

Professional self-identification of students in the context of transformation of professions of the future

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Abstract

The method of organization and content of vocational counseling at school determines the success of the first professional choice of a school graduate. The purpose of the theoretical study is to determine the methodological approaches to the professional self-identification of students and the semantic content of the conceptual apparatus of the research results. The purpose of the empirical study is to determine the influence of these factors on the choice of profession by high school students in the agricultural regions of the Krasnoyarsk Territory in the context of the digitalization of the country's economy and the transformation of future professions. The empirical part of the study is a cross-sectional study conducted using an individual semi-structured survey of two groups of respondents: 9-11-grade students and their parents. 421 students were selected for the survey using a simple random selection from 25 schools in five agricultural municipal districts of the Krasnoyarsk Territory of Russia. The methodological basis of the development of the research tools of the study was the factors of career choice specified by E.A. Klimov. To determine the significant factors for choosing a profession, a semi-structured survey was used.

The dominant factors affecting the choice of profession by high school students of the rural areas of the Krasnoyarsk Territory of Russia were identified. The main conclusions were: the insufficient awareness of rural schoolchildren about the predicted transformations of professions in the future, about the importance of working with parents as the subject of the process of professional self-identification of high school students. According to the results of the survey, the way the parents influence the child's professional choice does not depend on the number of children in the family, the level of parents' education, and the degree of satisfaction with their profession. Significant factors for choosing a profession were identified for parents.

Keywords:

professional self-identification, vocational counseling for rural schoolchildren, professional choice, industry class optimal for vocational counseling.

Introduction

A long-term vision and forecasting changes in professions is very ambiguous. It is obvious that some professions will disappear. Attempts to reasonably predict future career changes do not mean that these predictions will come true. The modern generation of high school students has to determine in their professional future, to outline a professional perspective in complex and ambiguous conditions. In order to help them with this, focus them in the professional and labor spheres of activity, make a reasonable choice of places to continue their education, new approaches are needed in vocational counseling, as well as the integration of various educational and organizational resources. It is vital for a modern high school student to become capable of professional self-identification; "identity as a special type of sociocultural activity becomes the basis of the life of a modern person" [1].

The study of the essence of identity led to a distinction between the types of this phenomenon: "personal self-identification", "life identity", "professional self-identification". It should be noted that the general is the need for the activity of the subject of identification, value-semantic content of the ongoing process, and the factor of time when making a choice.

The indicated problems are of particular importance in connection with the question of promoting vocational counseling for students who obtain general education in rural areas. The success of professional self-identification depends, inter alia, on local labor markets. Considering the organization of vocational counseling in rural schools in Siberia, it is necessary to consider that most of the municipal regions of Siberia are agricultural and are characterized by the location on their territory of a small number of enterprises; industry diversity of enterprises is insignificant; the area is characterized by the prevalence of small schools with limited personnel and financial resources. These factors make it difficult for students, regardless of place of residence, to have equal opportunities and educational conditions, including in the field of career choice [24, p. 72]. The high level of automation of modern agricultural production is the cause of the tendency to reduce jobs and vacancies in agricultural market production in the agricultural regions of Russia, which increases the relevance of vocational counseling on the entire range of modern professions at schools of the agricultural regions of Siberia [24, P. 73].

To encourage professional self-identification of the younger generation, it is necessary to understand what factors of the choice of a profession are significant and predominant. When organizing vocational counseling, it is important to have an idea of the degree of influence of parents on the teenager's opinion about the professional future and its choice. It is the answers to these questions that make it possible to determine the system of steps, actions, and measures that are necessary for systematic improvement of the process of encouraging professional self-identification of students in the context of the transformation of future professions. Of particular interest to the authors of the article are strategies and tactics for students in agricultural regions of Siberia.

This determines the purpose of the study: on the basis of empirical data on the factors of choosing a profession by high school students of agricultural regions of Siberia, studying the degree of influence of parents on teenager's choice, to outline strategies and tactics for encouraging professional self-identification of students in the context of transformation of future professions.

