

THEORETICAL BASIS OF FORMATION OF SOCIO-PROFESSIONAL SELF-DETERMINATION OF HIGH SCHOOLS IN THE CONDITIONS OF PRE-UNIVERSAL TRAINING

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Annotation

The article reveals the theoretical aspects of the formation of social and professional self-determination of high school students in the conditions of pre-university training. Particular attention is paid to the laws, principles and factors of this process. Knowledge of the theoretical foundations of the process of social and professional self-determination is the key to high-quality preparation of senior schoolchildren for a conscious and informed choice of profession.

Keywords: social and professional self-determination, pre-university training, conditions for the formation of social and professional self-determination.

INTRODUCTION

The problem of choosing the sphere of work and profession by the young generation is one of the most important areas of government activity.

In the conditions of Russia's peculiar market economy, the importance of spiritual and moral values for the majority of young people is steadily declining. They are supplanted by the problems of material security, the desire to achieve a high standard of living in any way. This situation is characterized by the transformation into an intrinsic value of any activity that would ensure a high level of material well-being.

MAIN PART

The purpose of the article is to characterize the theoretical aspects of the formation of social and professional self-determination of high school students in the conditions of pre-university training, to analyze the problem of social and professional self-determination of high school students, to highlight the patterns, principles and factors of this process, and also to consider in detail pre-university training as a condition for the effective formation of social and professional self-determination in high school students [2,6]. Today, one third of the unemployed population that is not in demand on the labor market are young people. Having an education, no longer automatically ensures a professional career, even just getting a job [7].

Young people who graduate from secondary schools are in an even more difficult situation. According to the educational authorities, a significant part of them do not have formed plans of professional self-determination, do not make a conscious choice of profession. Graduates often have a very vague idea of the content of professions, the need for them, the path of their development, employment opportunities [2,8].

Therefore, socio-professional self-determination in a developing post-industrial society requires not empirical improvement of individual links in the training of the younger generation to choose a profession, but a scientifically grounded transformation as a whole - changing its content, forms, methods and means.

There is no doubt that personality self-determination is a complex scientific problem with philosophical, sociological, psychological and pedagogical aspects. Due to this circumstance, there are various approaches to the definition of the concept. The word usage "life", "professional",

"social", "social-professional" self-determination has become stable, each of which reflects different phenomena and needs scientific interpretation.

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 division of social labor and individual differences between people as producers of material and spiritual benefits.

It is known that the social nature of the division of labor determines the unequal value of its various types, which to a certain extent determines the social orientation of the choice of a profession, since the future social position is determined along with the choice of a profession.

According to A. Ya.Zhurkina, 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 self-image in professional choice and image of oneself as a professional, etc. [1,9].

I.E.Sazonov proposed an interesting approach to understanding social and professional self-determination. He notes that the social and professional self-determination of a student is a specific stage of socialization [5,10].

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, qualification level [4,11].

In the course of the theoretical analysis, we revealed the content of the social and professional self-determination of high school students, which includes motivational-value, cognitive, and reflexive components.

The motivational and value component of the social and professional self-determination of high school students is manifested in the awareness of the values of professional activity, the allocation of a professional goal and

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its consistency with other important life goals, a personally significant desire to become a professional.

The cognitive component of the social and professional self-determination of high school students is reduced to the personal meaning of knowledge about the content of the intended profession, knowledge about specialties, knowledge of the requirements of the chosen profession to the individual, knowledge about oneself, about one's own professional goals and values.

The reflexive component of social and professional self-determination is associated with the ability of high school students to analyze the correctness of setting goals, their translation into specific tasks, the correspondence of the content of activities to the tasks set, the reasons for success and failure, the level of self-esteem, self-awareness, the formation of social and professional plans and prospects.

An important condition for the formation of social and professional self-determination of senior pupils is pre-university training.

By pre-university training, we mean an independent type of education aimed at the formation of an educated person, focused on obtaining professional education, on preparing for creative activity; providing opportunities for self-development and self-realization of the personality of a high school student; forming the readiness of high school students for social and professional self-determination.

According to Panteleva O.O., Volgina T.Yu., Kapelevich M.S., Kiseleva N.I. to receive higher or secondary vocational education for schoolchildren, to prepare them for creative, project activities, providing opportunities for self-realization and self-development of the personality of a senior pupil, the formation on this basis of a worldview, moral and other qualities [5, p. 20].

We agree with the opinion of M. S. Kapelevich that the system of pre-university training is that organized environment in which the real motives and interests of schoolchildren, their attitudes towards obtaining a particular profession are manifested [3, p. 94].

