

PEDAGOGICAL SUPPORT OF PROFESSIONAL SELF- DETERMINATION OF STUDENTS

Tatiana Antonova

Abstract

The essence of the concepts of pedagogical support, professional self-determination, professional orientation. The analysis of pedagogical experience on pedagogical support of professional self-determination of pupils is carried out. The program of the elective course "Professional self-determination", the plans-summaries of lessons on pedagogical support of professional self-determination of schoolchildren. Organized, conducted and analyzed experimental work on the basis of MBOU "SOSH № 15" Vladimir.

Key words: *pedagogical support, professional self-determination, professional orientation.*

1 INTRODUCTION

Theoretical analysis of literature shows a sufficient level of elaboration of the problem of career guidance and professional self-determination. At the same time, many methodical developments in the vocational orientation of schoolchildren are outdated, often entertaining, not sufficiently investigated the problem of pedagogical support for professional self-determination of schoolchildren. Thus, the relevance of this work is due, on the one hand, to the need of society in the professional self-determination of trainees who cannot make the right choice without rendering them pedagogical help, and, on the other hand, Insufficient elaboration of this problem in the theory and methodology of technology training.

The purpose of the research: theoretically substantiate and develop the method of teaching students elective course "professional self-determination".

The following methods were used in the work:

1. Theoretical methods of research: analysis of psychological, pedagogical, methodical literature.
2. Empirical methods of research: observation, conversation, testing, pedagogical experiment.

Experimental and experimental base of the research was Mbow "school № 15", Vladimir.

Theoretical basis of the study:

1. Analyzed the literature on the problem of research.
2. Revealed the essence of the concept of "pedagogical support".

3. Carried out the analysis of pedagogical experience on pedagogical support of professional self-determination of pupils.

Based on the analysis of literature in our work we adhere to the definition of professional orientation, professional self-determination of the scientist Svetlana Nikolaevna Chistyakova. Professional orientation-scientific-practical system of preparation of pupils to free and conscious choice of a profession ". [2] "professional self-determination is a process of formation of personal attitude to professional work and a way of self-realization, coordination of individual and socio-professional needs". [2] Revealed the essence of the concept of "pedagogical support" and adhere to the concept of N.B. wing. "Pedagogical support is a pedagogical method, a special practice of a teacher, different from the traditional methods of teaching and upbringing in the process of its dialogue and interaction." [1]

The analysis of pedagogical experience on the indicated problem is carried out. This allowed us to identify methods and forms of training of orientation such as: • "Differential diagnostic questionnaire" E.A. Klimov, test for the determination of temperament Eysenck, determination of personality type by J. Hollondu, etc.;

- Guidance Games: "Plans for the Future", "the Most", "profession-speciality", "know-how";
- Case-Method: "The Future Teacher", "The problem of fathers and children".
- Didactic game: "Professional advice".

2 Methodology

Methodical bases of research:

1. Developed the program of elective course "professional self-determination" (8 class, 27 h).
2. Have developed plans-abstracts of lessons on pedagogical support of professional self-determination of schoolchildren.
3. Organized, conducted and analyzed experimental work on the basis of Mbow "school № 15", Vladimir. Experimental work aimed at helping the student in professional self-determination was conducted on the basis of Mbow "school № 15", Vladimir. Participation in the study was taken by students of the 8th "B" class – In the number of 24 people.

Research objectives:

1. to reveal the level of readiness to choose a profession from students, as well as to reveal whether the level of readiness to choose a profession will change after the formative experiment;
2. test program of Elective course "professional self-determination";
3. Implement the use of active methods and forms of pedagogical support for professional self-determination of schoolchildren.

3 Discussion of results

To determine the level of readiness of students to choose a profession, the following methodology was chosen: "Questionnaire for identification of readiness to choose a profession (according to Vladislav Borisovich Uspensky)".

Students' readiness to choose a profession was determined by the following scales: 0-6 points – unavailability, 7-12 points – low readiness, 13-18 – points of average readiness, 19-24 points – high readiness.

Counting the results, we get the following: High: 2%

Average: 46%

Low: 35%

Unavailability: 17%

Following the results of the "professional self-determination" course in the 8th "B" Class of the elective program, there were:

High: 17%

Average: 58%

Low: 22%

Unavailability: -

Prior to the experiment, students were dominated by the average and low levels of readiness to choose a profession, as well as the level of unwillingness to choose a profession. After the introduction of the program, there was a significant redistribution, increased high and average levels of student readiness to choose a profession, the level of unavailability is excluded altogether.

The results of the study show the dynamics of the level of readiness of students to choose a profession, which confirms the effectiveness of the Organization and methods of pedagogical support for professional self-determination of students of the 8th grade Mbow "School № 15", Vladimir.

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Contacts

Tatiana Antonova
Gorky Street 87, Vladimir, Russia.
Phone: +7915 756 7364