PROFESSIONAL ORIENTATION AND COMPETENCE OF FUTURE PROFESSIONALS WITH A "PERSON-PERSON" OCCUPATIONAL TYPE

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Abstract

Year in year out researchers pay more and more attention to psychological aspects of professional development of specialists with a "person-person" occupational type. This is due to constant increase in the social significance of these jobs. The paper presents the results of research aimed to determine psychological aspects of professional orientation and competence formation for future specialists with the "person-person" occupational type that can be used to improve efficiency of their professional training.

Key words: *professional development, "person-person" type occupations, students' professional training.*

Introduction

Social and economic changes that are constantly occurring in society put forward new demands for a modern specialist personality. Abilities to be a subject of own professional development and to find solutions to social and professional issues relevant to rapidly changing reality become more and more important for them. Modern researchers in almost one voice say that the growing pace of new technologies, information "explosion" and quick information "obsolescence", dramatic complication, automation and computerization of production processes, high likelihood of "non-standard" situations in industrial and social spheres impose new requirements for all professionals. Besides professional knowledge and skills, they should now have special abilities, skills and personal characteristics that provide flexibility and dynamism for professional behavior, creativity at professional activity performing, independence at finding and learning of new information and new professional experience. Necessity to acquire ability to make decision adequately in "non-standard" situations, at lack of time and to have skills for optimum interaction with other members of an operational process at joint work of a team is emphasized especially (Кричик, 2005; Малхазов, 2010).

Much attention is now directed to studying of psychological aspects of professional development of specialists with "person-person" type occupations. In our view, this is because of high social significance of these occupations, which they play themselves, so to speak "in a pure form", as well as because of the fact that they are naturally closely integrated with other types of professions. For example, a film director, an actor (creative

professions), a master, a foreman (a "person-tools" type), an employee of environmental services (a "person-nature" type), a chief accountant, a publishing house director (a "person-sign" type) and others occupations besides their primary occupational type belong also to the "person-person" type.

Trends of modern society development cause permanent increasing of "person-person" occupational type importance. It is especially true for those jobs that can transform other people personalities – teachers, trainers, psychologists, managers, executives, social workers, business coaches, etc. (Kokun & Karpoukhina, 2010; Kokun, 2011). Occupational features and requirements for specialists of such jobs have undergone significant changes over the past two decades due to the radical transformation of the social, political and economic system in the countries of the ex-Soviet Union and general globalization of world society (Зеер, 2007; Полякова, 2008).

However, there is a significant contradiction concerning training of various professions related to the "person-person" type: from the one hand, social and economic changes taking place in society lead to increased requirements for these professionals, their activity and responsibility regarding their own professional and personal development, form the other hand, such professional training remains mostly purely formal, and their professional development often occurs spontaneously (Вілюжаніна, 2006; Сургунд, 2004).

Moreover, professional selection and, especially, professional training for "person-person" type occupations were studied in many researches, but studies of further stages of specialist development for such professions were hardly ever performed (excluding some studies about teachers). Thus, consistent psychological support for all stages of professional development for "person-person" type specialists involves constant improvement of their professional skills and efficiency upon condition of continuous personal development. This provision must be based on reliable scientific results that describe psychological aspects of specialist's activities and professional development.

Therefore, in this article we are going to present the results of our research aimed to determine the factors of professional orientation and competence formation for future specialists during their training. Main attention will be paid to future specialists of "person-person" type occupations.

Object of the research: The features and determiner's factors of professional orientation and competence formation for future specialists.

Aim of the research: To determine the factors of professional orientation and competence formation for future specialists of "person-person" type occupations.

