

PROFESSIONAL AMBITION: AMBITION AS A MOTIVE OF PROFESSIONAL AND CAREER DEVELOPMENT OF PERSON

Associate Professor, PhD, Oksana V. Barsukova, Department of Educational Psychology, Southern Federal University, Rostov-on-Don, 344000, Russia
knesinka@mail.ru

Abstract: The article reveals the content of ambition as a motive, guiding the professional growth and career advancement of the person. Ambition in this case fulfils the function of achieving the social recognition, which is specified in getting the deserved recognition due to the professional achievements of the person. Professional ambition - is the human desire to get deserved recognition of the professional community as a professional for real progress and achievements in the chosen field. Professional ambition is discussed in more detail on the example of pedagogical ambition and moral aspect –on the example of ambitions of scientists and criminals.

Key words: *ambition, professional ambition, motivation, personality, career advancement, professional development, pedagogical ambition.*

Professional activity, and in particular, achievement of professional excellence and career advancement, is poly-motivated. One of the motives, "forcing" a person to grow professionally and advance one's career, is ambition. Ambition - a desire to become a significant and recognized person to other people for the real achievements and actions [3]. As a motivational formation, ambition directs human activity to socially significant achievements - professional and career advancement, fame, success, power, etc., which provides as a result the recognition of the personality of an ambitious man.

Theoretical analysis of the psychological literature suggests that ambition is the quality that provides professional and career development of the person. In this connection it is possible to speak of professional ambition, or ambition as professionally important personal

quality. In this case it is that ambition is not associated with the potential and abilities, not associated with the knowledge and so forth, but it is necessary for achievement of professional and career peaks as a kind of energy center that makes a person work toward progress in one's chosen professional field and which is necessary to fight and win in a competitive relations. [3]

Professional ambition - is the human desire to earn recognition of the professional community or the wider social circle as a professional for the real achievements in the professional field.

Preliminary psychological construct of the professional ambition, based on an integrative approach to human psychology [5], can be represented as follows:

- Kernel "I want": I want to earn recognition as a professional.
- "I can": professional knowledge, skills,
- "I'm real": concrete steps (deeds, actions) which a person makes to reach the goal; result which a person achieves (status, position, title).
- "I must": moral authority that identifies and corrects the goal selection ("I want") and the means to achieve it ("I'm real").

It seems possible to assume that professional ambition is characteristic for people with career orientation, or such a career anchor (E. Schein) as "professional competence", which is characterized by the focus on achieving excellence in one's field, searching for abilities recognition and demanding the status in accordance with the talent [4].

For example, in scientific psychological literature and descriptions of cases of psychotherapeutic and psychoanalytic practice (not to mention the works of art and works on ethics and philosophy) are presented, although not expressly referred to, the following types of professional ambition:

- ambition of scientists (H. Selye, T. Shibutani);
- ambition of practicing psychologists (R. May, W. Reich);
- ambition of creative people (V.M. Allakhverdov);
- ambition of criminals (D.V. Olshansky, R. Cialdini, E. Fromm);
- ambition of athletes (G.D. Garbuzov, E.P. Ilyin);
- ambition of politicians (D.V. Olshansky, M. Lüscher, E. Fromm), etc.

Theoretical and empirical study allows me to talk about such kind of professional ambition as a pedagogical ambition [1, 2].

Pedagogical ambition - is the human desire to be recognized as a professional and become a significant person for pupils and students, their parents, colleagues and administration of the educational institutions.

