

SOCIO-PROFESSIONAL SELF-DETERMINATION OF HIGH SCHOOLS AS A PEDAGOGICAL PHENOMENON

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Annotation

The author of this article reveals the content of the concepts of "self-determination", "professional self-determination", "social and professional self-determination" among senior pupils. Concludes about the need for the formation of social and professional self-determination of high school students, taking into account the professional orientation and professional self-awareness of senior students.

Keywords: self-determination, professional self-determination, social and professional self-determination, high school students.

INTRODUCTION

The problem of social and professional self-determination of high school students at the present stage of development of social relations is one of the key issues that must be resolved at the state level, since it is this decision that contributes to the formation of highly qualified and competent specialists that will determine the effectiveness of the implementation of the state policy in the labor sphere and employment of the population.

As the analysis of scientific literature shows, the topic of social and professional self-determination of high school students is not new. This problem is interdisciplinary and is studied from the point of view of psychology and pedagogy.

MAIN PART

The purpose of the article is to reveal the essence of the social and professional self-determination of high school students as a pedagogical phenomenon, to analyze the problem of social and professional self-determination of high school students through a careful sequential consideration of the main categories that make up it, to substantiate the need for the formation of social and professional self-determination of high school students, taking into account the professional orientation and professional self-awareness of senior students.

An analysis of the conditions affecting the social and professional self-determination of senior schoolchildren requires, first of all, clarification of the main characteristics of such a phenomenon as the self-determination of the individual. It acts as the process within which, during the period of the primary socialization of the individual, there is a gradual formation of his orientations and attitudes towards obtaining a certain social and professional training. In literary sources, the concept of "self-determination" is used in different meanings. In particular, they distinguish religious, national, political, personal, social, professional and other types of self-determination. Self-determination, as defined by E. V. Loginova, is a process and result of choosing one's own position, goals and means of self-realization in specific circumstances of life, the main mechanism for gaining and manifesting a person of inner freedom [4, p. 92, 13]. Self-determination of a person is a set of experiences, intentions, objective actions in modern society [8, p. 154, 15]. It is realized as a vital, personal, professional, holistic self-determination. KA Abulkhanova-Slavskaya singles out self-determination, personal activity, a meaningful desire to take a specific position in life as the main factor of self-determination.

PG Shchedrovitsky represents the essence of self-determination in the ability of a person to create himself, his

own personal history, in the ability to revise his essence. A.V. Mudrik does not highlight the exact definition of self-determination; nevertheless, the mechanisms of self-determination considered by him are of interest. He considers the self-determination of personality in the form of assimilation of the experience accumulated by society, which goes both reproduction and identification, and in the development of inimitable qualities in an individual, unique to him, which proceeds as personalization.

Thus, self-determination is a polysyllabic, multi-stage process of an individual's development, the structural components of which are various types of self-determination - personal, professional, and others. In some situations, one thing precedes the other, for example, personal self-determination can precede and promote professional, but most often they occur at the same time, changing places, as well as the cause and its effect.

Despite the fact that high school students have various types of self-determination (role-based, professional, self-determination in the family and household sphere, social, etc.), personal self-determination sets a personally valuable orientation towards acquiring a specific place in the system of social ties, i.e. sets social self-determination. On the basis of social self-determination, requirements are formed for a specific professional sphere, and professional self-determination is carried out (of course, under the influence of many other conditions). Thus, personal, professional and social self-determination are viewed as mutually complementary processes. In the pedagogical dictionary of VI Zagvyazinsky, AF Zakirova, professional self-determination is "1) an active and long-term process of choosing a profession, internal psychological foundations and the result of this process; 2) human activity, which takes on one or another content depending on the stage of its development as a subject of labor; 3) the process of making a decision by a person on the choice of future employment; 4) independent and conscious coordination of the professional and psychological capabilities of a person with the content and requirements of professional activity, the selective attitude of the individual to the world of the profession" [7, p. 137, 14]. We are close to the position of SN Chistyakova, who defines professional self-determination as "the process of forming a personal attitude to professional labor activity and a way of human self-realization, the coordination of intrapersonal and socio-professional needs" [11, p. 36, 16]. This approach indicates that professional self-determination of an individual presupposes mastering a new social role in a specific activity, and its effectiveness is determined by the degree of coordination of a person's psychological capabilities with the content and requirements

of professional activity, as well as the ability to adapt to changing socio-economic conditions. Ideally, the interests of the individual and the interests of society should be focused on each other. The achievement of this largely lies in the plane of the effectiveness of advanced education. At the same time, the former professional self-determination becomes an important condition for the person not to be lost not only in negative circumstances for her, but also in circumstances that facilitate the identification and development of her abilities. All this makes it possible to conclude that professional self-determination is inextricably linked with human self-realization in other significant areas of life. Therefore, the result of professional self-determination should be an independent and meaningful finding of the meanings of the work performed and all life activities in certain cultural, historical and socio-economic conditions. Thus, professional self-determination is a kind of definition of the path towards professional realization, which largely determines its social realization [10, p. 84, 17].

