

Pedagogical Potential of the Career Guidance Course “Professional Career Planning” to Form Pupils and Students’ Self-determination in the Integrated System “School – Vocational College”

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Abstract: The article is aimed at revealing pedagogical potential of an elective career guidance course to form pupils and students’ professional self-determination in the integrated system "school – vocational college". The basic approach to study this problem is an integrative one that causes efficiency of pupils and students’ career guidance work in dual integrated system. The content of career guidance course "Professional Career Planning" developed and presented in this article is aimed at pupils’ professional self-determination formation, consciousness and steady interest in choosing future profession. As for vocational college students, the course is directed towards the students’ choice of their own individual educational and career way, revealing their adaptation abilities to future professional activity. Materials of the article are of value for school and vocational college teachers while organizing and planning career guidance work at the educational institutions.

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1. Introduction

The right profession choice provides a number of production results: mastering profession fast, stimulating professional improvement, strengthening labor discipline, etc. The person’s ability remains unrealized if the chosen incorrect profession causes labor dissatisfaction and various losses such as increase of training period and difficulties in mastering a profession, refusal of professional improvement, change of work and looking for other profession, growth of occupational diseases and industrial accidents etc. (Asanaliev et al., 2014).

The necessity for school and vocational college integration implementation of career guidance work arises from situation that a pupil becomes a student. It leads to his status change, to transition of training conditions and life conditions.

A contradiction situation arises in the development of the personality change because pupils are still schoolchildren, but there is necessity to prepare them to life self-determination, to a professional choice. A pupil becomes a first-year student, and there is a contradiction between new college rules and insufficient experience of the freshman so that at the beginning of each course the

student is ready to further training only on the basis of a previous course (Sibgatova, 2011).

Secondary school trains the graduates to be ready for fulfilling a lot of social functions: a student, a worker, an engineer, etc.; but it doesn't make graduate pupils prepared for student life, highly skilled workers and engineers. Thus there are problems of the school leavers to adapt to any following sphere of activity that is unlike secondary school. One of the diverse ways of professional self-determination of school leavers is a vocational college. The college can't help considering this goal of high school. Integration of these educational institutions should be considered as regularity, the principle, process and a way of a conflict resolution between special college tasks and comprehensive type of high school training (Sibgatova, 2010).

School and vocational college teachers take into consideration psychological phenomena of personality transition from being a pupil to being a college student in realization of this task. One of the widespread theoretical and practical points of view about a cardinal psychological differences between a pupil and a student is life experience changing. We mean those problems which were only desired for pupils (professional development of interests,

independence on vital questions solution, independence of tastes and manners on adults' opinion, etc.) but which become common, are real and accomplishable for students (Klimov, 2007).

Transition originality from school to vocational college involves putting into practice previous intentions and theoretical dreams at every next life stage. The analysis of development of the personality problems researches (B.G.Ananyev, 1980; L.I.Bozhovich, 1968; A.N.Leontyev, 1975, etc.) shows that every next age period is characterized by aspiration of the personality for realization of the new age and life opportunities and for making all dreams come true in practice.

If one analyses the pupils' motives of study, it will turn out that they are mainly defined by the previous desires of teenagers. The similar facts are found while confronting behavior characteristic of students with pupils, undergraduates with freshmen, college graduates who have got down to work with students- probationers, etc. (Musabekova et al., 2014).

There are following problems in modern system of comprehensive school and secondary vocational education:

- between educational requirements and expectations of young people (their parents) and a insufficient readiness of the existing secondary education content that allows satisfying these requirements;

- between available tendencies and pupils' abilities and inability of traditional requirements to process and content of secondary education that helps to reveal them;

- between the necessity of solving professional and personal self-determination problems and problems of choosing a type of training in high school and absence of psychological and pedagogical help to a student while graduating from the main "step" of education (Maximov, 2002);

- there are weak links between educational fields and continuity in systems of the secondary vocational and secondary education;

- the system of career guidance work at the educational institutions and qualified help in future professional self-determination to pupils is poorly developed;

- the opportunities of successful cooperation with employers for development of pupils' technological education are not enough realized;

- between employers' expectations and graduates' level of training.

2. Materials and Methods

The main experimental work was carried out on the basis of Technical College at the Kazan

National Research Technical University and at Kazan secondary schools No. 1, 111, 78, 14, 96, 144, 85, 146, 110, 139, 84, 155, 165, gymnasiums No. No. 122, 6, 102 and also some secondary educational institutions of Blagoveshchensk of the Amur region of the Russian Federation.

The research had three stages:

At the first (preparatory) stage – a problem of studying in pedagogical theory and practice, its theoretical comprehension was carried out; scientific ideas of a studied problem were concretized.

