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**Features of Professional
Intentions at the Current Pupils**

The article presents the modern and classical understanding of professional self-determination, which is seen not only as the particular choice of a profession, but as a continuous process of finding meaning in choosing, develop and carry out their professional activities. The author analyzes two types of professional self-determination. The main component of professional self-awareness of the author sees the student about the world of occupations and the labor market situation, on the extent to which his personal qualities of the requirements of a particular profession and others. These structural elements, in the opinion of the author are the prerogative of career guidance. The article presents the results of interviews with students of Almaty, conducted to examine their professional intentions. Features of professional intentions of pupils from secondary schools, talking about general trends in the development of professional self-determination of modern youth. The authors are convinced that before to support a young person in professional self-determination, it is necessary to understand the purpose and meaning of care, clearly understand the prospects and limitations of the individual, depending on the choice of profession and further vocational training. It is argued that it is insufficient to make recommendations to a student what kind of work is suitable. More than is necessary to ensure the conditions that promote the growth of a person, resulting in the student himself would take responsibilities for a particular career choices.

Key words: professional self-determination, professional intentions, professional orientation work profiling.

Мұқашева А.Б.
**Заманауи мектеп
оқушыларының кәсіби
талаптарының ерекшеліктері**

Мақалада кәсіби өзін-өзі анықтауды түсіну мәселесі ғана емес, кәсіби қызметті орындау және меңгеру, өз таңдауының мәнін үздіксіз іздеу үдерісі ретіндегі анықтауда классикалық және заманауи кәсіби өзін-өзі түсініктері қарастырылады. Автор кәсіби өзін-өзі анықтаудың екі түрін талдайды. Кәсіби өзін-өзі анықтаудың маңызды құрушы бөлігін автор мектеп оқушыларының әлемдегі кәсіптер туралы және еңбек нарығындағы хабарының болуы, оның жеке тұлғасының талаптарға сәйкес келуі деңгейінен көреді. Автордың пікірінше, осы құрылымдық элементтер, кәсіби жұмыстың ерекшелігі болып табылады. Мақалада оқушылардың кәсіби талаптарын зерттеу мақсатында Алматы қаласының мектеп оқушыларымен жүргізілген сұхбаттың нәтижесі келтірілген. Жалпы білім беретін мектеп оқушыларының кәсіби талаптарының ерекшеліктері ретінде заманауи жастардың кәсіби өзін-өзі анықтауын дамытудағы жалпы тенденциялары туралы айтылады. Автордың ойынша, жастардың кәсіби өзін-өзі анықтауға қолдау көрсетуден бұрын, оларға көмек көрсетудің мәні мен мақсатын сезінуі қажет, кәсіпті таңдау мен ары қарай кәсіби білім алуға байланысты тұлғаны дамытудың шектеулері мен болашағын түсінуін нақты айқындап алу керек.

Түйін сөздер: кәсіби өзін-өзі анықтау, кәсіби талап, кәсіби бағдар жұмысы, кәсібилендіру.

Мукашева А.Б.
**Особенности
профессиональных намерений
современных школьников**

В статье приводятся современное и классическое понимание профессионального самоопределения, которое рассматривается не только как конкретный выбор профессии, но и как непрерывный процесс поиска смысла в выбираемой, осваиваемой и выполняемой профессиональной деятельности. Автор анализирует два вида профессионального самоопределения. Главной составляющей профессионального самоопределения автор видит информированность школьника о мире профессий и ситуации на рынке труда, о степени соответствия его личностных качеств требованиям, предъявляемым той или иной профессией и др. В статье приводятся результаты интервьюирования школьников г. Алматы, проведенного с целью изучения их профессиональных намерений. Особенности профессиональных намерений школьников из общеобразовательных школ говорят об общей тенденции в развитии профессионального самоопределения современной молодежи. Для оказания поддержки молодому человеку в профессиональном самоопределении необходимо осознать цель и смысл оказания помощи, четко представлять перспективы и ограничения развития личности в зависимости от выбора профессии и дальнейшего профессионального образования. Недостаточно дать рекомендации учащемуся, какая профессия подходит. Необходимо обеспечить условия, стимулирующие рост человека, в результате чего обучающийся сам мог бы взять на себя ответственность за тот или иной профессиональный выбор.

Ключевые слова: профессиональное самоопределение, профессиональные намерения, профориентационная работа, профилизация.

