

FORMATION OF JUNIOR SCHOOLCHILDREN READINESS FOR THE KNOWLEDGE OF PROFESSIONS

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Abstract: The article is devoted to the problem of early professional orientation. The author presents an analysis of determining the level of readiness for the knowledge of professions by junior schoolchildren on the basis of an empirical study. The novelty of the research lies in the development of empirical research materials to identify the level of readiness for the knowledge of professions by junior schoolchildren, its conduct and qualitative analysis. The results of the study are intended to help teachers of primary general education to organize an entry academic performance rating of junior schoolchildren in order to diagnose their ideas about the professional world, to build a high-quality systematic work on early professional orientation..

Keywords: junior schoolchild, career choice, professional orientation, early professional orientation, professional self-determination, readiness, cognition, questionnaire.

1 Introduction

The relevance of the research is due to the mode of continuous search for innovative development in the system of modern education, determinant changes in various components of teachers' activities. Today, primary education is acquiring the function of a serious social institution, and already at this stage, it is necessary to form approaches related to the creation of an integral system for the implementation of a student's professional self-determination, through the identification and development of his abilities. The choice of the future profession and the ways of achieving success occupy leading positions in the structure of self-consciousness of the individual, and as a result, educational activity acquires a certain focus on the professional future. The emergence of potential opportunities of students, the development and realization of their interests and needs requires the creation of conditions for professional orientation at all stages of the educational process.

In psychological and pedagogical research, there are propaedeutic, emotional-figurative, search-probing stages of professional orientation. One of the most important periods in professional orientation is the propaedeutic stage, which falls on the junior school age. The world in which we live is characterized by a dynamic rhythm, active mobility, a large flow of information, and therefore the problem of choosing a future profession has lowered its age limit and is not relevant in the graduating class. A modern child is already an active user of gadgets at the primary school age, information from various sources that he encounters on a daily basis updates his knowledge and ideas about the world of professions and work, which leads to the formation of interests and preferences for certain types of activities.

In primary school, the track of professional orientation is laid by means of extracurricular activities, within the framework of which it is possible to identify readiness for learning professions, and to reveal the inclinations and interests of the child. This is the key task for a teacher in working on professional orientation with primary school students.

2 Literature Review

Within the framework of the research, the works of Russian and foreign scientists devoted to the problems of professional orientation were studied and analyzed. Scientific works of recent years carry out the idea of the influence of the information society on the modern generation of schoolchildren. A junior

schoolchild today is an active Internet user, he is able to quickly navigate the network, find the necessary information, use electronic resources, which leads to changes in the child's mental world, his intellectual abilities. However, at the same time, in the psychological and pedagogical literature, the aspect related to the methodology and content of preparing a student of the XXI century for future work is poorly developed. Russian scientists V. I. Blinov and I. S. Sergeev (2016), A. E. Grebneva and O. Y. Yelkina (2019), V. A. Gurtov and E. A. Khoteeva (2018), N. F. Rodichev and E. O. Cherkashin (2019), and others emphasize the idea of the relevance of early professional orientation: it is necessary to teach to choose a profession from primary school age.

The author's research position and personal contribution to the development of methods of the propaedeutic stage of professional orientation of junior schoolchildren is presented in a number of publications (Antonova, 2019, 2020). According to the author's position, the propaedeutic stage of professional orientation activity in the junior school does not imply the acquisition of a stable attachment by the child to a certain profession that he will be engaged in in the future. The main goal of this activity is to form the ability to choose, to introduce the world of professions, to motivate interest in work, to emphasize the importance of labor skills. This problem does not fall into the area of interest of the educational organization and the teacher, namely, the stage of propaedeutic training of a younger student is important for his professional future.

Professor S. N. Chistyakova (2014) made a huge contribution to the development of the professional orientation system in Russia. Various aspects of the choice of profession, self-determination of the individual are actively discussed on the pages of the scientific and methodological journal "Platform-navigator: career development", the basis of which she was the editor-in-chief. According to the idea of S. N. Chistyakova (2014), the personality of a teacher is a key figure in choosing a future profession, the subject of professional orientation is pedagogical support, skillful support of professional self-determination of the individual.

