

Pedagogy

Педагогика

УДК 37.048.45:331.548

DOI: [10.29013/AJH-20-1.2-3-7](https://doi.org/10.29013/AJH-20-1.2-3-7)M. V. BADASHKEEV¹M. A. BADASHKEEVA²¹ OGBUZ "Bokhansky RB", Bokhan, Russia² GBPOUIO "Bohan Teachers College", Bokhan, Russia

ACTIVITIES TO PROMOTE PERSONAL AND PROFESSIONAL SELF-DETERMINATION OF OLDER ADOLESCENTS

Abstract

Objective: In this work we analyze the effectiveness of vocational guidance activities aimed at the development of personal and professional self-determination of students, dynamics of personal growth, as well as the effectiveness of the process of development of personal and professional self-determination of rural schoolchildren.

Methods: The author uses general methods of scientific knowledge, as well as empirical method of pedagogical research, methods of observation and mathematical statistics.

Results: Innovative experience of developing personal and professional self-determination of rural schoolchildren is presented. The main organizational and pedagogical measures aimed at the development of personal and professional self-determination of rural schoolchildren are described and analyzed.

Scientific novelty: In this work analyzed and described the dynamics of personal growth, personal and professional self-determination, as well as the formation of the personality of older teenagers in the conditions of rural school within the framework of innovation activity.

Practical significance: The article presents the results of the forming experiment, the following tasks were solved: formation of a stable interest in the profession; Development of the need for professional activity, development of personal and professional self-determination.

Keywords: development, senior teenager, vocational guidance, personal and professional self-determination, rural school, events, professional interest.

For citation: Badashkeev M. V., Badashkeeva M. A. Activities to promote personal and professional self-determination of older adolescents, *Austrian Journal of Humanities and Social Sciences*, 2020, No. 1–2. – P. 3–7. DOI: <https://doi.org/10.29013/AJH-20-1.2-3-7>

Recently, the number of students from rural areas has significantly increased, especially in pedagogical specialties, and this trend is observed in colleges of our region. The choice of teacher's profession is influenced by many facts. On the one hand, in the countryside the school plays a very significant role and acts as a socio-cultural center of the settlement with a rich history of

labor dynasties, and respect for the teacher is brought up since childhood, as well as the eastern mentality of drilling, Tatars, which make up the main part of the population of our village, plays a big role. Against the background of unemployment, low material wealth of most rural residents, teachers look successful, financially prosperous and belong to the category of economically

protected rural intelligentsia. On the other hand, the seasonal nature of work, the alcoholism of part of the rural population, the underdevelopment of the social sphere, the lack of information support lead to the formation of low self-esteem among high school students, their legal, information and psychological illiteracy, the lack of clear perceptions of opportunities for vocational education and further employment. All these factors do not best influence the development of personal and professional self-determination of rural schoolchildren [3].

In the course of our pilot work, we have tried to monitor more frequently the dynamics of changes in personal and professional self-determination of rural schoolchildren in order to obtain information on the effectiveness of organized activities and their timely adjustment. Having decided on the goal, we have applied various diagnostic methods and the developed author's approach of analyzing the effectiveness of the process of development of personal and professional self-determination of rural schoolchildren. We analyzed the change of the main components, on the basis of the obtained data it is possible to make an objective assessment of the research materials.

The main indicator of the change in the level of professional orientation is the indicator of the quality of knowledge of schoolchildren. In determining the quality of knowledge of schoolchildren we relied on the works of M. N. Skatkin and determined the following characteristics: completeness (quantity of program knowledge about the object under study); Depth (a collection of student-conscious connections and relationships between knowledge); Agility (ability to use knowledge in similar situations); Flexibility (ability to independently find variable ways of applying knowledge in changed conditions) [5].

In order to assess the effectiveness of measures to develop personal and professional self-determination, we have drawn up indicators delayed in time — compliance of the selected pedagogical profession with the State's personnel needs, compliance of professional intentions with further vocational and pedagogical activities, satisfaction with the chosen profession. The delayed criteria were manifested only in the process of professional adaptation [4].

In this regard, we conducted research among students of the Bokhansky teacher training college, who are graduates of psycho-pedagogical classes. The study of professional intentions was carried out on the basis

of the questionnaires described earlier. Analysis of studies showed that 33% of 53 respondents indicate a desire to work as teachers, which indicates the impact of psycho-pedagogical training on personal-professional self-determination. Analyzing the dynamics of development of components of personal and professional self-determination of students in the educational environment of modern rural school, we face the following patterns: changing the educational environment, educational institution, individual approach of teachers allows to show other personal qualities, which do not manifest themselves in the school environment [3].