FEATURES OF PROFESSIONAL INTENTIONS AT THE CURRENT PUPILS

Introduction

In the modern sense of professional self-determination is not only seen as a specific career choice, but as a continuous process of finding meaning in choosing, develop and carry out their professional activities (Tkachenko V.V. [1], Sokolov D.V. [2]). With this understanding of professional self-determination – is the process of alternating elections, each of which is considered as an important life event that defines the next steps on the path of professional development of the individual.

The main part

If we turn to the classics of professional self-determination, the E.A. Klimov thought that professional self-determination is an activity of the individual, finds specific content given stage of its development as a subject of labor. Thus, professional self-determination involves a process of initiation to professional groups and the constant search for opportunities of their own development [3]. Russian psychologists L.D. Stolyarenko and V.E. Stolyarenko regarded as a lifelong process of self-determination arising from the emergence of professional intentions and ending with post-employment [4]. Professional self-determination was considered in N.S. Pryazhnikov, who believed that this process is linked to personal self-realization and search for the meaning of work carried out in the context of existing social reality. [5] I.S. Con linked with the development of professional self-determination of the age profile of the person. On this basis, it identifies four stages of the process: a child's game, adolescent fantasy, the preliminary choice of profession and career choices as such. Thus, professional self-determination is presented as a multi-step process, which covers most of the individual's life [6,7].

There are two kinds of professional self-determination (I.A. Kolesnikov [8]):

– self-determination with respect to vocational training, which involves the choice of institution and specialty training for continuing education;

– self-determination with respect to the professional activities - include the selection of the sphere (the form) and

professions / positions for which the graduate is going to work.

An integral component of professional self-determination is to inform students about the world of professions and labor market situation, on the extent to which his personal qualities of the requirements of a particular profession (professional qualities) on aspects of the profession (salary, process and features, working conditions, education, providing the necessary education and others.). These structural elements are the link between values and willingness to make a selection.

Career Guidance is a natural extension of the entire pedagogical work with students in a sense, it is the logical conclusion. Full help students in choosing a profession not only helps him to organize itself training activities (when he consciously studying school subjects that can be useful to him in the future adult, working life), but also introduces an element of calmness in the attitude of the schoolboy to his future (when optimistic life and professional prospects saves teen from the temptations of today's life) [8, 9].

Vocational guidance assumes a wide, goes beyond just education and psychology, a set of measures to assist in choosing a profession. Career Guidance can be done both in the classroom and outside it. Almost all school subjects can inform students about different professional activity. That is the lesson the teacher should inform the students some knowledge of professions; disclose the social, economic and psychological side of professions; to inform students about the ways of mastering their chosen profession; to shape values, persistent professional interests and motives of choice of profession. The success of career guidance in the classroom depends on the teacher's ability to associate with the program of vocational

guidance material, to form a positive attitude at senior pupils to a particular kind of activity, from his knowledge and teaching methods of ownership. Beyond the lesson can be arranged interviews, tours, meetings with representatives of a particular profession. An important link in the career-oriented work of the school is to work with parents.

Experience shows that the problems of professional self-determination of senior pupils are often the result of their personal immaturity, which is based on the difficulty of family education – lack of understanding of the parents of their tasks in relation to maturing children, the tendency of parents to authoritarian pressure and overprotection that hinders the development of the individual, and most importantly prevents professional self-determination. Parents usually take an active part in determining the life and professional plans for their children. However, the question of choice of profession and determine how education is a difficult task, both for the students and their parents.

To study the professional intentions of students in October 2015 was held a mini-study using the method of sociological survey, which acted as a collecting primary information based on the verbal interaction between the interviewer and the respondent.

The object of the study were students of 11 classes of secondary schools in Almaty. There were interviewed 371 people. The results of interviews have established (Fig. 1), the total number of students to choose a profession, is 286 people or 77% of the total number of respondents. Among the respondents, more than to choose a profession women (47%) than among boys (30.2%). However, doubting women still more, although not by much (2%).

