The Diagnostics of Professional Self-Determination in an Educational Institution

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Abstract: The article contains psycho-pedagogical analysis of the results of empirical research, whose purpose is to measure the awareness of professional self-determination of senior pupils at an educational institution. The investigation showed a low level of awareness of the professional self-determination in the majority of respondents senior pupils and they need competent psycho-pedagogical support of the specialists of educational institution. As general advice author proposes to use such forms of group learning (discussion, role play) development of methods of self-knowledge and self-education, professional tests, activate the search of information on the labor market, self-mastery skills and build professional readiness of the individual plan of vocational training and employment.

Key words: Professional self-determination • Questioning group method • Psycho-pedagogical assistance strategy

INTRODUCTION

Uselessness of young people in the labor market, its unwillingness to interact in a market economy is one of the most acute problems of modern Russia. Our life demands from the young man after graduation availability of sufficient formed professional readiness, namely, to take their own decision on the choice of profession and activities. In this case it is necessary to take into account the needs of society, the prospects for material well-being and their individual personal development [1; 2]. Inability to self-determination, to choose and make the right decision leads to loss of the possibility of finding a culture. The young man can not fulfill your potential as a unique creature that actively change society. He will not be able “to build yourself, your personal history” in the socio-cultural environment [3].

Therefore, the most important area of psychological and pedagogical activities of each educational institution is to provide senior pupils timely qualified assistance in the formation of stable realistic career plans.

MATERIALS AND METHODS

Topicality of the problem of self-determination was the basis for the choice of research theme – "Diagnostics of professional self-determination in an educational institution". Subject of research – the level of development of professional self-determination by senior pupils in an educational institution. The object of research are studyings IX – XI classes of Municipal educational institution "Interschool training complex" Kirov district of Volgograd city.

Problems Research:

- To detect the dominant level of professional self-determination formed at the older pupils (high, medium or low).
- Identify the main reasons of the corresponding formed level domination at the professional self-determination.
To develop general guidelines for the formation of the ability to make a decision regarding the choice of the future profession.

To develop general guidelines for the formation of the ability to make a decision on choosing a future profession. The research used the following groups of methods:

- Theoretical: the analysis of psychological and pedagogical literature on research;
- Empirical: psychodiagnostic methods (group questioning), observation, conversation and other experimental work;
- Statistics: mathematical and statistical processing of the diagnostic results on the formed level of professional self-determination.

The main used method, which was applied for the largest number of pupils opinion was the questioning group method.

Content we developed questionnaire included 20 questions, which revealed the ratio of senior pupils to study, leisure activities, the attractiveness criteria, the motives of professional choice, future plans, etc.

The Main Part: Empirical studies provide data base of the experimental work carried out in the municipal educational institution "Interschool training complex" Kirov district of Volgograd in autumn 2013 – 2014 school year. Total number of senior pupils who participated in the study were 400 people, of which 229 people – were senior pupils of class IX, 102 pupils – pupils of class X and 69-testing pupils Class XI.

We started Processing profiles with an analysis of the favorite activities of older school children in their spare time. Of the eight proposed options, the majority of respondents allocated communicative activities "connecting with friends" (265, 66.5%) and "listening to music" (264, 66.3%). Firmly occupy the second position "computer work" (203, 50.8%) and "sport and tourism" (196, 49%). Is very well that 90 students (22.5%) devote free time for reading books. Such options as "nature" (13.5%) and "scientific activity" (7%) are completed the hobbies rating.

In our view, the positive trend is visiting by the senior pupils of various additional education institutions (sections, studios, clubs). Including the leading position occupied by youth sports schools. 166 students (41.5%) are engaged in sections and studios. However, a lot of many senior pupils (58.5%) are having any reasons (health-related, financial, etc.) do not attend the additional education institutions.

Speaking the main question about the level of readiness for professional self-determination, it was found that only 101 school students (25.3%) have positive view of their future professional conditions fully formed. This group, for example, we classified senior school students, who took independent decision about, who to be, where to study and have a clear vision of an elected profession, about the requirements for entering to an educational institution.

Tested 124 respondents (31%) have an average level of formation of readiness for professional self-determination. This group included senior pupils who independently chosen future profession, but do not know where and in what educational institution you can get it, or exactly selected an educational institution, but can not decide on a career choice at this stage.

Most respondents did not have a clear understanding and representing their professional development and management of these processes. From 175 senior pupils (43.7%) were diagnosed with a low level of readiness for professional self-determination.

What is the reason unformed professional choices, according to young people? Most respondents (123, 30.8%) indicated a lack of knowledge about the variety of professions, about the content of the activities for different types of professions.