Participants of the research:

In general we have studied 901 undergraduate and post-graduate Russian-speaking students from 15 countries of Eastern Europe, Transcaucasia and Central Asia (234 men and 667 women). The research took place in years 2011-2012. 490 tested students were acquiring common profession of the "person-person" type (psychologists, teachers, educators, doctors, lawyers, managers, diplomats and others) or professions related with people (actors, soldiers, administrators, sales workers, hairdressers, journalists and others); 411 tested persons were form other vocational types (chemists, accountants, economists, engineers, designers, architects, critics, programmers and others). The results of students who master other occupational types were used for comparative analysis. Although the number of women participated in the study was significantly higher than the number of men, but their proportion was almost the same as for their countries, specialties elected for learning, years of learning and age.

Methods of the research

During the studies, we used our questionnaire specially designed for this stage of professional development and three psychological diagnostic methods:

1) the Klimov's differential diagnostic questionnaire,

2) the test for "Communication and organizational skills determination" (KOS-2) and

3) self-efficacy scale of R. Schwarzer and M. Yerusalem.

Our research was based on a psychological diagnostic approach as *the remote professional diagnostics* (Кокун, 2010) and with the usage of diagnostic site http://prof-diagnost.org that we developed. This approach is a modern trend of computer psychodiagnostics and is based on Internet technologies usage. It is especially appropriate in fundamental researches, aimed at revealing general regularities and peculiarities of the phenomena studied. It allows widening the sample by quantitative, regional and professional parameters. Practical implementation of this approach is based on the usage of diagnostic Internet page specifically designed for this purpose.

Research data were processed applying methods of mathematic statistics: Descriptive statistics (mean, std. deviation, frequencies), Pearson correlation, Independent samples T-test.

Results and Discussion

General aspects of professional orientation and competence of future specialists of "person-person" occupational type

It was found out that future specialists of "person-person" occupational type practically do not have difference in professional orientation and competence depending on gender aspect, as well as a country of residence. Two thirds of future specialists intend to work in their chosen professions and have high and higher than average level of academic self-efficacy. One third of them are not sure of their choice and have inadequate levels of academic self-efficacy, they have a need in individual work.

The tested persons mainly have appropriate level of professional orientation: more than half of them have strong or very strong desire to occupy exactly the profession they are being trained for, and 80% of them have levels of learning interest from above average to very high.

We can not ignore the significant gender differences that were found out for the students mastering "person-person" profession according the Klimov's differential diagnostic questionnaire (Table 1). Thus, men show significantly higher levels of interest to "person-tools" occupations and women do to "person-art image" and "person-nature" professions, which is quite natural, but it is more important that the average levels of interest for selected "person-person" professions among tested students of different genders *differ only slightly* and are *higher* than interest for all other four occupational types.

Table 1

Gender differences for the students mastering "person-person" professions according to the Klimov's differential diagnostic questionnaire

№	Occupational type	Men (n = 123)		Women (n = 367)		p ≤
		M	σ	M	σ	
1	"Person-nature"	2,54	1,67	3,19	1,89	0,01
2	"Person-tools"	4,16	1,82	2,77	1,57	0,001
3	"Person-person"	5,77	1,60	5,38	1,66	0,1
4	"Person-sign"	3,70	1,70	3,51	1,92	–
5	"Person-art image"	3,82	1,89	5,14	1,89	0,001

Dynamics of professional orientation and competence formation for future specialists of "person-person" occupational type during training process

Revealed in our study dynamic for various indexes of testers' professional orientation and competency during profession mastering is quite interesting and, in our view, consistent, it characterizes quite clearly psychological aspects of their professional development (Table 2).

