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## **SENSE-LIFE ORIENTATIONS OF HIGH SCHOOL STUDENTS AS PREDICTORS OF THEIR PROFESSIONAL SELF-DETERMINATION UNDER THE CONDITIONS OF THE MARITAL STATE**

*Identifying predictors of professional self-determination of high school students and their relationship with meaningful life orientations during the period of martial law in Ukraine is important for predicting the effectiveness of this process under the conditions of modern multi-level education. At the same time, knowledge of the composition of predictors of professional self-determination is relevant for the organization of support and support for the professional and personal development of high school students.*

*The purpose of the article is to study the specifics of the connection between the indicators of the meaning of life and the formation of professional intentions of high school students in the context of professional self-determination in the conditions of martial law in Ukraine. 73 students of grades 9-11 of Khmelnytskyi Educational Complex No. 9, Khmelnytskyi, Ukraine, took part in our study. In order to diagnose the professional intentions of students, the questionnaire "Professional Intentions" and the "Sense-Life Orientations" test (methodology of SLO) by D. Leontiev were used. Additional information about the respondents was obtained with the help of the author's questionnaire, which included questions about the availability of professional, extracurricular education, and experience of initial work.*

*By means of cluster analysis, the sample of respondents was divided into three groups of levels depending on the degree of awareness of life. The first cluster was characterized by low values on all indicators of significant life orientations, the second cluster combined an average level, and the third cluster was characterized by the highest indicators on all scales.*

*The study showed the presence of connections between indicators of life awareness and the degree of formation of professional intentions of high school students regarding the choice of a future profession. In this case, the following indicators of life awareness were determined as predictors of the formation of professional self-determination: the presence of life goals, vocations, intentions and an active attitude to the profession. Thus, the formation of professional self-determination is determined by the presence of conscious aspirations and a non-passive attitude to the chosen field of activity. The results of the study can be used in the organization of support for professional self-determination of high school students as part of career guidance work in general secondary education institutions.*

*Keywords: professional self-determination; personal predictors of professional self-determination; life awareness; professional experience; meaningful life orientations; high school students; martial law conditions.*

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## СЕНСОЖИТТЄВІ ОРІЄНТАЦІЇ СТАРШОКЛАСНИКІВ ЯК ПРЕДИКТОРИ ЇХ ПРОФЕСІЙНОГО САМОВИЗНАЧЕННЯ В УМОВАХ ВОЄННОГО СТАНУ

*У статті висвітлено результати емпіричного дослідження сенсожиттєвих орієнтацій старшокласників як особистісних предикторів їх професійного самовизначення в умовах воєнного стану в Україні. Теоретичний аналіз проблеми спирається на сучасні підходи до розуміння професійного самовизначення як складного, динамічного процесу, що передбачає інтеграцію ціннісно-сміслові сфери особистості, сформованість рефлексивної свідомості та активну суб'єктивну позицію у виборі професії. Обґрунтовано значення осмисленості життя як складової особистісного потенціалу, що забезпечує внутрішню цілісність професійних намірів та їх стійкість в умовах соціальної невизначеності.*

*Емпіричне дослідження проведено серед 73 учнів 9-11-х класів із використанням тесту «Сенсожиттєві орієнтації» Д. Леонтьєва, опитувальника «Професійні наміри» та авторської анкети. За результатами кластерного аналізу виокремлено три групи респондентів із низьким, середнім та високим рівнями осмисленості життя. Встановлено статистично значущі зв'язки між загальним індексом осмисленості життя та показниками сформованості й зрілості професійного самовизначення, визначеністю життєвих і навчально-професійних планів, упевненістю, автономністю та емоційним прийняттям майбутньої професії. Виявлено позитивні кореляції між осмисленістю життя та активним ставленням до професійного вибору й негативні – з пасивністю та емоційною невизначеністю. Доведено, що наявність життєвих цілей, усвідомлених прагнень і сформованого локусу контролю виступають значущими психологічними предикторами професійного самовизначення. Результати дослідження можуть бути використані для вдосконалення програм профорієнтаційної роботи та психолого-педагогічного супроводу старшокласників у закладах загальної середньої освіти.*

**Ключові слова:** професійне самовизначення; особистісні предиктори професійного самовизначення; усвідомлення життя; професійний досвід; сенсожиттєві орієнтації; старшокласники; умови воєнного стану.

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### Analysis of recent research and publications addressing the problem

In the modern general education process, which reflects the specificity of the socio-cultural situation of complexity, uncertainty and diversity through the creation of a rich, flexible, and variable educational

environment and the organization of training based on individual educational trajectories, the subjective personal traits of students acquire special importance, in particular, goal-setting, projecting the professional future, making responsible choices, reflective understanding of the achieved results.

