

PEDAGOGICAL ASSISTANCE IN HIGH SCHOOL STUDENTS' PROFESSIONAL SELF-DETERMINATION

V. N. Kormakova¹, E. N. Musaelian²

Belgorod State University, Belgorod (Russia).

¹E-mail: kormakova@bsu.edu.ru; ²E-mail: musaelian@bsu.edu.ru

D. I. Ruziyeva

Tashkent State Pedagogical University, Tashkent (Republic of Uzbekistan).

E-mail: dilnoz68@inbox.ru

Abstract. *Introduction.* The study is complex and extremely topical in modern society and social and cultural reality. The problem is challenging because the pedagogical assistance in self-determination in trade occupations gives a great opportunity to achieve a high level in personal development, in modern production, and in society as a whole.

The aim of the study is to develop a concept of pedagogical assistance in self-determination of high school students in the field of trade occupations.

Methodology and research methods. The solution of the problems and test assumptions have been provided with the help of the following methods: theoretical analysis of philosophical, psychological, sociological and pedagogical works; diagnostics; observation; archival research; taxonomic qualimetric; pilot, ascertaining and educational experiments; methods of mathematical statistics.

Results. The research shows a positive change in creativity, reflexivity and values of high school students in experimental groups. In certain conditions the process of self-determination in trade occupations has been successful.

Scientific novelty. There has been developed a scientific concept of pedagogical assistance in self-determination of high school students in the field of trade occupations, which includes the structure, functions, laws and principles, factors, pedagogical conditions and a mechanism to ensure the effectiveness of the self-determination process; technological and reflexive foundations of this process.

Practical significance. The results of the study can be used in secondary general and vocational education, training, retraining and refreshment courses for teachers, graduate students, tutors and is to create preconditions for pedagogical support for self-determination of high school students in the field of trade occupations.

Keywords: self-determination, trade occupations, pedagogical assistance, school graduates, pedagogical conditions, culture, educational institutions, professional activity.

For citation: Kormakova V. N., Musaelian E. N., Ruziyeva D. I. Pedagogical assistance in high school students' professional self-determination. *The Education and Science Journal*. 2017. Vol. 19, № 4. P. 130–145. DOI: 10.17853/1994-5639-2017-4-130-145

ПЕДАГОГИЧЕСКОЕ СОПРОВОЖДЕНИЕ ПРОФЕССИОНАЛЬНОГО САМООПРЕДЕЛЕНИЯ СТАРШЕКЛАССНИКОВ

В. Н. Кормакова¹, Е. Н. Мусаелян²

Белгородский государственный национальный исследовательский университет, Белгород (Россия)
E-mail: ¹kormakova@bsu.edu.ru; ²musaelian@bsu.edu.ru

Д. И. Рузиева

*Ташкентский государственный педагогический университет,
Ташкент (Республика Узбекистан)*
E-mail: dilnoz68@inbox.ru

Аннотация. Введение. Организация и совершенствование педагогического сопровождения процесса самоопределения в сфере рабочих профессий является актуальной социокультурной проблемой в современном обществе, так как данное направление педагогической деятельности открывает широкие возможности для достижения высокого уровня развития личности, современного производства и социума в целом.

Цель представленного в статье исследования – разработка концепции педагогического сопровождения самоопределения старшеклассников в сфере рабочих профессий.

Методология и методы. Решение поставленной задачи и проверка исходных положений обеспечивались предварительным теоретическим анализом философской, психологической, социологической и педагогической литературы; комплексом диагностических, наблюдательных, праксиметрических и таксономических методов; применялись пилотажный, констатирующий и формирующий виды эксперимента; для обработки экспериментальных данных использовались методы математической статистики.

Результаты и научная новизна. Была разработана и научно обоснована целостная система педагогического сопровождения учащихся старших

классов, способствующая их сознательному профессиональному выбору в области рабочих специальностей. Выявлены и описаны структура, функции, закономерности, принципы, факторы и механизмы процесса профессионального самоопределения, обеспечивающие эффективность профориентационной работы. Проведенный эксперимент по внедрению в практику концептуальной модели сопровождения показал позитивную динамику показателей профессионального самоопределения школьников. Специально созданные культуросообразные педагогические условия повышают интерес учащихся к рабочим специальностям, стимулируют их творческую активность и рефлексию по поводу собственного профессионального будущего, положительно влияют на изменения ценностных ориентаций, оптимизируют процесс освоения выпускниками школ азов учебно-профессиональной деятельности, что является предпосылкой для дальнейшего успешного продолжения профессиональной подготовки и осознанного рационального построения карьеры.

Практическая значимость. Предлагаемая авторами концепция педагогического сопровождения самоопределения старшеклассников в сфере рабочих профессий может быть использована не только в средних общеобразовательных учреждениях, но и в учебных организациях профессиональной подготовки, а также на курсах повышения квалификации педагогических работников.

