

THE PROBLEM OF THE ORGANIZATION OF SELF-EDUCATION OF HIGH SCHOOL STUDENTS

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Abstract

The article deals with problems of high school student's social and professional identity. It is specially noted the continuation of secondary and vocational education through a system of pre-university training. It is designed for professionally focused training of the future specialist in according with educational program of educational institution and the specialization of chosen specialty. The main objectives of the education which allows the high school students to choose the social and professional identity are discussed by the authors of this article.

Keywords: identity formation, professional identity, socio-professional self-determination, professional orientation, system of pre-university training, high school student.

The current socio-economic and political situation in the country is characterized by cardinal transformations in all spheres of human activity, which present fundamentally new requirements for the level of intellectual, personal and creative qualities of participants in these processes. In real life, this means that the main competitive advantages are the availability of knowledge, information, ideas, as well as the ability to implement them and use them in their practical activities. This is impossible without awareness of one's place and role in society. In the Federal State Educational Standard of the new generation, an increasing emphasis is placed on mastering certain general and professional competencies characteristic of a particular profession. And the implementation of the competency-based approach in educational activity involves making a bias on the skills that the future specialist will need in real production situations [3]. Considering education as a sphere of formation of the country's intellectual potential, it is necessary to consider such a crucial problem that confronts future specialists as social and professional self-determination. Most urgently, this question faces high school students who are on the verge of deciding on the choice of a future profession, determine life and professional guidelines, thereby laying the foundation for their subsequent development.

Self-determination, as defined by A. Ya. Zhurkina, is a process and the result of choosing one's own position, goals and means of self-realization in specific circumstances of life, the main mechanism for gaining and manifestation of inner freedom by a person. Self-determination of personality - a set of experiences, intentions, objective actions in modern society is realized as a life, personality, professional, holistic self-determination [1].

The choice of a professional path significantly determines the fate of a person. Satisfaction and dissatisfaction with life is directly related to the solution of the issue of employment and the further development of one's career.

Professional self-determination and formation should be considered as a complex dynamic integrative state of personality, which includes a professional orientation

(predominant interests, motives, needs, abilities, professional ideals) and self-awareness.

We are convinced that the task of the educational system is not to persuade students to a certain type of professional activity, and not to prepare for a simultaneous choice, it is necessary to prepare it for professional and personal self-determination. Life requires the student to be able to situationally choose the sphere of professional and labor activity, based on the needs of society, but taking into account the prospects for their own development.

The need for a socio-professional choice in adolescent school age is due to an internal need: the adolescent's need to find himself in society, to get an education, a profession that provides an interesting, dignified life. To choose a profession, it is necessary to clearly define the goals that you would like to realize, have moral convictions, have knowledge about yourself, about the world of professions, about your region, have personal qualities, a high level of development (ability to -knowledge, self-change, independence, the ability to make choices and bear responsibility for it), as well as value guidelines that will allow you to make an informed choice. These personal qualities and value guidelines are created only in the process of practical activity [4]. At the moment, the problem of choosing a profession has not yet been properly resolved. High school students commit it often intuitively, under the influence of random factors [1].

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 yourself in a professional - the choice and image of yourself as a professional, etc.

The civic and moral values experienced by young people as a result of previous upbringing and socialization have a significant impact on the process of choosing the profile of education, the type and level of education, and the future profession. However, the personality of the adolescent

is not yet fully formed, therefore, psychological and pedagogical work favorably affects the civil and moral qualities of students. In this regard, in psychological and pedagogical work with high school students, it is necessary to take into account close interconnection: personality development methods must be combined with methods that promote social and professional self-determination, and work in this direction should become the main mechanism for the integral formation of personality.

The main problems of social and professional self-determination of high school students are concentrated in the characterization of their life beginnings, in the ability to independently make decisions about the professional future.

Undoubtedly, the school is the most important link in the formation of social and professional self-determination of students. But one night she is unlikely to cope with the whole range of career-oriented problems. In this connection, it is necessary to turn to the important connecting link of the school and further professional education - the system of pre-university training, which is currently undergoing serious reform, increasing its importance.

Researchers differently determine the essence and content of the concept of "pre-university preparation", however, most authors agree that pre-university preparation is important, independent in the modern system of lifelong education.