104 respondents (26%) identified the inability to adequately assess their inclination and capabilities and learn their inner world about.

Indicating the reasons for the choice of profession unformed, 15.3% senior pupils (61) noted a lack of knowledge about the labor market, relevance jobs in the modern world. In our view, this response indicates minimal activity in this category of young people in acquiring knowledge or some information on this subject. 48 senior pupils (12%) reported that they have not thought about self-determination.

What professions elected self-determined pupils in their questionnaires? The leading position profession is "lawyer", it attracts 13.9% of respondents. Second place was shared between professions: "doctor", "investigator" and "cook" (11.9%). In third place – the professions: "professional rescuer", "train conductor" and "electrician" (10.9%). Fourth position was shared by several professions: "economist", "programmer", "manager" and "accountant".
Was found that the set of professions selected senior pupils is relatively small, only 48 titles. According to the questionnaires, older pupils prefer humanitarian professions compared with the technical.

What are the leading reasons older pupils choose a profession? 65.3% of senior pupils admitted that they took the decision independently. 37.3% of respondents said that they were advised by their parents. Internet takes the third place – 13.3%. Advices of friends are in fourth position, 4.5% of senior pupils listen to their opinion. A small percentage (1.2%) is the influence of educational institutions.

What attracts senior pupils in the elected profession? Most senior pupils (293 persons, 73.3%) in the first place attributed this figure as perspective (professional growth, career advancement). The second position was shared by "the process of work" (68.5%) and "very good salary" (65%). Option "human contact" was marked by 214 respondents (53.5%). 5 – 6 places in this ranking took such indicators as "mobile work and the possibility of new experiences" (186, 46.5%), "the creative work" (148, 37%) and "independent decisions" and "working conditions" (134, 33.5%). Minimum selections from the seniors received such options as "work in the open air", "romance" (37, 9.3%) and "quiet work" (28, 7%).

165 senior school pupils (41.3%) focused on higher education, 22.8% of pupils (91 people) are planning to study at vocational colleges (medical, energy and other colleges). Orientation to receive basic vocational education have 14 respondents (3.5%). It is interesting that 56 respondents (14%) plan to combine work and study, if professional plans are changed. According to profiles 162 respondents (40.5%) are alternative embodiment of professional plans. Most senior school pupils (59.5%) never thought of this problem [4].

Findings: What are the main reasons for the low level of professional readiness of the most senior pupils surveyed?

First of all, it's a lack of awareness of older pupils about the variety of professions. Recall that 123 people (30.8%) indicated a lack of knowledge about the variety of professions about the content of the activities for different types of professions and 15.3% senior pupils (61) noted a lack of knowledge about the labor market, relevance jobs in the modern world. Only a well-informed person can accept real informed decisions. This attributes not only to the choice of profession, but also to any area of our essence. Also alarming fact that senior pupils are able to list only a limited number of currently existing professions (about 40 – 50).

Secondly, the inability to plan their professional life, namely, to make personal professional plan, to schedule short and long term aims. An elementary question about alternative professional embodiment became by deadlock for many senior pupils.

Thirdly, the insufficient level of independence or autonomy in deciding on professional career. According to the questionnaires, for many senior pupils (167, 41.7%) make career choices their parents or friends. However, the professional choice – it is a decision that a person takes on the basis of introspection. A senior pupil refuses to make a decision, if the autonomy function is not developed. Let things drift, that can lead to individual degradation eventually. Thus, professional readiness provides an understanding of what the master of his destiny is the man himself, which receives the possibility of self-formation and self-development according to its plans and intentions [5].

To overcome the above-mentioned problems at the stage of selecting senior pupils a profession, we offer as general guidelines to use the following technologies:

- For the pedagogical staff and educational psychologists "Interschool Training Complex": forms of group work (discussions, role play); to develop self-knowledge and self-education methods;
- For older pupils: professional trials, to activate the information search on the labor market, to acquire the skills of self-control professional readiness, building an individual plan of professional education and employment.

Masters industrial education or educational psychologists "Interschool Training Complex" advisable to carry out such studies after school: Organizing group discussions ("My personal characteristics and choice of profession", "Subjective and objective factors influencing the choice of a profession") and role playing ("Guess a professional image", "Prestigious and not prestigious profession: my choice"). It is also effective to use the introspective analysis method.

For example, to older pupils in the group suggested the following exercise with using prearranged individual forms for independent work: What thoughts and images come to your mind when you think about choosing a career? What do you feel, thinking about the upcoming professional self-determination? What disturbs you in this regard? What attracts you in this situation? Are you ready to make the right professional choices?, etc. After individual work with the text form, we offered the students to share their results with partners in pairs [6].

