

The system of work of teacher to professional orientation of senior students

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Abstract: In today's world, economic and social changes taking place in the state and society, place high demands on mobility and adaptability of human behavior, his personal responsibility for his professional career, which makes it very urgent problems of professional orientation. Meeting the challenges of building is a democratic, civil society and the welfare state due to the increased role of the human factor. Therefore the development of the problem of choosing a profession and professional growth has important theoretical and methodological importance for solving problems of social practice. The article by experiment revealed the level of high school and vocational guidance developed methodical system for the implementation of this work.

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Introduction

In conditions of market relations qualitative changes in employment, there is a lot of new occupations and professions the world becomes extremely volatile and dynamic. Besides, in today's market is not hard, all employees will have a permanent paid employment throughout working life, especially related to the same profession. Therefore, each specialist must not only continue to evolve in the profession, but also to be ready to change the form of professional activity. Modern man must exercise an economic activity, it must be able to self-realization in another work. But, unfortunately, vocational guidance and assistance to high school students in choosing a profession is still often limited to narrow goals of formation of knowledge and skills.

In Kazakhstan, the more social problems create a situation of high discrepancy between employers' requirements for the qualification of the expert and the unwillingness of young people to the choice of a profession, and thus to work in the new economy.

Scientific relevance of the topic is that the existing theoretical framework of vocational guidance is insufficient for its effectiveness.

Significant obstacle to the development of vocational guidance is that it is usually designed for some average student; no individual, differentiated approach to personality choose a profession.

Our study showed that at the moment scientists are the following contradiction:

1) between society's need for an effective system of training of vocational guidance in secondary school and the lack of theoretical and methodological elaboration of the problem in teaching science;

2) between the needs of students in their personal and professional self-determination and the actual conditions of vocational guidance, available at educational institutions, insufficient to ensure this process.

The practical relevance of the topic is that today in the educational institutions of vocational guidance is given very little attention.

The purpose of the study - to identify the level of senior vocational guidance and ensure its implementation methodical system.

Methods of the study: experiment, questioning, observation, study of pedagogical documentation, discussion, counseling, training.

Results of the study. Pedagogical experiment was carried out on the basis of the International Kazakh-Turkish University H. A.Yasawi, University «Sirdariya» behalf. The experiment consisted of three phases: ascertaining forming and controlling.

Ascertaining step. At this stage, the aim of the experiment was to identify the level of senior vocational guidance. Used for data collection questionnaire compiled by the author. The obtained data were processed and converted into percentages of the following groups of criteria: the presence of career choices, the level of knowledge about the profession, the reasons for choosing the profession.

Students were offered profiles "Your professional future", compiled by the author. Each questionnaire contained 10 questions: 2 questions - open, 8 issues - with 3 choices of answers. Children need to have to write a reply, or select one of the options. The obtained data were processed and converted into percentages. First, data were interpreted in accordance with the

criteria I group, and in groups II and III criteria were processed questionnaires only those children who have chosen a profession or choose between 2-3 professions.

According to the results of the survey were formed two groups of respondents:

1. Experimental - 20 children aged 15-17 years;
2. Control - 20 children aged 15-17 years.

Groups were formed so that the percentages by criteria for both groups were about the same.

Diagnostic results in the experimental group as follows:

I. The choice of profession:

1. 30 % of students have already made choice of a particular profession;
2. 30 % of students choose between 2-3 professions;
3. 40 % of students have not yet chosen a profession.

II. The level of knowledge about the profession (of children who chose one or professions 2-3):

1. high level of knowledge in 20% of children;
2. knowledge of the average level of 45 % of the children;
3. low level of knowledge in 35% of children.

III. The reason for choosing the profession (of children who chose one or professions 2-3):

1. for 30% of children are interested in selected activities;
2. for 30% of children in the main chosen profession - prestige, high wages, interest is not required;
3. 40% of children chose their profession for example, or on the advice of their parents.

In the control group, the results are somewhat different:

I. The choice of profession:

1. 30 % of students have already made choice of a particular profession;
2. 25 % of students choose between 2-3 professions;
3. 45 % of students have not yet chosen a profession.

II. The level of knowledge about the profession (of children who chose one or professions 2-3):

1. high level of knowledge in 20% of children;
2. knowledge of the average level of 40 % of the children;
3. low level of knowledge in 40% of children.