Table 2

Indexes of professional orientation and competence of future specialist with the "person-person" occupational type at various stages of professional training (on the base of questioning)

№	Indexes	Year of studying						
		I	II	III	IV	V	VI-VII	Post-gr.
1	Desire to have the chosen profession	2,83	2,62	2,46	2,49	2,27	2,74	2,95
2	Interest in learning	3,60	3,15	3,04	3,25	3,20	3,56	3,71
3	Intention to work in the chosen profession	4,07	4,00	3,57	3,59	3,63	4,04	4,29
4	Knowledge of profession conditions and aspects	3,00	3,00	3,35	3,28	3,37	3,52	3,58
5	Level of professional knowledge and abilities	2,63	2,81	3,05	3,10	3,08	3,19	3,62
6	Willingness to independent work	2,77	2,83	3,16	3,12	3,22	3,21	3,90

As for professional orientation (students' assessment of their own desire to have a chosen profession, their intention to work in it and their interest in training), we can see that it is significantly reduced from the first to third year of learning (at a confidence level $p \leq 0{,}01$-$0{,}001$). Then the desire to have the chosen profession even more reduced to fifth year ($p \leq 0{,}001$ compared to the first year), but interest in learning slightly restored. Then, during the last (sixth-seventh) years of training, all three indexes increase significantly ($p \leq 0{,}05$-$0{,}001$ compared to the third year), almost reaching the first year level, but not higher! But the highest level of professional orientation is fixed for post-graduate students; it surpasses not only the sixth-seventh year level, but also the first one.

Thus, the students' professional orientation during university years does not increase. It is the highest at the first year of education, when students start mastering a chosen profession. Later orientation deterioration, in our opinion, can be largely explained by inadequate education organization and quality at universities, which leads to decrease of students' motivation to learn and of their desire to have a chosen profession. Professional orientation level recovery among the students of the last university year, in our opinion, is due to not it real improvement, but the fact the best students continue learning at these years (graduate level), and worse students quit their education more early. The same can explain higher levels of professional orientation for post-graduate students who, by the way, shown results slightly higher than first-year students.

By contrast, professional competencies (self-estimation of knowledge about professional conditions and aspect, of skill levels and willingness for independent work) sharply increases from the first to third year of education (at a confidence level $p \leq 0,01$-$0,001$). Further, a similar trend to these indexes improvement remains; however, it is not so expressed. Again, a sharp "jump" is observed for postgraduate students ($p \leq 0,05$-$0,001$ compared to the third or fourth years of education). This dynamic, in our opinion, is quite natural and can be related with logical acquisition of professional competence by future specialist during training and, again, with selection of the best students to master's and postgraduate studies.

Let us next discuss the dynamics during university year of students' psychological diagnostic indexes that are important for the "person-person" occupational type-communication and organizational skills, as well as indexes of academic self-efficacy (Table 3). Interestingly, all these indexes reach the highest level at the fourth year of education. But only self-efficacy dynamic from the first to the fourth year is incremental steadily and statistically significant ($p \leq 0,05$ if the first and the fourth years are compared). This, in our opinion, is also quite natural and is related to natural increase of students' adaptability to educational conditions and requirements. As we noted above, during the same period, there is also almost the same dynamics of professional competence.

Table 3
Indicators of academic self-efficacy, communicative and organizational skills of future specialists of the "person-person" occupational type

№	Indexes	Year of study						
		I	II	III	IV	V	VI-VII	Post-gr.
1	Academic self-efficacy	30,36	31,46	31,74	32,09	30,88	31,21	31,2
2	Communicative skills	11,99	10,81	11,32	12,53	11,4	11,94	12,0
3	Organizational skills	12,99	12,46	13,65	14,06	12,97	13,63	13,88

As for development of such important for "person-person" occupational type qualities like communication and organizational skills, we can say that any incremental dynamics was not observed and their changes are not significant. This, we believe, is the result of lack of these qualities purposeful development during professional training. It can be seen as major drawback.

Professional orientation, competence and professionally important qualities of future specialists of the "person-person" occupational type compared with future specialists of other types

Comparison of obtained in our study results for professional orientation, competence and professionally important qualities of future specialists of the "person-person" occupational type with the indexes for other type future specialists has shown, in our opinion, quite interesting results. So all three indicators of professional orientation (student's self-estimation of their own desire to have a chosen profession, to have a job within the chosen profession and interest in learning) and one index of competence of future specialists with "person-person" occupational type are significantly higher

at a reliable level ($p \leq 0,05$-$0,001$) than those of other type future specialists (Table 4). Perhaps, this may be due to the next factors: more interesting training program for mastering "person-person" type professions, more conscious choice of profession, potentially greater earnings, presence of psychological differences between people having chosen this type of profession and individuals having chosen a profession of another type. Degree of each factor influence on the result can be estimated in further in-depth researches.