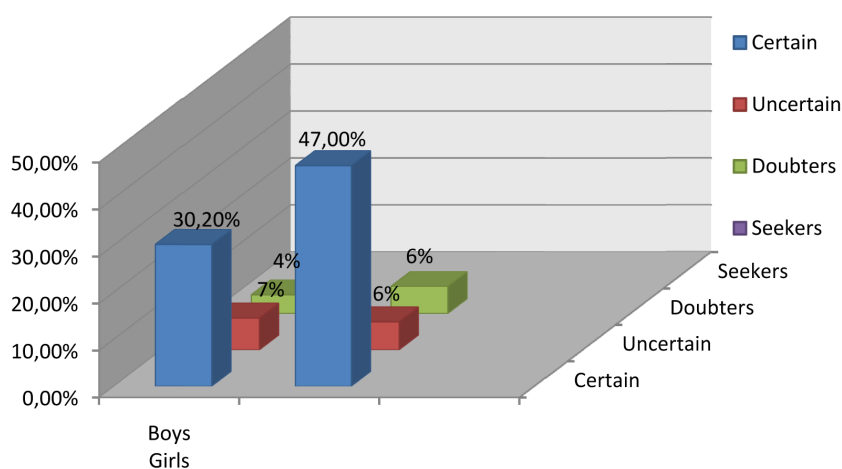


Figure 1 – Proportion of girls and boys in the context of career choices

Distribution popular professions among young men and women are presented in Figures 2 and 3. The most popular professions among the youth, to choose profession, are: information systems and technology (21%), transport and logistics (12%), law (10%), Management (7%).

Figure 3 shows that the most popular profession among girls, to choose a

profession, are: economics and finance (23%), administration (management) (20%), law (16%), medicine (9%), psychology (4%). It is worth noting that the most popular areas among schoolchildren of both sexes is the law, we chose this area 11% of respondents from the total number of respondents, as well as management – 12%, respectively.

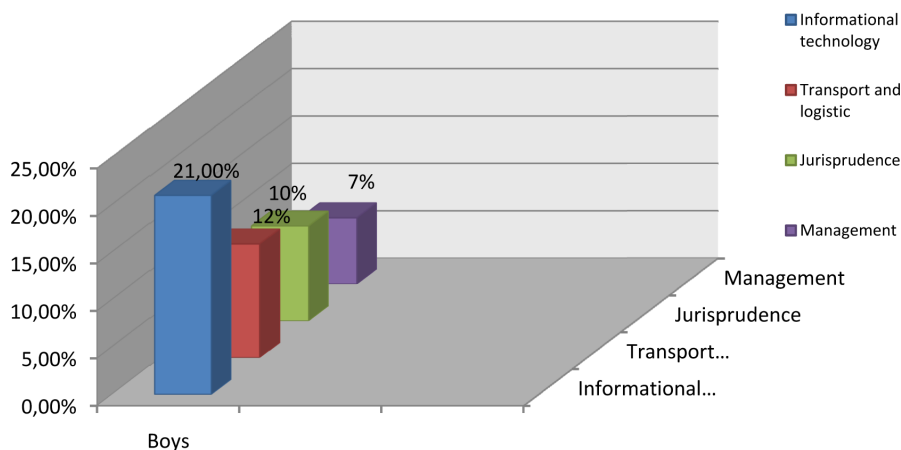


Figure 2 – Distribution of popular professions among boys

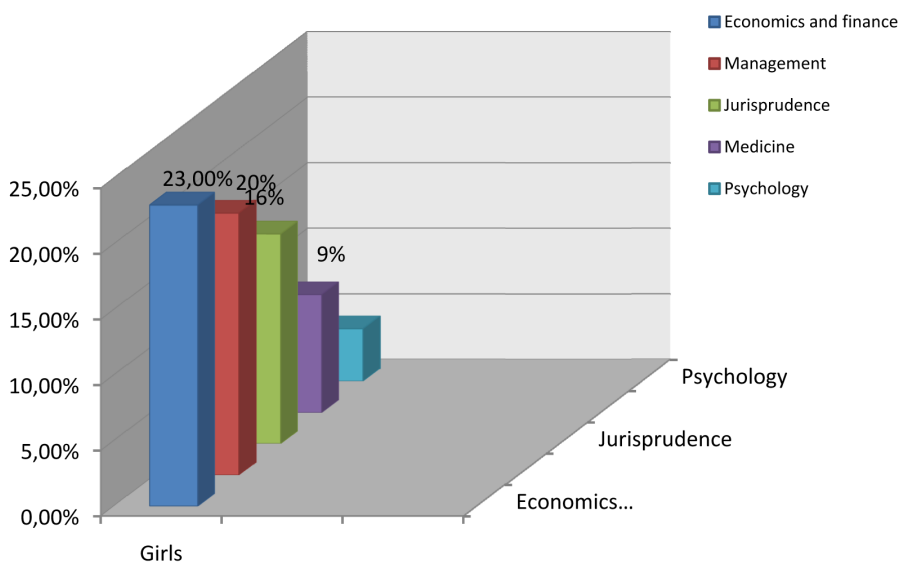


Figure 3 – Distribution of popular professions among girls

It should be noted that the most popular specialties in Almaty today are engineers, quantity surveyors, engineers, designers, and doctors of different specializations, teachers, health workers and junior managers, teachers, accountants, cleaners industrial

premises, maintenance workers and others. This is confirmed by the number of vacancies according to professions in the different sites.

