

Conditions of Formation of Readiness of Future Teachers to Pedagogical Support of Professional Self-Determination of Senior Pupils

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Abstract: The study proves the need for training of future teachers in pedagogical support of professional self-determination of senior pupils. The researcher's reveal the essence of the notions of "professional self-determination", "pedagogical support of professional self-determination", "readiness of a future teacher to pedagogical support of professional self-determination of senior pupils" and offer their own definitions. Components of readiness (motivation and value, cognitive, activity, estimative and reflexive) and the main indicators of formation of readiness are represented. Pedagogical conditions of formation of readiness of a future teacher to pedagogical support of professional self-determination of senior pupils are given and proved: the use of didactic opportunities of basic school subjects in the training of a future teacher to pedagogical support of professional self-determination of senior pupils; the use of interactive learning technologies in the formation of readiness of a future teacher to pedagogical support of professional self-determination of senior pupils; purposeful integration of a future teacher into the organization of pedagogical support of professional self-determination of schoolchildren during school practice; monitoring the level of maturity of readiness of a future teacher to pedagogical support of professional self-determination of senior pupils.

Key words: Professional self-determination, pedagogical support, opportunities, maturity, readiness

INTRODUCTION

Social and economic processes taking place in Russia demand from the modern school leaver the readiness for professional and career progress, life-long learning and the ability to set goals independently and find ways of achieving them using all available resources. However, the practice shows that professional self-determination doesn't happen with all senior pupils. According to survey of the institute of content and teaching methods, the choice of profession of >58% of senior pupils is influenced by random factors such as prestige, attractiveness, level of wages, the choice "for the company" and others. At the same time senior pupils do not know about the requirements of the profession to the person their individual characteristics. When choosing a career they do not relate their desires with individual abilities and do not consider the demand for the profession in society.

Conditions for implementation of professional self-determination of senior pupils: Implementation of

professional self-determination of senior pupils is possible when it meets several conditions. First, the school must have a system of social partnership: joint activities of subject teachers, psychologists, social workers with the schoolchildren and their parents, the cooperation of the institution with the basic enterprises, vocational training institutions, career centers. Secondly, it is necessary to inform the pupils about peculiar features of the various areas of professional activity, social and financial components of the various professions, special features of local, regional, Russian and international demand for different types of work. Thirdly, it is important to organize the pedagogical support of professional self-determination of senior pupils.

The essence of pedagogical support of professional self-determination of senior pupils: The purpose of a teacher for pedagogical support of professional self-determination of senior pupils is to create conditions for future graduates to make a choice of career path, ensuring their successful socialization in society. During pedagogical support the teacher:

- Diagnoses individual psychological motives and factors of the career choice of senior pupils
- Projects and plans accompanying activities on the basis of the diagnostic results
- Organizes joint activities with the pupils, aimed at preventing the occurrence of possible problems and difficulties of senior pupils in the course of their professional self-determination
- Establishes interaction with the students their parents, subject teachers, social workers and psychologists, teachers of additional education and social partners in order to coordinate the activities of all participants of pedagogical support
- Monitors and analyzes the results of activities in order to correct the process of support

Study of the experience of organizing the training of future teachers for pedagogical support of professional self-determination of senior pupils: The multi aspect and complex nature of the work of a teacher on the pedagogical support of professional self-determination of senior pupils puts the question of the need for training future teachers in this type of educational activity. The study of foreign experience of organizing professional orientation shows that in many countries, school and college teachers receive additional training in career guidance and consulting students in the form of part-time courses (Netherlands), time-consuming seminars (Austria), studying for Master's degree (United Kingdom), an additional course at the university for those with Master's degree (Czech Republic), training within the international career consultants program which was developed in the United States and is widely used in >40 countries around the world. In Russia, despite the fact that many higher education institutions carry out training of students in such areas as "teacher education" and "psycho-pedagogical education" for the activities of professional orientation of school children, yet there is a lack of professionals ready to implement the activity enhancing professional self-determination of school children. This situation raises the problem of formation of readiness of a future teacher to realization of this professional function.