The next stage of the experiment was the organization of out-of-school work built on the basis of project and research activities. In essence, these projects were unique start-ups of students. In the development of start-ups, students are given full freedom of action. Only initial algorithms for creating start-ups are set. The following areas of research were offered to students: 1. Development of a mobile application with a guide to the attractions of the Bohan and Osinsky districts, a roadmap and a budget distributor. 2. Online shop of handmade works of students of junior classes "Shedithe hanza." 3. Internet video photographic studio "Flash". 4. Online social services of military-patriotic club "Baator." 5. "Honor-ka" — teaching reading in primary classes and instilling love for books through an online game. 6. Child psychological counselling on social media. 7. Descent Tree Research Project. 9. Research competition "My Little Homeland." 10. Sports contest on national species (Burat, Russian, Tatars peoples) under the leadership of ensemble "Sandukach" [1].

Alena T., Ailana A., Lilia A. are a prime example. In their school collectives, these children did not show themselves both in their studies and in public life. Lilia A. for two years was an old head of the group, which responsibly performed duties and instructions of the handler, at the moment is a student of BSU. Ailana A. came a closed, non-sociable child, during her training took part in the Olympiads on psychology of district and regional scale, took part in the regional competition of animated films, at the moment is a student of IGU. Alena T. came with a difficult life situation, at the beginning she chose the profile of the secretary-reference, where in the aftermath there was no relationship with teachers and masters of industrial training, after which she was transferred to the psycho-pedagogical class. We tried to equalize the psychological state of the child as much as possible, ac-

tively include the subject-subject interaction with her in joint activities. As a result, changes in both the character plan and in the aspect of personal and professional self-determination are made to the person:

- Vocational and pedagogical orientation — from 35% to 78%;
- Professional interest — from 33% to 50%;
- Level of self-esteem — from 33% to 80%;
- Activity level — from 40% to 92%.

She is currently a student at a teaching college.

The professionalism of teachers, the individual approach to students, the rejection of their own positions

leads students to the analysis of pedagogical activities, self-analysis, self-education, which in general has a favorable impact on the development of personal and professional self-determination in our organizational and pedagogical activities. Studying in the psycho-pedagogical class students became more confident in themselves, self-esteem increased, the level of activity increased.

When undergoing psycho-pedagogical practice, students show themselves from unexpected sides, mostly positive in nature. Close communication with children increases self-esteem, psycho-pedagogical orientation, professional interest, as well as the level of activity.

Table 1. – Indicators of components of personal and professional self-determination of students in rural schools

№	FULL NAME	Professional and pedagogical orientation,%		Professional interest,%		Level self-assessments,%		Level activities,%	
		initial	final	initial	final	initial	final	initial	final
1	Alain A.	67	72	47	58	28	29	60	43
2	Maria A.	60	72	42	49	33	41	45	48
3	Aylana A.	76	95	64	98	48	52	77	92
4	Georgi B.	54	89	37	92	37	80	21	54
5	Nadj B.	73	90	62	83	64	65	90	90
6	Lyubov B.	64	76	52	88	65	70	78	95
7	Olga D.	87	72	63	52	65	68	90	58
8	Lika K.	41	52	35	47	26	35	25	32
9	Rinat K.	75	83	52	85	60	65	61	88
10	Anastasia L.	56	72	35	47	50	55	33	52
11	Elmira M.	65	83	64	98	43	46	48	92
12	Sergey N.	41	52	30	45	29	32	32	38
13	Irina O.	70	82	68	85	42	53	52	75
14	Svetlana P.	89	97	76	84	37	40	43	76
15	Katya S.	33	47	19	50	21	29	36	41
16	Yury T.	54	69	27	33	45	52	28	32
17	Svetlana T.	58	76	55	67	30	40	47	51
18	Alain T.	35	78	33	50	33	80	40	92
19	Jamil F.	53	60	45	31	32	36	12	16
20	Olga F.	63	71	53	73	52	53	47	83
21	Vasily H.	63	90	36	84	30	35	36	54
22	Irina H.	62	69	37	51	43	46	28	36
23	Darya H.	92	95	77	95	72	80	94	99
24	Olga Ts.	50	65	34	43	32	34	12	15
25	Alain Ch.	39	42	26	18	20	25	14	13

Anna N. — an orphan, a pupil of the Kazakh orphanage during the course of psycho-pedagogical practice in kindergarten, carrying out together with a teacher-psychologist classes (training “Turtles,” game methodology “Uninhabited island”), rethought the essence of interaction with younger children. In the orphanage and social shelter Anna N. was used to surviving and any interaction was built on aggressive mechanisms of suppression in communication. The positive transformation of personality is characterized by the following data:

- Vocational and pedagogical orientation — from 85% to 97%;
- Professional interest — from 66% to 88%;
- Level of self-esteem — from 47% to 52%;
- Activity level — from 53% to 64%.

The personality of the teacher plays one of the leading roles in the development of personal and professional self-determination of students in the educational environment of the modern rural school. At the initial stages of work on this topic of research we did not concentrate on individual interaction “teacher-student,” but during organizational and pedagogical events faced problems of individual-personal nature. As a result, the design of the individual educational route of the student psycho-pedagogical class took place. For example, Sergey N. got into pedclass accidentally having a weak interest in the profession of teacher, not wishing to study at school,

with a low level of self-esteem. Nevertheless, having passed the training along the individual route, all indicators of personal and professional self-determination have improved:

- Vocational and pedagogical orientation — from 41% to 52%;
- Professional interest — from 30% to 45%;
- Level of self-esteem — from 29% to 32%;
- Activity level — from 32% to 38%.

