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### Professional Self-Determination of School Students

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#### Abstract:

The article examines the essence of the concept of "professional self-determination" and the features of its formation. The factors influencing the professional self-determination of students are analyzed and recommendations on the organization and conduct of profiling activities in educational organizations are provided. Professional self-determination is considered as a process of formation by a person of his attitude to the professional and labor sphere and the process of self-realization.

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Today, reforms in the education system of Kazakhstan mainly affect the senior classes of secondary schools. The main task is to ensure the quality of education and bring all elements of the education system in line with the basic needs of the individual, society and the state. The improvement of the education system in the Republic of Kazakhstan is aimed at integration into the world educational space [1]. In this regard, the modernization of general secondary education is aimed at implementing the tasks of professional self-determination of high school students, focusing on the socialization of schoolchildren taking into account the needs of the labor market and working out the flexible relationship of the school with vocational education organizations.

The implementation of specialized education in Kazakhstan is based on the provisions of the State Mandatory Standard of Secondary General Education [2].

In accordance with the State Educational Standard, general education curricula of basic secondary education are aimed at mastering the basic foundations of the system of sciences by students, including students with special educational needs, the formation of a high culture of interpersonal and interethnic communication, self-determination of the individual and professional orientation, as well as pre-professional training of students.

The Law of the Republic of Kazakhstan «On Education» defines that pre-professional training is purposeful pedagogical support for students to choose an individual educational trajectory for basic secondary education. One of the priority tasks of general secondary education is the implementation of specialized training in natural and mathematical, social and humanitarian areas based on a combination of compulsory academic subjects and elective core academic subjects. Profile training is the process of differentiation and individualization of training, organization of the educational process taking into account the interests, inclinations and abilities of students.

As stated in the State Educational Standard: specialized training is carried out on the basis of taking into account the individual interests and needs of students. In this regard, a flexible system of choosing academic subjects at two levels of study is proposed. The student chooses at his discretion the subjects of advanced and standard levels of study that are significant for him. A larger number of hours are allocated to advanced-level core academic subjects than to standard-level academic subjects. Non-core academic subjects are studied at the standard level.

The basic content of general secondary education is concretized by curricula, which are developed according to the expected learning outcomes, established taking into account the features of specialized education: compulsory academic subjects and core academic subjects of natural-mathematical and social-humanitarian directions.

Today's school graduate should be able to evaluate his personal professional qualities in order to realize his life plans. To do this, it is necessary to assist schoolchildren in professional self-determination from an early age, when they are still in school. The right choice of profession at school is the beginning of the path to success, self-realization, psychological and material well-being.

The Republic of Kazakhstan has accumulated experience of career guidance in the education system back in Soviet times, when interschool educational and production complexes (CPC) of labor training and vocational guidance of secondary school students were created everywhere. A prerequisite was the participation of industrial and agricultural enterprises, state and cooperative organizations, as well as the availability of the necessary material and technical conditions. There were almost 300 educational and production and interschool complexes in Kazakhstan [2].

In 2020, methodological recommendations were prepared and published on the use of tools for conducting professional diagnostics of students of grades 7-11 of secondary school [3,4].

In the work, based on the study of world experience in career guidance, pedagogical diagnostics, as well as analysis and systematization of modern diagnostic techniques, requirements for the development of diagnostic materials for determining the professional orientation of students of secondary education organizations were compiled. Instructions on the use of diagnostic materials are given.

Today, career-oriented diagnostics is carried out with the help of specially developed diagnostic techniques. Currently, there is no unified system methodology on the issue of occupational diagnostics in the country, vocational guidance assessment in secondary education organizations is carried out formally, in most cases a limited number of methods are used, often scattered unsystematic tests are used.

The purpose of the methodological recommendations is to provide methodological assistance to educational organizations in conducting profiling.

Profiling implies the process of professional and pre-professional training of secondary school students, which takes into account the areas of study (profiles) in accordance with the interests, needs and abilities of students, selects appropriate didactic methods, forms and means of teaching, develops an individual educational route of students. The student can choose for himself what he will learn, how the process will be organized and how the schedule is compiled. In addition to providing the possibility of individual educational trajectories, it is necessary that students can and want to take advantage of this opportunity. The choice of the training profile focuses on the future field of professional activity.

The technological profile is focused on the production, engineering and information sphere of activity, therefore, in this profile, subjects for study at an advanced level and elective courses should be chosen mainly from the subject areas «Mathematics and Computer Science» and «Natural Sciences».

The natural science profile forms a scientific worldview based on familiarity with the forms and methods of scientific knowledge, the study of basic biological and chemical theories, the formation of skills for independent research. It focuses on such fields of activity as medicine, biotechnology, bioinformatics, medical imaging, biomechanics, biomaterials and bioengineering, system analysis, 3D modeling. In this profile, you should choose subjects to study at an advanced level and elective courses mainly from the subject areas «Mathematics and Computer Science» and «Natural Sciences».

The humanitarian profile is addressed to the human world, the goals and motives of his activity, his spiritual values, subjective, personal perception of the world, to the study of society, culture and history. It focuses on such fields of activity as pedagogy, psychology, social relations, etc. In this profile, subjects should be selected for study at an advanced level mainly from the subject areas «Kazakh language and literature», «Russian language and Literature», «Foreign languages» and «Social Sciences».