Literature review

The nature of professional self-determination: Analysis of psychological and educational literature about the nature of professional self-determination of an individual allows us to speak about it as a multi aspect notion. Professional self-determination involves searching and finding personal meaning in the chosen, mastered and

already fulfilled job as well as finding meaning in the process of self-determination (Pryazhnikov and Roumyantseva, 2013). Professional self-determination is the process of formation of personal attitude to the career and the way of human self-realization, the coordination of intra and social and professional needs (Chistyakov, 2005). Professional self-determination is an independent and intended coordination of professional and psychological possibilities of a man with the content and requirements of the career; in this case an individual is the subject of professional self-determination. Professional self-determination is an active and long-term process of choosing a career and the result of this process (Volkov, 2007). In the professional self-determination two levels can be distinguished: the gnostic (restructuring of consciousness and self-awareness) and practical (real change in social status of a person) (Klimov, 2004). The study of different interpretations of this notion allows us to determine professional self-determination as a person's intended inner readiness for independent choice of the profession and planning a career path based on establishing correspondence of human psycho-physiological characteristics to the requirements of the profession and considering a particular socioeconomic situation of the country.

The nature of pedagogical support of professional self-determination of senior pupils: Theoretical and practical aspects of psychological and pedagogical support of professional self-determination of senior pupils are widely discussed in scientific literature. Pedagogical support of professional self-determination of senior pupils is carried out for the purpose of formation of a professional orientation of a person (Chistyakova, 2005), the formation of senior pupil's interest in a particular professional activity. There is a classification of professions, the basis of planning professional self-determination of a person are designed taking into account individual characteristics, needs and interests of the (Klimov, 2004), focuses on the opportunities for professional development of students (Alexandrova, 2010; Pryazhnikov and Roumyantseva, 2013). Pedagogical support includes individual consultations, guarding and encouragement of self-development. It is based on joint work of an adult and a student in which the teacher plays the role of an observer, adviser and assistant in determining the future path of student's development (Bityanova, 2008). Pedagogical support is viewed by us as an organized systematic process of interaction between the participants of the educational process (students, teachers, parents and others) in creating the conditions

for self-understanding, self-development and self-realization of students in order to form their readiness for professional self-determination.

Readiness for career: The problem of readiness for career was studied by such Russian scientists as Dyachenko and Kandybovich (1985). In modern psychological and pedagogical science, the notion of “readiness for career” is considered from the standpoint of the functional, personal and integrated approaches. Functional approach (Levitov, Platonov, Uznadze and others) considers the readiness as a special mental state of a person, ensuring the success of the implementation of professional tasks. Personal approach (Ananiev, Dyachenko, Kandybovich) denotes readiness for career as a set of stable personality characteristics such as: features of temperament, a positive attitude to the profession, a certain stock of knowledge and skills; the presence and expression of abilities and skills. The readiness for career from the viewpoint of an integrative approach (Durai-Novakova, Slastenin) is characterized as a set of interrelated personal and psychological characteristics of a person, necessary for the effective implementation of professional activities. The analysis of the research in the field of readiness of a person for career from the standpoint of an integrated approach allows us to conclude that the readiness of a future teacher to professional activities is a holistic personal characteristics which represents the synthesis of internal and external motives, theoretical and practical training, contributing to the successful realization in a modern social and cultural space.

MATERIALS AND METHODS

Experimental research base was Mari State University in the period from 2012-2015. Different research methods were applied in our researchers. Theoretical methods were used during the ascertaining stage of the experiment: analyses of psychological and pedagogical literature and laws and regulations on the problem of the research, theoretical analyses of the data received, SWOT analyses and pedagogical modeling. Such empiric methods as questionnaire and poll were used. The formative stage included pedagogical experiment. During pedagogical experiment in the process of training future teachers for pedagogical support of professional self-determination of senior pupils we have applied such methods of assessment and monitoring as: observation of trainees during business and role play, expert assessment of the socio-educational projects, analysis of works (essay, collage, presentation), self-assessment of

professional readiness of students to pedagogical support of professional self-determination of senior pupils, expert assessment of the development of professional skills of students of pedagogical support of senior pupils.

In order to determine the effectiveness of the experiment at the summarizing stage we applied a survey method, pedagogical testing and comparative analysis of the results obtained at the ascertaining and summarizing stages. Comparative analysis was built on the basis of calculation of elementary statistics, mathematical identifying of relationships, dependencies, scaling, ranking, plotting.

