

VOCATIONAL GUIDANCE OF JUNIOR SCHOOLCHILDREN ON PRACTICE-ORIENTED BASIS

^aMARINA V. ANTONOVA, ^bTATIANA I. SHUKSHINA,
^cIRINA B. BUYANOVA, ^dSVETLANA N. GORSHENINA,
^eIRINA A. NEYASOVA

*Mordovian State Pedagogical Institute named after
M. E. Evseviev, Studencheskaya str., 11 A, Saransk, Russia*
email: ^aantonova.mrio@yandex.ru, ^bt_i_shukshina@mordgpi.ru,
^cibbuyanova@yandex.ru, ^dsngorshenina@yandex.ru,
^e25909101@mail.ru

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Abstract: The article reveals key aspects of the vocational guidance organization of junior schoolchildren on practice-oriented basis, the need of its review and evaluation of effectiveness is determined by the implementation of new federal program-target documents and regulations, aimed at providing early vocational guidance of children. Experimental check of the effectiveness of using practice-oriented means of professional choice propaedeutics is conducted based on evaluating the degree of propaedeutic readiness to carry out professional self-determination tasks. The results of the study prove that introduction of practice-oriented content of the vocational guidance of junior schoolchildren contributes to forming their readiness for professional self-determination.

Keywords: vocational guidance, vocational guidance work, junior schoolchild, professional self-determination, practice-oriented means.

1 Introduction

Reference points of modern system of Russian education determine new requirements to the vocational guidance organization of students. One of the essential tasks of the national project "Education" is early vocational guidance of children, expecting results of which consist in the fact that by the end of 2024, 12 million of children will have taken part in on-line classes, being conducted based on the experience of a series of open classes "Proektoria" (National project "Education", 2018).

In the conditions of innovative transformations, the strategy of preparing children for conscious choice of profession changes, that leads to the qualitative transformations in the content and organization of the vocational guidance work in school. One of the directions concerning modernization of the vocational guidance system is to create new practice-oriented models of the vocational guidance work in modern school, to shift the age aspect from the teenage to the junior school one in starting this activity. The need of innovative approach to the career guidance organization in primary school is defined by implementation of new federal program-target documents and regulations, aimed at providing early vocational guidance of children.

It should be mentioned that the vocational guidance work of junior schoolchild is a basic component in the system of pedagogical support of a student and it is a foundation of personality's professional self-determination. Consequently, professional self-determination is a result of the vocational guidance (Chistyakova et al., 2016). Propaedeutic stage of professional self-determination, concerning junior school age, assures readiness of the subject for professional self-determination. It makes actual the process of values formation in choosing profession in primary school already, it proves the need of management and systematic character of this work (Antonova, 2018). Analysis of modern approaches to the vocational guidance maintenance of primary, basic general and secondary school children shows, that they focus principally on providing content readiness for professional self-determination (Gurtov & Khoteeva, 2018; Zhurkina et al., 2016). Meanwhile, being the basis of realization of federal state educational standard of primary general education, the system-activity approach shows the need of adding practice-oriented character to this study, which is aimed at acquiring experience of valuable vocational guidance activity. This aspect determines actual character of the vocational organization of junior schoolchildren on practice-oriented basis.

In modern researches practice-oriented approach to the vocational guidance of students is regarded as entering into the reality of professions through the complex of tests or practical tasks, which simulate elements of concrete types of professional activity and have completed form (Chistyakova et al., 2014).

2 Literature Review

Referring to the problem of the vocational guidance of schoolchildren isn't a new aspect in psycho-pedagogical literature.

Literature analysis affirms that only general and methodical issues are presented in publications: content and organization of the vocational guidance work in school (Romanova, 2013; Welde et al., 2016; Knight, 2015); analysis of structure and functions of the vocational guidance (Chumakov et al., 2019; Welde et al., 2016; Palladino Schultheiss, 2008); different aspects of vocational education and formation of junior schoolchildren's interest to vocational activity (Howard et al., 2017; Patton, 2017; Pulliam & Bartek, 2017).

Modern researchers regard professional self-determination formation of a personality as a long-term process of development within future professional activity (Pryazhnikov, 1996; Chistyakova et al., 2016; Andrienko, 2018).

M. V. Antonova (2018), V. A. Pedan (2016), Howard, K. A. S. and Walsh, M. E. (2011) reveal a number of problems, connected with pedagogical support of professional self-determination of students: to explain the sense of the term "maintenance of professional self-determination of schoolchildren", to define the organization and pedagogical conditions of this process, to elaborate and substantiate the system foundations of organizing the process of pedagogical support of junior school children's professional self-determination, to design and realize the models of pedagogical support of high school children, etc.

In recent publications the issues, connected with the realization of innovative approaches to career the vocational organization, become actual, considering that it is necessary to train competent graduates able to choose profession consciously and reasonably. In this context special attention is given to the studies of T. M. Tregubova, L. A. Shibankova and Yu. O. Tigina (2017, 2018), where the issues of developing the vocational guidance practice in the conditions of scientific and educational sphere are regarded. In the works of I. Yu. Viryaskina (2017) and N. V. Sviridova (2017), the attention is concentrated on designing new models of early vocational guidance and foundations of professional training of schoolchildren in the conditions of the movement JuniorSkills.