The results of interviews also show that the choice of future profession as designated choice

school. To this end, the question was asked, «Have you identified with the institution?» Based on the data, we can conclude that 57% of the total number of respondents who know exactly where in the future will get professional knowledge and skills. However, it should be noted that the choice of a professional school looks very convincing compared with the choice of an educational institution. To the question «Where do you plan on getting an education?» The following answers were: 38% of respondents from among the undecided with the educational institution are planning to study in the city of Almaty in such institutions as the Kazakh National University, Al-Farabi Kazakh National University (22%), Satpayev KazNTU (16%) 62% of respondents, respectively, among the undecided have decided on training time to travel outside the city, with the most popular cities are Astana (19%), St. Petersburg (15%), Moscow (9%), Atyrau (4%), Karaganda (3%). The main reasons for the choice of educational institutions are: the desire to obtain a higher education (32%) interest in the chosen profession (32%), the prestige of the institution (16%), advice of friends, parents (11%), indicating a desire for future high school graduates to receive higher professional education, and the interest in the profession, and the prestige of the institution also plays an important role.

Among the sources of information about educational opportunities and employment ranks first online 77% of the answers of all respondents. In second place «tell the parents» – 19% of the responses of the total number of graduates surveyed. 17% of respondents, respectively, inform school, but television and newspapers as a source of information for these purposes are considered extremely rare. Thus, we can conclude that in spite of some positive results of the survey, career guidance in today's conditions are still not achieved its main goal – the formation of students' professional self-determination according to the individual characteristics of each individual and the needs of society in the frames. Raising the quality of career guidance at the proper level is paramount, and the main task is not only secondary general education, and higher vocational institutions, while there is a need career guidance and pupils' parents.

In the process of professional self-determination of students meet certain obstacles (they say 92% of respondents), arising in connection with the tasks of choice of profession. They are based on several groups of contradictions: the contradiction between the cash and the necessary level of knowledge, skills, ways of ensuring the implementation of the

objectives facing the high school; the controversy surrounding the definition and evaluation of their life prospects, between the ability to express themselves in various activities and the need for self-limitation requirements between the propensity to any profession and the idea of its prestige of or unpromising, between awareness level of their overall development and the need to do unskilled work and other inconsistencies associated with the assessment of their suitability for the elected way: between the interests and abilities, between the ideal and professional self-esteem, between the level of claims and respective capabilities between the characteristics of the health, character, habits and requirements of the profession.

Practice interviews showed that the most common mistakes and difficulties of young people in choosing a profession are: the use of inappropriate and even biased sources of information about the profession and as a consequence, the development of misconceptions about it; inability to organize the available information, identify it and the main secondary. Also, some respondents indicate inadequate self-esteem; misunderstanding abilities, substituting their moral qualities; incorrect notions about the possibilities of development of professionally important qualities of the ways and means of development of the profession; the predominance of the emotional component in the decision-making process; the inability to change the decision on receipt of new data. But the most important causes and characteristics of professional self-determination of modern school is subject to «pressure» from others and the choice of a profession on the basis of sympathy for this or that personality, unprofessional as representatives of a particular profession.

Conclusion

Here we see that before to support the young person in professional self-determination, it is necessary to understand the purpose and meaning of care, clearly understand the prospects and limitations of the individual, depending on the choice of profession and further vocational training. It is not enough to give recommendations to the student, what kind of work is suitable; you must provide the conditions to stimulate growth of the person, with the result that the student himself would take responsibility for a particular career choices. One of these conditions should be the educational process focused on the development of students' readiness for personal and professional self-determination. At the level of the content of education should be provided by the

willingness to deepen the introduction or spreading of components in specialized classes. At the level of training and education – should be provided by personal-evolving technology and teaching methods, different variants of non-traditional forms of training sessions: in small groups in the framework of elective courses in teaching and research groups; thread-organizing group lessons at 10-11 classes, allows you to combine basic education with elements of profiling (“soft profile”).

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