

THE PROBLEM OF PROFESSIONAL ORIENTATION OF YOUTH: TRENDS AND PROSPECTS

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Relevance of the research problem due to the need for study of problems of professional self-determination of youth at the present stage and insufficient development of theoretical, substantive and scientific aspects, in this regard, this paper aims to identify the trends and prospects of development of professional self-determination at the present stage. The purpose of this article is to identify trends and patterns activities on the problem of professional self-determination in historical perspective since the late nineteenth century to the present day. Leading research method is observational, allowing to consider the problem as a holistic historical-pedagogical process. The article presents the historical and pedagogical analysis of the development of vocational guidance activities in the historical aspect, tendencies and prospects of development of this direction. The historical and pedagogical analysis aims to explore the new conditions of professional activity in the field of education and is focused on the development of methodical recommendations on the implementation of this direction.

Key words: professional self-determination, vocational guidance activities, trends and prospects of vocational guidance, professional consultation.

INTRODUCTION

Modern society is characterized by high dynamics of development of technologies, which, in turn, leads to the appearance of new and death of pre-existing professions. In these circumstances, the norm is professional mobility, which is associated with the need for continuous updating by the employee to their professional competence, mastering new General and professional competences. The student must be prepared to duplicate vocational and educational choices in a world of multiple rapidly changing competencies that must be mastered. Thus, vocational guidance plays an important role in modern society, and future prospects of its development should contribute to the modernization of vocational education.

The beginning of the XXI century is characterized by radical changes in the socio-professional structure and in the labour market. The changes relate to the formation of a fundamentally new Outlook on the professional and educational identity that allows a person to make career choices several times throughout life (Gashimov, 2014). Changed the overall trend, if earlier, a clear vision of their professional future were of great significance to man, now the circumstance has lost its meaning, because people may change their profession several times throughout life (Dyakov, 2002; Khairullina *et al.*, 2016).

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For a deeper understanding of the issue refer to the history of the emergence of this phenomenon. The first lab which dealt with issues of career, appeared in 1903 in France in Strasbourg, and in 1908 the same laboratory in the United States of America in the city of Boston. This was due, primarily, with rapid industry growth, active migration of rural population to cities, which caused a shortage of jobs and the demand for new professions (Prjazhnikov, 2005).

Thus, the technological revolution contributed to the emergence of the phenomenon of career guidance.

METHODOLOGICAL FRAMEWORK

Research methods

During research following methods were used: theoretical (analysis, synthesis, comparison, generalization, systematization and classification of historical facts and processes with the modern development of pedagogical science); specifically-search (for identification, analysis and selection of printed and archival materials, processing, historical, pedagogical literature, local history materials, modern scientific investigations, that reveal the research problem); the historical-structural (contributed to the development of the structure of studies); structural and genetic (provided retrospective coverage of the problem of professional self-determination); observational (study programs, reports, minutes of meetings).

RESULTS

Beginning of career

The first service in Russia, which provided services for job search, appeared in 1897. Simultaneously with this came the first ("Address-calendar", "Student almanac"), information about vocational schools, what was the first attempt of career guidance of citizens. As well career-oriented work such famous scientists as Professor N. Kireev who gratuitously advised young people to choose a profession in the universities of St. Petersburg, and M. Rybnikova I. Rybnikov carried out the same advice for those entering the gymnasium (Prjazhnikov, 2005).

In the Soviet period in Russia the problem of labor training and vocational guidance was one of the main themes of Marxist ideology. On the personal order of Vladimir Lenin in 1921 at the Central Institute of labor was open laboratory that directly dealt with issues of career guidance. A similar laboratory was established at the national labour Institute in Kharkov, at the Kazan Bureau of the NOTES, the Moscow Institute of occupational diseases to them. In 1922 the people's Commissariat of the RSFSR was considered is the establishment of an office for adolescent's career choices. Active ascetic development of vocational guidance was N. Krupskaya (Pryazhnikova, 2006).

In 1924, at the Leningrad Institute for the study of the brain on the initiative of A. Clark organized the first laboratory professional consultation. In 1927, when the brain Institute, which was headed by V. Bekhterev, Narcotrade organized Bureau of professional consultation, which was the first Bureau of its kind in the USSR. In 1928, following the same professional consultation Office was opened in Rostov-on-don, Sverdlovsk, Bryansk, Ivanovo-Voznesensk, Odessa, Kiev, and in 1929, respectively, in Yaroslavl, Perm, Mines. Between 1930 and 1933, the country has opened 47 Bureau of professional consultation. Simultaneously with the opening of the Bureau Profkonsultatsy there is a need in the preparation of professional counselors. In the schools the career guidance business engaged teachers, and in 1932 was created the headquarters, which coordinated the research of problems of school guidance (Pryazhnikova, 2006).

However, already in 1937, on the basis of published in 1936 Resolution of the Central Committee of the CPSU(b) "About the pedagogical perversions in the Narkompros system", labor education in schools and guidance was banned (Gudkova, 2004).