Abroad, the experience of working on professional orientation with junior schoolchildren is well represented by American and Japanese researchers. However, in Western literature, the term "professional orientation" is not used, the concepts of "career planning" and "career development" are used. Career planning includes systematic work: consulting and step-by-step design of the career and educational trajectory of the future professional activity, which includes advanced training and professional retraining throughout a person's life (Gurtov & Khoteeva, 2018). Thus, the system of career guidance in the United States was built with the help of the activities of the psychological service "Guidance" (founder F. Parsons (1908)), which was the beginning of the consultative and diagnostic direction of practical psychology in this country. Currently, its representatives are available in every educational organization and at every stage of school students undergo professional counseling and diagnostics. F. Parsons (1908) defines professional choice as a process in which an individual meets the requirements of various professions with their psychological and physical qualities. Purposeful career guidance work in the United States begins with the final grades of elementary school, at this stage of education; much attention is paid to introductory conversations about the world, society and professions in it. With students of this stage, it is mandatory to conduct diagnostics to identify professional preferences and inclinations for a particular profession. It is from this period that specialists develop individual professional recommendations for each child, which are discussed with parents (Kuznetsova, 2014).

In foreign studies, the authors J. Beishuizen, W. van Os, M. te Wierik (2015) note that the choice of school subjects is important for the realization of a career trajectory, therefore,

already in the final grade of junior school, it is necessary to understand which disciplines will be major in the middle stage of education. N. Arif, H. Hadiyanto, A. Mukminin, F. Failasofah, N. Fajaryani, A. Habibi (2017) actualize the importance of early professional orientation for the formation of readiness to choose a future profession.

In Japan, career guidance in modern schools is an integral part of the educational process, starting from the lower grades. At this initial stage, the professional orientation of students is being laid and the formation of readiness for choosing a profession in the future is underway. During their classes, children not only expand their horizons, but also train the ability to self-knowledge, learn to process information about professions, since an important principle of career guidance for schoolchildren is the development of the ability to analyze professions. In the system of career guidance work of Japanese schools, it is valuable to use practical tests to control the level of work experience of each student, to assess personal abilities and individual characteristics in the really created conditions of various professions. By the graduation stage, young people clearly understand who they want to become and why, what professional and personal qualities they have for this and in what conditions they will work (Tolstoguzov, 2015).

The experience of Germany in career guidance is presented in the article by H. Kress (2019). The author shows how professional orientation, closely correlating with social policy, has become a strategic tool for the economy and professional development of personnel, both in the private and public sectors.

The positive experience of career guidance work abroad, of course, needs to be adopted and adapted into the system of specialized training of Russian schools.

3 Research Methodological Framework

Junior schoolchildren are still chronologically far from choosing a profession, but competent systematic work on professional orientation will be the basis on which the interests and desires of graduates will be formed in the future. In this regard, accessible and understandable information about the world of work and professions, on the part of the teacher, and the willingness to learn it, on the part of the student, is the starting point of the route. The purpose is to determine the level of readiness for the knowledge of professions in junior schoolchildren.

The tasks are:

1. to investigate modern psychological and pedagogical approaches to early professional orientation and diagnostics;
2. to present a pedagogical resource of extracurricular activities in the track of professional orientation;
3. to develop a questionnaire for primary school students to identify the level of readiness to learn professions;
4. to determine the system of criteria and indicators of children's readiness to learn professions;
5. to diagnose the level of formation of readiness of junior schoolchildren to learn the world of work and professions;
6. to process and interpret the results of the study.

The following methods are used to solve specific research tasks:

- *integrative*, which contributes to the unification of methods of pedagogy and psychology for the theoretical study of problems of early professional orientation;
- *comparative*, for a comparative analysis of the concepts and ideas of Russian and foreign scientists on the studied problem;
- *empirical*: survey of primary school students;
- *methods of quantitative and statistical analysis*, generalization and systematization of survey data, mathematical data processing.

In order to determine the level of readiness for the knowledge of professions by junior schoolchildren, an empirical study was conducted, it took place on the basis of seven general education

organizations of the city of Saransk in the third grades of primary school: Municipal Educational Institution "Gymnasium No. 29", Municipal Educational Institution "Lyceum No. 26", Municipal Educational Institution "Lyceum No. 7", Municipal Educational Institution "Secondary General Education School No. 2", Municipal Educational Institution "Secondary General Education School No. 35", Municipal Educational Institution "Secondary General Education School No. 37", Municipal Educational Institution "Secondary General Education School No. 41".

The study was conducted in 3 stages: 1) preparation of a package of diagnostic material necessary for studying the level of formation of readiness for learning the world of professions by junior schoolchildren; 2) conducting a questionnaire; 3) processing the results and their analysis. This study involved 293 primary school students aged 9 years.

