

## THE CONFIGURATION AND DYNAMICS OF PROFESSIONS IN THE CONTEMPORARY WORLD

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**Abstract:** *On the basis of the major mutations on the society’s evolution, professions have diversified, the strict specialization leaving place for the interdisciplinary preparation. Every time the adaptation of man to machine, in the down in modernity, until the adaptation of the machine to man the necessary steps were undertaken. But the process in the field of working instruments was doubled by a similar process in the specialization field, assuring an adjustment of individual occupation in the detriment of the adaptation of an individual to the post cart. The complex problematics of the valuing of the human potential bring to discussion a new science, an interdisciplinary approach: homolaborogy.*

**Keywords:** *interdisciplinary preparation, homolaborogy, scholar orientation, professional orientation.*

The ways in which people have created along time those necessary for living have undergone major mutations with a powerful impact on the human society’s evolution. Social division of work, the industrial revolution of the informational one are just a few decisive moments of the changes in the profession’s configuration. These distinctions manifest themselves not only from an era to another, but also in the same era, considering the development stage of each country. The time of strict specialization has come to an end. Apparently tomorrow’s society will need more and more “polyvalent” people, capable of multiple adaptations, with a wide coverage range, of successive adaptations and readaptations to the social requirements.

In the context in which functionality no longer responds to a purpose in itself but to the integration in a cultural context of signs, or, at least, to the adaptation to this [1], wither the user of the contemporary technology cannot be specialized in a single working field.

Besides, to handle the complex cultural changes, given the necessity of self adjustment, professional training can no longer be one-dimensional organized, but it needs passing to interdisciplinary research and giving up the “specialization barbery” (Ortega y Gasset) in favor of professional self-

development *egkiklios paidea* spirit and also in the spirit of preparation for change. The galloping development of the new technologies determines us to assist, despite appearances, to the gradual growth of the human factor’s role. If, for instance, after the first industrial revolution the target was the adaptation of man to machine, after the second industrial revolution (post machine stage, automatization) we have a new type of adaptation, opposite this time: the adaptation of the machine to the structure of human action. The automatization is “*a new integration phase in which the cerebral activities are linked in the management process, of directing production in which the man is no longer imitated by machines or interchangeable with the machines functions*” [2]. In the informational era, a new reorientation of man’s work is produced, which “*doesn’t mean that man will no longer work physically but will work helped by information and with informational or informatized tools*” [3]. Furthermore, “*instead of adjustment of the individual on one function (...) we foresee the idea of adjusting occupations considering the individual*” (J. Galtung) [4].

The maximal valorification of the human potential brings to front a new science on man

and labor: homolaborogy “*the science of man who works*” and which assumes an interdisciplinary approach of this issue. It reunites the activity of the doctor, the psychologist, the sociologist, the educator, the economist ... etc. The homolaborogy is fused on all human manifestations brought out in and with the process of work [5]. The new approach directions in the professional orientation, which the science brings are connected to the through knowledge of man as a whole, by the approach of the entire human personality (intellectual, emotional, attitudinal, and skillful) and the impact of the environment (socio-cultural, family, informational) on him.

Another major problem that the unstable and insecure contemporary world brings into discussion is that of the professional insertion of the youngsters, the labor force category that has registered the highest degree of mobility among the population with an age suitable for work. Starting not only from the premise that the youngsters are the most dynamic component of the active population, and the most priceless fortune a society can have they are the most valuable human resource of the future since the society cannot afford the luxury of neglecting the professional insertion process. If this thing would happen then the effects would be devastating both on a long and short term. On the basis of the growth of the importance of the professional orientation we have the demand of the professional formation compatibility together with the dynamics of the labor market. The orientation and the political directions, of the social protection, of the education must take into consideration the deep mutations that the contemporary society goes through and it must reduce the problems, the disfunctions that have unstabilizing, negative effects over the youngsters. Together with the social losses, not valuing the human potential of thought and action leads to disfunctions in the socializing process, of the youngsters the deterioration of the social integration process, the manifestation of the frustration phenomena and misleading behaviors. What come out of this situation is a deformed personality, a distorted one that is not able to engage itself in real live projects.

Peter Grootings, the coordinator of a “*Study upon the Youngsters, of the European Coordination Center for Research and Documentation in the Social Sciences of Wienn*” notices the existence of a mismatch between the qualifications, the expectations and the aspirations of the youngsters and the labor’s realities in the contemporary world. In other words the mismatch between the educational products and the requirements of the labor market. Among the most serious consequences of this mismatch we have the unemployment and the under occupation (hiring people with superior qualifications in labors that require inferior competences). The under occupation highlights another phenomenon: the under education of young generations that represent the “*educational supply incorporated in the training of the youngsters that cannot find an adequate use on the labor market*” [6].

The problem rose between the youngsters and labour can by analized from three perspectives: the one of absorbtion, of distribution, and of use. The studies upon the relations that exist in the educational system and in labour and society show use several types of transitions. Each and every one of them has repercussions upon the present and the future formation types of labour integration of the youngsters.

a) The unharmonious transition, that has a basis on a unilateral influence socially speaking upon work and school, creating a lack of harmony among the orientations of the two subsystems (figure 1).

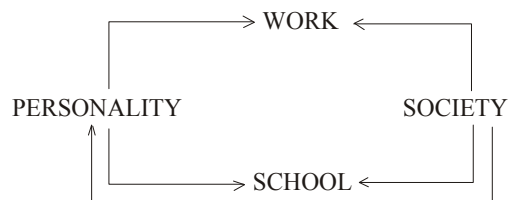


Fig. 1 The model of the unharmonious transition

b) The reproductive harmonious transition has a unilateral social influence that is being kept, but it is also accompanied by on isomorphism among the two systems (school and work) that is ruled by the requirements of labor and subordinated by the social

reproduction (figure 2).

