

TRAINING OF STUDENTS FOR SUPERVISORY SUPPORT OF SCHOOLCHILDREN IN PROFESSIONAL SELF-DETERMINATION

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Abstract

Development of schoolchildren's willingness to choose the professional activity is one of the key tasks of general education. The success of it depends on accordance with personal interests, characteristics, abilities of schoolchildren and the needs of the labor market. The work of teachers as tutors is the most effective in this direction. It consists in assistance to schoolchildren in choosing the profession tightly connected with their self-determination in the life. Supervisory support implies interaction between the teacher and the schoolchild or a group of schoolchildren, where they reveal their own Self-concept, become aware of the needful-motivational sphere and three interrelated conditions for successful professional choice: "I want", "I can", "I need". The result of tutors work is the formation of motivational, valuable, cognitive, active and appraisal-reflexive components. The problem of training tutors for professional self-determination of schoolchildren is of high relevance nowadays.

The aim of the research is the development and approbation of the willingness model of future teachers for the supervisory support in self-determination of schoolchildren. The object of the study is professional training of students of pedagogical specialties. The subject of the research is the process of formation the willingness of future teachers for tutoring professional self-determination of schoolchildren. Methods used in the research are theoretical analysis, SWOT-analysis, pedagogical modeling, questioning, method of expert marks, calculations, etc. The study of the motivational, cognitive, activity-based, evaluative, and reflexive components of willingness allows us to note the positive dynamics in the course of training students for tutors work.

Keywords: tutor, supervisory support, professional self-determination, willingness for tutoring, motivation-evaluative component, cognitive component, activity component, evaluation-reflective component.

1. INTRODUCTION

Current social and economic condition for the development of Russian society requires willingness to choose professional vocation of school graduates and to study during all life. It also demands ability to orientate in a rapidly changing world, to set goals, and determine ways to achieve them. In this context, the Federal State

Educational Standard of General Education, the National Educational Initiative "Our New School", the Federal Act of "Education in the Russian Federation" designate one of the main tasks of contemporary general education – the formation of students' readiness to choose their professional activity according to personal interests, individual characteristics and abilities, considering the needs of the labor market. It is possible to solve the problem only by using a set of approaches: systematic, activated, oriented on a personality. Thus, the work on vocational guidance of schoolchildren should be systematic, including various aspects of activation of schoolchildren's professional self-determination: professional information, professional diagnostics, professional consultation, professional tests. The activity approach implies including each student in a situation not as a passive observer and an object of professional orientation, but as an active and equal participant in it, the subject of activity. A personality-centered approach presupposes concentration of attention on the personality of the student, taking into account his age, psychophysiological and personal qualities.

Purposeful systematic work on creating willingness for the professional self-determination of schoolchildren is the most effective today. It is carried out by many subjects of pedagogical interaction: a school psychologist, a class teacher, representatives of urban or district employment offices, specialists of secondary schools and institutions of higher education, etc. Meanwhile, every subjects of pedagogical interaction performs his specific functions. However, as it is seen from the experience, in most Russian schools the effectiveness of vocational guidance does not always correspond to the expectations of graduates, since it is often episodic and formal, ignoring individual characteristics of students, their abilities and opportunities, as well as the needs of the state and the region in certain specialists. Perhaps, the teacher who performs the functions of a tutor can provide the optimal help and support to schoolchildren in these conditions.

The term "tutor" appeared in the Middle Ages and signified a person who acted as an intermediary between the student and the professor. The tutor assisted the student in determining the educational trajectory, since the student had the freedom to choose subjects in obtaining a university education. The task of the tutor was to inform the student about the rules and requirements for the exam in the chosen course, to control the way of preparation for the exams. Later the tutoring method took a firm place in the educational system of England. The English tutor accompanied his ward "throughout the whole educational process, helped him to adapt at the university, advised the courses to choose, made a plan of studies, trained for exams" [3]. Today tutorial support is widespread in Europe and America, in Russia it is quite a new phenomenon, which has a great future.