Table 4

Comparison of professional orientation and competence of future specialists with "person-person" occupational type with other type specialists

№	Index	Occupational type	n	M	σ	p ≤
1	Desire to have the chosen profession	person-person	490	2,63	0,96	0,001
		other	411	2,31	0,95	
2	Interest in learning	person-person	490	3,37	1,01	0,001
		other	411	3,14	1,06	
3	Intention to work in the chosen profession	person-person	490	3,91	1,03	0,05
		other	411	3,75	1,07	
4	Knowledge of profession conditions and aspects	person-person	490	3,13	0,89	0,01
		other	411	2,97	0,89	
5	Level of professional knowledge and abilities	person-person	490	2,89	0,86	–
		other	411	2,85	0,88	
6	Willingness to independed work	person-person	490	2,99	0,97	–
		other	411	2,93	1,04	

In our opinion, we obtained interesting and logical differences for indexes presented in the Klimov's differential diagnostic questionnaire between future specialists with "person-person" occupational type and other type specialists (Table 5). Thus, future specialists with "person-person" occupational have significantly higher (at a confidence level $p \leq 0,001$) professional orientation level in comparison other type specialists not only to the "person-person" occupational type, but also to the "person-nature" type. Moreover, their average professional orientation level to the "person-person" type is significantly higher than to other types. Indexes for the "person-art image" type for two tested groups are virtually equal. A future specialists of other occupational types exceeds significantly ($p \leq 0,001$) at the professional orientation of "person-person" occupational type specialists on indexes "person-tools" and "person-signs".

Also, in our opinion, it is natural is that future specialists with "person-person" occupational type have significantly higher (at the confidence level $p \leq 0,01$-$0,001$) diagnostic indexes for such professionally important skills like communication and organizational skills (Table 6). Educational self-efficiency for two compared groups does not differ.

Table 5
Differences for indexes of Klimov's differential diagnostic questionnaire shown by future specialists of "person-person" occupational type and by other type specialists

№	Occupational type index	Occupational type	n	M	σ	p ≤
1	"Person-nature"	person-person	490	3,03	1,85	0,001
		other	411	2,56	1,88	
2	" Person -tools"	person-person	490	3,13	1,74	0,001
		other	411	3,58	1,77	
3	" Person-person"	person-person	490	5,48	1,65	0,001
		other	411	4,75	1,68	
4	" Person-sign"	person-person	490	3,56	1,87	0,001
		other	411	4,15	1,88	
5	" Person-art image"	person-person	490	4,81	1,97	–
		other	411	4,96	2,02	

Table 6
Indexes of educational self-efficacy, communication and organizational skills for future specialists with the "person-person" occupational type and other types

№	Index	Occupational type	n	M	σ	p ≤
1	Educational self-efficacy	person-person	490	31,04	4,57	–
		other	411	30,64	4,62	
2	Communicational skills	person-person	490	11,50	4,80	0,001
		other	411	10,08	5,08	
3	Organizational skills	person-person	490	13,25	3,48	0,01
		other	411	12,50	3,91	

Relations and factors of professional orientation and competency of "person-person" occupational type specialist during professional training

Favorable and unfavorable factors for successful course of this stage of professional development of future specialists with "person-person" occupational type were determined by analyzing correlations (by Spearman) between indexes of their professional orientation and competence used in our study and indexes from questionnaires and psychological diagnostic methods that can act as such factors, as we anticipated. Table 7 shows the correlation matrix of professional orientation indexes with similar indexes.