At the second (main) stage – features of career guidance work at schools and vocational colleges were revealed; the elective career guidance course "Professional Career Planning" aimed at forming pupils' adaptation abilities to their future professional activity was developed; experimental work on introduction of this course at schools and vocational colleges was carried out.

We used a technique of "A differential and diagnostic questionnaire" for diagnostics of pupils and vocational college students' professional self-determination levels. This method allowed defining of dominating type of professions for the pupils according to classification of professions types by E.A. Klimov. However diagnostics only with this technique can't guarantee correctness of profession choice and professional field. Therefore, we used a combination of tests aimed at vocational guidance of pupils. It allowed us to record number of high schools pupils and vocational college students who had precisely decided what profession to choose, who doubted and who hadn't decided yet.

3. Results

The elective career guidance course "Professional Career Planning" was developed and introduced in practice at schools and vocational colleges by us at a stage of experimental work. It allows varying its contents in practice according to the audience flexibly - pupils or vocational college students.

This course is directed to achievement of the following purposes: educational purpose, diagnostic purpose and they are carried out in close unity and interdependency.

Educational purposes: receiving systematic knowledge is necessary for choosing a profession, promoting more motivated decision-making. Knowledge for the best updating and transition to a personal zone must be taken from various sources and be transferred in different ways (classes, excursions, etc.).

Diagnostic purposes: the course provides detection of a person's qualities for orientation to a certain type of work, to a certain profession. The following methods of pupils and vocational college

students' studying were used for this purpose: pedagogical supervision; analysis of documents and results of pupils' activity that is: personal records, results of medical examinations, class registers, creative compositions, hand-made products etc. The course also provides the analysis of pupils' practice activity at school, at public places, in a family etc. It stipulates questioning and interviews as well. We are sure that it is necessary to use several methods for deep and versatile studying of the identity of pupils and vocational college students.

The educational purposes of career guidance are closely connected with diagnostic purpose. The educational actions directed on strengthening pupils and vocational students' training are developed in order to recommend a profession after studying their professional interests, tendencies, abilities, orientations, motives. The educational aspect should be realized actively if professions chosen by pupils don't show high requirements to the person. In that case it is necessary to develop the actions directed on strengthening pupils' labor education and making them like a chosen profession.

The following features of professions should be considered while developing the special career guidance course "Professional Career Planning" for pupils and vocational college students:

I. General information about a profession: 1) profession history; 2) dissemination; 3) prospect; 4) connection with other professions; 5) profession value and place in national economy; 6) specialties within a profession.

II. Characteristic of work process and its place: 1) short description of work: the most important options (methods) of work, working pose, labor tools, the used materials, made production; 2) types of rejects and reason of their appearing; 3) duration of the working day, schedule of changes; 4) rhythmical pace of work: steady rhythm, changeable rhythm, possibility of surprises emergence, rest

pauses; 5) workplace description: indoors, outdoors, work at the same place, unsteady work.

III. Sanitary and hygienic working conditions: 1) level and type of noise, dust existence, light and temperature; 2) unhealthy substances; 3) workers' health requirements; 4) medical contraindications; 5) traumatism; 6) means of protection; 7) sexual validity to work.

IV. Economic working conditions: 1) form of remuneration for work (temporary, piece-work, etc.); 2) salary; 3) bonus; 4) vacation; 5) privileges (uniform, special meals, state-owned apartment or a hostel, etc.).

V. Psychological and physiological requirements (psychogram): 1) requirements to sense organs (sight, hearing, etc.); 2) mental abilities requirements (memory, logical mind, verbal abilities etc.); 3) motorial abilities requirements (force, accuracy, speed, rhythm, movements coordination, reaction speed); 4) requirements to personality and temperament (determination, independence, discipline, steadiness, resistance to treadmill or various work, self-control at the emergency (for example, accidents), etc.); 5) social and psychological requirements (communication with dependents, co-workers and customers, submission to bosses, etc.).

VI. Pedagogical conditions: 1) list of the main knowledge and skills necessary for successful work; 2) educational institutions where it is possible to get a profession; 3) opportunity and forms of education at the enterprise (individual, brigade); 4) training duration; 5) entering conditions (age, education, sex); 6) possibility to continue study (educational institutions: full-time, part-time, distant); 7) training privileges (a grant, a student's salary etc.); 8) receiving qualification and job promotion; 9) getting category of qualification requirements.

The content of this course and people responsible for giving lectures and classes are presented in table 1.

