Occupational self-guidance of high school students: psychological and pedagogical aspect

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ABSTRACT

The topicality of the problem is determined by great potentialities which the new Russian economy gives a young person for revelation and realization of personal soft competencies and abilities, and the need of educational institutions for the effective system of career guidance, arranged taking into account psychological characteristics of occupational self-guidance of a person. The article gives the definition of "occupational self-guidance", traces the connection of "occupational self-guidance" and "occupational guidance", considers some well-known theories of professional development; it is concluded that psychological study of occupational self-guidance is connected with the issues of personal psychology. The article provides the results of the empirical study of occupational self-guidance of high school students, shows possible ways of psychological support for occupational self-guidance of high school students.

INTRODUCTION

Occupational self-guidance of a person is a complex scientific problem including at least psychological, pedagogical, sociological and philosophical aspects.

The problem of occupational self-guidance has always been an important one. The close attention to the problem was noted at immemorial times, when "division of labour" appeared. N.S. Pryazhnikov points out the impossibility of further society development without special attention to the problem of occupational self-guidance and personal identity [1].

Nowadays the topicality of the problem is determined by great potentialities which the new Russian economy gives a young person, for revelation and realization of personal soft competencies and abilities and the need of educational institutions for the effective system of career guidance, arranged taking into account psychological characteristics of occupational self-guidance of a person.

The problem of occupational self-guidance of young people is not a new one for Russian and foreign psychology. The development of different aspects of the process of profession selection has had a long-standing tradition in European philosophy, sociology and psychology (Aristotle, F. Bacon, G. Hegel, L. Feuerbach, K. Marx, F. Engels, M. Weber, E. Fromm and others). The problems dealing with the processes of personal development and self-actualization, revelation of the role of different factors determining these processes, were considered by these and other authors from different philosophical positions, cultural and historical traditions and schools of thought, methodological and concept bases.

In foreign literature devoted to the problem, works by E. Bordin, A Maslow, L. Super, D. Tiedemann, O’Hara, J. Holland, E.Spranger, E. Roy, V. Frankl, Z. Freud, E. Erikson and others should be mentioned.

Ideas of self-actualization, self-affirmation of a person while choosing a profession were the subject of the analysis of the Russian philosophers, especially in the works by V. Soloviev and N. Berdyaev, who considerably contributed to the ideas of the West-European school.

Profession selection issue:

A special role in the solution of the profession selection issue was played by the Russian scientists - psychologists, pedagogues, sociologists. Their attention was focused on various aspects of the problem: 1) sociological (V.V. Vjdzinskaya, I.S. Kon, M.Kh. Titma; 2) career-guidance (E.I. Golovakha, A.E. Golomshtok,

Without purporting to the exhaustiveness of the interpretation of the definition "occupational self-guidance", let us appeal to the opinion of psychologists:

1. Occupational self-guidance is an integral personality competency, contributory to the supraliminal and independent realization of profession strategy choice, which reveals itself in moral, psycho-physiological and practical readiness to form and implement professional intentions and aspirations [2].

2. Occupational self-guidance is readiness to choose a profession, stable integral system of professionally important soft competencies (positive attitude to the chosen kind of professional activities, necessary knowledge, skills and abilities) [3].

3. Occupational self-guidance is an independent and supraliminal finding of senses of the chosen or already carried out work and all the vital activity in a specific social and economic situation as well as sense finding in the self guidance process itself [4].

4. Occupational self-guidance implies career choosing, area of application and self-development of personal abilities and building a practical, efficient attitude of a person to social and cultural, professional and productive conditions of its generally useful being and self-development” [5].

According to N.A. Berdyaev's conclusions the development of a person as a subject of labour is possible only under the following conditions: a social induced proactive attitude agreed with public and personal interests; acquiring of general and specific knowledge; maturity of professional identity [6].

Thus, the effectiveness of occupational self-guidance is determined by the degree of coherence of the person's psychological abilities and the content and requirements of professional activities, a formed ability to adapt to variable social and economic conditions related to the professional life. This process covers a long period of life - from the early childhood appearance of professional interests and disposition to the final professional identity in middle years. During this period not only professional but also psychological and social personal identity is formed. The essential factors of professional identity formation distinguished by psychologists are the age of when a profession is chosen, the level of awareness of a person (self-knowing, professional competence, knowledge of labour market), level of aspiration.

At the same time occupational self-guidance is closely connected with the career guidance, which is interpreted as a multifold, integral system of scientific and practical activities of social institutions responsible for the preparation of the rising generation for career choosing, and solving the complex of social and economic, psychological and pedagogical, medical and physiological problems dealing with the forming of the occupational self-guidance relevant to individual characteristics of every person and society's need for highly-qualified personnel.

Being an integral system, vocational guidance consists of interconnected subsystems (components) united by shared goals, objectives and cohesion of functions:

1. Organizational and functional subsystem - the activity of various social institutions, responsible for the preparation of young people for the conscious choice of profession, and performing their functions based on the coordination approach.

2. Dialectical and intentional subsystem - professionally oriented education of young people, development of their disposition and talents as close as possible to professional; career-choosing consultations, profession selection, social and professional adaptation.

3. Personality-centered subsystem - personality is considered as a subject of occupational self-guidance development.

The characteristic features of a personality herein are an active stand, i.e. striving for creative activities; self-actualization and self-esteem in professional activities; a stable dominating system of motives, views, interests; attitudes towards the acquired knowledge and skills, social code and values, level of moral and aesthetic culture, development of self-comprehension, empirical me, abilities, character [7].

