is the foundation of society. Respect constitutes of full-fledged involvement in the economic life, in the society, fulfilment of one's goals. Respect plants confidence and pride in oneself, own country - I am able, skilled, safe. Respect names ethical standards in economy, politics, makes the responsibility and conscience speak. It loosens individual's capability, allowing safe operation.

Excellence **-** everyone can be excellent in their field – everyone has possibilities. Excellence starts with activity and dedication, it is strengthened by education, complemented by technology and crowned by culture. We must strive for the excellence of individuals, enterprises, regions, and the nation. Only being excellent, we will not be lost in this globalized world. All the past honour and virtue is already excellent! Each present achievement is excellent! This value should be engrafted on the national branch, cultivated and brought to maturity anew.

Knowledge is both - the value and the means for prosperity of a small nation - as knowledgeable, educated and creative Latvian people and enterprises will be, as well we live. Knowledge is the means for competitiveness and integration of the society. Only a wise and educated society will be able to dominate the technology and the market and ensure sustainability**.**

Being with deep roots is an ancient value, but to be interpreted anew. We need to be open in the globalized world, otherwise will not be competitive, but we must keep deep roots in our land, traditions, society, and culture; we must protect our identity. Deep roots provide new opportunity for the economy and society to present their uniqueness in the globalized world. This would decrease youngsters' desire to go in search of profits outside the country and would promote accountability for their native country's growth. Latvian ex-president Vaira Vike-Freiberga (Vike - Freiberga, 1997) specifies three different components in the definition of national self-confidence:

- In the case of Latvians - understanding of their Latvian being or ethnic characteristics, including language, culture, life style, value system, place of residence and shared history.
- Deliberate and positively painted national identity where people consciously feel themselves as components of a greater community and identify themselves with the people in general, not just with their neighbours or fellow countrymen.
- National consciousness as a Latvian citizen is not necessarily related to the nationality or ethnic background.

Children - Latvian children should be named as long-term value! The future is only an illusion, if demographics, family policy, and the education system are not right. Large families and dynasties are needed. Every child able to be born is needed for Latvia. Innovation and knowledge society begins with kindergarten! (Baumanis, Jaunzeme, Tisenkopfs, 2007). Values named by the group of experts are important for all professions; therefore they must be revealed in the study process in the content of different courses.

Conclusion:

Evaluating theoretical views summarised in the research and practical research results the following conclusions can be drawn:

- An educated and creative individual is one of the main priorities of Latvia. Importance of education is rapidly increasing in developing society welfare.
- Motivation activates internal resources of youth in acquiring education and encourages acquisition of professional values. Lack of motivation to study is one of today's education problems. Student self-motivation implements achievement of a self-determined learning outcome.
- Successful career enables people to fulfil their potential and personal, professional and social interests. Latvia has a broad framework for young people's career development, but due to unemployment young professionals leave for work outside the country.
- Purposeful activity helps building young people's awareness of the value system and promotes professional values' identification process. One of the objectives of higher education institutions is to provide acquisition of professional values in young people's education process. Students' values in the context of the chosen profession certify their compliance with generally accepted professional values. They discover a desire to develop independence, self-development, susceptibility, creative activity, development of knowledge, communication skills.
- Core values of the nation and society have been brought forward for ensuring Latvian sustainable development. Human is the central element of sustainable development – it is equally the development objective, implementer and promoter, who embodies the values in practice; therefore particular attention must be paid to including the proposed values in the content of study courses.

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