The socio-economic profile focuses on professions related to the social sphere, finance and economics, with information processing in such areas of activity as management, entrepreneurship, working with finance, etc. In this profile, you should choose subjects to study at an advanced level mainly from the subject areas «Mathematics and Computer Science» and «Social Sciences».

The advice of teachers is very important in choosing a profession, as many schoolchildren find it difficult to choose a profession. The main goal in the professional self-determination of schoolchildren is their acceptance of responsibility for their education and career. It is necessary to give schoolchildren an attitude to an active life position and to achieve success.

A person with an active life position is oriented in the world of professions: he is aware of the meaning of professional activity, knows the requirements of professions and the prospects for their development, is able to coordinate professional activity with important life values.

There are two ways to choose a profession. One is the method of «trial and error», the other is to study yourself and your interests and inclinations, personal characteristics. You can make the most correct choice by moving along the second path with the help of professional orientation, which includes:

- professional education — familiarization of students with modern types of work, socio-economic and features of various professions; to get acquainted with popular professions; opportunities for professional growth and self-improvement in the course of work. Vocational education forms motivated professional intentions among young people, which are based on their awareness of socio-economic needs and their psychophysiological capabilities.
- professional counseling — providing assistance to students in professional self-determination and providing recommendations to students about possible areas of professional activity that correspond to the psychological and physiological characteristics of the student;
- psychological support — the formation of a positive attitude and confidence in the future.

In the course of working with theoretical sources, we have identified the essence of the concept of «professional orientation» and the features of its formation. There are several points of view on the subject of professional orientation in the psychological literature. One of them considers work as a means of educating the individual and pays attention to the development of the orientation of the individual in work. This approach is presented in numerous works on pedagogy and pedagogical, age psychology, as well as in works on labor psychology. According to Kunts L.I., if orientation is understood as a set of motives that orient a person in behavior, activity and communication, then professional orientation will reflect the motivating side of professional activity [6].

Various forms and methods are used to assess professional orientation based on a person's preferences for different types of activities in order to study the personal qualities, abilities, inclinations, needs and interests of the student. The diagnostic study makes it possible to identify the current state and degree of development of the main parameters of professional maturity of the individual. The results can be used to activate the students' desire for self-knowledge, self-improvement, so that when building their life and professional plans, the student takes into account their own mental resources to a greater extent.

Depending on the number of participants, the following forms of diagnosis and career guidance differ:

individual, with a specific student, for example, conversation, consultation, individual diagnosis;

group – working with a group, for example, lesson, game, conversation, group diagnosis, seminar, training;

mass – work with a large number of students, for example, interschool professional information events, such as online testing, presentations of educational professional organizations, fairs, forums, professional tests, etc.

There are also passive forms of career guidance (educational direction): conversations, lectures, watching videos, professional consultations for students, consultations for parents (teachers, psychologists, professional consultants), visiting «trade fairs», acquaintance with the «educational map» of the city, district, design of stands «Your professional future», exhibitions of creative work of students.

Identification of personal interests can be carried out on the basis of special questionnaires, questionnaires, observation of the student's activities, video recordings of his behavior in the classroom, at recess, followed by their viewing and analysis, studying library forms, conversations with the student, his parents and subject teachers about preferred activities.

Professional diagnostics makes a conclusion about the subject orientation, degree of severity, depth and stability of cognitive and professional interests of a high school student. Data on inclinations can be obtained using such a diagnostic technique as a questionnaire. At the same time, it must be remembered that the same interests and inclinations can relate to different areas of professional activity. For example, the propensity to engage in technology can find expression both in the profession of an engineer and in engineering and pedagogical work. Therefore, in addition to studying interests and inclinations, it is necessary to identify abilities, which will allow you to narrow the range of chosen professions and specializations.

A variety of techniques are used to study abilities: observation, analysis of products of activity, natural and laboratory experiments, questionnaires, subject and projective tests. It should be noted, firstly, that the diagnosis of artistic, musical and artistic abilities requires the participation of expert specialists, and secondly, that the diagnosis of abilities is a very delicate matter that requires a special qualification of a psychologist [7].

Knowledge about the world of professions, what they are, where and how they can be acquired, is necessary, but this knowledge alone is not enough to successfully choose a future professional path.

To study the professional intentions of high school students, such methodological techniques as the use of open and closed questionnaires, conversations, essays on the topic of choosing a profession can be used.

The professional orientation of a person is understood as one of its essential aspects, expressed in interests, inclinations, intentions, ideals. Professional orientation determines motivated and purposeful activity in preparing a person for choosing a field of work and ways of professional development. The reasons that slow down the process of forming a professional orientation are a negative attitude to work, poor knowledge of educational material, lack of knowledge about professions, professional interests, inclinations, ideals, opportunities to work in this profession and test yourself.

Professional self-determination is closely connected with professional orientation and is considered as a complex dynamic process of formation by a person of a system of his fundamental relations to the professional and working environment, development and self-realization of spiritual and physical capabilities, formation of adequate professional intentions and plans, a realistic image of himself as a professional. The analysis of modern psychological literature testifies to the interest of researchers in the problem of professional self-determination of young people. This is due to the fact that the correct choice of a future profession is important not only for the student himself, but also for society.

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