The importance of studying the problem of professional self-determination in the conditions of martial law in Ukraine is beyond doubt, because the instability of the socio-economic and political situation, the dynamism of current changes, including in the labor market, prove that the system of educational work aimed at students' assimilation of knowledge about the socio-economic and psychophysiological conditions of the right choice of profession, needs further development and improvement. In this regard, the study of personal predictors that mediate the professional self-determination of high school students becomes an urgent task, and the solutions found can make it possible to predict the professional and personal development of future graduates of general secondary education institutions and to build purposeful support and support for this process [3]. First of all, this concerns the development of powerful educational technologies of psychological and pedagogical assistance to students in the formation of abilities and skills in analyzing the requirements of various professions, their professionally significant abilities and traits, ways and means of their development and implementation in the constantly changing labor market.

### **Identification of previously unresolved aspects of the overall problem**

Today, many scientific publications offer variants of predictors of professional self-determination and conditions regarding the individuality of education. The topic of predicting self-determination of high school students is also a researched problem [6]. At the same time, the diversity of selected predictors indicates the need to understand and systematize them within the framework of a general approach. Scientific explorations of the problem of professional self-determination of an individual are characterized by L. Olikhovska and are based on various psychological approaches [7]. Thus, representatives of the differential diagnostic approach F. Parsons, G. Munsternberg assumed that the main principles of professional self-determination of the individual are the construction of correspondence between the existing features of the individual and the requirements of the profession; A. Adler, U. Moser, Z. Freud were representatives of the psychoanalytic approach and believed that the main aspects of choosing a profession by an individual are related to the realization of instinctive motives and requests that are formed in early childhood. Proponents of the typological approach O. Kreger, E. Roe, E. Fromm, J. Holland characterized the

dependence of the professional development of the individual on belonging to a certain psychological type [1]. Representatives of the decision-making concept S. Goncharenko, D. Zavodchikov, E. Zeyer, M. Savikas, D. Super adhered to the scientific position that the process of professional self-determination is characterized as a process of making a personal decision.

### **The purpose of the article**

The aim of the article is to examine the specific features of the relationship between indicators of life meaningfulness and the formation of professional intentions among high school students in the context of professional self-determination under martial law conditions in Ukraine.

### **Presentation of the main research material**

The content of the concept of "professional self-determination" as an element of individual self-determination is presented in the works of A. Adler, E. Bern, L. Bonzori, F. Parsons, D. Superi, K. Horney. The theoretical and methodological basis of education focused on individual professional growth is characterized in the studies of the following scientists: V. Andrushchenko, A. Boiko, S. Honcharenko, I. Havrysha, O. Hrebenuk, V. Hryniova, I. Ziaziun, M. Yevtukha.

A number of domestic studies of predictors of professional self-determination are based on D. Leontiev's concept of personal potential. Individual viability is considered as predictors, types of professional development strategies are distinguished (traditional and "life implementation") [8; 10]. These studies revealed a relationship between indicators of self-actualization and components of personal potential in high school students, including forecasting, self-control and correction, awareness of life. It has been established that meaningfulness of life is a factor in the psychological well-being of high school students (Kaliuzhna, 2017) [3]. In foreign studies, data were obtained that psychological well-being and resilience are predictors of satisfaction with professional choice and satisfaction with the learning process is a predictor of the future professional self-determination of students.

We understand the content of the concept of "professional self-determination of an individual" as a complex, long-term, dynamic process that involves a conscious independent determination by an individual of the mission of activity in a specific professional situation. Researchers L. Hutsan, O. Morin, A. Kurbatova, H. Radchuk define the formation of readiness for personal coordination of opportunities that have not yet been used in life and requirements for the chosen professional activity as the basis for the formation of professional self-determination of an individual [5; 9].

Characterizing the psychological factors affecting the process of professional self-determination of the personality of a high school student, we will turn to the work of the researcher I. Kaliuzhna, who summarized various scientific investigations in the direction of external and internal factors influencing the above-mentioned process [3]. The leading internal factors of the process of professional self-determination of the individual are considered: the formation of a conscious position towards one's life activities and individual value orientations; the formation of a stable positive motivation to choose a professional activity; understanding and orientation in various professions; consideration of personal requests and prerequisites, comparison with the requirements for the chosen professional activity; the formation of a system of actions regarding the choice and achievement of the tasks of professional activity; the presence of practical experience in the chosen field of professional activity; appropriate state of health, absence of contraindications to functioning in the chosen field of professional activity; formation of abstract thinking, self-esteem, volitional traits, psychological formation of the individual.

