

Conscious Professional Self-Determination of High School Students

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Abstract— Currently, the problem of conscious professional self-determination of high school students is one of the most in demand in pedagogical science and practice, since its successful solution depends on a combination of factors: socio-economic dynamics, cultural traditions, established stereotypes about the prestige of work, as well as the influence of family and teachers. However, as the practice of working with schoolchildren shows, only a small part of students are capable of independent and reasoned choice of a future profession.

The report discusses possible ways to solve this problem, one of the most effective ways among which is the project of creating a specialized psychological and pedagogical class.

Keywords—high-tech technological informational educational milieu, information technology, meta-subject, psychological and pedagogical classes.

I. INTRODUCTION

The problem of conscious professional self-determination of high school students is one of the most demanded in pedagogical science and practice, since its successful solution depends on a combination of factors: socio-economic dynamics, cultural traditions, established stereotypes about the prestige of work, as well as the influence of family and teachers.

Additional significant variables are the geographical accessibility of educational institutions and the individual psychophysiological characteristics of the student.

However, as the practice of working with schoolchildren shows, only a small part of students are capable of independent and reasoned choice of a future profession.

One of the effective ways to solve this problem is the project of creating a specialized psychological and pedagogical class.

II. ABOUT THE PROJECT OF CREATING PSYCHOLOGICAL AND PEDAGOGICAL CLASSES IN RUSSIA

We review the existing forms of projects for specialized psychological and pedagogical classes).

1) Intra-school profiling is the creation of a psychological and pedagogical class within an educational institution (school). Under this model, all academic subjects (basic,

specialized, electives, electives) are distributed among "their" full-time teachers and teachers, taking into account the available resource base. Undoubtedly, a general education institution can actively interact with universities and colleges of pedagogical orientation, as well as with organizations engaged in career guidance activities. This model is suitable for schools in large cities where there are several classes in parallel.

2) Network interaction of educational institutions and organizations (according to the cluster principle). In fact, it is a team consisting of several educational institutions located close to each other. At the same time, each institution implements the basic part of the curriculum, and the disciplines of the profile are taught on the basis of one of these schools. An option is possible in which specialized organizations and higher educational institutions are involved in cooperation. This makes it possible to demonstrate economy in using the resources of educational organizations, to complete classes from students from different schools, and to provide for the implementation of an individual curriculum. This model is typical for small towns and small neighborhoods of a certain urban district.

3) An educational organization as a resource center. It involves the allocation of a "strong" school in a microdistrict with a suitable resource base or a pedagogical university or college as a career guidance platform. It is here that high school students are trained in specialized subjects. However, the resource center represents an element of additional education, therefore it can carry out activities in full-time and distance formats. This model is applicable if the school does not have the resources to create the necessary conditions for the functioning of the psychological and pedagogical classroom.

III. ABOUT THE EXPERIENCE OF CREATING PROJECTS OF PSYCHOLOGICAL AND PEDAGOGICAL CLASSES IN THE KALININGRAD REGION OF THE RUSSIAN FEDERATION

As part of the pedagogical experiment, the goal was set: to prepare students for a conscious choice of admission to psychological and pedagogical classes and to become familiar with the teaching profession. To achieve this goal, the following tasks were solved: studying the statistics of admission to the pedagogical direction; conducting a survey among students of the 10th psychological and pedagogical class of Gymnasium No. 40; organizing career guidance meetings with 9th grade students of Gymnasium No. 40 in Kaliningrad and Secondary School No. 10; creating video interviews with teachers at Secondary School No. 10. Classes

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were held at the Immanuel Kant Baltic Federal University.

The experiment included research and practical parts. The practical part included the creation of video interviews with teachers, questionnaires, the development of a scenario for classes and career guidance meetings. The theoretical basis of the experiment was also based on classes conducted within the framework of the "Creators and Mentors" program at the I. Kant Baltic Federal University, lessons in pedagogy and psychology at Gymnasium No. 40, as well as information from the studied scientific articles [1-7].

Career guidance meetings with 9th grade students were held at Gymnasium No. 40. Each meeting included an organizational moment, an introductory survey, a presentation of theoretical material, answers to students' questions, a final questionnaire, reflection and summing up (Fig. 1, 2).



Fig. 1 – Career guidance meetings with 9th grade students were held at Gymnasium No. 40 (Kaliningrad, Russian Federation)



Fig. 2 – Career guidance meeting was held at Secondary School No. 10 (Kaliningrad, Russian Federation)

One career guidance meeting was held at Secondary School No. 10, which included an introductory questionnaire, an explanation of the topic according to the plan drawn up by the students of Gymnasium No. 40, and a final questionnaire.

In particular, the number of students considering the possibility of enrolling in psychological and pedagogical classes and linking their professional future with the field of education has increased. An additional survey in the 10th grade of Gymnasium No. 40 showed that the majority of respondents do not regret choosing a profile, which indicates the formation

of a conscious professional self-determination. (Fig.3, 4).



Fig. 3, 4

A video interview with teachers of Secondary School No. 10 was also created, which became a visual material for demonstrating to students the real experience of teaching and motivation to make an informed choice of profession.

We would also like to emphasize that the experience of the Republic of Belarus is significant for us in this context, where since 2015 the functioning of specialized teaching classes has been at the state support level. Over the past period, this practice has acquired a systematic and purposeful character, which confirms its institutional stability and relevance: 80% of graduates of specialized classes become university students.

IV. CONCLUSION

The complex of empirical data obtained, including an increased level of student interest in the teaching profession, successful testing of practice-oriented forms of interaction with schoolchildren, and a prize in the regional Star of the Future competition, attests to the viability of the experiment.

In the course of the research, the tasks set were fully implemented: ninth graders were assisted in making an informed choice of a specialized field of study, career guidance measures aimed at developing primary pedagogical skills were developed and implemented, and a video material was created that broadcasts the real experience of teaching.

The results obtained substantiate the need for further development of the distributed teacher classroom model as an effective tool for continuing teacher education and confirm the potential for its scaling in other educational institutions in the region.

Thus, the pedagogical experiment made it possible to solve the tasks set: to assist ninth graders in making an informed choice of a profile, to test practice-oriented forms of work and to create visual methodological materials (video interviews, lesson scenarios).

The results obtained confirm the expediency of further

development of distributed psychological and pedagogical classes as an element of continuing pedagogical education.

A distributed teaching class can occupy its own niche in the system of continuing teacher education, acting as a catalyst for changing (improving the quality of) education in general.

The presented experience can be replicated in other educational institutions of the region and the country, which will help fill the personnel gap and increase the prestige of the teaching profession.

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His articles have been published in various scientific journals and editions.