The teacher has a high status (in any case, preschool teacher for pupils and primary school teacher for students). Society gives this role to a person and to this role, regardless of the person, is assigned a high status, and the person performing this role, for example, preschool teacher becomes a significant figure for pupils and their parents. Therefore, people are motivated by self-fulfillment, aspire to power roles, in order to gain the status of a recognized and important person. [5]

Pedagogical ambition is manifested and realized in career advancement and those professional goals that the teacher determines for oneself and achieves (education, position, category, title, etc.). Satisfaction or dissatisfaction with

professional status determines how the pedagogical ambition is implemented, how it will be implemented in the future, etc. In this context, the teacher is striving to become significant as a professional (favorite teacher, respected colleague, competent counselor for parents, experienced mentor, etc.). In this case we are talking about both formal and informal recognition. Formal recognition is reflected in the honorable distinctions, certificates of appreciation, new higher positions, etc. Informal recognition is manifested more in interpersonal relationships that are established with students, colleagues, etc.

It should also be taken into account that pedagogical ambition can be "global" and "situational":

- "Global" pedagogical ambition sets the direction of the whole professional career of the teacher, it determines all stages of the career development.

- "Situational" pedagogical ambition is manifested and realized in specific pedagogical situations in which the teacher becomes significant for his students or colleagues.

Speaking about the pedagogical ambition, according to the criteria of the personality development and interpersonal relationships, it should also be mentioned that it can be positive or negative:

- Positive pedagogical ambition promotes personal and professional development of teachers, and encourages the development of pupils and students, contributes to the creation of the constructive interaction.

- Negative pedagogical ambition leads to the fact that the teacher starts fulfilling his desire to become a significant person at the expense of others, resorting to authoritarian policies, penalties, and orders, for example, based on the principle of "fear means respect". In this case, he settles for (or truly believes) that the external behavior of the students that corresponds the formal

requirements, reflects their inner respect and teacher has their credibility.

An example of the pedagogical ambition is the following situation typical for the Russian pedagogical practice: Teacher participates in Russian contest "Teacher of the Year" and hopes to become the winner of this contest. To become a contestant of the competition, the teacher must pass a series of tests and meet a large number of the requirements as subject teacher, class teacher, etc. Here are just some of them: reviews from colleagues and students, demonstration lessons and etc. And if the teacher objectively meets all the requirements and successfully passes all the tests, he deservedly gets the desired title of the best teacher of the year.

And finally, another criterion by which one can analyze the professional ambition - morality. Morality itself is not important for the development of ambition, because ambitious professional can be both moral and immoral person.

Let us consider from this point of view two examples of professional ambition - a person who became a recognized scientist, made a discovery, and a person who decided to become the most notorious criminal and achieved his goal.

What is common in both cases?

1. They both have a goal ("I want") to earn recognition as a professional - go down in history as an outstanding scientist or criminal.

2. Both persons perform focused actions and deeds aimed at achieving this goal ("I can" and "I'm real"). Scientist creates a theory, sets up experiments, works on his dissertation, etc. The criminal commits robberies, etc.

3. They both achieve the result ("I'm real"). Scientist gets the desired scientific result. Criminal, for example, steals a world art masterpiece.

4. They both require the deserved recognition ("I want" and "I'm real"). Scientist as PhD, academician or a Nobel

laureate. Criminal as becoming famous all over the world, for example, the terrorist number one.

What is the difference? The difference is in the moral content - goal selection and the choice of means to achieve it. The difference is in the "I must" of the ambitious person, which regulates both the internal content and human interaction with the world.

So, professional ambition—is motivational formation, human desire to earn the recognition of the professional community or the wider social circle as a specialist for real achievements in the professional field. Ambition as a motive is common for representatives of any profession. Professional ambition can be global, guiding the professional career of the person, and can be situational, manifesting in a particular situation, allowing a person to earn the recognition. Professional ambition can also promote the development of personality and interpersonal relationships - it is a positive ambition, but it can cause personality deformation and impede interpersonal relationships. Finally, professional ambition is manifested and realized in goals and ways of achieving them, which ambitious persons sits in his professional career.

The further theoretical and empirical study of the professional ambition, refinement of the psychological construct seems promising, as well as the conduction of comparative studies of the professional ambition of representatives of different professions, different sex, age, work experience, people holding different positions and with different professional status, etc.

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