RESULTS AND DISCUSSION

The structure of the readiness of a future teacher to pedagogical support of professional self-determination of senior pupils: The integrative nature of the readiness of a person for career allows scientists to represent readiness as a structural entity consisting of interconnected components, each performing a specific function. In the structure of the readiness of a future teacher to pedagogical support of professional self-determination of senior pupils we can separate motivation and value, cognitive, activity, estimative and reflexive components. The indicators of maturity of motivation and value component is the awareness of the students of the importance of activities of a teacher connected with pedagogical support of professional self-determination of senior pupils and willingness to give pedagogical support of professional self-determination to senior pupils. The cognitive component can be represented as a set of psychological and pedagogical knowledge about the essence of pedagogical support of professional self-determination of senior pupils, age characteristics of senior pupils. The indicators of the activity component in the structure of readiness are students’ skills to establish interaction with the members of pedagogical support to plan and implement pedagogical support of professional self-determination of senior pupils. The estimative and reflexive component of the readiness can be measured by the ability of a future teacher to evaluate and analyze the results of his research on pedagogical support of professional self-determination of senior pupils. We differentiate components of the readiness by the levels of their formation: low level is characterized by awareness of future teachers of pedagogical support of professional self-determination of senior pupils; the average level demonstrates student’s ability to reproduce it; the high level a creative solution of professional problems.

In our opinion, the realization of social and personal importance of career-oriented activities, orientation to assist students in the process of professional self-determination, possession of general cultural and professional competencies which provide the ability to organize and analyze the results pedagogical support of professional self-determination of senior pupils are the indicators of the readiness of a future teacher to pedagogical support of professional self-determination of senior pupils.

Pedagogical conditions: Formation of the readiness of the future teachers for pedagogical support of professional self-determination of senior pupils is realized under several pedagogical conditions.

The first condition: Implementation of the first pedagogical condition the use of didactic opportunities of basic school subjects in the training of a future teacher for pedagogical support of professional self-determination of senior pupils is carried out in the process of professional training of future teachers in the study of core subjects “psychology” and “theory of education”, “philosophy”, “economics of education”, “anatomy, physiology and hygiene”, “fundamentals of medical knowledge and healthy lifestyle”, “physical education”. Training in the above mentioned subjects ensures the use of the principle of integrity as the combination of knowledge and skills acquired by students during their study allows future teachers to solve the problems of pedagogical support of professional self-determination of senior pupils.

Vocational training in the theory of education helps students to realize the social importance of the activities in the professional self-determination of pupils to increase motivation for this kind of activity to develop of the ability to use basic forms, methods and modern learning technologies in the process of activating professional self-determination of senior pupils to form responsible attitude to the results of the work.

Studying psychology future teachers got a holistic view of the development of psychological characteristics and patterns of activity of school pupils of traditional and modern approaches to the solution of psychological problems that can often arise in the course of professional self-determination; ability to use diagnostic tools to examine personal features and professional inclinations of students; assessment and reflexive skills that affect the correction of pedagogical support of professional self-determination of senior pupils and motivate future teachers to self-development.

Philosophical knowledge determines the students’ understanding of the basic laws of interaction between a

man and the society in which the trainee will have to socialize and self-realize (including the career); promotes realization of the problems of human existence which do not exist separately from the professional activity and the importance of educational activities of a teacher in the work with senior pupils who are in a situation of the choice of career and life path.

Knowledge of the subject “economics of education” creates the ability of future teachers to take into account the trends and features of modern economic development of Russia and the world, economic relations in society and in education that allow students to determine the content and tactics of pedagogical support of professional self-determination of senior pupils.

Such subjects as “anatomy, physiology and hygiene”, “physical education”, “health and safety basics”, “basics of medical knowledge and healthy lifestyle” contribute to the formation of the sustained motivation for healthy lifestyle, attitude to their own health as a value. Knowledge of these subjects forms the ability of future teachers to pay attention that the state of health status is one of the requirements of the profession to the person.

The second condition: The second pedagogical condition the use of interactive learning technologies, ensuring the formation of readiness of a future teacher to pedagogical support of professional self-determination of senior pupils is realized in the course of training of future teachers in the optional subject “classroom teacher” (Kurochkina, 2015). The use of interactive learning technologies is based on the dialogue within the interaction in the system “teacher-student”, “student-students”, “teacher-students”, joint discussion of educational issues and finding solutions, resulting in the promotion of cognitive activity and professional motivation of students, their communication, organizational and evaluative-reflexive abilities (Biryukova and Kondratenko, 2014).

Technology of case-based learning (case study method) involves practical training of a future teacher in pedagogical support of professional self-determination of senior pupils through group discussions of a specific professional situation, identifying problems and development of its practical solution. The distinct advantage of this technology lies in the ambiguity and variety of ways to solve the problem in the collaboration and co-creation of a student and a teacher in the consolidation of knowledge and professional skills acquisition. Knowledge of the technological chain of actions: diagnosis, goal-setting, planning, design, organization and evaluation of the results of these

activities with the projection of the future and the ability to apply it in solving pedagogical problems allow future teachers to master pedagogical skills.