Materials and Methods

The purpose of the theoretical study is to determine the methodological approaches to the professional self-identification of students and the semantic content of the conceptual apparatus of the research results. In the theoretical part of the study, methods of analysis of scientific psychological and pedagogical literature, systematization and generalization were used.

Various aspects of understanding the phenomenon of personal identity are discussed in the framework of such major approaches of Russian science as:

- philosophical and psychological (A.N. Leontiev, S.L. Rubinshtein, V.F. Safin, et al.);
- psychological and cultural (L.S. Vygotsky);
- sociological (K.A. Abulkhanova-Slavskaya, I.S. Kon, A.V. Petrovsky, et al.).

The study of the phenomenon of "life identity" is associated in Russian science with the names of such scientists as R.M. Ginzburg, A.N. Leontiev, N.S. Pryazhnikov, S.L. Rubinstein, et al. Researchers describe the specifics and nature of identity associated with the concept of "lifestyle" and types of life identity. The foundations of life identity, the key to a successful life, and the construction of one's own life path, according to the opinion of scientists, are value, moral, and life-purpose attitudes. The construction of a person's life path, the person's life strategies involve the correlation of goals, meanings and values (N. S. Pryazhnikov). A "life perspective" is defined by expanding the meaning of the future for the present moment at which the identification takes place. "The life field of an individual" (an important concept for identity) is "a combination of individual values, meaning and the space of action of the real and potential, - covering the past, present and future" (M.R. Ginzburg) [12].

Foreign studies in the field of personal identity problems are associated with the following approaches and names of scientists: humanistic approach (A. Maslow, C. Rogers), psychoanalytic approach (A. Adler, E. Fromm, E. Erickson,), topological approach (K. Levin), etc. In the works of researchers, it is noted that the process of personality self-identification occurs under the influence of both external factors (living space, living conditions, social environment, etc.) and internal factors (internal potential, desire for achievements and

excellence, setting and achieving goals, the pursuit of identity, etc.). The result of self-identification is manifested in self-realization, self-actualization, personal growth, identification, etc.

The problem of professional self-identification is studied in the works of both Russian and foreign authors. In Russian studies, it is considered as one of the key points in the professional formation of the individual. T.V. Kudryavtseva draws attention to the fact that professional self-identification acts as the most significant component of a person's professional development, and at the same time is a criterion of one of the stages of this process [15].

The purpose of the empirical study is to determine which of the considered factors of choosing a profession are significant for high school students of rural schools from agricultural areas of the Krasnoyarsk Territory when choosing a profession in the context of digitalization of the country's economy and the transformation of future professions. Another purpose is to determine the degree of influence of parents and other subjects of vocational counseling on the professional choice of adolescents.

The methodological foundations of the study of ways of vocational counseling for students are the systemic, activity, and cultural approaches described by A. Panov according to the results of a research project conducted by the vocational counseling laboratory of the Tomsk Regional Institute for Continuous Education and Retraining of Education Workers [19, p. 15-20].

The research tools of empirical research are based on the factors of career choice identified by E.A. Klimov [19, p. 34]:

- taking into account one's interests and inclinations ("I want");
- taking into account one's abilities ("I can");
- taking into account the prestige of the chosen profession;
- taking into account the level of knowledge about this profession;
- taking into account the position of parents;
- taking into account the position of classmates, friends and peers;
- taking into account the needs of the industry ("market");
- the existence of a definite program of action for the selection and achievement of professional goals — from a personal professional perspective."

The basis of the analysis of the ways in which parents influence the choice of the profession of high school students and the main reasons for the erroneous professional choice are the conclusions of V. Makarov and E. Borisov [16]. To determine the significant factors in choosing a profession, semi-structured surveys prepared for students and their parents were used.

