

## PROFESSIONAL SELFDETERMINATION OF STUDENTS THROUGH RESEARCH ACTIVITIES

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### Abstract

**Introduction.** Studying in a higher or secondary specialized educational institution is of particular importance for future career, as it is during this period that a person begins to act as a subject of industrial relations: he develops a system of views on professional activities, formalizes spiritual, moral and social guidelines, and establishes motives related to the performance of certain duties. **Methodology of research.** The scientific community interprets professional self-determination as a process and result of professional evolution with specific content inherent in each stage. The particular emphasis is on late adolescence (early adolescence), because in this period the question of choice of profession stands up in front of people "in full growth". **Research results.** One of the main vectors of modernization of Russian education and the key criteria of its effectiveness is the demand for specialists in the domestic and international labor market, which implies not only a high level of professionalism in the relevant field and awareness of related fields, but also a willingness to achieve results that meet international standards, as well as the development of professional self-determination of graduates and built I-concept of personality. **Discussion.** The approach to solving the problem of professional self – determination of students of colleges, proposed by the author of this article, is based on the position of L.M. Mitina, according to which the evolution of a professional is inseparable from the evolution of personality: both are based on the principle of self-improvement, which determines the ability of an individual to transform his life into an object of active and productive change, the result of which is the highest form of life – self-realization in creativity. **Conclusion.** Professional self-determination is a kind of human activity, implemented within the framework of social and age development of the individual and subjected to a certain correction through purposefully formed impact of educational activities, professional orientation, and research work.

**Keywords:** *Professional self-determination, research activities, competence approach, the principle of humanization, universities, colleges.*

### Introduction

The competence-based approach, which is the basis for the 3rd generation of FSES, is based on the culture of self-determination. According to this approach, a specialist should introduce an element of novelty into his profession, even if it is very insignificant (the original method, technique, etc.), be

ready for personal responsibility for the actions taken, formulate goals, starting from his own hierarchy of values [1 – 5]. Studying in a higher or secondary specialized educational institution is of particular importance for future career, as it is during this period that a person begins to act as a subject of industrial relations: he develops a system of views on professional activities, formalizes spiritual, moral and social guidelines, and establishes motives related to the performance of certain duties. Strengthening the role of a particular person in building “educational routes” of a new model involves the use of educational technologies that allow “breaking” to the individual, giving the student the right and the opportunity to choose, allowing him to demonstrate his indifference to his own professional destiny [6 – 11].

However, most experts note that universities and colleges do not tend to deviate from the knowledge concept of education, according to which the individual is the object of influence, which leads to its passivity, lack of independence and propensity to social parasitism. The formation of factors that contribute to the self-improvement and self-realization of each student, the definition and disclosure of his intellectual and creative potential, at the moment is not always and not everywhere. From the point of view of practicing teachers and teachers-theorists (E.V. Protas, Yu. V. Sharonina and others) it is possible to carry out the tasks on the basis of pedagogical systems with the mechanism of internal development, determining the main vectors of educational institutions activity, employers and society as a whole in the context of improving the quality of the professional environment (including higher and secondary vocational education). The most significant moments include the increasing role of professional self-determination, activity of students in defending their own interests and needs, efficiency and creativity of the activities performed; development of students’ correct self-assessment as one of the key indicators of successful training; increasing the level of involvement of scientific and pedagogical staff and administration of educational institutions in the optimization of the modern educational environment [12-20].

### **Methodology of research**

Many authors (V.I. Andreev, M.S. Kagan, A.V. Petrovsky and others) believe that at the present time the self-realization is considered as the main educational value, which includes a significant number of values of a more private nature. Man is positioned as the owner of absolute dignity and the “measure of all things”, and self –realization as a source of meaning, in particular, the most important of them, the Meaning of Life. In accordance with the results of theoretical and empirical research as domestic (E.I. Golovakha, S.N. Markova, S.N. Chistyakova et al.) and foreign (A. Maslow, D. Super, et al.) different indicators of personal self-determination play a significant role in the context of professional self-determination (hereinafter – PS). The scientific community treats PS as a process and result of professional evolution with specific content inherent in each stage. The particular emphasis is on late adolescence (early adolescence), because in this period the question of choice of profession stands up in front of people “in full growth”.

Nowadays, the problem of personality PS is solved in two aspects: theoretical and practical. In the first direction, the authors study the content of PS, its components, key approaches to the study of this phenomenon. The second direction involves the formation of conditions, the choice of adequate means, as well as the creation and empirical testing of the concept of the most successful PS personality at different levels of the educational vertical. However, representatives of both aspects come to the conclusion that the high level of PS is typical for a very small number of graduates of schools, colleges and higher education institutions. As a result, students are experiencing serious difficulties in choosing a field of activity, and graduates of vocational education institutions do not work in the specialty, which causes the state significant economic and social damage. Thus, there is no doubt that it is necessary to create conditions conducive to youth PS and to search for effective methods. Today, this search is carried out in a number of areas, among which it should be noted the study of the pedagogical potential of research work carried out by students of universities and colleges, as a factor of future employees PS.