Before going directly to the analysis of professional orientation and competence relationships and factors it should be noted that all used in our study indexes are positively linked with high significance levels, notwithstanding that correlation coefficients themselves do not have high absolute values (from 0,19 to 0,31). This is completely understandable, because professional orientation is not the only factor for successful acquisition of professional competence.

So if we take the direct correlation between most professional orientation indexes (indexes 1-3) and competency (№ 4-7) separately, we can see that their absolute values are significantly higher: from 0,42 to 0,67 between professional orientation indexes (see Table 7) and from 0,35 to 0,54 between professional competence indexes (see

Table 8). This fact just confirms validity of our questionnaire containing questions to determine levels of professional orientation and competence for future specialists.

Table 7
Correlation of professional orientation indexes for future specialists with "person-person" occupational type

№	Index	1	2	3
1	Desire to have the chosen profession	1,0	,50***	,67***
2	Interest in learning	,50***	1,0	,42***
3	Intention to work in the chosen profession	,67***	,42***	1,0
4	Knowledge of profession conditions and aspects	,24***	,31***	,26***
5	Level of professional knowledge and abilities	,19***	,22***	,22***
6	Willingness to independent work	,22***	,23***	,25***
7	Educational self-efficacy	,22***	,34***	,30***
8	Communicational skills	,16***	,26***	,09*
9	Organizational skills	,24***	,27***	,12**
10	"Person-person" type	,14**	,03	,10*
11	Preparation to lessons (hour per day)	,09*	,21***	,13**
12	Ability to work (during day)	,15**	,17***	,01
13	Ability to work (during week)	,12**	,17***	,06
14	Health	,16***	,17***	,08
15	Relationships with fellow students	,14**	,17***	,09*
16	Relationships with teachers	,23***	,33***	,19***
17	Compliance with professional requirements	,30***	,37***	,32***
18	Academic achievements	,14**	,32***	,16***

Note: 1) indexes № 1-6, 11-18 obtained with the questionnaire, № 7 – with self-efficacy scale, № 8-9 – with the method KOS-2, № 10 – with Klimov's questionnaire;
2) *** – correlation is significant at $p \leq 0{,}001$; ** – $p \leq 0{,}01$; * — $p \leq 0{,}05$.

We see that all three professional orientation indexes (students' self estimation of their own desire to have a chosen profession, intention to work with the chosen profession and interest in learning) are most closely (and significantly) related to tested students' self-estimation of their compatibility with requirements of the chosen profession. Also there are reliable correlations of the three indexes with student's self-estimation of relationships with teachers. But the correlation coefficient for relationships with fellow students is twice smaller. This can be regarded as a natural phenomenon, because teachers (and relationship with them) for students are more important on the way of professional training than classmates.

Also statistically significant positive correlation between professional orientation indexes and academic achievements and a time spent for lesson preparation can be viewed as commonsensical. But interest in learning stands apart, it correlation coefficient with academic achievements and a time spent for lesson preparation is two times larger than the other two orientation indexes.

We cannot overlook the fact that two orientation indexes – desire to have a chosen profession and intention to work in a chosen profession – have significant correlation

with students' self-estimation of ability to work during day and during week and their health.

It was found out also that all three professional orientation indexes significantly correlated with all indexes of used psychological diagnostic methods that, as it was expected, along with analyzed above indexes from the questionnaire are indicators of favorable and unfavorable factors for successful professional training: the level of communication and organizational skills and orientation to the "person-person" occupational type.

Les us interpret the obtained results in terms of *orientation* of established links between the indexes. In our opinion, the relation between obtained from the questionnaire professional orientation and competence indexes is *predominantly one-way impact;* the first indexes influence onto the second ones – the highest level of professional orientation leads to better competence development. Although there may also be a partial influence of *the third factor* – the presence of certain necessary for "person-person" occupational type professionally important qualities can be a cause of better professional competence development and of a higher level of orientation on profession mastering.