Potential respondents identified in the study were 9-11-grade students. The total sample of potential respondents of 9, 10, 11-graders of schools in five municipal districts randomly selected for the research was 1 605. The choice of 9–11-grade students of secondary schools as respondents is due to the fact that they are in a situation of the first professional choice of a strategy for professional self-identification. The authors of the present article proceed from the assumption that this category of students is in a situation of the need to make decisions regarding the immediate life prospects on the path of professional self-identification. In grades 9 and 11, a decision is required on the choice of the path of professional self-identification between work or

further education. In the 10th grade, as a rule, a decision is made on the choice of a specialized class or additional education in the field of chosen pre-vocational training. 30% of the total sample took part in the study; these respondents were chosen randomly while maintaining the proportion of the distribution between the 9th, 10th, 11th grades. A total of 481 students were involved in the survey, of which 139 were studying in the 9th grade, 134 in the 10th grade, and 208 in the 11th grade. A higher reliability of the survey results was ensured by anonymity. 96 (20%) parents of high school students took part in the survey.

Creating a system for informing students about professions is a demanding and interesting task. The study of the awareness of students about all existing professions and professions of the future is quite effort-consuming. The relevance of systematic work in this direction in the framework of the present study was determined by the example of one professional sphere - "Education". To study the awareness of students about professions in the field of education, a number of students was selected from the total number of respondents who had already been focused on the field of professions related to education.

It should be noted that in the selected five municipal regions of the Krasnoyarsk Territory, psychological and pedagogical classes have been created as an opportunity for professional self-identification and the first professional efforts of students in the field of education. The authors of the present article consider it significant to note that due to the use of tele-educational technologies and organization of e-learning, the psychological and pedagogical class unites all students who have chosen this area of professional training, including all schools with a small number of students and remote schools in municipalities, which makes it possible to obtain more reliable results that reflect the situation concerning professional self-identification on the example of one professional sphere in the considered municipalities. The organized system can serve as an example of organizing vocational counseling on the basis of virtual classes at the municipal level, which makes it possible to organize vocational counseling for all students of the municipality in the context of e-learning in various classes, depending on their preferences, which will enable, through the efforts of various participants in vocational counseling, the integration into the system of professional education, preliminary professional diagnostics, vocational counseling, professional selection, and professional adaptation [19, p. 52].

The creation of a psychological and pedagogical class meets the urgent task of creating interest in pedagogical professions among graduates of rural schools [24, p. 73]. In a distributed virtual psychological and pedagogical class, classes are focused on acquaintance with professions and the necessary competencies, the organization of mini-trainings, master classes, and professional tests. This approach is consistent with the one described by Teslenko, I. V. and his colleagues [23, P. 22] about the organization of the accumulation of practical experience of a teenager without marks and the inclusion of activities aimed at reflection on a personal level.

Among the students (116 people) who joined the distributed psychological and pedagogical class, a survey was conducted to determine the preliminary choice of a profession in the field of education (preference).

Participants in an open virtual parental meeting held for the same five municipal districts were involved in a survey of parents of high school students.

Simple statistical methods were used. When compiling the questionnaires, the method of statistical observation was used, and, when processing the results, the method of stratification was applied.

Results

A theoretical analysis of the psychological and pedagogical literature shows the significance of the phenomenon of professional self-identification for the development of personality. At the same time, the social context of the phenomenon we are interested in is also significant, especially with respect to older teenagers, when a person is at a stage of formation that is aimed at adaptation in a society that goes beyond the usual circle (family, school, inner circle), and at understanding the possibilities of self-realization in it. In the period of development from 15 to 18 years, professional self-identification takes place in a social situation, which involves the search and selection of new groups, the choice of lifestyle in which profession occupies an important place. Professional self-determination in this period of life involves the formation of a selective attitude to the world of profession as a whole, to filling the ideas about specific professions with content. It is the awareness of the choice of a profession based on the knowledge of one's special features, inclinations and abilities, awareness of the specifics of a particular professional activity, realistic ideas about the demands and requirements of the labor market that allow a school graduate to make the most successful choice of the next step in adult professional life.

The issues of self-identification in general, professional self-identification in particular, are widely discussed in Russian and foreign science and practice. The search for one's place in life, in society, and in activity determines the essence of self-identification, which is consistent with the interpretation of this term in the dictionary of S.I. Ozhegov. V.N. Verkhoglazenko puts self-identification on a par with thinking, consciousness, self-awareness, will, responsibility, raising it to the rank of higher mental functions [10].

