



SAINT ANDREW THE FIRST-CALLED
GEORGIAN UNIVERSITY OF THE PATRIARCHATE
OF GEORGIA

Appendix
On the Manuscript Rights

School of Business, Computing
and Social Sciences (Department)

Psychology, Psychodiagnosis and Consultancy
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**THE INFLUENCE OF PROFESSIONAL
DECISION-MAKING ON A STUDENT'S
EDUCATIONAL PROCESS AND
ADAPTATION IN PROFESSIONAL
ENVIRONMENT**

Title

Abstract

of thesis on academic degree of Doctor of Psychology

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The proposed scientific thesis has been performed within the program Psychology, Psycho diagnosis and Consultancy in School (Department) of Business, Computing and Social Sciences of St. Andrew the First Called Georgian University of the Patriarchate of Georgia.

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RELEVANCE OF THE TOPIC

The thesis with the title “The influence of professional decision-making on a student’s educational process and adaptation in professional environment” is a research study of reasons, results and solutions of the students’ professional orientation and professional adaptation problem.

From 1000 research participants (bachelor students) 68.4% are not sure about the right path towards choosing a career and experience **educational deprivation** (they do not study what they wish to study and/or they do not study where they want to). Educational deprivation is a type of professional happiness deprivation and in general, it is one of the main reasons for happiness deprivation and one of the feeding powers of depression. According to UN (2018), in the index of happiness deprivation Georgia occupies 128th place from 156 countries surveyed. The problem of non-recognition of educational deprivation in Georgia leads to the following threats: professional deprivation, massive increase in student status termination, unemployment, criminal activity, intellectual drain, demographic crisis, discreditation of education, increased violence...

Professional deprivation is a type of educational deprivation. The lack of access to professional education is connected to subjective and objective reasons. One of the most important reasons in that is a lack of financial support. Professional education is not taught in schools or universities. Therefore, individuals who wish to be educated in the field have to search for the solutions in private sector. Lack of access to professional education is also connected to the lack of self-learning culture. People do not know what they want; sometimes they are not even aware that they could have a formulated opinion on their professional future. The lack of variation in pedagogical methods of professional education is one of the associated issues as well. Three types of professional services are defined in the scientific literature: professional self-education; external non-formal services and services that are integrated into education.

Many students and educators in Georgia are not informed about the possibilities of professional education services. In order to reduce this problem, there was created the relevant university professional method (the special unity of psychological techniques) – SIM Method. This work is dedicated to evaluating the ef-

fectiveness of SIM Method. The second chapter of the work is dedicated to the definition and description of the SIM-method (integrative metacognitive method of learning-teaching). It is important that SIM method is designed to facilitate the professional education provision in terms of external service as well as the service integrated in educational process.

Chronological review of problems actuality

At the first stage, we reviewed in general the notion of happiness and the problem of **happiness deprivation** in Georgia. We referenced statistical data and compared it to the relevant data in other countries.

At the second stage, we highlighted **work related happiness deprivation** as one of the components for happiness deprivation.

At the third stage, we described one of the components of work deprivation - **educational/professional happiness deprivation**. We also presented statistical data collected in the result of the study conducted, that describes and reaffirms the relevance of the problem in the social environment of Georgian students.

At the fourth stage we focused on the subsystem of educational/professional happiness deprivation such as professional educational deprivation at all levels of education. Proorientational and generally the low level of professional education is one of the main causes of educational and professional deprivation.

Its subcomponent is the **deprivation of university professional educational**. The lack of such component at the university level generates other types of negative issues for students, universities and the society as a whole.

Prof-educational deprivation facilitates the existence **of proorientational type of a conflict system** and the associated unresolved conflict elements. This means that a student, who does not have a professional future – orientation, is in the state of confusion, which is based on unused self-knowledge skills. The problem of proorientational decision making creates a system of conflicts in a student that results in an educational/professional deprivation. A student does not know himself/herself, does not know what he/she wants and is engaged in a permanent inner fight (In our research we segmented a specific group of 18-23 years old bachelor students). A student without prof-education does not have relevant

skills and knowledge which is necessary to solve proorientational conflicts.