The analysis of the imperatives the rising generation is guided by choosing a profession, helps to understand how well high school graduates meet the expectations of an employee, a professional who possesses dignity, inner-directedness and independent decision making.

To achieve this goal we undertook an empirical study, examined well-known theories of professional development, analyzed regularities influencing the selection of a profession in adolescence, gave guidelines for the occupational guidance activity arrangement. And this is especially important under the reforms of the Russian society, because the more accurate their choice is and the more prepared for the new type of social relations they are, the better the prospects of the society development will be.
Approaches to occupational self-guidance:

Speaking about well-known approaches to occupational self-guidance studies (F. Parsons, E.A. Klimova, J. Holland, A. Ginsberg, D.A. Leontiev), it can be mentioned that they can be quintessentialized as follows: psychological study of occupational self-guidance and competence is closely connected with the issues of personality psychology: on the one hand, the peculiarities of personal development considerably influence the process of occupational self-guidance and professional activities in the future, on the other hand, the personality itself is formed in the course and under the influence of occupational self-guidance and professional activity.

Ginsberg's theory of professional development which can be named the theory of compromise with reality, pays special attention to the fact that career selection is an evolutive process, nothing happens immediately but takes a long time. The author made a point of the time aspect of choice: a high school student should be able to realize a time perspective to be able to give up the idea of immediate satisfaction of needs if this makes the final professional goal achievement more difficult. Moreover, the scientist notes the fact that this process includes a number of intermediate decisions and their sum-total leads to the final choice. Meanwhile, each intermediate decision is also of great importance, as it provides the freedom of choice and new goals in the future [8].

These theoretical messages being significant in respect to practical use, fully correlate with some relevant for the modern psychology studies of the problem of high school student occupational self-guidance support. They are of great importance for the development of the system of high school students' self guidance activity [9].

Analysis of methods, procedures and techniques showed that orientation towards the following empirical indicators: a range of interests and values, empirical me in relation to the thoughts about the chosen profession; professional disposition, interests and preferences; maturity of professional aims, contributes to the objective estimate of the occupational self-guidance formation completion.

The regularities, affecting the profession selection by adolescents were studied in the group of high school students of educational institutions of the city of Kursk. During the career guidance consultations and tests using traditional techniques (E.A. Klimova's method "Differential-diagnostic questionnaire" (DDQ), Holland's questionnaire, J. Crites's Maturity of Vocational Attitudes Scale) the following psychological characteristics of high school students were found:
1) the evaluation of their personal qualities outrips the evaluation of professional qualities;
2) changes of academic motivation at different levels of school education and conscientious attitude towards studies only at high school level;
3) vague understanding of a relatively long-term effect of profession selection in case of univariant approach;
4) un readiness to make a mature fully-fledged choice by the graduation time due to the lack of respective fully formed psychological functions.

Thus, the empirical data allowed us to make conclusions about psycho-pedagogical characteristics of the process of profession selection in the current context:
1) the process of the profession selection shall include the development of self-actualization, system of values forming, modeling of future professional life;
2) forming the habits of the creation of the image of interrelation of life events and extrapolation of this image into the future will help to make an optimal choice of a profession;
3) profession selection of high school students will be more effective in case of multichoice approach to the organization of occupational guidance activity;
4) most graduates are not ready for such a complicated activity as occupational self-guidance and independent profession selection;
5) career guidance for high school students shall be carried out by qualified psychologists and pedagogues and dedicated organizations.

Conclusions:

Having summarized the results of the study, it can be concluded that occupational self-guidance and competence are some of the central characteristics established in the early adolescence, an important part of the process of psychological and social development of a person.

In this regard, it is urgent for young people to be able to create certain notions of complex social and psychological processes determining the occupational choice of high school students, contributing to the contentment with the profession at the next stages of social and professional self-guidance, knowledge of the market structure at the area of planned job placement etc [10].

It is important to note that in the course of organization of career guidance activities by the educational institutions psychological and pedagogical conditions of effective development of high school student occupational self-guidance should be considered, in particular:
1. Focus on the forming of soft competencies of students (ability for self-knowing, self-change, independence, ability to make choices and be responsible for that, purposefulness, sociability etc.).
2. Organization of system, integrated, continuous and integral career guidance activity of educational institutions, of form masters and guidance counselors in particular.
3. Interaction of educational institutions and experts in different fields of professional activities, and businesses and institutions.
4. Voluntary involvement of high school students into the career selection activity.
5. Consideration of relevant needs specific to the age of students and contradictions arising when implementing these needs in the process of psycho-pedagogical work with high school students aiming at the development of their occupational self-guidance ability.
6. The arrangement of educational institution work aiming at occupational self-guidance formation of high school students based on a person-centered approach.

This study of psychological characteristics of occupational self-guidance of high school students, its results and conclusions based thereon permit to propose a possible system of career guidance, including the following:
- creation of a career guidance office (centre) at the educational institution premises;
- school guidance consultant educational activity aimed at the expanding of psychological culture and broadening psychological knowledge;
- future profession image-building for high school students;
- consultations providing knowledge necessary for career guidance and skills of objective estimating of individual soft competences;
- familiarization of high school students with job descriptions;
- use of diagnostic techniques for student psychological and psycho-physiological characteristics studies and based on them assistance in occupational choice;
- Creation of job description cards bank.

REFERENCES