The phenomenon of self-identification has various aspects at various levels. In philosophical interpretations, self-identification is considered both as a process and as a result of the choice that a person makes, defining his/her position, setting goals and finding acceptable means for the implementation of this position in specific life circumstances. Thus, self-identification essentially acts as a mechanism for a person to gain and manifest freedom. Self-identification involves a complex organization of thought to determine one's position in the world. It has both an outward and an inward orientation. The outward orientation is associated with making decisions on the participation of a person in a certain activity, with concrete actions, the occupation of a certain position in relation to the surrounding reality. The inward orientation determines the search or development of an acceptable mode of action for itself, taking into account the requirements of the society [22].

Thus, the theoretical analysis allows us to make a conclusion that in Russian research the process of professional self-identification is not considered separately. Being a kind of self-identification, it is closely conceptually intertwined and interconnected with personal and life self-identification. In the studies of foreign scientists, professional self-identification is considered in the general context of career development theories. Closest to "professional self-identification" is the concept of "professional self-realization," which A. Maslow describes "through enthusiasm for meaningful work," and K. Jaspers through "work," chosen and "done" by a

person. Foreign researchers also focus on personal activity in the process of professionalization and emphasize the subjectivity of the self-identification process, which is necessary when linking together desires, opportunities, and available resources of an individual with external requirements from others and society, defining the elements of “obligation”.

An analysis of works reveals a variety of interpretations of this concept, which can be divided into two main areas:

- a single choice of a future profession, occurring under the influence of certain factors (A.M. Kukharchuk, V.F. Safin, D. Holland, et al.);
- a long-term process (A.A. Derkach, E.F. Seher, E.A. Klimov, T.V. Kudryavtsev, N.S. Pryazhnikov, D. Super, V.Yu. Shegurova, et al.).

Let us consider some interpretations of professional self-identification proposed by Russian researchers, which reveal different aspects of the phenomenon. Thus, V.A. Bodrov connects the understanding of professional self-identification with a stage-wise decision-making by searching for a balance between social needs, norms and rules of labor activity, personal goals, preferences, and aspirations of the individual. A.A. Derkach proposes to consider professional self-identification as a process of personality development, characterized by the continuity, activity, the use by a person of his/her abilities and potential throughout the career. E.F. Seher defines professional self-identification as a specific process during which the person independently realizes his/her professional psychophysiological potential, and as a search for the meanings of the labor activity carried out in different periods of professional life. Reflection acts as a mechanism of rethinking professional life, leading to self-affirmation in the chosen and implemented professional activity. E.A. Klimov associates professional self-identification with an active search for oneself as a subject of activity, becoming a full-fledged and significant figure in the community of professionals. A.K. Markova emphasizes the importance of professional self-identification in terms of defining oneself with respect to the requirements and criteria of professionalism developed in society, professional communities and accepted by people. N.S. Pryazhenikov defines professional self-identification through a search for the meanings of the work performed, which takes place consciously and independently. T.A. Rodina characterizes professional self-identification as a process aimed at developing a personality's own attitude to the professional and labor sphere of activity, as a way of self-realization, which is achieved through the coordination of social and professional requirements and one's personal needs. In addition, in modern studies, professional self-identification of a person is also considered as a long-term development process taking place in relation to future professional activities [3, p.73].

The survey of students was organized with the support of the administration of municipal districts in schools by teachers with the help of an anonymous electronic questionnaire. Table 1, column 1 contains factors according to E.A. Klimov [19, p. 34]. The question concerning the selection of significant factors was a multiple choice question, which makes it possible to see the distribution of the frequency of election of the proposed results. The ability to add one's own version of a significant factor when choosing a profession made it possible to identify additionally important factors: financial attractiveness and the availability of preparation (training) for the profession. Column 2 - the number of choices by high school students of

significant factors in their choice of profession. Column 3 - how parents of high school students assess significant factors in their choice of profession. Column 4 - own position of parents of high school students regarding the significance of factors in choosing a profession.

When questioning the parents of a student choosing a profession, it was proposed to determine in relation to which student (if there were several) the questionnaire is filled out.