This problem of students is generated due to the fact that they are not taught these skills at school or the university. Majority of educators also lacks prof-educational competencies. A major problem is a lack of educators' access to these methods. Meaning that in educational politics the component for the preparation of educators in this direction is not included. Consequently, the competency of public figures in this field is low. This does not only involve quality control bureau, which is responsible for the quality and effectiveness of educational process; but is also an issue of lack of initiative and social responsibility of the scientists working in the field of pedagogy.

The deprivation of variation in pedagogical methods also takes place. In pedagogy, this notion describes the deficits of methodology or lack of access to such methodology. The lack of responsibility on the behalf of scientists and public figures, adds up to one problematic chain of issues. When talking about the relevance of the problem, we also presented the threats that are derived from leaving the issues unsolved and it involves personal, family, national and international security.

MAIN GOALS, TASKS AND HYPOTHESIS OF THE RESEARCH

Goals

Positive transformation of professional conflicts for bachelor students at the stage of professional adaptation, reduction of educational/professional deprivation, increasing the effectiveness of learning/teaching process, preparation of students for fair work and professional happiness.

Main Tasks

1. Research of the notion of deprivation from different theoretical angles. Definitions of educational/professional happiness deprivation and of professional education deprivation.
2. Describing interactions, connections and relevance of happiness deprivation.

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vation, educational/professional happiness deprivation, professional education deprivation and proforientational conflict.

3. Choosing principles and techniques for the usage of SIM Method in bachelor level learning/teaching.
4. Evaluation of the results of proforientational conflict and professional development transformation achieved by using SIM Method.
5. Mobilization and use of students' psycho/physical, material and nonmaterial resources for professional development.

Hypothesis

Inclusion of a self-learning and professional education SIM Method (Professional Diagnostic, Professional orientation, career strategy and economic development) into bachelor level education process will support the positive transformation of proforientational conflicts.

Positive transformation of proforientational conflict will decrease the level of educational/professional happiness deprivation and facilitate the transition of students from professional uncertainty (option) and lacking professional education to the stage of professional adaptation, and their readiness for fair employment and professional happiness.

Subject of the study - proforientational conflicts hindering the students to achieve professional happiness at the bachelor level learning/teaching process, and SIM (University Professional Education) Method that was created to positively transform these conflicts.

CONTENT OF THE RESEARCH ACCORDING TO CHAPTERS

Introduction

As shown above, the introduction provides an analysis of existing problems that prevent the effective education and personal development of bachelors and hinder their aspiration to professional happiness. After assessment of the problem we focused on the proorientational conflicts.

Chapter I

In the I part of the chapter I, professional happiness is defined as a notion necessary for a full professional development. In this part of the study we reviewed international experience, theories on the subject of happiness, reached the conclusion that in each theory, in one or another form, the fact that educational/professional (working) happiness is a core attribute for human happiness is highlighted. Therefore, it is crucial to create relevant environment for the bachelor's degree students and other levels of education. One of the key components is the development of skills that will help the students to optimize and improve the process of educational and professional development. In the first part, the international theoretical experience is reviewed and terminology that is characteristic to Georgian culture is described. The terminology allows the students to formulate the vision of their happy future.

In the II part of Chapter I, educational/professional deprivation is reviewed from the perspectives of different theories, the notion of educational/professional deprivation is formulated and its connection to other types of deprivation is reviewed. We also reviewed practical international experience with general deprivation and specifically with educational/professional deprivation. It is important that the concept of educational deprivation is reviewed separately, so is the professional deprivation and afterwards, the synthesized concept of educational/professional deprivation is formed.

Conclusions of Chapter I.

New term was introduced – deprivation of educational/professional happiness, which not only simplifies the problem but also describes it.

The main task is to enhance the skills that will facilitate the solution of professional conflicts educational/professional deprivation. These skills are accumulated in professional education (professional orientation and development) methods. Consequently, it was necessary to present such a conceptual model of university professional education that would be adapted to Georgian reality.