The tutor is both a new pedagogical position and a special professional activity associated with pedagogical support of the student's self-determination processes in the area of educational opportunities and realization of individualized studying process at different ages [5]. The activity of the tutor is aimed at solving various educational tasks, including support to schoolchildren in the process of their professional self-determination, the result of which will make them choose not only the future professional but also the life path of the future graduate of school. This assistance is the most effective in the form of tutoring accompanying the professional self-determination of schoolchildren, which implies the process of interaction between the teacher and the learner or group of learners, during which every schoolchild will make "a discovery" of his own self-concept, awareness of the need-motivational sphere, understanding the idea of three interrelated requirements for a successful professional choice: "I want", "I can", "I must". Consequently, the issue of the professional training of future teachers for tutoring the professional self-determination of schoolchildren becomes relevant. The aim of the research is to develop and approbate the model of creating the future teacher's willingness for tutoring support in professional self-determination of schoolchildren. The object of the study is professional training of students of pedagogical specialties. The subject of the research is the process of forming the willingness of the future teacher for tutoring the professional self-determination of schoolchildren.

The problem of readiness for professional activity has been the subject of study of many Russian scientists. At various times it was studied by K. A. Abulkhanova-Slavskaya, B. G. Ananiev, M. I. Dyachenko, and L. A. Kandybovich, N. D. Levitov, V. A. Slastenin, D. N. Uznadze, and others. K. K. Platonov considered the category of "readiness" from various positions: firstly, as a feeling of an individual who is confident in professional training and striving to perform professional activities; secondly, as the best result of professional training of the individual; thirdly, as a complex education, including a personal component (psychophysiological characteristics and personality qualities necessary for the implementation of professional activities) and operational component (application of knowledge and skills in the process of professional activity) [8]. K. M. Duray-Novakova suggests this concept as a complex and multidimensional structure that includes motives, a desire to be realized professionally, an awareness of the importance of the

teacher's work, as well as the skills developed in the process of pedagogical activity – all parts of the structure represent a sustainable meaningful unity. She highlighted the following indicators of readiness for the teacher's activity: needs and motivations, awareness of the profession, awareness of responsibility for the results of labor, knowledge, skills, stability of professional interest [2].

At first sight, it may seem that the willingness of students for tutoring support on the professional self-determination of schoolchildren is a formed competence, an ability to perform an activating work on the professional self-determination of schoolchildren at a rather high level [7]. In fact, this is not entirely true, since readiness is a complex, multi-level, systemic personality formation, consisting of separate elements, each of which has certain functions. Integrative character of a person's readiness for professional activity supposes the existence of a certain structure, which consists of interrelated components: motivational, valuable, cognitive, activity-based and evaluative, and reflective.

Motivational and valuable component is "basic". It underlies the behavior of the future teacher, who acts in the process of tutorship under the influence of certain goals, motives, interests. This component makes the basis of the attitude of the future teacher-tutor to the process of accompanying the professional self-determination of schoolchildren, "adjusts" him to subject-to-subject interaction and motivates self-development and self-improvement in this type of professional activity. The cognitive component is characterized by the formation of theoretical, methodological, technological knowledge of students in the implementation of tutor's accompanying the professional self-determination of schoolchildren, as well as by the age of students. The activity component determines practical readiness of students for tutoring the professional self-determination of schoolchildren. This component is formed in real practical condition during pedagogical practice. Its formation is determined by certain forms, methods and technologies of tutorial support, analytical, designing and prognostic, organizational, methodological, informational, communicative, corrective and reflexive skills, presented by students. Analytical skills are formed in the course of analysis of the results of students' professional diagnostic methods; projecting and anticipatory skills are required in the process of goal setting and planning of tutorial support; organizational skills are the result of organization of tutorial support on the professional self-determination of schoolchildren; methodical skills are developed while selecting forms, methods, means and technologies for tutoring support on the professional self-determination of high school learners; informational skills are created during the search of information from different sources; communicative skills are formed in the process of interaction with individual students or a group of students; correctional skills are the result of individual work with students; reflexive skills are activated during self-assessment and self-analysis of the student's activity in tutoring on the professional self-determination of schoolchildren in order to improve the effectiveness of this type of activity. The estimative component of reflection is expressed by the ability of students to evaluate their activity in the course of reflection and self-reflection, comparing it with the expected result. The main indicators of this component of readiness are the ability of future teachers to assess the effectiveness of tutoring support on the professional self-determination of schoolchildren, the ability to analyze the results of activities, to identify mistakes and shortcomings in order to correct the pedagogical activity.