The survey was conducted in a group form in writing, on special forms. The questionnaire was developed taking into account age characteristics for primary school students, and included questions for assessing cognitive (the presence of ideas and knowledge about professions and practical activities of a person), motivational (the presence of interest in studying professions), emotional (the presence of a response at the level of pleasure and experiences from learning human professions) and behavioral (the presence of practical experience) components of readiness to learn professions. The questionnaire consisted of closed questions, with two possible answers, which were adequate in terms of wording for junior schoolchildren to understand. In total, the questionnaire contained 12 questions and had standardized characteristics when processing the received data. According to the sum of the points scored, the conclusion was made about the formation of the components and the general readiness for learning professions in junior schoolchildren.

4 Results and Discussion

The success and correctness of choosing a future profession depends on how prepared this decision is. A detailed, systemically organized professional orientation from the first to the final grade plays a key role in this issue. Professional orientation is understood as an informational and organizational set of measures aimed at the process of choosing a future profession, in accordance with the desires, inclinations, abilities of a person and taking into account the social needs of society. Preparation for choosing a profession is also important because it is an integral part of the comprehensive and harmonious development of the individual, and it should be considered in unity and interaction with the moral, labor, intellectual, aesthetic and physical improvement of a person.

Modern approaches to choosing a profession in the context of professional orientation activities for schoolchildren carry out the idea of preparing a person as a subject of future professional activity. This means that professional orientation does not imply an unambiguous choice of a school profession for life, but forms in him the ability to be ready to make a choice (selection) of his professional future, with the understanding that it is in this area that he can fully realize himself and get moral and material satisfaction (Romanov, 2020, p. 164). The readiness of a student to choose a profession is interpreted as a complex integral state of a person, characterized by a set of moral and psychological qualities of a person that enable him to realize his capabilities, abilities and his attitude to a certain professional activity (Tambovkina, 1999, p. 71).

The system of professional orientation was developed by prominent Russian scientists and has a certain structure, its main components are professional education, professional consultation, professional selection, professional training, professional adaptation, professional education (Chistyakova, 2014). It is with professional education, according to the authoritative opinion of Professor S. N. Chistyakova (2014, p. 104), that early professional orientation should begin, during which students receive specific knowledge about a particular

field of work. In the key of this idea, we conducted a study designed to determine: is a junior schoolchild ready to learn professions? The conducted research is a kind of input control for the further development of systemic measures for professional orientation in primary schools.

The empirical results of the survey of junior schoolchildren are presented in Table 1 and Figures 1, 2.

According to the results of Table 1 and Figure 1, the ratio of the levels of development of the components of readiness for learning professions by schoolchildren is shown; most children have an above-average assessment of the emotional (90.1 %), cognitive (72.4 %), behavioral (67.5 %) and motivational (90.1 %) content of this readiness. The interpretation of these data demonstrates that junior schoolchildren like to study people's professions, they can tell about them themselves, they want to learn about the spheres of professional activity and they have their own little experience in any practical field.

All components (Fig. 1) have an insignificant percentage of their lack of formation in the respondents, which can be explained by the limitations of such children in social contacts (communication with peers, visits to additional education organizations, hyperprotection in the family, etc.), the lack of opportunity to discuss the topic of professions with adults, low intellectual development and other reasons.

The data in Table 1 and Figure 1 demonstrate the predominance of the formation of the emotional and motivational components of readiness to learn professions at an above-average level (90.1% each), this is explained by the fact that junior schoolchildren have a lively emotional response to topics that are interesting to them, differ in novelty, usefulness, brightness. Extracurricular activities for professional orientation meet these requirements, provide an opportunity to learn professions and are positively evaluated by junior schoolchildren.