Chapter II

The chapter II, describes the psychological principles of professional education techniques and substantiates that these techniques are used in international practice to decrease the influence of relevant factors. More specifically, to solve the impact of proorientational conflicts preventing personal professional development, professional adaptation and fair/honorable employment. After adapting the conceptual vision to Georgian reality, the mixture of combined techniques was presented as learning/teaching integrated, metacognitive SIM Method.

Conclusion of Chapter II. The main reason for the creation of SIM Method is to positively transform bachelor level proorientational role conflict, which will reduce educational/professional happiness deprivation. This will give student the possibility to consciously plan their career plan and implement self-learning strategies/plans (based on their psycho-social role diversity and deep interests).

Chapter III

In order to prove the stated hypothesis, we have conducted an experiment consisting of two parts. Its results are discussed in **the third chapter** of the Thesis.

The first part was intended for the students majoring in international relations. The carried out study provided the descriptive statistics. The SIM-method level of satisfaction of students and its impact on their career planning and the study process is provided in the 65th schedule of the Thesis. In order to describe the results better the study was conducted in 3 more control groups: psychology, business administration and social work students. All four groups identified positive transformation of proorientational conflicts. Based on the results of the analysis, the

new **polydiplomacy concept** of teaching the students majoring in international relations was created. **The Tbilisi Institute of International Relations** is founded that is an umbrella organization and is an opportunity for alternate preparation and fair employment of the students in this field. In 2018, the magazine *Politologos* published an article the Concept of Polydiplomacy and Innovative Educational Basics of International Policy of Georgia. **Despite the qualitatively significant consequences, the evidences proving that the results of positive transformation (which were observed) are caused by SIM-technology - were not sufficient. This factor has led to the second part of the experiment.**

The second part of the study was carried out on psychologists and the indicators obtained from the study together with the descriptive statistics are provided by the statistical data of a conclusive character. **The study** has shown that the pro-orientational conflicts are better resolved after mastering the SIM-techniques, than without them.

Table. Comparative analysis of proorientational conflicts resolution between the experimental and the control group

Positive transformation	Totally	Significantly	Marginally (0-49%)	Unsettled
Experimental	60%	40%	0%	0%
Control	10%	32.5%	32.5%	25.0%

I.e., in the experimental group we have achieved the 100% (!) positive transformation conflict of professional orientation.

The study also has shown that the coefficient of the initial professional conflict, without the help of SIM-techniques, equals to 1,010 points (on 0-5 scale, where 0 means the absence of professional conflict transformation ratio).

Experimental group members have shown statistically reliable contrast compared to the control group of psychologists, and can practically apply the following components of vocational education and professional penetration:

- Conscious management conflicts of profession orientation;

- Declaration of identity with specialization;
- Identity with subspecialty;
- Existence of a professional strategy;
- Plan of self-education;
- Material / Intangible Resource Management Strategy;
- Existence of individual curriculum;
- Existence of the quality control of exercising the knowledge acquired;
- Using the opportunity to participate in selecting a summary topic;
- Using the ability to make changes to the syllabus
- Using the opportunity to participate in correction of examination procedures

If the time for students will increase on mastering sim-techniques by 1,053 units (i.e. hours), this will make us actually able to provide the students with an enhanced and appropriate education and as a result we will get the following effect:

- Identity index with the profession will increase by 0,718 units (scores);
- Identity with specialization will increase by 0,327 units (scores);
- Identity with subspecialty will increase by 0,151 units (scores);

It means that their educational process will become more conscious and effective. Positive transformation of conflicts will continue.

Number of students participating in the experiment in the course of the study decided to avoid the jobs incompatible with their interests and to apply the basic time and energy to study and search for the new jobs (actually, the reevaluation of values occurred based on the long-term forecasts). I.e., they have deliberately started the optimal distribution of resources with respect to the strategy.