The situation of modeling project activities is created to prepare students to develop projects aimed at enhancing the professional self-determination of senior pupils. In the course of project activities students gain the skills of defining the problem, setting goals, finding ways to achieve it. In the process of working on the project students get such skills as: analytical (analysis of information, formulation of the problem and objectives), organizational (division of responsibilities), informational (collection of information, its use), design (planning steps of work), communicative (discussion of problems and methods to achieve goals), estimative and reflexive (estimation and self-examination of activities), presentation (presentation of the results of the project).

The use of such technology as role-play game and business game allows recreating the basic laws of professional activity and professional thinking of future teachers on the basis of educational situations. Educational situations are connected with the choice of a career path of senior students. Often this choice is the reason of misunderstanding between children and their parents. The task of a teacher is to help to resolve this controversy. Game technology contributes to the development of communicative culture of students, formation of initiative and creativity.

In training future teachers for pedagogical support of professional self-determination of senior pupils classes are organized in the form of the training. In the course of the training, students learn the new through personal experience and reinforce the knowledge and skills acquired. The training provides participants with an opportunity for self-knowledge and self-assessment of activities in the process of choosing a career. The main content of the training involves the change of theoretical and diagnostic material with movement exercises. The diagnostic component of the training aims to teach students to use the methods of psychological diagnosis.

The use of interactive educational technologies in training future teachers for pedagogical support of professional self-determination of senior pupils is caused by the need to create conditions and to increase motivation and enhance their intellectual, communicative and socially oriented activities.

The third condition: The third pedagogical condition-purposeful inclusion of a future teacher into the organization of pedagogical support of professional self-determination of senior pupils during school practice

is based on awareness of the importance of school practice for the professional formation of a future teacher which provides the student with the best opportunity to test the theoretical preparation and formation of practical skills of implementing pedagogical support of professional self-determination of senior pupils.

Students have school practice in comprehensive schools as subject teachers and classroom teachers (Andreeva *et al.*, 2015). Purposeful involvement of future teachers into the organization of pedagogical support of professional self-determination of senior pupils means doing a series of tasks. In particular, students carry out diagnostics revealing the professional interests of senior pupils their educational and professional motivation, communication and organizational inclinations, major factors in choosing a future profession; plan supporting activities (themes of career guidance activities, diagnostics and consultations) on the basis of results of the diagnostics; plan, develop and implement professional orienting extracurricular activities (discussions, games, trainings) and carry out their self-evaluation; hold individual professional consultations (on the request of senior pupils); draw the characteristics of students, including diagnostic techniques data.

During the pedagogical support of professional self-determination of senior pupils, students have the opportunity to receive methodological assistance in the form of consultations with the supervisors of practice on the issues that arise in the course of support. Practice supervisors (Methodists of the department and school teachers) fill the table "expert card of evaluation of formation of professional skills of future teachers for pedagogical support of professional self-determination of senior pupils" at the end of school practice. Expert card is a peculiar characteristic of the practical training of students in this type of activity.

The fourth condition: The fourth condition-monitoring the level of readiness of a future teacher to pedagogical support of professional self-determination of senior pupils-makes us to conclude that the availability of multicomponent and systematically organized process contributes to the formation of this readiness.

The results of monitoring the level of readiness: Research of motivation and value component of readiness was conducted with the help of the method "motivation of professional work" Zamfir in modification by Rean. According to the method, there are three components of professional motivation: inner motivation, external positive and negative motivation.

Table 1: Dynamics of formation of communicative aptitudes of students of Experimental (EG) and Control (CG) groups at ascertaining and summarizing stages of the experiment (method "COS" by Sinyavsky and Fedorishin)

Communicative aptitudes								
Ascertaining					Summarizing			
EG		CG			EG		CG	
Levels	People	%	People	%	People	%	People	%
Low	31	32.98	29	27.88	12	12.76	24	23.08
Average	25	26.60	31	29.81	33	35.11	33	31.73
High	38	40.42	44	42.31	49	52.13	47	45.19

Table 2: Dynamics of formation of organizational aptitudes of students of Experimental (EG) and Control (CG) groups at ascertaining and summarizing stages of the experiment (%) (method "COS" by Sinyavsky and Fedorishin)