A sufficiently strong and statistically reliable correlation ($r = 0,22\text{-}0,37$; $p \leq 0,001$) between the diagnostic index of academic self-efficacy with all questionnaire indexes of professional orientation and competence (see Table 7 and 8) is the argument in favor of the latter assumption. Academic self-efficacy is a part of such personal feature as general self-efficacy that determines person's performance in various areas, especially at different stages of professional development for "person-person" type professions.

We believe that relations between professional orientation and students' self-estimation of compliance with professional requirements, willingness to independent professional work, relationships with teachers and fellow students, times for lesson preparations, ability to work during day and week, health are examples of mutual influence. For example, form the one hand, a higher level of students' professional orientation determines their desire to have better relations with those who can help them to master their profession – their teachers, and from the other, – good relationships with teachers enhance or preserve the high level of professional orientation.

Influence on professional orientation of such psychological diagnostic indicators as academic self-efficacy, communication and organizational skills and degree of interest to "person-person" occupations, which can be regarded as factors supporting successful training of future specialists with the "person-person" occupational type, can be described as positive *one-way influence*. Professional orientation *influence* on academic achievements, which, in our opinion, is possible to regard as one of the most important "derivatives" of orientation, can be described as predominantly *one-way influence*.

Table 8 shows correlations of professional competence indexes.

From the above two tables we can see that in comparison with the orientation indexes, professional competency indexes related more closely to academic achievements, and along with it the correlation with the time for lesson preparation is much weaker. It also confirms the validity of the questionnaire on professional

orientation and competence, because academic achievements reflect the existing level of student's professional competence in significantly greater extent and the time for lesson preparation reflects their professional orientation.

Table 8
Correlation of professional competence indexes for future specialists with the "person-person" occupational type

№	Indexes	1	2	3
1	Knowledge of profession conditions and aspects	1,00	,54***	,35***
2	Level of professional knowledge and abilities	,54***	1,00	,54***
3	Willingness to independent work	,35***	,54***	1,00
4	Educational self-efficacy	,30***	,35***	,37***
5	Communicational skills	,23***	,28***	,30***
6	Organizational skills	,21***	,30***	,27***
7	"Person-person" type	,06	,10*	,06
8	Preparation to lessons (hour per day)	,07	,10*	-,05
9	Ability to work (during day)	,07	,11***	,02
10	Ability to work (during week)	,12**	,10*	,14**
11	Health	,10*	-,02	,02
12	Relationships with classmates	,07	,15**	,18***
13	Relationships with teachers	,18***	,16***	,16***
14	Compliance with professional requirements	,30***	,26***	,22***
15	Academic achievements	,37***	,42***	,37***

Notes: 1) indexes № 1-3, 8-15 obtained with the questionnaire, № 4 – with self-efficacy scale, № 5-6 – with the method KOS-2, № 7 – with Klimov's questionnaire;
2) *** – correlation is significant at $p \leq 0{,}001$; ** – $p \leq 0{,}001$; * – $p \leq 0{,}05$.

Approximately the same levels have correlations with students' self-estimation of compliance with professional requirements, willingness to independent professional work, relationships with teachers and fellow students, times for lesson preparations, ability to work during day and week, health.

Professional competence index correlation with all used indexes from psychological diagnostic methods appeared to be even tighter than for professional orientation. It is completely logical, since these indexes are important indicators of professionally important features for "person-person" type specialists, development of these features, in turn, can be regarded as an integral part of professional competence.

As for above relations *orientation*, we would like to highlight the existence of *mutual influence* between professional competence and relationships with professors and classmates. As in the case of orientation, influence on professional competence of psychological diagnostic parameters as the level of educational self-efficacy, communication and organizational skills and degree of orientation to "person-person" occupational type can be regarded as *one-sided* positive impact. Professional competence impact on academic achievements and self-estimation of own abilities to profession requirements are *predominantly one-way*.