Table 1. Significant factors in choosing a profession for high school students of rural schools from agricultural areas of the Krasnoyarsk Territory and their parents.

Factors important when choosing a profession	Significant factors for students % (number)	Assessment by parents of the children's reasons for choosing a profession % (number)	Significant factors for parents % (number)
1	2	3	4
interests and inclinations ("I want")	46% (221)	45% (43)	4% (4)
abilities ("I can") - focus on their successes in relevant school subjects	62% (298)	41% (39)	48% (46)
prestige of the chosen profession	25% (120)	49% (47)	74% (71)
level of knowledge about the chosen profession	12% (57)	33% (32)	16% (15)
parents' position	35% (168)	29% (28)	29% (28)
position of classmates, friends and peers	8% (39)	17% (16)	2% (2)
needs of the industry ("market") - social significance	33% (160)	6% (6)	39% (37)

the existence of a definite program of action for the selection and achievement of professional goals — from a personal professional perspective	2% (9)	7% (7)	4% (4)
financial attractiveness	25% (120)	28% (27)	41% (39)
availability of training	60% (288)	9% (9)	29% (28)

In the course of the survey, a distribution of preliminary choices (preferences) was obtained for professions in the field of education of students participating in the distributed psychological and pedagogical class of the municipal district. The survey took place before the start of the lessons. The following distribution of the choice (multiple choice) of respondents was obtained: teacher - 46 people; educational psychologist - 36; sports coach - 11; speech therapist - 14; preschool teacher - 11; tutor - 3; mediator - 1.

At the same time, 73% of high school students, participants in the vocational counseling class, chose the answer that they know how to prepare (train) for the profession, while 11% chose the answer “I don’t know”.

Table 2. The relationship of the level of education of parents with satisfaction with their profession

The level of education of the parents of high school students	% (number)	Satisfaction of parents with their profession			
		completely dissatisfied, % (number)	more likely no than yes, % (number)	more likely yes than no, % (number)	completely satisfied, % (number)
secondary	9% (9)	11% (11)	0	0	0
primary technical school	9% (9)	0	10% (10)	0	13% (13)
secondary technical school	58% (56)	0	38% (6)	19% (18)	9% (9)
higher	29% (28)	0	19%(3)	16% (15)	24% (23)

The questionnaire offered a multiple choice of educational level. Respondents chose higher education only together with secondary technical school education; therefore, in the total amount of elections, the variants exceed the choice of respondents.

Table 3. Distribution of the choice of ways of parents' influence on the professional choice of a high school student

Ways of parents' influence on the professional choice of a high school student	% (number)
I insist on choosing my profession	9% (9)
I'm trying to convince him/her of the right choice of profession	21%(20)
I participate in the discussion for the right choice	58% (56)
I trust my son's/daughter's choice	28% (27)

Table 4. Distribution of parents' choice by the way they receive information about professions

Profession information source	% (number)
popular newspapers and online publications	47% (45)
analytical reviews in the media	21%(20)
teachers	19% (18)
meetings with professionals	13% (12)
friends, relatives	19% (18)
life experience	2% (2)

In the course of the survey of parents, the distribution of the vision of vocational training was obtained by the number of specialties in one or more professional areas. 21% of parents of graduates consider it important to train their children for one profession for the whole life; 48% consider it necessary to train their children for several related specialties in one professional field; 31% consider it necessary to train children for several specialties in various professional fields.

Discussion

Based on the results of the study, a number of conclusions can be made. The predominant factors affecting the choice of profession by high school students are: their own interests and inclinations (“I want”) - 46% of respondents; assessment of their abilities (“I can”) related to progress in school subjects - 62% of respondents; the availability of training (the availability of conditions that determine the possibility of training/education) - 60%; financial attractiveness of the profession - 25%; prestige of the profession - 25%. In general, the choice of profession by students is determined by their pragmatic position. On the example of the distribution of choices of professions in the field of education made by self-determined, motivated high school students who became participants in a virtual psychological and pedagogical class, it is clear that in the vast majority they prefer traditional professions, only a few choose a profession from the list of new professions.