The table below shows that the data of experimental group of psychologists is better than of the control group of psychologists. But the control group of psychologists shows the better results than a mixed control group. This is also confirmed by the data obtained in the first part of the experiment. **See Table 3.2.6.**

In-depth Proficiency	Control group (psychologists)		Control group (mixed)		Experimental group	
	The beginning of experiment A1 (21)	The end of the experiment A2 (21)	The beginning of experiment B1 (19)	The end of the experiment B2 (19)	The beginning of experiment C1 (20)	The end of the experiment
Profession	C2 (20)	20	16	18	20	20
Specialty	7	10	6	8	4	17
Specialization	2	4	2	3	0	14
Subspecialty	0	0	0	0	0	2

Conclusion of the Chapter III. Experiment conducted with application of SIM methods proved that the inclusion of professional education in learning/teaching process using SIM Method increases the effectiveness of the process.

Educational and professional deprivation of the students is decreased and the satisfaction of the students increased. After comparing the results with a control group, it was proved that the application of SIM Method, specifically, integrating it into the university programs, promotes positive transformation of conflicts of professional orientation and professional progress towards professional peace and happiness.

METHODOLOGICAL SUPPORT OF THE STUDY

The experiment was held using longitudinal, (pedagogic type) active observation. The reason for the observation was to evaluate how students' asses the integration of professional education methods in the educational process, how they are transformed through the semester, how effectively they use the new knowledge and if they are satisfied with the process. In a course of the study:

- We held additional studies with two control groups;
- Observed and evaluated verbal information (in-depth interviews, dialogues public conferences);

- Observation and fixation of visual information (analysis of respondents' written work and analytical diaries);
- **Non-formal interview.** This method was used not to over-formalize the interaction and not to identify the students on the same level as to just actors and respondents. It had a nature of in-depth interviews.
- **Formalized interview** was used in a manner of a written exam and did not create additional psychological tension/problem. On the written exam, students were given multiple questions, which they had to answer in an open manner. The work was easier to digest and each work became a useful document, however, unlike interviews, it did not have an in-depth nature. It had an evaluative nature, meaning that bachelors were evaluated techniques used in the SIM Method.
- **Analytical Diary** - students were using the diary to analytically evaluate the process and present their opinions. We as a researcher had an opportunity to receive the part of the material from diaries which students deemed as being appropriate to present. This means that the study was "two-level."
- **Field Notes** - There were numerous field notes taken during the study. Therefore, reader has a chance to not only become familiar with the dissertation but with the appropriate material, which was prepared as a part of field notes.

The following methods of analysis are used when processing the results obtained:

- **Analysis of the average indicators.** The analysis of the average indicators and the confrontation of index groups give us a good idea of what the advantages of the students mastering sim-techniques is. In order to carry out this analysis we have united two control groups and compared it as a single group with the experimental group. In the experimental group, the SIM-method criteria of the professional education turned out to be several times higher in comparison with the average indicators of the control group.
- **Statistical hypothesis testing, t-test.** To find out whether the difference between the values expressed in quantitative indicators was statistically reliable, we have conducted the t-test. The results showed that between

the experimental group (psychologists) and the control group of psychologists, despite of the fact that they were of the same specialty, we received the difference in 13 parameters from 20 parameters according to t-criteria. Furthermore, if we consider Fisher's statistics, the difference will be found in 3 additional parameters. I.e., the result was 80% difference.

- **Correlation analysis.** After comparing groups and finding differences between them, we have tried to find out whether there is a link and dependency between the materials studied in experimental and control groups and the positive transformation and resolution of conflicts. Thus we have analyzed the correlation analysis which demonstrated that study of SIM-method highly improves the conflicts resolution (according to experimental/control groups):
- The application of **Dispersion analysis revealed** the statistically reliable difference in three groups observed in terms of the proorientational transformation index: $p = 0.005$ and $F = 5.481$. Based on this we conclude that in all three groups the proorientational conflict transformation proceeds differently and this difference is statistically reliable.