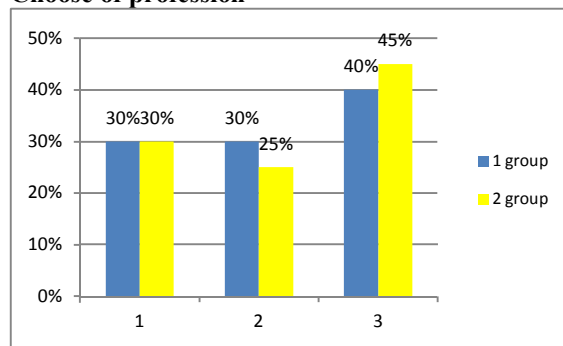
III. The reason for choosing the profession (of children who chose one or professions 2-3):

1. for 30% of children reason for choosing - interest in selected activities;
2. for 35% of children in the main chosen profession - prestige, high wages, interest is not required ;

3. 35% of children chose their profession for example, or on the advice of their parents.

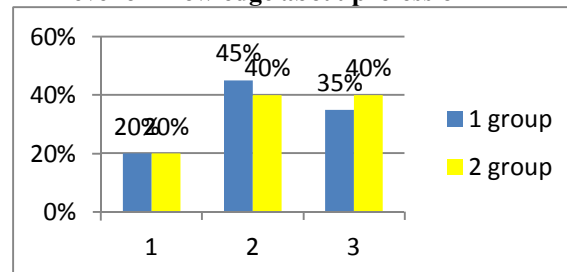
Experimental ratio of survey results (group 1) and control (group 2) groups are clearly visible in the graphs (Picture 1).

Choose of profession



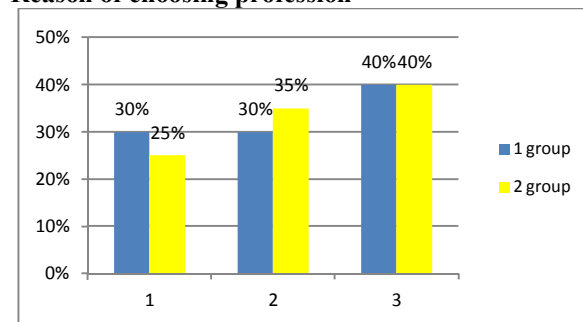
Criteria

Level of knowledge about profession



Criteria

Reason of choosing profession



Criteria

Picture 1- Results of questionnaire of senior students on the constructive stage

Analysis of the data showed that many students have not yet decided on a career choice, and of those who decided, many know little about their chosen profession and about where you can get it . Greater attention should be given criterion and the reasons for choosing the profession - the majority of respondents preferred interest in the profession of its prestigious

and highly -paid. However, as mentioned above, this is not always the better.

Formative stage. On the forming stage for children participating in the experiment were designed group and individual lessons, the purpose of which was professional orientation of students.

In forming experiment involved only the experimental group. Basis of this stage where group sessions on professional diagnosis, vocational education, group training sessions and individual professional advice.

The aim of training for professional diagnosis was to identify interests, aptitudes seniors personality orientation, primary professional intentions and their dynamics, the definition of social attitudes of high school students, the definition of motivation and choice of its structure, the definition of intensity and structure of merit. Within these classes the children were offered the following methods and tests : test D. Holland to determine the type of personality ; differential-diagnostic questionnaire, "I prefer" EA Klimova; technique "Matrix choice of profession"; test "propensity to performing or creative work"; technique "CBS"; technique "Map of interests"; definition inclinations procedure LA Yovayshi; technique "Career Guidance profile"; test "Do you have any business acumen, «test" Constructive drawing of a man of geometric shapes."

The objectives of professional education is expanding the range of participants in the experiment known professions, as well as raising awareness about these high school students about careers and their chosen profession in particular. As mentioned above, professional education includes the following areas: professional information and professional campaign. The first direction was realized through the organization of classes in which children were offered information about various professions, the requirements that they impose on the person; Information about the state of the labor market and personnel requirements; information about post-secondary and higher education, training specialists in their particular field of professional activity - what is, what level of education should be and what is necessary to pass the exams for admission to a particular institution. Workshop materials collected by the author at the exhibitions of education, on the Internet, besides materials used "Encyclopedia professions Cyril and Methodius", magazines «Where to go to learn." Another method used in the process of vocational education students is organizing meetings with representatives of various professions: teacher, psychologist, police officer, the director of an educational institution, a programmer, a health worker, etc. Professional campaign took the form of group discussions, debates, and various career guidance

games: the game "Aliens"; game "Island"; game "Three destiny"; activating questionnaire "Now and then".

Objectives of the organization of individual professional counseling were: assistance to participants in the experiment who after education and training remained outstanding questions, doubted the correctness of their choice of profession; provide additional information on educational institutions, training of a profession. Content of the consultation depended on the needs of each student. During counseling children were assisted in choosing a profession, educational institutions were provided with information about the indications and contraindications to work on the profession and the means and methods of diagnosis of this testimony. In addition, students were provided with information about how to develop skills needed to work in the chosen specialty. With several students were interviewed on the reasons for choosing the profession. During the consultation, the following techniques: the card game "Spider- fate - devil"; game "Professyans "Formula 5"; technique "Profkonsultatsionnye lists."