Expert assessments of the transformation of professions in the future predict that by the 30s of the 21st century, the demand for new professions, for example, in the field of education such as a tutor, mediator, etc., will sharply increase. Thus, it can be stated that rural students are not sufficiently informed about the predicted transformations of professions in the future and think within the framework of existing social stereotypes. And this means that rural students are poorly prepared for an informed professional choice, taking into account the specifics of the current sociocultural situation.

In the post-industrial era, the organization of production requires the abandonment of highly specialized vocational training in favor of broad vocational education, justifying its economic, technological and practical value. The complexity of vocational education with its intellectual resource is higher than of the highly specialized education. The reason for this is the emergence of “new” and the changing of the nature of “old” professions. Thus, another era of the division of labor starts, when the degree of intellectualization of labor employment increases, and economic competition reaches a cognitive level determined by the criterion of the measure of intellectualization (according to D. Bell) [20, p. 148]. Taking into account the current trends in the development of the world and the education system [8], including “the high speed of technological, economic and social changes, the disappearance of borders between individual professions; changing the world of professions and developing ideas about the professions of the future”, it is necessary to revise the forms and contents of vocational counseling. Today, in modern sociocultural conditions, many "traditional professions" undergo significant transformations, some of them are disappearing. At the same time, expansion and mixing of types of professional activity take place, new types of tasks appear that are super-professional and inter-professional in nature, ways to solve professional problems are changing significantly. There is a public demand for other human positions that are related to trans-professionalism, manifested in the ability to solve problems in related fields. Trans-professionalism is a new type of professionalism (P. Malinovsky) [17], which is extremely relevant for the present. Trans-professionalism implies the ability to carry out collectively distributed activities on the basis of reflection, connecting and organizing various types of professional actions in solving complex problems. It is based on the ability to cross the boundaries of various fields of knowledge and types of professional activity, integrating various functions of this activity. Achieving trans-professionalism suggests that methods of mastering cultural norms form the basis for their subsequent creative transformation [5]. The authors of the present article agree with O.I. Popova et al. that the content of

educational interaction in the process of encouraging professional self-identification should be the transmission of specific professional competencies to the “younger generation in order to ensure their willingness to carry out professional activities in the current technological, economic and political conditions” [11, p. 148].

However, the existing education system is largely focused on the transfer of factual knowledge to the younger generation. Moreover, the knowledge necessary for professional self-identification is clearly not enough. Practice shows that school graduates have a poor view of their life prospects, are uncertainly looking into their professional future and understand little about it. This means that for many of them, the way to build relationships, to interact with the outside world, which is changing so rapidly [25, p. 160], is not clear enough, not defined. There is a need to build vocational counseling as a holistic system that includes a number of interconnected components: professional education; development of interests, inclinations, abilities of students in various types of activities (cognitive, game, social, communicative, labor), professional counseling, professional adaptation (including professional selection), professional diagnostics (Zakharov N.N., Pryazhnikov N.S.) [19, pp. 51-53] and take into account in the planning of work with motivation for professional self-identification the influence of all subjects that affect the choice of the profession of high school students [7, p. 285]: parents, teachers, friends or classmates, relatives. And among the tasks of vocational counseling for high school students, agreeing with the conclusions of M.P. Nechaev [18], the following are important: creating conditions for informing high school students about the world of professions, assisting in the conscious choice of a future profession, creating conditions for the implementation of life plans, creating a value attitude to professional activities.

Another important point regarding the present referring to the judgments of S.N. Chistyakova should be noted. Discussing the relevance of the problem of professional self-identification of students in modern conditions, Chistyakova draws attention to the following: “The uncertainty of value ideas about the profession itself shifts the guidelines for choosing the preferred way of life with its help. Thus, the profession becomes a means of achieving this lifestyle, and not an essential part of the personality. This tendency affects the students' choice of profession and sometimes leads to the primitiveness of their professional preferences ”[26, p. 55]. Today, the choice of graduates of their future profession is equally important as a psychological, pedagogical and socio-political task [19, p. 32]. This means that it is important to carry out a discussion of the grounds for the first professional choice of high school graduates (grades 9 and 11), the ways of making decisions by a teenager that affect his/her immediate life perspective, taking into account not only the short-term, but also the long-term consequences of the decision. And, therefore, it is also important to connect these decisions with a long-term life plan, ensuring the integration of professional, life, personal self-identification by defining distant life goals.