Table 3.2.19. Total dispersion according to all indicators

ANOVA with Friedman's Test

		Sum of Squares	Df	Mean Square	Friedman's Chi-Square	Sig
Between People		248.087	119	2.085		
Within People	Between Items	569.833 ^a	22	25.901	1188.930	.000
	Residual	695.472	2618	.266		
	Total	1265.304	2640	.479		
Total		1513.391	2759	.549		

Grand Mean = .40

a. Kendall's coefficient of concordance $W = .377$.

- Using regressive analysis enabled us to construct a regression model, how the indicators of transformation of proorientational conflicts are changed after using the sim-method.
- Upon completion of the main study, I counted the total reliability and dis-

person. For this I used two methods of total analysis: Alpha and Gusman and I defined the whole data, as well as each indicator of the Cronbach's alpha. In both methods, the Cronbach's alpha in almost every case turned out to be 0.7 or more, and the reliability of total dispersion and Friedman's Chi-square acceptable.

Table 3.2.17. The total value of trust reliability and validity according to Cronbach's alpha

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.873	.914	23

In a course and at the completion of the study, we evaluated the correctness of the use of quantitative and qualitative research methods applied in the study process. On the basis of analysis I confirmed that the measuring instruments we have chosen to measure the sim-method efficiency are valid.

The actual material we received as a result of the study:

During the semester the students used the method of self-observation and kept the records in analytical diary. The diary and the materials collected by them are concentrated in the SIM-package. This is their personal portfolio, which represents the main empirical material and consists of the following documents:

1. Analytical diary
2. General CV
3. Results of psychobiographical study
4. Psychogenic study results
5. Results of external professional authorities study

6. Results of psychotramic probabilities study
 7. Holland Test
 8. Results of visualization research
 9. The results of research on economic profitability of education
 10. Career planning strategy
 11. Results of SWOT analysis study
 12. Results of self-education study
 13. Creative abstract (STopic or Project)
 14. Results of institutional provision of fair employment / self-employment
 15. Students intermediate and final theses
 16. Electronic e-mails of students
 17. My – Researcher's records.
-

GENERAL CONCLUSION

After studying SIM-techniques during the semester, 60% of students managed to solve conflicts they faced in a course of this period (40% managed positive transformation), students drew up the career development, self-education and individual curriculum, took an active part in the syllabus correction, made the content of diploma close to their interests and most importantly, they realized that during studying in the university they have to devote maximum time to study process, even under material hardship circumstances.

Under the circumstances when the students do not additionally study SIM-techniques, the positive transformation coefficient of professional conflict in them is about 1 on 0-5 point scale, and the average score at the end of the semester can reached up to 4. As the regressive analysis has confirmed, for this it is necessary to distribute time on the study of SIM-techniques of vocational education.

The information and knowledge received from the use of sim-techniques has had a positive impact on the development of self-learning skills and facilitated learning process and professional development. Accordingly, the quality of their edu-

cation/professional depression was reduced. Hence, they have made one more step towards professional adaptation and professional happiness. Thus, the hypothesis set by us in the beginning of the study has been fully confirmed.

Based on the hypothesis and experimental results we can state that the SIM-method of vocational education succeeds with the combination of effective pedagogical techniques and facilitates positive transformation of proorientational type conflicts and minimizes the depression of students' educational/professional happiness.

SCIENTIFIC NOVELTY AND THE RESULTS OF THE RESEARCH

Innovativeness of the method. The professional education SIM Method is based on non-reductive **holistic thinking teaching principles**. The method contains **process with two components**, which entails pedagogue's role as of an educational specialist and a specialist in student involvement in professional education. Pedagogue also becomes a mediator between a student's future career and the relevant professional circles/societies.

New psychological method of professional education (SIM Method), which is described in the study varies from the existing methods by the following characteristics.