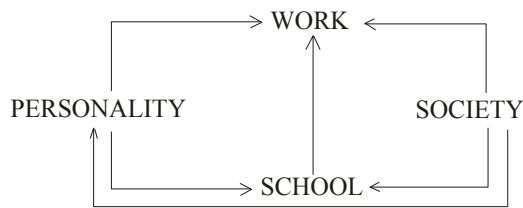


Fig. 2 The model of the reproductive harmonious transition

c) The harmonious transition that serves the development, the ideal model, the desirable one through which we assist at the influence between society and personality, connection directed towards the school and work as well as at a isomorphism of the two subsystems that is based upon their interdependence and also subordinate to the social progressive change (figure 3) [6].

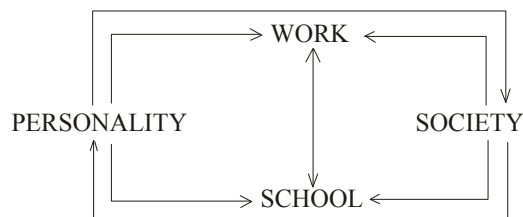


Fig. 3 The model of the harmonious transition that serves the development

For the already mentioned topic a relevant qualitative indicator is being given by the fraction between wanted profession and the practiced one, between the expectations and the motivation of labour together with the proper activity, between labour and the activity, between labour and the material bonifications, the self achieving possibilities, the perfecting and mobility and last but not least the satisfaction given by the work [6]. But when “*casting out becomes a true social exile transformed by the unemployment <the stand by generation> (placed in scholar institutions just like in parking) we can easily prove that the less fortunate are the <cast outs>*” [6]. How can all these problems be solved by the scholar orientations activity together with the professional one, or by using the present day terminology for scholar counseling together with the vocational and carrier one?

The scholar orientation wants to facilitate the students’ access in those scholar institutions that are suitable for their skills and aspirations, but in the same time are in accordance with the profession they want to follow after graduation. In order to fulfill this statement we recommend that the orientation work should start earlier and to be fundamented on a very wide range of methods that can highlight the child’s psychological profile. Not only the intellectual abilities, but all kinds of skills must be discovered and tried.

So, the orientation must be the valuing instrument of each individual’s inner beauty. There are carriers that require special skills and an early orientation towards a certain type of study (arts, sports ... etc.). The compulsory education tries to prepare the individual for the social life. In this situation the orientation regards the rational choice of the next educational level, according to the personality’s particularities, to the features of the next profession but also with the social context to which it refers. The scholar orientation represents a social pre-orientation.

The contemporary psychology includes the scholar orientation within the professional one and fundaments them both according to the personal features and to the individual self-motivation (the attitudinal factor) as to create a harmony between the individual aspirations and the social demands. In this context both the scholar and the professional orientation belong to the vocational problematics, representing its two sides. This is why the formula “scholar and professional orientation” is being replaced by “vocational orientation”.

We also talk about a “pre-vocational orientation” that addresses the youngsters that want cultivate their aptitudes, interests and motivations during the scholar period, so that later towards graduation to be able to make a precise professional orientation.

The professional orientation deals with “the humans’ directioning towards various labour sectors” [7]. It has a double purpose both for the individual and the society’s benefit. On one side the individual will perform that profession that provides him satisfaction and it will ensure him with accomplishments, on the other hand his

performances will answer to the society's requirements. The professional orientation is an action centered on the possibilities, aspirations and concrete interests of the individual who must represent the premise for the access to a certain profession.

Furthermore, the professional orientation takes place along the entire schooling period. Its structure has a purpose the gradual acquaintance of the students with the various differences between professions. At the same time each student will be helped to define himself in accordance with the two features: the profession and his own interests, values and aspirations. The professional orientations activities will be adapted to the age particularities of his students and also to the stage development of the vocational identity.

Initially, in his pioneering state, the professional orientation was organized on three main directions: the knowledge professions' world, self-knowledge and the guidance of the professional options. Step by step the mutations of the socio-economical life determined an extension of these occupations: *"the professional orientation is no longer merely an guidance activity of the young man at the beginning of his carrier, but it became a continuous activity that begins at every stage of professional reorientation imposed by the adult's professional mobility"* [8]. In this context the professional orientation becomes the carrier counseling. The modern individual can no longer stay put in a profession for his entire existence without self-condonning to inadaptation.

For all these reasons, in order to train the youngman for the dynamic field of the society's challenges, the schooling prescription language that must be filled with continuous learning principles in accordance with the changing society. The school in itself cannot train but the basis of some linear or multilinear algorithms and the educational system is not foreseeing or changeable. The youngman ready to be connected to the life's problems is the one who went beyond the linear and algorithmic frame of institutionalized training that learnt the flexible learning, the coherent, the innovating, the

interconnected, the cooperative and the focused on research one, the complex knowledge, the discovery and the problem solving, the anticipation of the conflictual situations [9].

The new tendencies of the scholar and professional orientation do not stay at the level of simple statements but they announce themselves as being mutations that are about to be produced in the already mentioned field: the consideration of the scholar and professional orientation as being a long term educational process that has as an ultimate purpose the selforientation, the changing of the emphasis from the selection and the orientation based on skills to the one based on attitudes, the orientation towards professional groups or close jobs, the formation of new people and institutions that are specialized on the scholar and professional orientation, on some interdisciplinary reams, the giving-up of a rigid personal model, in favour of a model that gets involved in the active participation of students within the orientation process.

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