80
Table 1: Professional trials variants

<table>
<thead>
<tr>
<th># p/n</th>
<th>Profession</th>
<th>Options practical realization fragments of a future profession</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>driver</td>
<td>– drafting the computer game fragments &quot;Rules of the Road&quot;;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>– making training models &quot;Road signs&quot;</td>
</tr>
<tr>
<td>2</td>
<td>fashion designer, tailor</td>
<td>– demonstration of the finished product clothing</td>
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<tr>
<td></td>
<td></td>
<td>– demonstration drawings supposed collection of clothes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>– making illustrated album &quot;Fashion and historical epoch&quot;</td>
</tr>
<tr>
<td>3</td>
<td>educator, primary school teacher</td>
<td>– fragments showing classes with kids</td>
</tr>
<tr>
<td></td>
<td></td>
<td>– hand made soft or multifunctional toys, didactic games and other visual aids</td>
</tr>
<tr>
<td>4</td>
<td>cook, confectioner</td>
<td>– definition festive menu;</td>
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<tr>
<td></td>
<td></td>
<td>– demonstration festive table layout;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>– presentation of the original recipe own dishes</td>
</tr>
<tr>
<td>5</td>
<td>doctor</td>
<td>– design illustrative album &quot;Medicinal Plants&quot;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>– training conversation with teenagers about the dangers of alcohol and smoking</td>
</tr>
<tr>
<td>6</td>
<td>accountant, economist</td>
<td>– making of the annual family budget</td>
</tr>
<tr>
<td>7</td>
<td>journalist</td>
<td>– writing articles for the school wall newspaper</td>
</tr>
<tr>
<td>8</td>
<td>hairdresser</td>
<td>– demonstration of options for hairstyles;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>– presentation of cosmetics for hair care, etc.</td>
</tr>
</tbody>
</table>

Forms of group work along with creating a comfortable environment, establishing partnerships, formation of reflective listening skills stimulate the development of self-perception through correlation with other pupils and, therefore, contribute to the realization of the principle of individualization professional self-determination [7].

Developing the techniques of self-knowledge and self-education by senior pupils is independent diagnostic procedures using to clarify personal professional interests, inclinations and abilities and satisfying the need in introspection for older pupils [8]. Psychodiagnostic examination for leading professional interests of older pupils can take place at the psychologist's office "Interschool Training Complex" Kirov district of Volgograd.

For the formation of positive self-image and stimulation of adequate self-esteem, the following teaching methods are needed: daily diary describing their reactions to current events, the characterization of their feelings, thoughts and behavioral reactions; mini-essay on "What is in me such for what my friends love me?"; exercise "Imagination success" (visualize yourself more successful in situations that were unsuccessful in the past); exercise "Me and my values"; making of programs on self-education and self-improvement; the declaration of their self-worth (a reminder to myself about its uniqueness).

Professional trial for the senior schoolboy it is direct participation in the some professional activity. Due to the fact that these trials are simulating professional activity, they create favorable conditions for demonstration professionally important qualities and for understanding the distinctive features of attracting profession. Some variants of professional trials are presented in Table 1.

Methodical procedures that activate the older pupils to search information about the labor market, can be used the following: the planning in-depth study of the profession, acquaintance with literature about professions, consultations with specialists employment centers, take parting in excursions, meetings and conversations with professional experts, search Internet information [9].

The implementation creative tasks is very effectively helps to develop skills for constructing individual plan of professional education. These tasks can be: a series of projective drawings ("I'm after 5 years ", "I'm after 10 years", "I'm after 15 years"), case studies related to the planning procedure; filling the comparative table "My professional plans (for currently, over 5 years and 10 years): similarities and differences", etc. [10].

**CONCLUSION**

The diagnostics of professional self-determination in an educational institution showed: first, have need to competent professional advisory assistance for senior pupils and psycho-pedagogical support from the workers of education institutions (masters industrial education, psychologists, etc.) and, second, the need to create conditions for a formation sufficient level of autonomy (independence) the most senior pupil. Independence allows to determine value-sense orientation high pupil. It’s encourages internal activity to the construction and
implementation of their individual development prospects and stimulates independent self-perfection in the capacity of representative of a particular profession.

Gratitude: The authors express their gratitude to colleagues (masters industrial education, teachers technology) for assistance in conducting the study: Vera I. Selezneva, Irina A. Halina, Natalya G. Geikina, Galina A. Razmerova, Anna I. Gouzenko, Natalia M. Pisareva, Marina N. Morozova.

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