Table 1. The content of the course «Professional Career Planning»

	Theme	Type of class	Responsible
1	Classifications of professions	Lecture-presentation	Teachers, tutors
2	Analysis of temperament and personality. Pupils' aims towards labor activity	Practice	Teachers, tutors, psychologists
3	Studying of abilities and cognitive interests	Practice	Teachers, tutors, psychologists
4	Working capacity as a factor of choosing profession	Practice	Teachers, tutors
5	Competency and its appraisal	Practice	Teachers, tutors
		Meeting with representatives of profession	Representatives of professional communities
6	«Really cool»	Excursion to the enterprise	Representatives of professional communities
7	Fashion or vocation (lawyer, economist, manager)	Conversation with experts	Representatives of professional communities

8	For the good of people (doctor, tutor)	Visiting of an orphanage, watching video about doctors' life	Representatives of professional communities
9	Blue-collar jobs	Watching a documentary, observing and writing account	Representatives of professional communities
10	Project " Introduction into profession"	Practice on doing a project task by the pupils independently using additional literature	Representatives of professional communities, teachers, tutors
11	Professional dynasty	Meeting with academic and work dynasties	Representatives of professional communities, teachers, tutors
12	Writing CV and self-characteristics	Practice task	Teachers, tutors
13	Presentation of professional portfolio. Its creation and defense	Pupils' conference	Representatives of professional communities, teachers, tutors

Diagnostics of professional self-determination levels formation among pupils and vocational college students was carried out by us after implementation of this course. The results of control

group (the course wasn't implemented) and experimental group (the course was implemented) are presented in table 2.

Table 2. Distribution of pupils according to professional self-determination levels at the final stage

Levels of professional self-determination being formed	Pupils				Vocational college students			
	Control group		Experimental group		Control group		Experimental group	
	Before	After	Before	After	Before	After	Before	After
High	12	13	15	68	15	18	13	73
Average	23	31	20	32	14	25	14	22
Low	65	56	65	0	71	27	73	5

The analysis of the carried-out experimental work allows drawing a conclusion that the course "Professional Career Planning" developed by us allowed raising a level of professional self-determination formation of high school pupils and vocational college students, increasing a number of

pupils who got determent with a future profession.

Implementation of this course into the educational process of Technical College promoted prestige and competitiveness of that educational institution. Dynamics of competitive selection to some specialties in recent years is reflected in table 3.

Table 3. Dynamics of competitive selection

Specialty	Entering year			
	2011	2012	2013	2014
Car service	2 people/place	2 people/place	8 people/place	9 people/place
Quality management	2 people/place	1 people/place	10 people/place	8 people/place
Thermal technology	1 people/place	2 people/place	9 people/place	11 people/place

Thus, it is possible to draw a conclusion that the special course developed by us can be considered an effective one according to the results of the final stage of the experiment.

5. Discussions

Problems of career guidance and professional self-determination were investigated in works of many Russian and foreign scientists, in particular: social, economical and philosophical aspects of younger generation preparation to professional self-determination were investigated by A.V.Mudrik, 1984; problems of pupils' career guidance and vocational training were revealed by A.E.Golomshtok, 1979; N.N.Zakharov, 1988; N.S.Pryazhnikov, 2008; S.N.Chistyakova, 1993, etc.;

features of pupils' professional and labor orientation formation in system of uninterrupted education were revealed in S.Y.Batyshev's (1999); D.A.Parnov's (2010) researches, etc.; motivational factors of pupils' professional self-determination were presented in researches of B.G.Ananyev, 1980; L.I.Bozhovic, 1969; the theory and practice of professional consultation were studied by S.S.Grinishpun, 2004; foreign adaptation educational opportunity of career guidance work organization with pupils revealed in works of S.S.Grinishpun, 2005; M. Osbaldeston and K.Barham, 1999; V.G.Shchekin, 2003; Y.Ukke, 1990.

Thus, the analysis of scientific and pedagogical literature on this problem and experience of practical activities allow drawing a conclusion that

attention to development of special career guidance courses for pupils and students as in the integrated system "school – vocational college" and in the system "school - college - university" is insufficiently paid now.

6. Conclusion

The content of an elective career guidance course "Professional Career Planning" offered in the article for pupils and vocational college students includes two sections, the first is for pupils of compulsory educational institution and directed on their professional self-determination formation, consciousness and steady interest in choosing future profession; the second is for vocational college students which promotes a choice of own individual educational way and also reveals their adaptation abilities to future professional activity.

Statistical results showed that the number of pupils with high level of professional self-determination formation increased in experimental groups after elective professional orientation course implementation in teaching and educational process: pupils - 53%, vocational college students - 60%. Evident changes were not revealed in control group.

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