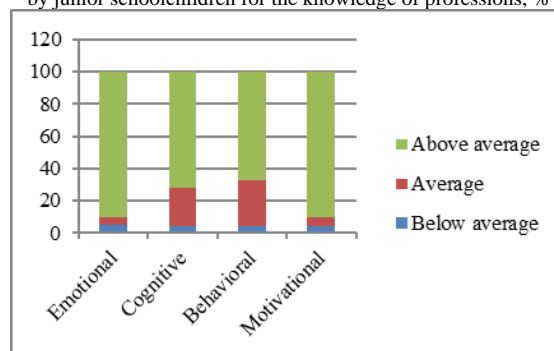
Table 1 Readiness level of junior students for the knowledge of professions

Components	Levels of formation		
	Below average	Average	Above average
Emotional	4,8 % (14)	5,1 % (15)	90,1 % (264)
Cognitive	4,1 % (12)	23,5 % (69)	72,4 % (212)
Behavioral	3,8 % (11)	28,7 % (84)	67,5 % (198)
Motivational	4,4 % (13)	5,5 % (16)	90,1 % (264)
General readiness	2,4 % (7)	20,5 % (60)	77,1 % (226)

Source: compiled by the author

It can also be noted that younger schoolchildren quite objectively demonstrate knowledge about professions of various contents (cognitive component) and the ability to do something in a particular practical activity (behavioral component) at their age level. The percentage of their formation is slightly lower than the emotional and motivational components. This indicates that, in accordance with their age characteristics, the personality of a primary school student is aimed at expanding his horizons and developing motivation to achieve success in educational activities.

Figure 1 The ratio levels of readiness components development by junior schoolchildren for the knowledge of professions, %

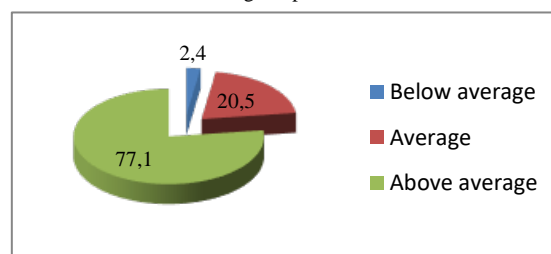


Source: compiled by the author

In the context of the interpretation of the data in Table 1 and Figure 2, there is also a positive assessment of the formation of readiness of junior students for the knowledge of professions at an above-average level (77.1 %). This indicates the positive potential of the child's personality to master ideas and knowledge about the world of professions. Such children respond emotionally to professional orientation topics, they are interested in them and cause a desire to try themselves in this sphere. Junior students successfully simulate practical situations, participate in role-play games, simulations.

The results show that 20.5 % of respondents have an average level of readiness to learn professions. This part of junior schoolchildren is distinguished by personal mental characteristics, their interest and need for classes about professions is stimulated by adults, and not by internal beliefs. They can also participate in professional orientation classes with pleasure, provided that they are conducted brightly and interestingly.

Figure 2 Levels of readiness formation by junior students for the knowledge of professions



Source: compiled by the author

The survey analysis revealed respondents with low indicators (2.4 %) of general readiness to learn professions. There are few of them, but they are there and they note in the questionnaire that they do not like many professions and do not understand them; there is no desire to do this at all. The children indicated that they do not know who they would like to become, who their parents work for, there is no additional employment in their free time. These answers demonstrate the narrow outlook of children, the poverty of emotional communication, the disorganization of their leisure activities, and lack of a motivator in the person of a significant adult.

5 Conclusion

To design a successful professional future, it is important for a child to have information about the world of professions already at the stage of primary school age. The situation of constant mental experimentation ("I want to be a cook", "I will be a teacher", "when I grow up I will be a programmer"), associated with various choices, is characteristic of junior schoolchildren and requires readiness to get acquainted with professions, the act

of their choice and reflexive understanding of possible future professional activity.

Within the framework of the conducted empirical research, the level of readiness for the knowledge of professions among junior schoolchildren was determined. At the same time, the assessment was carried out not only of the general level of this readiness, but also of its components: cognitive (the presence of ideas and knowledge about professions and practical activities of a person), motivational (the presence of interest in studying professions), emotional (the presence of a response at the level of pleasure and experiences from knowing a person's professions) and behavioral (the presence of practical experience).

The results of the study indicate a high level of readiness for the knowledge of professions by junior schoolchildren, the main conclusions of the study can be represented by the following data:

- junior schoolchildren have a positive attitude to the development of the world of work and human professions;
- the majority (77 %) of primary school students are ready to study topics related to the choice of a future profession and professional orientation issues;
- the formation of emotional and motivational components of readiness to learn professions prevails in the assessments of younger schoolchildren (over 90 %).

The experience of research work is intended to help teachers of primary general education to organize an entry academic performance rating of junior schoolchildren in order to diagnose the ideas of junior schoolchildren about the professional world in order to qualitatively build a systematic work on early professional orientation within the framework of regular and extracurricular activities.

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