Researcher O. Merzliakova characterized pedagogical factors affecting the process of professional self-determination of an individual [6]. The author drew attention to the content of education, which should be focused on revealing creative potential, preparing high school students to study in institutions of higher education, ability to work in the chosen profession, and readiness for independent and conscious decision-making in fast-moving situations in the chosen professional activity. The content of education, absorbing the process of professional self-determination of an individual, is reflected through the main tasks of the education system in institutions of general secondary education: development of individual qualities, creation of conditions for the realization of creative potential; implementation of the economic requests of the state in qualified personnel; social and cultural involvement in life, formation of an individual's active civic position; formation of competences for lifelong learning. O. Sholokh reveals the content of the process of professional self-determination of an individual through the formation of a value-professional sphere, which is determined by the degree of social activity and effectiveness in life [4].

Proceeding from the above, the formation of the value-professional sphere based on the adolescent's life orientations as an element of professional self-determination serves as the basis for the transformation of internal personality traits into the reality of actions in accordance with universal moral values through the formation of professional interest. In this case, the construction of professional interest includes the definition of current and prospective goals. The current goal of professional interest

reveals their breadth, the perspective goal characterizes the depth, degree of awareness, prospects of the individual in the chosen professional activity.

The purpose of the article is to identify the specifics of the connection between indicators of the meaning of life and the formation of professional intentions of high school students in the context of professional self-determination in the conditions of martial law in Ukraine. Students of 9-11th grades of Khmelnytskyi educational complex No. 9 took part in our empirical study. The age of the respondents is 15-17 years. The total sample of respondents is 73 (of which 40 are girls and 33 are boys). The sample was formed on the basis of the voluntary and informed consent of the participants (random sampling).

To diagnose the professional intentions of the students, the questionnaire "Professional Intentions" and the test "Significant Life Orientations" (methodology "SLO") by D. Leontiev were used, which allowed to assess the source of the meaning of life, which a person can find in the future (goal) or in the present (process), or in the past (result), or in all three components of life. The collection of additional information about the respondents was carried out with the help of the author's questionnaire, which includes questions about the presence of specialized, extracurricular, primary work experience.

Data processing was carried out in two stages. At the first stage, the expressiveness of certain types of professional intentions and indicators of life awareness across the entire sample was analyzed, at the second stage, connections between the characteristics of professional intentions and indicators of the meaning of life were revealed. Qualitative and quantitative methods were used for data processing. Cluster and correlation analyzes were performed using the statistical package SPSS Statistics 26.

The vast majority of respondents demonstrated an average level of general awareness of life and indicators of meaningful life orientations on separate subscales. Representation of low and high levels is about the same. Using cluster analysis, the entire sample was divided into three groups depending on the level of life awareness. The first cluster was characterized by low values for all indicators of significant life orientations (the overall indicator of significance of life was 76.74), the second cluster combined the average level for all indicators (99.34), and the third cluster was distinguished by the highest indicators for all scales (the overall indicator was 119.96) (see Table 1).

Table 1

**Distribution by clusters depending on the expressiveness of indicators of life awareness among high school students (according to the method of D. Leontiev)**

Clusters, levels	End centers of clusters					
	Goals of life	Process of life	Result of life	Locus of control - I	Locus of control - life	General indicator of meaningfulness of life
low	22.31	20.69	18.80	15.96	22.75	76.74
average	30.86	30.07	24.80	21.13	28.77	99.34
high	36.39	35.91	30.01	24.82	35.44	119.96
Average value	30.23	29.31	24.71	20.85	29.12	99.43
Dispersion	41.297	47.131	26.770	15.557	38.916	312.610

With the help of connectivity tables, we correlated the clusters selected on the basis of indicators of meaningful life orientations and five areas of qualitative analysis of the formation of professional intentions of high school students. The levels of awareness of each of the directions of professional intentions (general life plans, interests and professional intentions, knowledge about the profession, assessment of one's suitability for the profession, and the effectiveness of career guidance work in an educational institution), which were found among respondents, received a correlation coefficient of 0.470 and a high level of significance ( $p < 0,01$ ). Among the respondents of the first cluster with low indicators of meaningful life orientations, all areas of professional intentions were represented, but the diffuse status was the most common. Respondents belonging to the second cluster also recorded all types of professional intentions, but the most characteristic was "achieved status". In the third cluster with the highest indicators of significant life orientations, the respondents either had the "achieved" status of forming professional intentions, or they were characterized by the status of rethinking views on choosing a future profession and their own role in it.