At the same time, when discussing organization issues and determining the content, forms and methods of career guidance at school, it is important to take into account the conclusions of real practitioners discussed at the international conference that at the teenage period, schoolchildren are usually not ready for vocational counseling, are not well informed about the diversity of professions, their character and features, understanding of professionally significant qualities for professional development [21, p. 41]. Special

attention should be paid to the involvement of parents in the process of vocational counseling by discussing with their children the issues of independent life in society, choosing a way to develop independence in the professional sphere [21, p. 42].

The leading role of parents in the professional self-identification of teenagers is noted by many researchers [6, p. 91; 13, p. 58; 9, p. 154] and practitioners. In vocational counseling for students, parents are subjects of the process of the children's professional self-identification. Analyzing the level of education of parents of high school students, the authors of the present paper note that, judging by the fact that higher education was chosen only together with secondary technical school education, this suggests that none of the respondents (parents) entered a university immediately after school; everyone who has higher education first went to a secondary technical school, and then got a higher education. As practice shows, those who stayed to work in the countryside got higher education in correspondence. According to the results of the survey, the way the parents influence the child's professional choice does not depend on the number of children in the family, the level of parents' education, and the degree of satisfaction with their profession. The nature of the impact on the student is determined by the style of family education and the type of parent-child relationship that has developed. In general, as can be seen from the results shown in Table 3, the overwhelming majority of parents choose "soft" ways to participate in their children's professional self-identification, perhaps this is also due to the insufficient awareness of parents about the professions themselves, their future trends, and their children's abilities and potential. From the data in Table 4, it can be seen that parents receive information about professions from the media and the Internet. A significant role in shaping the parents' perception of the possible professional choice of their children is assigned to the teacher (19% of respondents).

In the formation of the parents' position on the children's choice of a future profession, the attitude to the parents' own professional choice plays a significant role. In Table 2, we can see that a higher level of professional education contributes to greater satisfaction with professional activity, which cannot but affect the parents' attitude to the choice of a similar sphere of professional activity by their children. At the same time, in Table 1 we can see that the predominant factors affecting the choice of profession, according to parents, are: the prestige of the chosen profession - 74%; financial attractiveness of the profession - 40.5%; demands of the industry ("market") - 38.1%.

Parents of high school students of rural schools also have a wrong idea of choosing a profession in modern conditions, as described by V.K. Makarov: "attitude to the choice of a profession as the only and unchangeable option; attitude to the choice through the prism of high or low prestige of professional activity; mistakes of influence (relatives, friends, other people whose opinion is important); transfer of attitude to a certain professional to the attitude to the profession itself; attention to the external or some private side of the profession; identification of a school subject with any profession; lack of awareness of their own psychophysiological potential and abilities; poor awareness of the chosen profession"[16].

Despite the differences in the cultural, religious and educational traditions of the peoples of Asia and Europe, the authors of the present article are ready to agree with the study of Mubashir Zafar [4, p. 5] on the role of vocational counseling at school in the professional self-identification of students, on the influence of

parents in choosing the profession of their children, about a greater activity of girls in vocational counseling activities at school [2].

The authors believe it interesting to continue the research after the end of the year of study in a distributed psychological and pedagogical class concerning the change in the level of knowledge about new professions, vocational training based on a competency-based approach, about changes in the presentation of a specific action program for choosing and achieving professional goals with the personal professional perspective of high school students.