Organizational aptitudes								
Ascertaining					Summarizing			
EG		CG			EG		CG	
Levels	People	%	People	%	People	%	People	%
Low	38	40.43	41	39.42	20	21.28	37	35.58
Average	26	27.66	31	29.81	32	34.04	34	32.70
High	30	31.91	32	30.77	42	44.68	33	31.73

The results of measurements of professional motivation of students of experimental and control groups on a 5 point scale indicate the positive dynamics in the development of the quality in both groups. In the experimental group inner motivation increased (from 3.2 points during an ascertaining experiment to 4 points at the summarizing experiment), the external positive motivation (from 2.9-3.8 points). In contrast with the experimental group, the dynamics of motivation in the control group are minimal: inner motivation (from 3.1-3.2 points) and external positive motivation (3-3.2 points) increased slightly.

These diagnostic test data suggest the main reasons for future professional activity of students of the experimental group: getting satisfaction from the process of pedagogical support of professional self-determination of senior pupils and the opportunity of the most complete self-realization in this activity (signs of inner motivation), the need for success in the process of pedagogical support of professional self-determination (signs of external positive motivation).

Results of the study of the cognitive component: The cognitive component of the readiness of a future teacher to pedagogical support of professional self-determination of senior pupils includes basic knowledge of pedagogical support of professional self-determination of senior pupils. The study of cognitive component of formation of the readiness was performed with the researchers pedagogical test "fundamentals of pedagogical support of professional self-determination of senior pupils".

The test results demonstrate the increase of level of theoretical knowledge of the students of the experimental

group. While on the ascertaining stage of the experiment the experimental group showed a generally low level of awareness (88.3%) and a high level was not detected at all then at summarizing steps of the experiment a part of students (15.96%) has already demonstrated a high level of knowledge of fundamentals of pedagogical support of professional self-determination of senior pupils, the others showed the low (41.49%) and the average (42.55%) awareness levels. In the control group, the positive dynamics of the level of knowledge was not significant: at the ascertaining stage of the experiment one of the students (0.96%) showed the high level of knowledge, and two students (1.92%) at the summarizing stage of the experiment; 11.54% of the students showed the average level at ascertaining and 15.38% at the summarizing steps of the experiment; 87.5% of students showed a low level at ascertaining and 82.7% at summarizing stage of the experiment. In qualitative terms the theoretical knowledge of students of the experimental group significantly exceeds the level of knowledge of students in the control group.

Results of the study of the activity component: The study of the activity component of readiness was carried out using a technique by Sinyavsky and Fedorishin "communicative and organizational aptitude." Observation of the dynamics of the level of formation of communicative aptitudes of students allows noting almost the same positive developments in both groups (Table 1). Monitoring data of formation of organizational aptitudes shown in Table 2 suggest more positive dynamics in the experimental group.

Table 3: Dynamics of formation of reflexivity of students of Experimental (EG) and Control (CG) groups at ascertaining and summarizing stages of the experiment (method by A.V. Karpov)

Levels	Ascertaining				Summarizing			
	EG		CK		EG		CK	
	People	%	People	%	People	%	People	%
Low	26	27.66	32	30.77	9	9.57	28	26.92
Average	57	60.64	60	57.69	63	67.02	64	61.54
High	11	11.70	12	11.54	22	23.40	12	11.54

The presented results show that the levels of development of communicative aptitudes of students in both groups are approximately, the same but the level of development of organizational aptitudes of the students of the experimental group is higher and it proves the effectiveness of the special training of future teachers for the organization of pedagogical support of professional self-determination of senior pupils.

The results of the study of estimative and reflexive component: The technique of Karpov “evaluation of reflexivity” was used to study the estimative and reflexive component of readiness of a future teacher to the activities of a class teacher in pedagogical support of professional self-determination of senior pupils. The results of the diagnosis are presented in Table 3 and indicate the positive dynamics of reflexivity and the prevailing average level of development of this quality in the students of both groups.

However, taking into consideration the analysis of the results represented in Table 3, we can make a conclusion that the experimental group has more distinctive positive dynamics.

The materials of the research may be used in the educational process of the university and in the system of training and further training of teachers.

CONCLUSION

Professional training of students includes training of students in psychology, pedagogy and other basic disciplines, acquisition of practical skills of pedagogical support of professional self-determination of senior pupils, consolidation of theoretical knowledge in pedagogical support of senior pupils self-determination during school practice-all this makes the efficiency of the process of formation of readiness of a future teacher to support professional self-determination of senior pupils.

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