Implementation of the students' structure of willingness for tutoring support on professional self-determination is possible with the use of modeling method. The issues of pedagogical modeling are studied by O.V. Ataulova, V.I. Zagviazinsky, E. S. Zair-Bek, V. V. Kraevsky, L. M. Fridman, A.V. Tsyganov, etc. According to V. V. Kraevsky's definition, modeling is a "method of indirect practical or theoretical operation of an object which is not examined directly, but a natural auxiliary or artificial system is used that is in a certain objective correspondence with the cognizable object; the system is able to replace the object at certain stages of the studies and finally gives the information about the modeling object" [6, p. 42]. In the course of our research, there was developed a model of forming the readiness of future teachers for tutoring support on the professional self-determination of schoolchildren, consisting of three blocks: theoretical and methodological, informative and activistic, evaluative and productive.

The theoretical and methodological component of the model includes the purpose, the tasks of professional preparation of students for tutoring on the professional self-determination of schoolchildren. The purpose of professional preparation of students for tutoring support on the professional self-determination of schoolchildren is the formation of their readiness for this activity. The purpose is achieved by solving the tasks of understanding the importance of the tutoring teacher in providing the professional self-determination of schoolchildren (motivational and valuable component of readiness); assimilation of a complex of psychological and pedagogical knowledge about the essence of the tutoring on the professional self-determination of schoolchildren (cognitive component); training of skills of systematically organized activities to create pedagogical conditions for the implementation of professional self-determination of schoolchildren, which is based on the interaction of the teacher and the learner (the activistic component of readiness);

building the capacity to evaluate and analyze the activity results of the tutoring support on the professional self-determination of schoolchildren (an evaluation-reflective component). This block of the model also contains a description of methodological approaches: systemic, person-oriented, activity-oriented, contextual and competence. The developed model includes the principles of forming readiness for this type of activity: the systemic principle, the integrativity principle, the principle of a practice-oriented approach in teaching, the principle of the contextual training – their content descriptions are enclosed.

The informative and activistic block describes the conditions, the invariant and variable parts of the students' professional preparation for tutoring the professional self-determination of schoolchildren. The achievement of the purpose and the solution of tasks are possible when the following conditions are met: the use of the didactic capacities of the basic academic disciplines in the process of preparing the future teacher for tutoring on the professional self-determination of schoolchildren; use of interactive forms and technologies of teaching; purposeful inclusion of the future teacher in the organization of tutors support for professional self-determination of schoolchildren during pedagogical practice; the monitoring of the readiness level of the future teacher to tutoring on the professional self-determination of schoolchildren. The basic academic subjects "Psychology", "Pedagogics", "Philosophy", "Economics of Education", "Age-related Anatomy, Physiology and Hygiene", "Fundamentals of Medical Knowledge and a Healthy Lifestyle", and "Physical Culture" are the invariant parts of general vocational disciplines, which deal with certain aspects of vocational guidance and professional self-determination of schoolchildren, as well as with pedagogical practice of students, during which future teachers learn to carry out tutorial support on the professional self-determination of schoolchildren. A part of the professional training of future teachers for this type of pedagogical activity is the study of the course "Class teacher", which is aimed to teach students to tutoring support on the professional self-determination of schoolchildren. The forms and technologies of professional preparation of students for tutoring support are described further in the model. Along with the technologies of educational activity (lectures and seminars conducted in an interactive form), the technologies of quasi-professional activity (social and pedagogical design, technology of situation learning (case-study), business and role games), the technologies of educational and professional activity (practical trainings and consultations) are successfully applied.