In our opinion, the priority task of pre-university training in modern socio-economic conditions is the socio-professional self-determination and psychological adaptation of applicants. The tasks facing pre-university training are solved by many institutions of higher education in different ways. The main organizational form of pre-university training at the Moscow State University NP Ogareva "is the faculty of pre-university training and secondary vocational education [12].

In FSBEI HE "Moscow State University. N.P. Ogarev "pre-university training of high school students, contributing to their social and professional self-determination, is:

- interaction of high school students, their parents, teachers and university professors;
- purposeful consistent work of the university on the social and professional orientation of school graduates;
- the readiness of high school students to choose a professional activity and to set their life and educational priorities.

The university uses various forms of pre-university training:

- additional educational services;
- training courses;
- subject Olympiads;
- university rehearsal testing;
- competitions of scientific and research works and projects;
- days of open doors, etc.

An important place in it is occupied by olympiads, testing and competitions of scientific research works. All these various forms of pre-university training successfully complement each other, forming a single, holistic, complete system

In our opinion, the result of pre-university training should be

a conscious choice of a profession by high school students on the basis of positive educational practice when they accumulate new educational experience and translate it into strategies, conditions, means and building an individual plan for future education and socio-professional self-determination.

The pedagogical content of the process of forming the social and professional self-determination of high school students consists not only in focusing on the choice of a specific profession, but also in finding the internal, personal grounds for such a choice.

Identifying features in the process of social and professional self-determination involves analyzing the interaction of the two systems. On the one hand, it is a person as a very complex self-regulating system, on the other, a system of social orientation of young people in solving the issue of a conscious choice of a profession.

Considering that the formation of social and professional self-determination in the conditions of pre-university training is a meaningful aspect of educational activity, then it undoubtedly obeys the general laws and principles of pedagogy, which have been thoroughly studied and described. At the same time, due to the specifics of this process, it is possible to state the presence of laws and principles characteristic only of it.

First of all, we single out such an important regularity as the conditioning of the formation of social and professional self-determination in the conditions of pre-university training by the objective interests of society.

Another regularity of the process of the formation of social and professional self-determination of high school students in the conditions of pre-university training is the unity and interconnection of the processes of formation and self-development of a personality [13].

Another, no less important, in our opinion, regularity is the dependence of the effectiveness of the process of forming students to social and professional self-determination in the conditions of pre-university training on their involvement in various types of activity. Only by applying his efforts and actions in acquiring social experience and a system of social roles, a person can self-develop and acquire the necessary personal characteristics.

The next regularity that we highlight in the formation of social and professional self-determination among senior pupils in the conditions of pre-university training is the dependence of its effectiveness on the degree of a person's awareness of the prospects of their social and professional growth. Not seeing the prospects for growth, a young person is unlikely to express readiness for self-determination in any social and professional sphere.

The revealed patterns make it possible to determine the specifics of the principles of the process of forming social and professional self-determination in the conditions of pre-university training.

- The principle of voluntariness and independence assumes only one thing - the high school student must make a choice himself. We see the teacher's task as creating the conditions necessary for this;
- the principle of consistency and consistency. The implementation of this principle presupposes compliance with a certain sequence of formation of consciousness and experience of activity;
- the principle of activity and consciousness. The activity of young people is always social in nature. At the same time, a high school student should be aware of the need for stage-by-stage progress in choosing a field of activity and actively master the techniques for mastering knowledge and skills for this;
- the principle of taking into account age and individual

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characteristics. This well-known general pedagogical principle plays an essential role in the formation of social and professional self-determination. In their preferences, schoolchildren are not homogeneous, without taking this into account, it is difficult to talk about the effectiveness of this process. Undoubtedly, the study of not only age, but also, above all, the individual characteristics of schoolchildren is an integral task of a teacher who provides pedagogical support for the process of forming social and professional self-determination;

- the principle of conformity to nature, in our opinion, occupies a special place among the principles of the formation of social and professional self-determination. The principle, formulated back in the 17th century by J. Kamensky, received a new meaning. In line with the presented problem, he assumes that the process of forming social and professional self-determination should be based on a scientific understanding of the relationship between natural and social processes, consistent with the general laws of the development of nature and man.

CONCLUSIONS

Thus, the social and professional self-determination of high school students in the conditions of pre-university training is a conscious and independent choice of a profession and a university based on the development of abilities, interests, professional suitability and other subjective factors in a specially and purposefully organized system based on the relationship of formal or non-formal education.

At the same time, realizing the relevance of the effective formation of social and professional self-determination among high school students in the conditions of pre-university training, one should focus on observing the principles and taking into account the laws of this activity.

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