Conclusions

Obtained results show that two-thirds of future specialists with the "person-person" occupational type are going to work in their chosen professions and have high

and higher than average level of academic self-efficacy. The third of them, who are not sure of their choice and have inadequate levels of academic self-efficacy, require individual work. The tested persons mainly have appropriate level of professional orientation: more than half of them have strong or very strong desire to occupy exactly the profession they are being trained for, and 80% of them have levels of learning interest from above average to very high.

Future specialists with the "person-person" occupational type shown significant gender differences for a part of indexes of Klimov' differential diagnostic questionnaire (men have significantly higher interest to " person-tools" and women do to "person-art image" and "person-nature" professions), but the fact is more important that the average orientation levels of the tested students with different gender to chosen "person-person" type professions *differ only slightly and are higher* than interest to all other four types of professions.

Students' professional orientation during university studying, unfortunately, does not increase. It is the highest during the first year, when they start learning a chosen profession. It deterioration later is largely due to inadequate education organization and quality at universities, which leads to decrease of students' motivation to learning and of students' desire to have the chosen profession. Professional orientation level recovery occurs for students in the last year of learning, but it is not real improvement, but the fact that only the best students enter for these courses (graduate and post-graduate levels).

Unlike orientation, professional competency indexes increases sharply from the first to the third year of education. Further, the similar trend for improvement remains, however, is not so expressed. A new sharp "jump" is observed among postgraduate students. Such dynamics is quite logical and associated with professional competence acquiring by future specialists during learning process and, again, with selection of the best students for master and postgraduate studies.

All professionally important psychological diagnostic indexes reach the highest level at the fourth year of education. But among these indexes only academic self-efficacy increases constantly from the first to the fourth year of education and this increasing is statistically significant, that is due to the natural increase of students' adaptation to training conditions and requirements. But such professionally important abilities as communication and organizational skills are hardly developed. And this is a big disadvantage of professional training.

Obtained indexes of professional orientation, competence and professionally important qualities of future specialists with the "person-person" occupational type naturally differ from that of future specialists with other occupational types. So all three orientation indexes and one competence index of future specialists with the "person-person" occupational type are much higher than those of future specialists with other occupational types. The formers exceed substantially future specialists with other occupational types according their interest not only to the "person-person" type, but also to the "person-nature" type. In addition, their average orientation to the "person-person" type is significantly higher than to other occupational types. The "person-art image" type indexes of the two groups do not differ. Future professionals with other occupational types are significantly more interested in "person-tools" and

"person-sign" types. Future specialists of the "person-person" occupational type have significantly higher diagnostic indexes for such professionally important skills like communication and organizational skills. Academic self-efficacy of two compared groups does not differ very much.

All indexes of professional orientation and competence of future specialists with the "person-person" occupational type are positively correlated with a high significance level. Moreover, the absolute values of correlations "inside" indexes of these two groups is significantly higher, which confirms the validity of the questions to determine the levels of professional orientation and competence of future specialists.

As for *orientation* of these and other significant relationships between the various indexes, the correlation type between professional orientation indexes and competence ones is *mainly one-way influence* of the formers onto the latter – a higher level of professional orientation leads to better competence acquisition. Although there may also be present *a third factor* – presence of certain professionally important for the "person-person" occupational type qualities can cause better professional competence acquisition by students and of a higher level of orientation on certain profession mastery.

Relations between professional orientation and self-competence from one hand and with students' self-estimation of relationships with teachers and fellow students, times for lesson preparations, ability to work during day and week, health from the other can be described as *mutual influence*.

Influence of professional orientation and competence into academic achievements is *predominantly one-way*.

Influence on professional orientation of such psychological diagnostic indicators as academic self-efficacy, communication and organizational skills and degree of interest to "person-person" occupations, which can be regarded as factors supporting successful training of future specialists with the "person-person" occupational type, can be described as positive *one-way influence*.

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