1. The Problem of Professional development is perceived from the standpoint of **proorientational role conflict**. Therefore, positive transformation of this conflict system is the base for individual's development in professional happiness.
2. It is based on **system-centric** (holistic) pedagogic principles. The principle is an alternative to the established reductionist principles in the education. This approach is not oriented on just the pedagogue, student or didactics separately.
3. **Two components of active educational process** offer the role of a pedagogue as a professional education specialist too. With the knowledge of the official subject taught by the pedagogue, students also receive the knowledge about self-learning/exploration and professional development. A ped-

agogue also becomes a mediator between students, their future profession and professional societies. To achieve this, pedagogue needs to go through an appropriate training. Pedagogue uses metacognitive techniques and establishes the culture and the skills of self-learning in students. Students become active participants because their motivation is increased.

4. Though the use of **Roberto Asajoli's Psycho-synthesis**, self-exploration abilities are improved and pedagogue receives a real (less deformed) image about the world of a student's subpersonal roles. Through the use of psycho-synthesis it promotes a positive transformation of the conflicts between the roles. Roberto Asajoli's Psycho-synthesis is not known to be used in the field of university prof-education
5. **Dimitri Uznadze's modification/reconstruction principle.** It is important to note that Dimitri Uznadze's modification/reconstruction approach is used in the educational process. The pedagogue is able to reconstruct the subject towards a student's deep professional interest and works to create an adequate individual educational plan, which also includes the needs of the macro-system.
6. In Georgia, individual educational plan is not introduced in the baccalaureate level of education. The experiments proved that the implementation of such a plan increases the effectiveness of learning process.
7. Unlike the methods that exist in the professional mood/attitude field, as a main problem we addressed the prof-orientation conflict at the latent stage of students' development. Through the professional diagnostic and consultancy, a person adapts the role of a mediator, which tries to positively transform conflicts using psycho-synthesis and other technics of the SIM Method.
8. The use of SIM Method gave us an opportunity to demonstrate the quality of penetration in the profession of bachelor's degree students in International Relations and, based on the innovative principles of polidiplomacy, educate new officials according to their own narrow- specialization.

THEORETICAL VALUE OF THE STUDY

SIM Method varies from the existent psychological methods for professional education by the following combination of characteristics:

1. Includes **System-centric** (holistic) pedagogic principle, which is an alternative to a more widespread (on legislative level) reductionist method. The approach is not oriented just on the pedagogue, student or didactics separately.
2. **Two components of active educational process** offer the role of a pedagogue as a professional education specialist too. With the knowledge of the official subject taught by the pedagogue, students also receive the knowledge about self-learning/exploration and professional development. A pedagogue also becomes a mediator between students, their future profession and professional societies. To achieve this, pedagogue needs to go through an appropriate training. Pedagogue uses metacognitive techniques and establishes the culture and the skills of self-learning in students. Students become active participants because their motivation is increased.

PRACTICAL VALUE OF THE STUDY

The complex analysis of this problem afforded grounds for the effective management of human resources of Georgia and the continuous process of education in terms of professional and the possibility of state policy formation in this regard. This will facilitate the positive transformation of the happiness index of Georgia and the formation of a happy professional community.

For the first time in Georgia, university program for the professional education and development services was created.

SIM Method was adopted in educational institutions on commercial, non-commercial and governmental levels.

- Caucasus International University
- The Saint Andrew the First-Called Georgian University of the Patriarchate of Georgia

- Zaporizhzhya National University (ZNU) (Ukraine)

SIM Method was effectively used during internships and practicums:

- In the Caucasus International University (6-week practicum for 8-th semester bachelor students)
- OSCE Academy (Bishkek, Kirgizstan, Masters, 2-month practicums).
- International Black Sea University, Georgian and international interns (Masters, 2-month practicums).

Syllabuses are created:

- "Negotiations with oneself"
- "Innovative methods for career planning"
- "Basis of Polydiplomacy"
- Prof-education SIM Method is adapted and integrated in the following syllabuses:
 - Psychology of Advertising
 - Psychology of Gender
 - Foundations of Psycho-consulting
 - Theory and practice of conflict management
 - Political conflicts
 - Religious conflicts

Conflict resolution effects of SIM methods were presented as:

- More than 1000 students' proorientational conflicts were resolved or positively transformed

Development of research skills:

- Using SIM Method in the years 2013-2018, more than 1000 research projects and portfolios (SIM Packets), were created by students.