The first work on the school career counseling

The first work on the problems of school vocational guidance began to appear only in 50-ies of XX century. In the 60-ies, during the Khrushchev "thaw", the research Institute of theory and history of pedagogics of Academy of pedagogical Sciences of the USSR, under the leadership of A. Volkovsky, there was a group that dealt with issues of career counseling; research in psychology in Kiev, under the leadership of B. Fedorishin, opened a laboratory career guidance; Academy of pedagogical Sciences of the USSR, under the leadership of A. Golomshtok, organized by the research Institute of labor training and vocational guidance. Thus, in the 60 years of the twentieth century there was a marked revival of the Institute of career guidance.

Since the mid-60's to the mid 80-ies, during the rule of Leonid Brezhnev, the guidance has not received special development. In the current policy of the state, when in the first place was not the interests of the individual and the interests of the country's defense and economy, career guidance as such was not (Pryazhnikova, 2006). And only in 1984, finally issued a Decree of the CPSU Central Committee "the Main directions of reform of comprehensive and vocational schools", in which the development of vocational guidance and employment of youth education was given special place. Since then, the issue of career guidance has become a key issue in the reform of comprehensive and vocational schools. We have created more than 60 regional Centres for Professional orientation of young people; in areas created many preconsultation points. All the questions of vocational orientation in the USSR Goskomtrud supervised O. Apostles, who actually revived the career-oriented business in the country. In middle school introduced the course

“basics of production. The choice of a profession”; the state Committee of labour began the active preparation of professional consultants (Pryazhnikova, 2006). The result of this work, in 1986 was opened the careers guidance service to young people, with the possibility of further improvement. Thus, there has been a resurgence of school vocational guidance.

The “perestroika” period

In the “perestroika” period, in 1991, came the “Law on employment”, according to which career guidance was transferred from school to employment services, and according to the “Law on education of the Russian Federation”, which was released in 1992, dramatically reduced funding for school and career guidance. Career guidance in school in fact did not, in this connection, the Ministry of education of the Russian Federation actually refused it, and work with young people was not included in the competence of the Ministry of labor.

However, some local chiefs were sometimes supported by the leaders of the remaining centers of vocational guidance of youth. In addition, some heads of employment centers still have delegated their professional counselors at a nearby school, where they worked with high school students, receiving a salary in the Ministry of labor for such leaders is not just punished). One example of lack of attention to school guidance, the Second Congress of school psychologists in 1995 in Perm, in which there was no mention of career counseling and professional self-determination, but much attention was paid to psychotherapy, psychodiagnostics, psychotherapy, and fashionable then “economic education” (Pryazhnikova, 2013).

In 2000-ies on the background of economic and political stability of Russian society began the restoration of the “gap” in the field of motivation, which characterized the state of economic and economic life of Russia in the early – 90-ies. Priority in work motivation in modern Russia began to take a desire for professional development and professional growth. The problem of formation of professional is viewed as the problem of personal and social development of the future specialist as a subject of social action (Kutugina, 2007).

The modern condition of vocational guidance

At the present time there is a change of attitude to the choice of profession, is complicated by the content of the work. In 2015, the developed Concept maintenance of professional identity of students in terms of continuity of education that continues the basic ideas and content of the concept of organizational-pedagogical support of professional self-determination of students in the conditions of continuous education developed at the Center for professional education FGAU “FIRO” in 2012. The subject of the presented Concept is the process of support of professional self-determination of students (vocational guidance). Career guidance is considered as an independent system that has some specific characteristics:

complex, multilevel, multilateral, and interagency in nature; relatively weak institutionalization; a significant time lag, of professional activity at the time (Klimov, 2015; Sakhieva *et al.*, 2015).

From the experience of economically developed countries, social and economic benefits of career guidance is significantly increased when included in the General system of state personnel policy. This, in turn, requires the implementation of special state policy in the field of support of professional self-determination. This Concept is developed with the aim to define and justify scientific-methodical and organizational-methodical bases of such a policy. According to the presented Concept, support of professional self-determination of students begins in the early stages of child development, i.e. in the preschool period, when the formation of the initial presentation about the world of professions, as well as positive attitudes to different kinds of work and creativity (Klimov, 2015).

The next stage is grades 1-4 (elementary General education), is the development of value-motivational bases of self-determination and self-development. Be familiar with the world of professional work; to form ideas about the diversity of professions and the role of modern production in society. The third stage – basic General education (5-7 class), is the formation of understanding of the basic social control; forms the readiness for self-development and self-determination and the formation of experience performing various types of works and creation of useful products as a result of practical activities and on this basis, the motive desire for success in operation. In the fourth stage - basic General education (8-9 class) – defines the professional and educational interests; the students formed their own position in life at the stage of primary professional selection and design of a successful career; vitrivius professional perspectives. The fifth stage – General secondary education (10-11 class), specified by the relevant selection; designed post-secondary educational and vocational route) (Klimov, 2015).