The authors agree with V.V. Klyusova and G.A. Yarkova about the need for universities to participate in the organization of vocational counseling for students; in particular, interesting forms and methods were proposed by the abovementioned authors in the article “Opportunities of a pedagogical university in the organization of vocational counseling for students” [14]. The system of vocational counseling at school should take into account the needs and interests of parents in providing more comprehensive information about the challenges of changing professions, the changing role of IT-technologies in the professions of the future. There is a need to raise the awareness of high school students of rural schools and their parents about the processes of digitalization of the economy and transformation of future professions with the help of seminars, organization of industry-specific distributed classes using tele-education technologies to facilitate vocational counseling in rural schools with the involvement of vocational education institutions, and representatives of modern professions.

Conclusion

The first professional choice of a school graduate as a decision regarding the immediate life prospects is one of the key decisions on the way of his/her professional self-identification.

A theoretical analysis of the study confirmed the relevance of specially organized vocational counseling for high school students (15-18 years) for their professional self-identification. It also showed the need for vocational counseling aimed at creating a selective attitude of schoolchildren to professional fields, to filling the ideas about specific professions with content; The necessity of vocational counseling helping to create awareness of the choice of a profession by schoolchildren based on the knowledge of one’s special features, inclinations and abilities, awareness of the specifics of a particular professional activity, realistic ideas about the demands of the labor market. In rural areas for students of small and remote schools, this task of vocational counseling can be solved by organizing industry-specific distributed classes organized using tele-technologies and e-learning.

As a result of empirical research, the predominant factors affecting the choice of profession by high school students were identified: interests and inclinations (“I want”) - 46%; abilities (“I can”, focus on progress in school subjects) - 62%; the availability of training (the availability of conditions that determine the possibility of training for the profession) - 60%; financial attractiveness and prestige of the profession - 25% each. Rural students are not sufficiently informed about the predicted transformations of professions in the future and think within the framework of existing social stereotypes. In vocational counseling for students, parents are subjects of the process of the children’s professional self-identification. According to the results of

the survey, the way the parents influence the child's professional choice does not depend on the number of children in the family, the level of parents' education, and the degree of satisfaction with their profession. The predominant factors affecting the choice of profession, according to parents, are: the prestige of the chosen profession - 40,5%; financial attractiveness of the profession - 38.1%; demands of the industry ("market") - 38.1%.

An analysis of the obtained data makes it possible to see that the factor of personal professional prospects for respondents is rarely considered by respondents in the choice of a profession for high school students in agricultural regions of the Krasnoyarsk Territory. This is due to the lack of work in this direction in the course of vocational counseling. At the same time, factors of progress in school subjects and access to vocational training prevail. However, the education system is more focused on reproducing patterns of the past, which is especially characteristic of agricultural municipal territories. Speaking of professional self-identification, it is important to pay attention to the fact that for a long cultural and historical period a person identified him(her)self in a profession that had existed and developed over a significant period of time. And, therefore, it was possible to form comprehensive and diverse ideas about it. Professions were widely represented in various information sources. It was possible to meet with representatives of the professional community and communicate personally, clarify and find out some significant facts.

The authors have confirmed the factors of choosing a profession by high school students in the conditions of transformations of future professions using the example of the "Education" sphere. The obtained data makes it possible to extrapolate the research results to other areas of activity and profession.

In the process of research, we were able to reliably prove that parents have a significant impact on the process of professional self-identification of high school students. At the same time, the practice of organizing vocational counseling for schoolchildren in rural areas is not sufficiently focused on working with parents as the subject of vocational counseling. It is important to inform not only schoolchildren, but also their parents about the professions and trends in their transformation. It is necessary to help parents in obtaining and adequately interpreting the results of diagnostic measures about the interests and abilities of high school students, essential for professional self-identification, which will help to form an adequate parental position and support professional self-identification of high school students.

There is a need to raise the awareness of high school students of rural schools and their parents about the processes of digitalization of the economy and transformation of future professions with the help of seminars, organization of industry-specific distributed classes using tele-education technologies to facilitate vocational counseling in rural schools with the involvement of vocational education institutions, and representatives of modern professions.

The materials of the present article can be of value to the top-managers of the education system of rural municipalities in the formation of the municipal order for services in the field of supplementary education. It can be valuable for the organizers of vocational counseling in educational institutions, for teachers included in the system of career guidance in institutions of general secondary and supplementary education.

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