The evaluative and productive unit contains methods for studying the levels of the components formation of students' readiness for tutoring on the professional self-determination of schoolchildren.

2. METHODS AND TECHNIQUES

The implementation of the model supposed monitoring the process of forming students' readiness for tutoring on the professional self-determination of schoolchildren at the ascertaining and generalizing stages of experimental work. At the initial stage, pedagogical monitoring included the questioning of practice teachers acting as tutors, and a SWOT analysis of the questionnaire results. At the ascertaining and generalizing stages, the motivational and valuable component was studied by "Methodology of studying professional activity motivation" after K. Zamfir in the modification of A. Rean [1, p. 280-284], the cognitive component was studied with the help of the method "Whether you know youth psychology?" (author – A. I. Andrianov) [10, p. 27-29] and the pedagogical test "Fundamentals of Tutoring Support on Professional Self-Determination of Schoolchildren", the activistic component is performed on the basis of the method "Communicative and Organizational Inclinations" (V. V. Sinyavsky and B. A. Fedorishin) [9, p. 64-74], the evaluative reflexive component is carried out with the use of "Reflexivity Assessment" method (A.V. Karpov) [4, p. 45-57].

3. RESULTS

Studying the motivational and valuable component of students' readiness for tutoring on the professional self-determination of schoolchildren has shown that the internal motivation of future teachers has increased from 3.2 to 4 points (maximum score is 5), external positive motivation – from 2.9 to 3.8 points. The result allows us to claim that the forming work had a positive influence on the students' attitude to the tutor's activity: the students are characterized as being satisfied with the very process of tutoring and the possibility of the most complete self-realization (signs of internal motivation) and the need to achieve success (signs of external positive motivation) in this type of activity. The high level of knowledge of youth psychology, demonstrated by the future teachers, has changed from 46.15% at the ascertaining stage to 59.57% at the generalizing stage of the experiment. A pedagogical test aimed to determine the awareness of students about a) the essence of professional self-determination and tutoring support on the professional self-determination of schoolchildren; b) classification of types of professions and important professional qualities; c) factors of choosing a profession; d) directions of vocational guidance; e) methods of tutorial support; e)

assessments of the effectiveness of tutoring support on the professional self-determination of schoolchildren has shown that the level of theoretical knowledge of future teachers has changed. At the ascertaining stage a high level of knowledge was not revealed at all, but at the generalizing stage it reached 15.96% of all the students, and the number of future teachers with a low level of knowledge decreased from 88.3% to 41.49%. The dynamics of development of communicative and organizational inclinations of students turned out to be positive. The number of students with a low level of organizational inclinations decreased from 32.98% at the ascertaining stage to 12.76% at the generalization stage, the number of students with a high level increased from 40.42% to 52.13%. The dynamics of development of organizational inclinations was also positive: the number of students with a low level of organizational inclinations has declined from 40.43% to 21.28%, the number of students showing a high level has increased from 31.91% to 44.68%. A high level of ability to assess personal work and the work of the supervisor, demonstrated by the students, has changed from 11.7% at the ascertaining stage to 23.4% of bachelors at the generalization stage of the experiment.

4. CONCLUSION

The pedagogical experiment included defining of pedagogical conditions for the formation of students' readiness for tutoring support on the professional self-determination of schoolchildren, selection and use of pedagogical methods of determining the readiness, development and implementation of the forming stage of the experiment. The data of the ascertaining stage of the experiment show insufficient level of formation of students' readiness components for the tutoring support on the professional self-determination of schoolchildren. The forming stage of the experiment was aimed to provide pedagogical conditions which form the readiness of future teachers for this type of activity. Comparison of the results of the ascertaining and generalizing stages of the experiment showed the effectiveness of the given pedagogical conditions.

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