Separately want to highlight adolescence is the stage of choosing a profession that becomes the most important personal growth. At the same time, an unemployed can also be in a situation of optant (from lat. *îptantis* – desiring, choosing). Therefore, choice can be considered a specific stage of professional self-determination, and the cyclic process, when a person not time is before the choice of profession, educational institutions or place of work. Professional development covers the period from the beginning of the formation of professional intentions to end the active professional activity. During this time the person changed life and professional plans, leading activities, changing the social situation, personality structure (Klimov, 2015).

Also, according to existing Concept, implemented a regional system of the organization of professional samples, i.e. the professional test which model elements of a specific type of professional activity that contributes to conscious choice of profession. Professional samples are pivotal to the practice-oriented component of

the process of support of professional self-determination of pupils of schools. The result of the passage of these samples may not always be positive, which is not only permissible but necessary moment, providing the possibility of choice. Depending on the stage of professional self-determination, can be used for professional samples of various types: games (at the stage of preschool and primary education), educational skills (1-7 grades) and the professional (8-9 and 10-11 grades of schools) (Klimov, 2015).

The effectiveness of career guidance is determined by the fidelity approach to solving the problem and the availability of modern technology. Today already insufficiently reliable techniques and high-quality career guidance programs for all classes from first to compete with Internet, TV ..., we need to develop thematic websites, make TV shows, computer games, e-books, to master the youth magazines, involving the work of the adolescents” (Rezapkina, 2010). As stressed by G. Rezapkina, the main task is to imbue these forms with new content, which would be to the formation of knowledge, abilities and skills in relation to career choice, and helped find adolescents meaning and values lying outside professional activities.

Professional orientation is a joint activity of the orientator and of a teenager on finding and defining the meaning and values not only in their future profession, but in the future life of the teenager in the society. Only the discovery of meaning and values to their future work can help the teenager to find himself not only in the world of professions, but in the world of men (Lyina, 2014).

It is obvious that one of the main criteria of awareness and productivity of professional formation of a person is his ability to find meaning in professional work, to design, to build their professional lives, to make decisions about career choices. These issues occur in front of a person throughout his life. At different stages of its development, the same problems of professional self-determination are addressed in different ways. There is the understanding of their role, clarifying their place in the world of occupations, relation to labor and itself become important components of human life.

Using profession is the expression of personality. People for life corrects professional activities that can lead, in particular, and to change the profession. Professional identity is the entire period of his professional activity. The process lasts a lifetime.

Professional self-determination is not reduced to a momentary act of choice of profession and does not end with the end of the training in the chosen specialty, and continues throughout professional life. As writes E. Klimov, “professional self-determination is the main center for the entire system of the possible “identities” of the younger man as a subject of activity and of the citizen” (Klimov, 2004).

Professional identity is in relationship with the process of building a career. Career as a professional growth demonstrates the high qualification of the employee.

However, a career is the achievement of a certain status in their professional activities, the occupation of a position

DISCUSSIONS

The study of psychological and pedagogical literature allows to state otsustvie special studies on the problem of professional identity in the conditions of real prakticheskoi activities. However, the basis of creative samorazvitie discussed in detail in the works of V. Andreeva (1998). The concept of “self-determination” is regarded as the many facets of developing the individual, is inextricably interrelated: personal, professional, social, cultural, national, political, religious self-determination. Psychological and pedagogical support of self – determination is a meta-task that requires meaningful and well-coordinated work of teachers-psychologists, class teachers, subject teachers, which should be tackled throughout the training at school and maintained in the family and society (Rezapkina, 2015).

Many scholars address the subject of professional orientation of students work the beginning of the XVIII century V. N. Tatishchev (1887) “a Conversation about the benefit of Sciences and schools”, which leads to the qualification of labor. In the book of A. D. Sazonova , N. I. Kalugina (1983) “Professional orientation of young people” sets out the scientific and technical basis of vocational guidance of young people in the Soviet Union reveals its content, principles, forms and methods. The Book Yu. M. Orlov (1991). “The ascent to the individuality” based on experience, dedication to the problem of self-improvement. It is popular sets out information on personality psychology, social psychology. On self-determination, its basis and consequences described in “Lectures on self-determination” by P. G. Shchedrovitsky (2011) and in the book of C. G. Jung (1993) “the problems of soul of our time.” O. A. Konopkin, A. K. Osnitskaya (2007) “Lack of formation of skills of self-regulation as one of the reasons for the difficulties of professional self-determination of students”. E. Y. Pryazhnikova (2009) “Vocational Guidance”.

CONCLUSION

Thus, professional identity is an important part of self-determination. The process of professional identity is complex and multifaceted. Young people are facing the problem of professional choice, for the most part, are not ready to make Mature, responsible decisions that do not take active positions and need professional help. Materials submitted article may be useful for teachers of educational institutions, teachers, trainers, parents dealing with issues of professional self-determination of children.

In the research process have any questions, problems, need new, innovative approaches to their solution. Further work is needed on early vocational guidance of children, as well as to create new methods of professional self-determination of children.

RECOMMENDATIONS

The article may be useful for specialists and heads of centers dealing with issues of professional self-determination of students; for specialists of educational institutions; parents enrolled in the process of career choice.

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