Nadezhda P. initially had high potential, the representative of the pedagogical dynasty, studying along the individual route more effectively used the time of training in the pedagogical class, participated in the contest “Student of the Year,” where widely showed knowledge of psychology, practical skills of communication with the audience. She participated in the regional scientific and practical conference “Step to the Future” with the study “Psychological Peculiarities of Rural Youth.” Nowadays student of BGU. The main criterion is the elasticity coefficient. The results of the analysis show that a significant reserve for increasing the effectiveness of measures to develop personal and professional self-determination of rural schoolchildren is — the professional interest of rural schoolchildren in pedagogical activity according to the parameters varied by the society, prove the role of the process of socialization of the educational environment to personal and professional self-determination [1].

Table 2. – Comparative characteristics of components of personal-professional self-determination of older adolescents

Components of personal and professional self-determination	Experimental classes		Control classes	
Professional and pedagogical orientation	93,96	89,04	27,4	33,2
Professional interest	84,24	85,2	41,7	34,8
Level self-assessments	89,64	83,68	22,6	23,4
Level activities	88,6	84,64	31,7	29,8

If the ratio of popularity of the profession “teacher” changes by 1%, the level of professional interest increases by 15%:

- Personal and professional self-determination is varied by the factors determining independent choice and temporary choice of profession;
- Targeted activities in the educational process are sustainable, reducing any of them leads to regression of the whole process.
- Influence of educational environment oriented to pedagogical activity has direct dependence on each other [2, p. 102].

Thus, we analyzed organizational and pedagogical measures, positive dynamics of personal growth, personal and professional self-determination of rural schoolchildren, as well as studied levels of professional orientation, personal and professional position, professional interests to pedagogical activity of rural schoolchildren at the stage of diagnostic measures.

The developed content of the process of development of personal-professional self-determination of rural schoolchildren and selected technologies allowed to obtain high results of levels of personal-professional self-determination:

- Vocational and pedagogical focus — Ek1–93.96%, Ek2–89.04%;
- Professional interest — Ek1–84.24%, Ek2–85.2%;
- Self-assessment of students — Ec1–89.64%, Ec2–83.68%;
- Student activity — Ek1–88.6%, Ek2–84.64%.

The indicator of personal and professional self-determination of students increased from 12% to 95%, i.e. by 83%, which is proof of the success of the measures carried out by us.

Thus, the implementation of experimental research work revealed a positive dynamics of the development of personal and professional self-determination of students to pedagogical activity and proved that only a comprehensive pedagogical impact on the development of personal and professional self-determination of students to pedagogical activity ensures the effective professional development of the student. In the course of conducting the study at its various stages, the personal need of the students of the experimental group not only for successful training, but also for improving their personal qualities was clearly expressed.

References

1. Badashkeev M. V. Personal and professional self-determination of students in the educational environment of modern rural school: thesis Candidate of Pedagogical Sciences: 13.00.01 / Badashkeev Mikhail Valerevich. – Ulan-Ude, 2014. – 179 p. (in Russ.).
2. Badashkeev M. V. Development of personal and professional self-determination of high school students in the conditions of rural school [Text]: monograph / M. V. Badashkeev // Science and education: modern trends // collective monograph / ed. O. N. Shearkov. – Cheboxary: CNS “Interactive Plus,” 2015. – “Extract IX). – 370 p. (in Russ.).
3. Badashkeev M. V. Psychological and pedagogical conditions of personal self-determination of rural schoolchildren [Text] monograph / M. V. Badashkeev – Cheboxary: ID “Wednesday,” 2020. – 104 p. (in Russ.).
4. Vorobyeva G. A. Qualitative analysis of the interest in the profession of teacher at applicants of pedagogical universities / G. A. Vorobyeva // Modern psycho-pedagogical problems of higher school. – L.: University of LSU, 1974. – Pex.2 – P. 173. (in Russ.).
5. Skatkin M. N. Methodology and Methodology of Pedagogical Research / M. N. Skatkin. – M.: Pedagogy, 1986. – 152 p. (in Russ.).

Information about the authors

Mikhail V. Badashkeev, Candidate of Pedagogical Sciences, Psychologist Regional State Budgetary Health Care Institution “Bohan District Hospital”

Address: 669311 Irkutsk region, Bohan village, Likhacheva Street 12–1.

E-mail: badashkeevm@mail.ru; tel.: 7 (924) 622–39–95

ORCID: 0000–0001–7308–0708

Marina A. Badashkeeva, Deputy Director for Educational Work of the State Budget Professional Educational Institution of the Irkutsk Region “Bohan Pedagogical College named after D. Banzarov.”

Address: 669311 Irkutsk region, Bohan village, Likhacheva Street 12–1.

E-mail: badashkeewa@mail.ru; tel.: 7 (950) 097–44–37