Taking into account aforementioned, the importance of continuing to research stated issue should be emphasized, due to its poor elaboration, eclectic character of studying problems in this sphere.

3 Research Methods

The aim of the research is to determine efficiency of the vocational guidance organization of junior schoolchildren on practice-oriented basis. The tasks of the study are to generalize theoretical foundations of the vocational guidance organization of junior schoolchildren; to substantiate the necessity of using practice-oriented means in the vocational guidance organization of junior schoolchildren; to check experimentally the efficiency of realizing practice-oriented means of the vocational guidance with the aim of increasing level of the propaedeutic readiness to solve tasks for professional self-determination of junior schoolchildren.

While carrying out the research, theoretical methods were used, the most essential of them are analysis of the scientific literature, comparison, arrangement of material concerning the problem of the vocational guidance organization of junior schoolchildren. To perform the research tasks, empirical methods were used such as: pedagogical experiment, method of expert evaluation.

The experiment was held from 2016 to 2018. The experimental base of the research included 10 schools of Mordovia. Pedagogical experiment has covered 23 classes, 645 primary school children.

4 Results and Discussion

4.1 Content Aspect of the Vocational Guidance Organization of Junior Schoolchildren on Practice-Oriented Basis

To explain the organization of efficient practice-oriented vocational guidance of junior schoolchildren, it is necessary to refer to the review of designing its content. Content of the practice-oriented approach to the vocational guidance organization is elaborated based on the system-activity approach considering the requirements of federal state educational standard of primary general education (Federal State Educational Standard of Primary General Education, 2019). In practice it is realized in the form of the personal-activity content, developing during realization of the design works, game professional tests, solution of situational tasks, joint creative work. Introduction of the practice-oriented content of the vocational guidance of junior schoolchildren helps to form not only the very readiness for professional self-determination, but also the complex of common educational actions, stated by FSES PGE (2019). Basic unit of designing the content of the work concerning the vocational guidance in primary school is practice-oriented pedagogical means. Practice-oriented means of professional choice propaedeutics are used for including junior schoolchild into practical activity, the result of which is creation of the product, evaluated in subjective and objective ways as efficient and, by this reason, able to become the foundation for the professional choice. We can also add the method of projects, the vocational guidance expeditions, game professional tests to those means, which are ideal for the work with junior schoolchildren (Chistyakova et al., 2014).

The vocational guidance project is an educational technology, the basic component in designing the content of the vocational guidance, it has two-level goal: pedagogical, aimed at forming and developing certain vocational guidance competences among schoolchildren and practical aim with expected result in the form of the vocational guidance development of important product. It is the efficiency, i.e. existence of practical result, appropriate to every level of realizing the vocational guidance project, allows characterizing it as practice-oriented means. The vocational guidance projects, realized in modern primary school, are diversified according to the directions of activity, character of designing changes, peculiarities, scale, realization period, level of elaboration and thematic direction. In pedagogical literature the technology of such vocational guidance projects as "Virtual museum of professions", "We build our house", "Take care of the nature", "Travel across the ocean of unknown professions" was described.

The vocational guidance project is realized outside of vocational technological process (otherwise it will be professional test).

Professional test is "a professional trial, modeling elements of concrete type of professional activity, the finished process of which helps to do conscious and reasonable choice of profession" (Chistyakova et al., 2014, p. 34). Researchers note that professional test can be reviewed as a project which is practice-oriented due to the form and personal-oriented due to the meaning, the product of this project corresponds more or less to the product of testing professional activity. According to the quality of this product we can judge how successful the test was performed, and what it means for professional product.

The goods or services, being the interim or final outcome of the certain type of professional activity, the implementation of which is available for junior schoolchildren, serve as the product of professional test. In the case of impossibility of product production, the subject of professional test can be this or that professional task, typical for this type of activity.

S.N. Chistyakova (Chistyakova et al., 2014), pointing out technological, situational and functional components in the structure of professional test, notes their special character for junior schoolchildren. Technological component realization of professional test in junior school age is connected with the child's desire to be like an adult and he is seeking to get the evaluation of his activity from an adult. Situational and functional components of professional test are aimed at satisfying the needs in an independent activity, having desire to reform the surrounded world, to do something by your own hands.

The main conditions of effective usage of professional tests method with junior schoolchildren are:

- to have special tasks with special training before that, as well as specially equipped work places;
- to organize the series of professional tests, that allows to create the situation of educational choice by looking through some interesting variants;
- to have open result: the result of this or that test can be negative, that is the necessary moment, permitting the very possibility of the choice. Wherefore the particular importance is attached to self-esteem and external assessment of every test results.

The aim of every test, which is included into the series, is to create the conditions for forming schoolchild's long-termed, perspective and predicted motivation to the professional activity in this sphere. The practical achievement of this aim consists in combination of three situations: success achievement, connected with the result achievement (resolution of the practice-oriented task, being the basis of test and/or product production); satisfaction from process of work; satisfaction from "you - working".