### **Research results**

Education quality, understood in a broad sense, is “a balanced correspondence of education (as a result, as a process, as an educational system) to diverse needs, goals, requirements, norms

(standards), conditions". One of the main vectors of modernization of Russian education and the key criteria of its effectiveness is the demand of experts in domestic and international labour market, implies not only a high level of professionalism in the relevant field and knowledge of related fields, but also the willingness to achieve results that meet international standards, and developed alumni PS and constructed I-concept of personality. In this regard, there is an increased interest of universities and colleges to the problem of students PS against the background of the belief that reasoned and made at the right time the choice of profession very likely to lead a person to personal success and will contribute to the stable development of society.

In determining the level of social stability, the UN recommends the use of the term "capital of sustainability", which integrates three interrelated components. The formula  $C_s = C_e + C_n + C_{c+t}$  is proposed, where  $C_e$  – capital created by man (technogenic, man – made);  $C_n$  – natural capital;  $C_{c+t}$  – human capital. At the same time, there is a significant increase in the role of the last kind of capital (culture, health, practical experience, traditions, etc.) for the formation of its first kind due to the dominance of information technologies. However, it should be emphasized that a significant part of human capital is not used in the economy because of the elementary neglect or inability of many people to realize their opportunities, to determine their own place in life and profession.

Significant interest in this problem on the part of higher and secondary vocational education is determined by the following circumstances:

- Profound study of issues related to students PS is consistent with the current needs of the development and reorganization of domestic vocational education.
- Most students of universities and colleges are representatives of three age groups, for which self-determination (personal, moral, social, professional, and any other) is a key guideline in life.
- The problem of PS is considered to be the main in psychological science and pedagogy of vocational education, where it is positioned, on the one hand, as the "core", the most important component of the individual's professional development, and on the other, as a criterion for assessing one of the stages of this process.
- The previous concept of training specialists, absolutizing formal and functional aspects of the activity, contributed to the simulation nature of the educational process; reducing the role of the creative component, the weakening of the personal responsibility of the teacher and the student for the result of training, a retreat from the traditional moral values of social orientation.
- At the beginning of the XXI century, each participant of the educational process is obliged to implement a number of functions of self-improvement and self-presentation through certain methods and technologies. From G.M. Kodzhaspirova's point of view, subjectivity should be understood as the ability of an individual to carry out a long-term (strategic) forecast of his / her own activity, to formulate goals and make necessary changes in them, to understand the nature of his / her motivation, as well as to plan his / her life without assistance.

## Discussion

Self-determination as a psychological and pedagogical phenomenon is characterized by four key properties: inseparability from the subject, length in time, awareness and autonomy. On the basis of these properties, we formulated the following definition of the concept of "self-determination": a conscious, autonomous, goal-oriented process of identification and disclosure of personal potential, development scenarios and adequate use of his internal resources, implemented in the framework of interaction with others. The approach to solving the problem of college students PS, proposed by the author of this article, is based on the position of L.M. Mitina, according to which the evolution of a professional is inseparable from the evolution of personality: both are based on the principle of self-perfection, which determines the ability of an individual to transform his life into an object of active and productive change, the result of which is the highest form of life – self-realization in creativity.

From our point of view, the most profound and capacious interpretation of the concept "self-determination" belongs to E.Yu. Pryazhnikova and N.S. Pryazhnikov. The authors understand self-

determination as the readiness of an individual to comprehend and realize his / her capabilities without assistance. Within the framework of this interpretation, the problem of the interdependence of man and the surrounding reality is touched upon. In particular, attention is paid to the algorithm of this connection, in the context of which the individual acts as an independent subject of activity, choosing the ways of contact with the world in general and his constant circle of communication in particular (family, friends, colleagues). Consequently, such an interpretation of the concept of “self-determination” takes into account the intensity of the participation of the individual in his own life. By setting the main goal and formulating intermediate tasks, a person is looking for “effective harmony” not only with himself, but also with the world around him.

In the 2000s-2010s numerous reports of the UNESCO Institute of Education, materials of participants of international conferences, works of Russian researchers and practicing teachers noted the need to intensify the scientific component of students’ activities. Thus, Zh. Delor, Director of the UNESCO Institute of Education, stressed thirty years ago that the improvement of research skills, the ability to set scientific tasks and their subsequent implementation is one of the main vectors of the development of modern professional education [8]. Many domestic teachers-theorists (V.I. Zhuravlev, M.G. Yaroshevsky and others) consider the student’s research work as an important factor of his personal development, directly representing the main goal of modern Russian education in the form in which it is presented in the Law “On education in the Russian Federation” (2012).

Thus, the intensification of research activities of students correlates with the principle of humanization, according to which the development of mental, creative, moral and common potential of the individual is the main educational task. It should be emphasized that it is particularly relevant for vocational education, as future work will certainly require the graduate initiative, intelligence, creativity, responsible attitude to his own responsibilities. Students of universities and colleges are engaged in independent research activities at different stages of training, in different amounts, separately or in the context of other types of educational activities (both theoretical and practical). At the same time, any research work is based on certain universal norms related to its content, structure and organizational specifics.

### **Conclusion**

PS is a kind of human activity, implemented within the framework of social and age development of the individual and subjected to a certain correction through purposefully formed impact – educational activities, professional orientation, research work. PS is a complex multidimensional process, one of the key components of social maturation at the individual and social levels. The analysis of scientific and theoretical aspects of the problem of PS demonstrated that one of the key content properties of this phenomenon is the readiness of a person to research his / her activity, profession, society, himself / herself. Thus, the research activity of students should be considered as one of the key conditions for their successful formation and development in personal and professional aspects.

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