A large number of researchers of the problem of self-determination of schoolchildren (OV Aleksandrova, AA Andreyanov, EV Predeina, SN Chistyakova and others) note that the concept of "professional self-determination" has a social character and, therefore, there is no purely professional self-determination. Professional self-determination of a person always includes a social aspect, it is inalienable from social self-determination, that is, there is a socio-professional self-determination of a person. Even a clear-cut definition of the professional self-determination of a person inevitably puts the person in front of the problem of making a concrete choice of that sphere of public life, where it is possible to effectively use and apply the personality's abilities. Thus, a professional problem is always transformed into a social one. Revealing the essence of social and professional self-determination, first of all, it should be noted that the objective basis of this process is the social division of labor and the differences between people as producers of material goods and services. It is well known that the social nature of the division of labor determines the non-equivalence of its different types, which to a certain extent predetermines the social orientation of the very choice of a profession, since promising social status and role are determined simultaneously with it. According to

A. Ya.Zhurkina, S.N. Chistyakova, social and professional self-determination is a complex dialectical process of the formation by a person of a system of fundamental relations to the professional and labor environment of his development and self-realization, such as the application of spiritual and physical capabilities, the formation of adequate professional plans and intentions, a realistic image of oneself in professional choice and the image of oneself as a professional, etc. Thus, it can be argued that social and professional self-determination is a person's awareness of the desired place in the social structure of society and the possibilities of moving to a particular social position within a given social structure, willingness to occupy a certain social position, to enter a particular social stratum, social group [1, p. 31]. An interesting approach to understanding social and professional self-determination was proposed by I. E Sazonov. He notes that the social and professional self-determination of a student is a specific stage of socialization [9, p. 73, 18]. L. Yu. Murzagayanova adheres to a similar position. In her opinion, the social and professional self-determination of a student is a process and result of the development of students as subjects of professional socialization and future professional activity in order to determine their place in the world of work and professions of a given society. The social component is the purpose and meaning of life, place of residence, the sector of the economy in which it is supposed to work, the nature of future work,

social status, wages, and the industry. Professional component - type of profession, profile of labor activity, profession, specialty, level qualifications [6, p. 96].

High school students are at the stage of entering an independent life. This circumstance enhances the process of his social and professional self-determination. The process of entering a senior schoolchild into his chosen professional field is not limited to the acquisition of proper labor skills and abilities, it also includes the process of forming his personality, accepting a profession, and understanding its features. A senior pupil, acting as a subject of self-determination, unites in his own behavior a need associated with values, laws, conditions, meanings of society, and independence. He is able to determine his place of life, balance his own efforts, predetermine the value, cost and result of his efforts. The question of self-determination is self-improvement in the course of socialization. A high school student does not reject social experience in the meaning of values, norms, principles of action, he develops his position towards it by introducing into social relationships the value products of his own life, which shows his personal effectiveness. High school students belong to the older adolescence in accordance with the generally accepted age-related psychological and pedagogical classification. This is the stage of transition to adolescence, which has specific psychological and social distinctive features. In particular, he is characterized by an aspiration for the future, a senior student at this age begins to make life plans. Meanwhile, this does not mean at all that this age line appears by itself, obeying certain age laws of formation. On the contrary, at this age, a high school student feels great problems in finding his own life goals and opportunities. Senior adolescence, according to scientists, is the age of active development of mental abilities, the formation of professional interests of the younger generation (L.I. Bozhovich, V.A.Krutetsky, etc.). In this regard, all educational work is redistributed taking into account the range of interests, opportunities, and available practical skills. In the methods of studying educational material, cognitive mental processes acquire a qualitatively different degree. The intellectual abilities of high school students are characterized by abstraction and neoplasm. A distinctive feature of this age is also considered the desire for judgments with not always appropriate maximalism and egocentrism. A high school student, perceiving certain phenomena of the surrounding reality, not only states them, but also expresses his own attitude towards them, takes a certain position, assumes his personal role in potential modifications of these phenomena. The arbitrariness of mental processes makes it possible for a senior student not only to collect a specific set of information in the field of the studied academic disciplines, but also to systematize them, taking into account the main interests. Manifestations of lively interest, stable mental activity, the ability to logically comprehend the memorized material and the abstraction of thinking are considered signs of the degree of formation of cognitive mental processes in older adolescence. Recent studies by scientists indicate that high school students are often guided not by the interests of society, business structures, educational institutions in which they intend to study, but by some of their own ideas that arise as a result of the process of professional self-determination. Its focus and content are constantly changing under the influence of various socio-economic, sociocultural factors, opinions about prestigious professions that exist in certain communities, in the minds of the parental community [5, p. 126, 19]. Also, researchers of the problem of professional self-determination note that the attitude of modern adolescents to the choice of a future profession is rather superficial. Among adolescents, dependent moods, low

motivation for learning, and unwillingness to think about the future are not uncommon. Many schoolchildren are not sufficiently informed about the world of professions [2, p. 41]. MS Kovalevich, studying the state of self-determination of high school students when choosing a profession, came to the conclusion that this process is currently unorganized. She notes the low interest of society in the development of appropriate skills among young people, the lack of activity of those subjects that affect the quality of self-determination of students [2, p. 17]. Therefore, it is necessary to focus efforts precisely on the competent formation of social and professional self-determination among high school students. The age of high school students is an important time in the formation of social maturity. At this age, the foundations of the worldview are laid. A high school student comes to the realization that he is included in social relations, because he is looking for social self-affirmation. The social and professional self-determination of high school students in today's situation largely reflects the essence of their spiritual and moral values, which are the product of personality maturation and a prerequisite for its subsequent activities. Along with this, the spiritual and moral orientations of high school students predetermine the essence and characteristic features of their professional orientation and professional self-awareness, which determine the comparison of the goals that appear in high school students with their standards, concepts of values and their own abilities.

CONCLUSIONS

Thus, the analysis of the interpretations that exist in pedagogical science allows us to define the social and professional self-determination of high school students as an open dynamic process, during which the formation of the personal attitude of adolescents to social and professional activities is carried out for successful self-realization in society.

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