The principal type of professional test for junior schoolchildren is game tests based on the role-plays with a plot. This practice-oriented means is aimed at defining some the most convenient spheres of professional activity beforehand.

The vocational guidance expedition is the practice-oriented method of close acquaintance with professional context through becoming an investigator during visiting enterprises. It differs from the excursion by stating research tasks by your own, elaborating the route and collecting information. During the vocational guidance expedition, the methods of scientific analysis are used (observation, photo and video record, interviewing, questionnaire survey of workers, documentation analysis, visit of enterprise museum, modeling of production processes, etc.). In this sense, the vocational guidance expedition can be considered as a variant of group vocational guidance project which has research character. While choosing the objects for the vocational guidance expedition it is necessary to take into account the following criteria: existence of professional staff with high level of qualification; high level of technological production process; samples of work actions demonstration, which are needed to schoolchildren to perform practice-oriented tasks.

In the process of using before stated means, junior schoolchild does different types of practice-oriented tasks, the goals of which are required by the content of concrete program of the vocational guidance. Whereby, the content of tasks system is extending and complicating from class to class depending on solving aims and tasks, education stage, level of junior schoolchildren's training. The tasks have different objectives and content.

While designing concrete practice-oriented tasks within the vocational guidance work of junior schoolchildren, the realization of the variation principle of content and forms choice of students' activity should be envisaged. On the one hand, this aspect takes into account individual possibilities, sustains students' interests and demands in professional self-determination, on the other hand – it shows standard realization of the vocational guidance program and formation of necessary competences and general educational actions.

In the process of results evaluation of using different practice-oriented means, it is important to combine pedagogical control, collective analysis of students' activity and their self-control, self-analysis.

4.2 Experimental Check of the Effectiveness of the Vocational Organization of Junior Schoolchildren on Practice-Oriented Basis

Experimental check of the effectiveness of the vocational guidance organization of junior schoolchildren was conducted on the basis of testing regional integrated model of the pedagogical support organization of professional self-determination of junior schoolchildren. One of the directions of the work became the studying of how effective the use of practice-oriented means of professional choice propaedeutics was. Testing the vocational guidance organization of junior schoolchildren on practice-oriented basis was conducted in 10 schools of Mordovia. Pedagogical experiment has covered 23 classes, 645 learners of primary school children.

The subject of evaluation was the degree of propaedeutic readiness to solve the tasks of professional self-determination, the information about which was received due to studying external behavioral features and constructive and important vocational guidance products created by the learners.

During 2016-2018 students of the experimental group were proposed to take part in the vocational guidance projects such as "People of rare professions", "Profession of my parents", to plan and complete the route of the vocational guidance expedition, to test separate elements of professional activity through play. Tasks, performed by junior schoolchildren in the course of experiment, should have helped to form the abilities of defining the aim and tasks of professional activity taking into account tasks conditions, to choose and apply convenient methods of solution according to the stated tasks, to plan and predict, to realize goal-setting and self-control of your own activity, to develop professional motivation.

High, medium and low levels served as indicators of degree evaluation of propaedeutic readiness for solving the tasks of professional self-determination:

- high level of propaedeutic readiness for solving the tasks of professional self-determination shows that students understand that labor should bring benefit to people and sense of self-satisfaction. It is characterized by the fact that student has certain professional interests;
- medium level of propaedeutic readiness for solving the tasks of professional self-determination shows that student represents working practice as a way of achieving material wealth. Student has certain professional interests.
- low level of propaedeutic readiness for solving the tasks of professional self-determination shows that student has no idea what the labor is meant for him and he doesn't have any conscious professional interests.

The research results of propaedeutic readiness for solving the tasks of professional self-determination within career guidance organization of junior schoolchildren on the practice-oriented basis are presented in the table compiled by authors of the article.

Table 1 The research results of the level of propaedeutic readiness for solving the tasks of professional self-determination of primary school children

Level	High		Medium		Low	
	Beginning of experiment	End of experiment	Beginning of experiment	End of experiment	Beginning of experiment	End of experiment
Experimental group	15,67	28,81	56,23	58,56	28,1	12,63
Control group	15,86	18,62	55,8	53,75	28,34	27,63

Source: authors

According to the table, there is positive dynamics of the level of propaedeutic readiness for solving the tasks of professional self-determination of primary school children

5 Conclusion

Testing different practice-oriented means of the vocational guidance of junior schoolchildren is aimed at forming propaedeutic readiness for solving the tasks of professional self-determination. Efficiency of practice-oriented means is provided with help of innovative character of content and procedural aspect. Achievement of positive results in increasing propaedeutic readiness for solving the tasks of professional self-determination of junior schoolchildren was exercised with the help of: realizing variation principle of content and forms choice of students' activity; organizing project and research activity; using the method of professional tests. The practice-oriented means of professional choice propaedeutics are used for including junior schoolchild into practical activity, the result of which is creation of product, evaluated as successful in subjective and objective ways, and by this reason it can become the basis for professional choice.

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