In the opinion of contemporary authors, pre-university training is the propaedeutic stage of the professional development of personality, an independent, valuable, personality-oriented type of education, capable of satisfying individual needs, oriented towards students receiving higher or secondary vocational education, and preparing them to creative, design activities, providing opportunities for self-realization and self-development of the personality of a high school student, the formation on this basis of worldview, moral and other qualities [2]. In connection with the growing volume of information, the complication of socio-economic, political, other living conditions in general and, as a result, the increasing requirements for a specialist, this problem must be solved as early as possible, starting with pre-university preparation of an applicant [5]. Therefore, in modern concepts of reforming the education system, pre-university training is given special importance. It should ensure the continuity of general secondary and vocational education; to contribute to the fundamental, integrity of student education; solve the problems of professionally oriented training of the future specialist in accordance with the profile of the educational institution and the chosen specialty [6].

In our opinion, the gap between school and vocational education can be reduced by changing the current situation, building their interaction in career guidance through a system of pre-university training, solving the following problems, which seem to us to be the main ones:

- lack of factors for true social and professional self-determination of high school students;
- the rejection by educational institutions of making proposals relevant to reality on the content of social and professional activities;
- lack of reliable data for the compilation of a scientifically substantiated forecast of demand in the field of professional knowledge, skills in the labor market;
- the lack of development of the problem of the scientific foundations of a system of social and career guidance among high school students and the design of its model;
- a multidimensional problem of managing a system of social and professional self-determination, including, at a minimum, the following more specific questions:

a) the development and implementation of the management structure of variable models at various levels: institutional, municipal, regional and federal;

- b) training and retraining of specialists in the field of career guidance and social and professional self-determination;
- c) resource support for the activities of the vocational guidance system (legal, scientific, methodological, material, financial, organizational, administrative, informational);
- d) development of educational and diagnostic tools for the implementation of professional multi-level diagnostics that meets regional tasks.

An indispensable condition for the formation of readiness for social and professional self-determination can be determined by the teacher organizing a prolonged diagnosis aimed at monitoring the development of adolescent self-determination [7]. As other important pedagogical conditions that increase the effectiveness of the formation of readiness for social and professional self-determination of adolescents, we single out the following: the functioning of the pedagogical space through the creation of situations that demand manifestations of self-determination of a teenager; the interaction of the teacher and the teenager; the inclusion of adolescents in various activities, etc.

The preparation of students for conscious social and professional self-determination should be based not only on the individual qualities of the young person and the orientation of the profession, but also on the possible changes in the inner world of the person and the needs of the chosen profession, as well as changes in civil society. Training is needed for a specialist who will be able to adapt functionally in different fields of activity, who can independently design and realize his professional capabilities [5].

This issue can only be solved by combining the efforts of all subjects of the educational space with representatives and specialists from other related fields of activity, and interaction with them should be aimed at improving the mechanism of building the labor market and the education system [9].

Therefore, in each educational institution, it is necessary to create the appropriate social and pedagogical conditions for working on the social and professional self-determination of students. It is not a secret that the current system of career guidance with schoolchildren does not fully ensure the conscious choice by senior schoolchildren of their future professional activities. As a result, after large expenditures on the training of young specialists, it is necessary to again additionally fund various programs for their retraining and advanced training. In other words, the more accurate the self-determination will be, the greater the likelihood that society will receive a standing professional specialist [8-10].

That is why it is extremely important to help high school students decide on the choice of a profession that meets their abilities, needs, mastering which they can benefit the state and society, contribute to its economic, moral, patriotic development.

The solution of these problems is impossible without state intervention through the solution of the following tasks:

- Creation of a unified information base on the state of the labor market, as well as the most popular and promising professions, opportunities for vocational education and employment;
- constant study and forecasting of vocational and educational needs of youth, motives and incentives for choosing the field of future work;
- development of practical models of social and professional self-determination in the calculation of specialized education;
- Creation of a set of popular reference tools on paper and electronic media for teachers, employers, students and their parents;
- Strengthening the integration of educational and subject areas with out-of-school practice of social and professional self-determination of schoolchildren;
- Establishment of social partnership between organizations,

enterprises and educational institutions on the issues of ATP of schoolchildren.

For civil society, it is of great importance from which humane and moral positions the young generation makes its educational and professional choice. The foundations of civic-mindedness are: informed law-abidingness, moral purity in activities and relations (business, interethnic, family-household), a deep sense of patriotism and tolerance. A positive impact on value orientations, as well as on personal qualities, needs and motives of high school students becomes possible if psychological and pedagogical activity is meaningfully and methodically aimed at this.

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