Conducted studies and consultations have answered a lot of questions that arise in senior career choices, prepared them for the difficulties that may arise on the path to professional achievement, taught to defend their choice, prepared them for the passage of the interview for admission to an educational institution and to work.

It should be noted that some participants initially did not show almost no activity in the trainings, debates and during interviews. Basically it was the students who have not chosen a profession. Gradually, however, they have become more active, began to participate in games, discussions and talks, asked questions and expressed their desire to consult individually on professional definition. All this is evidence of the effectiveness of the proposed model of teacher career guidance.

Controlling step. The objective of this phase was to determine the level of effectiveness conducted professional orientation work. To do this, have been re-questioning, during which we used the same questionnaire as in ascertaining stage. At this stage in the experiment two groups of respondents participated. Following results were obtained.

In the experimental group:

I. The choice of profession:

1. 45 % of students have chosen a particular profession;
2. 40 % of students choose between 2-3 professions;
3. 15 % of students have not yet chosen a profession.

II. The level of knowledge about the profession (of children who chose one or professions 2-3):

1. high level of knowledge in 60% of children;
2. knowledge of the average level of 20 % of the children;

3. low level of knowledge in 20% of children.

III. The reason for choosing the profession (of children who chose one or professions 2-3):

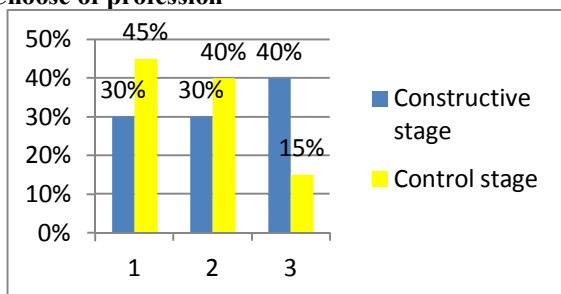
1. for 40% of children reason for choosing the profession, primarily interest in selected activities;

2. for 35% of children in the main was chosen profession prestige, high wages, interest is not required;

3. 25% of children chose their profession for example, or on the advice of their parents.

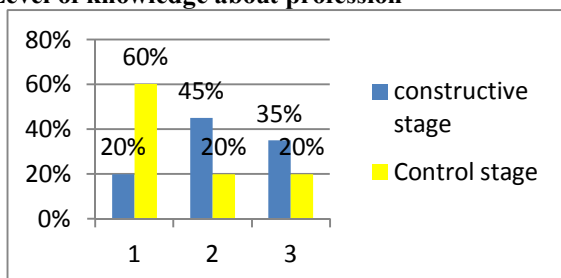
The difference in the results of the survey of senior pupils in the experimental group for ascertaining and milestones clearly visible in the graphs (Picture 2).

Choose of profession



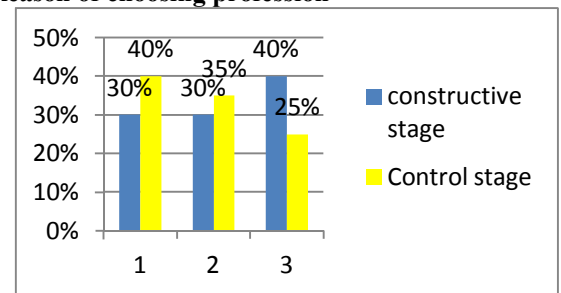
Criteria

Level of knowledge about profession



Criteria

Reason of choosing profession



Criteria

Picture 2 - Results of questionnaire of senior students on the control stage.

Experimental group

On additional quantitative indicators following results:

1. Number of high school students to consult is 90% of students included in the experimental group.

2. Number of students who followed the recommendations of the social teacher, is 40%.

These data suggest an increase in the level of professional orientation of senior members of the experimental group.

In addition to quantitative indicators, we have also identified and quality, so it is advisable to make the analysis of the work and for these indicators. Observations on organized activities showed that many students were not active at the beginning in the process. However, after some time these guys started to more actively join in a common activity, participated in career guidance games, discussions, listened with interest offered them information, asking questions. During interviews, they showed their interest in their professional definition. Many students began to search for information about the various occupations of vocational training institutions. Nearly all students have shown their willingness to work together with the teacher on professional self-determination. Finally, some high school students have changed their ideas about the future profession - they have become not only seeks not so much to the prestigious profession, but especially interesting for their profession, for the profession to which they have the ability. Other students also were able to prove their parents their own choices.