Two bachelor works on SIM Method were defended at SANGU in 2017-2018:

- Irakli Meladze - Psychological methods of terrorist recruiting and the meth-

ods for prevention and protection

- Irakli Khasaia - Educational-professional deprivation and associated psychological threats.

POSSIBILITIES FOR FUTURE IMPLEMENTATION OF THE RESULTS

A textbook is in progress to be published:

- "Road to Professional Happiness" (Georgian, Russian and English languages)
- In order to realize the results of the work, the following institutions are in the process of establishment and development:
- International SIM School of Professional Happiness- institutional project, which will serve the purpose of popularizing SIM Method and professional development.
- International School of Poly-Diplomacy - Institutional project that will aid professional adaptation and development of the International Relations Specialists.
- Fund for Psychology Development - institutional project that aids professional adaptation and development of psychologists.

Additionally, the method could be used for multiple social purposes:

- For increased qualification of pedagogues and education in the method, negotiations are held with the different organizations.
- SIM Method could be effectively used as a therapeutic tool to decrease additive behavior.
- **Prevention of criminal employment.** Taking to the agenda the issue of open and closed (criminal) professional identity gives an opportunity to find, forecast and minimize the early cases of deviant criminal behavior, and individuals rehabilitation. The idea has been presented to the Georgian parliament in a form of a report (Innovative methods for the preven-

tion of criminal diaspora). Preparation process for the method approbation is being held with the collaboration of crime prevention center.

- Program is being prepared for a certain category of people with disabilities.
- Project for using the method for those who experience parental deprivation due to different reasons.
- Negotiations are being held with veteran organizations in Georgia and Ukraine, to suggest appropriate program.
- The method is a resource for higher education institutions to address educational/professional deprivation.
- Stresses related to educational and professional choice are decreased. Psychological and physical health of the students is improved. Students develop better public speaking skills and have decreased phobias. Student and professor interactions are regularized and harmonized and becomes oriented on a result that is valuable for the society, which could be described through an economic parameter. SIM Method could be used for psychological issue related prophylactics.

STRUCTURE AND VOLUME OF THE WORK

The thesis contains **199 pages** printed on the computer. Number of words 29365 - including tables, graphs, and bibliography. Text is typed in Sylfaen font. There is used for headers size 16, for Subtitles size 14, for text body size 12. The thesis includes the introduction, three chapters, the conclusion, the list of published articles, bibliography and annexes. Number of tables - **22**. Number of graphs - **71**. The work is accompanied by a list of the used literature where **144** sources are represented. The Appendix is presented inclusive **22** documents.

LIST OF PUBLICATIONS RELEVANT TO THE RESEARCH

2013-2018

№	Title of the Publication	Journal Title, Volume, Number (Year): pages of the book or monograph, Editorial, Publishing House, City, Year
1	From educational/professional deprivation to professional happiness	Conference Proceedings of the II International Scientific Internet-Conference Modern Problems of Improve Living Standards in a Globalized World (December 8, 2017, Opole - Berdyansk - Tbilisi - Slovyansk - Kropyvnytsky), 2017; ISBN 978-83- 62683-68-0 (Electronic edition); pp.499, illus., tabs., bib's
2	SIM method of minimization of educational and professional deprivation (Innovative approach for management of science and education in Georgia)	Scientific journal "Public Administration", 3-4/2017, ISSN 1829-0167 p.499-507 (https://paara.am/wp-content/uploads/2012/04/HK-2017-3-4.pdf), 2017
3	„საქართველო-უკრაინის არაფორმალური დიპლომატიის შესაძლებლობები: სიმ-მეთოდის როლი“	საქართველო-უკრაინის დიპლომატიური ურთიერთობების აღდგენის 100 წლისთავისათვის მიძღვნილი სამეცნიერო კონფერენცია, (მასალები იბეჭდება უკრაინის დიპლომატიის ისტორიის კვლევითი ცენტრის გამოცემაში). (30.03.2018) თსუ
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