At the next stage, we correlated various characteristics of future graduates' professional intentions with indicators of life awareness. It is worth emphasizing that not all indicators of professional intentions had significant connections with life awareness. In particular, the characteristics of the image of the future profession and the professional in general were associated with the indicators of the method of determining meaningful life orientations. A number of relationships between individual indicators of significant life orientations and parameters of professional intentions were also established. In particular, the "Life Goals" scale is significantly related to indicators of the

formation of public life plans ( $r=0.517$ ,  $p<0.01$ ), certainty of interests and professional intentions ( $r=0.518$ ,  $p<0.01$ ), assessment of their suitability for the profession ( $r=0.578$ ,  $p<0.01$ ), negative emotions associated with unfulfillment of human needs in this profession" ( $r=-0.598$ ,  $p<0.01$ ). Similar data were obtained among other indicators of life awareness among future graduates.

It was established that forming professional intentions has a direct relationship with a positive emotional experience of belonging to the future profession, an active attitude towards it, and, conversely, a negative relationship with negative emotions and a passive attitude toward choosing a profession.

As predictors of the formation of professional self-determination in this case, such indicators of life awareness as the presence of life goals, vocations, intentions, and an active attitude to the profession are determined. Thus, the formation of professional self-determination is determined by the presence of conscious aspirations and a non-passive attitude to the chosen field of activity.

At the next stage of our research, we correlated various characteristics of professional intentions with indicators of significant life orientations. As a result of the correlation analysis, significant relationships were found between the general index of life awareness, the formation ( $r=0.436$ ,  $p<0.01$ ), and the maturity of professional self-determination of modern high school students ( $r=0.392$ ,  $p<0.01$ ). Also, the life awareness indicator was found to be significantly related to such indicators as confidence in professional plans ( $r=0.414$ ,  $p<0.01$ ), their independence ( $r=0.425$ ,  $p<0.01$ ), emotionality ( $r=0.487$ ,  $p<0.01$ ) and rationality ( $r=0.433$ ,  $p<0.01$ ), activity ( $r=0.215$ ,  $p<0.01$ ) and autonomy ( $r=0.318$ ,  $p<0.01$ ) professional position. Significant positive correlations were found between life awareness and positive emotions ( $r=0.349$ ,  $p<0.01$ ) and active attitude ( $r=0.339$ ,  $p<0.01$ ) to the future profession, and negative correlations between life awareness and negative emotions ( $r=-0.532$ ,  $p<0.01$ ) and a passive attitude ( $r=0.353$ ,  $p<0.05$ ) to choosing a future profession.

A number of relationships between individual indicators of significant life orientations and parameters of professional intentions were also established. In particular, the "Life goals" scale is significantly related to indicators of the formation of public life plans ( $r=0.517$ ,  $p<0.01$ ), the certainty of educational and professional plans ( $r=0.519$ ,  $p<0.01$ ), emotional acceptance of the future profession ( $r=0.587$ ,  $p<0.01$ ), negative emotions associated with the dissatisfaction of human needs in this profession ( $r=-0.586$ ,  $p<0.01$ ). Thus, professional self-determination is determined by the

presence of conscious aspirations and an active attitude to the chosen field of activity, while a passive position is not compatible with it.

### **Conclusions and prospects for further research**

The obtained results allow us to draw conclusions about the special role of life awareness and life orientations as one of the components of personal potential, with the help of which it was possible to identify predictors of professional self-determination of high school students under martial law. Summarizing the above, we believe that the process of professional self-determination of an individual involves taking into account the peculiarities of the development of the value-meaning nature of the individual, methods and tools of interaction between the environment, the individual and the world of professions. The leading factor in the professional self-determination of an individual is the development of reflective consciousness and self-awareness, which includes professional and personal aspects. The process of professional self-determination of an individual involves a combination of internal and external factors, the formation of a system of practical actions of an individual in the conditions of the modern labor market, oriented to decision-making regarding the content and ways of implementing the decision, monitoring the results and awareness of the consequences. Tools for social orientation of young people not only for prestigious professions, but also for industries in accordance with individual aptitudes require further research; resources for the formation of professional interest, taking into account the individual requests of the individual. The methods of ensuring organizational conditions and technologies for activating the professional self-determination of an individual in adolescence require clarification. In this regard, the identification of personal predictors of professional self-determination will make it possible to more fully use the potential and resources of students in the process of professional self-determination, to organize support and support for this process through the development of relevant abilities of high school students and to provide conditions for acquiring professional experience.

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