In the control group the results of the survey have undergone minor changes. This was due to the self-employment of respondents professional self-determination and information search. Thus, the following results are obtained:

1. Choice of profession:

1. 35 % of students have already made choice of a particular profession;

2. 25 % of students choose between 2-3 professions;

3. 40 % of students have not yet chosen a profession.

2. The level of knowledge about the profession (of children who chose one or professions 2-3):

1. high level of knowledge in 25% of children;

2. knowledge of the average level of 38 % of the children;

3. low level of knowledge in 37% of children.

3. The reason for choosing the profession (of children who chose one or professions 2-3):

1. for 40% of children reason for choosing - interest in selected activities;

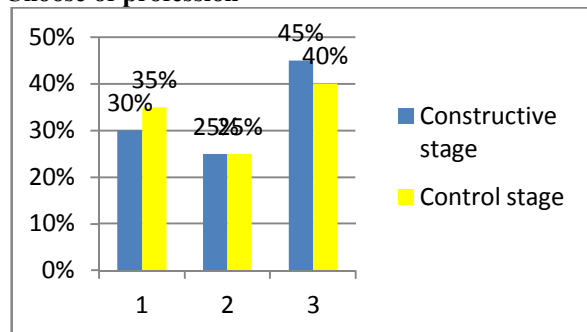
2. for 35% of children in the main chosen profession - prestige, high wages, interest is not required;

3. 25% of children chose their profession for example, or on the advice of their parents.

The difference in the results of the survey of senior pupils in the control group and the control stages ascertaining clearly visible in the graphs (Picture 3).

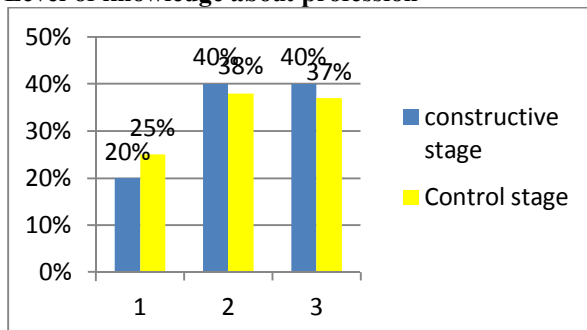
Thus, analysis of data provides a basis for an optimistic conclusion that the implementation of the proposed program (methodology) of senior professional orientation fosters the latter.

Choose of profession



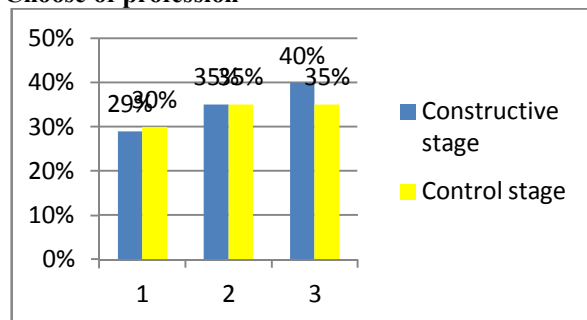
Criteria

Level of knowledge about profession



Criteria

Choose of profession



Criteria

Picture 3 - Results of questionnaire of senior students on the control stage.

Controlling group

Conclusions

Thus, for the efficiency of the social educator career guidance school students need certain socio-pedagogical conditions. Our study showed that it is the following conditions:

1. Orientation on the formation of students' personal qualities (the ability to self-knowledge and self-change, independence, credibility, ability to make choices and take responsibility for it, focus, communication skills, etc.).

2. Systematic, comprehensive, integrity and continuity of the career-oriented social activities teacher.

3. Interaction of social educator, educational institution as a whole, vocational education institution.

4. Social interaction and teacher education institutions with specialists in various fields of professional activity, as well as various businesses and organizations for training purposes (tours) and placement of students.

5. Joint activities in professional self senior social educator, educators, educational institutions, and students' parents.

6. Enabling seniors to work on professional self-determination on a voluntary basis.

7. Socio -pedagogical work with high school students' career guidance should be taken fully into account current needs of students' age and contradictions that arise in their implementation.

8. Social work educator for professional self seniors should be based on the personal approach

In this work it is possible to use various forms and methods:

- patronage of teachers professional institutions, specialists of enterprises and organizations of educational institutions;

- excursions of students in vocational training institutions and enterprises;

- the assistance of professional institutions and businesses to educational institutions in the organization of teaching rooms, in the completion of the material base of vocational guidance in schools;

- open days in enterprises and educational institutions.

Joint activities of schools, vocational schools and businesses has a number of positive effects: significantly expanding professional horizons of students deepened notions of professions; changing attitudes of students to professional schools; is preparation for manning professional institutions; contributes to the organization of industrial practices and provides employment for students during the holidays.

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