Ключевые слова: самоопределение, рабочие профессии, педагогическое сопровождение, выпускники школ, педагогические условия, культура, учебные заведения, профессиональная деятельность.

Для цитирования: Kormakova V. N., Musaelian E. N., Ruziyeva D. I. Pedagogical assistance in high school students' professional self-determination. *The Education and Science Journal*. 2017. Vol. 19, № 4. С. 130–145. DOI: 10.17853/1994-5639-2017-4-130-145

Introduction

Modern trends in the development of education system in Russia are responsible for changing the priorities of educational institutions. The role of internal determinants for personal and professional self-determination of graduates of educational institutions in choosing profession independently provides a competent worker in the future labor market with the need for personal self-realization.

The significance of the problem is stated in official papers, in which the idea of professional and personal self-determination is regarded as one of the most important in education. For example, the Federal Law «On Education in the Russian Federation» asserts the priority for the free personality development and inclinations according to human needs, the need for conditions for self-realization.

In the context of reforming the Russian economy increases demand for skilled and competitive workers. An employee of modern production with the requirements for self-development and self-realization becomes a supreme value. In this regard, defining a social policy for Russia, the Russian President V. V. Putin mentioned that «... today working as the backbone of the economy is a responsible executor of complex and changing technical regulations. The worker's qualification, his professional pride and honor is a decisive competitive factor».

In recent decades, the prestige of trade occupations has gone down sharply. The number of those wishing to be engaged in this area has decreased significantly. Surveys of school graduates show that only 3,6% of them are willing to get a trade. This problem, as one of the major in modernization of the state economy, was announced at Government meeting. It was emphasized that among all vacancies a trade profession makes 71% (more than 2/3). It was noted that the taken measures could not solve the problem of «staff shortage»: the number of vocational training institutions is reducing; there is a steady decline in the number of students in them. In this respect, skilled labor market is in need for serious change.

There are some positive trends in the solution of this problem. The results of our theoretical and empirical studies confirm the outputs of sociological studies. Recent years have indicated that 45% of secondary school graduates are interested in trade professions, 58% of them are willing to get basic vocational skills. At the same time, the teaching staff, parents of high school students, and the employers (78%, 56%, and 96% respectively) assert that the support for school graduates' self-determination in the field of trade occupations is necessary in modern conditions.

The study of the activities of educational institutions testifies to the insufficient level of educational assistance for school leavers in their self-determination in trade occupations. A professional self-determination is carried out intuitively and the process can not be predicted. Current cultural and educational environment doesn't provide enough inclination and capability for graduates of educational institutions in educational and professional activities.

The needs for society, modern industry, and senior students in pedagogical assistance in self-determination in trade occupations and the identified contradictions determined the research problem: what are the theoretical foundations, laws, principles, functions, pedagogical conditions and technologies to ensure the effectiveness of high school students' self-determination in the field of trade occupations.

The solution of the problem is the aim of the study that is to develop the concept of pedagogical assistance in self-determination of high school students in the field of trade occupations.

Literature review

The success of self-determination of high school students can be achieved due to specially organized pedagogical assistance in this process. In the Russian language «assistance» is treated as «following nearby, leading somewhere», «accompany, go along with someone». The interpretation is consistent with the tasks of self-determination of senior students on the threshold of vital and professional direction, before solving complex life problems.

The term «assistance» in pedagogy is interpreted as pedagogical support (O. S. Gazman, N. B. Krylova, etc.) [1], psychological support (E. I. Isaev, V. I. Slobodchikov, etc.) [2], pedagogical support (K. Marklaflin, S. D. Slobodchikov, etc.), psychological help (M. R. Bityanova, E. A. Khodyreva, etc.) [3], pedagogical assistance in (V. N. Kormakova, S. N. Chistyakov and others), psychological assistance (L. M. Mitina, G. Allport, Ryan, R. M. etc.) [4, 5], pedagogical interaction (M. V. Shakurova, etc.) [6].

The methodological basis for the development of the theory of pedagogical assistance for children are the works of outstanding philosophers and pedagogues. The idea of pedagogical assistance was developed in pedagogical works of I. G. Pestalozzi, K. D. Ushinsky, P. Lesgaft, P. Kapterev and others.

Last decade pedagogical assistance has been considered as:

- 1) the interaction in social and cultural environment (T. E. Reznik, Yu. M. Reznik [7; 8], etc.);
- 2) the construction of an individual trajectory of self-determination through the implementation of individual educational programs (V. N. Kormakova, E. N. Musaelyan [9; 10], etc.);
- 3) a kind of assistance in different life situations (Zh. A. Zakharov and others).

Last century in English schools practice the concept of «pastoral care» was introduced. This concept refers to the process of promoting personal self-determination and self-development of students, monitoring the achievements in education [11]. In the USA, counseling is considered only in connection with the life problems that can schoolchildren experience [12, 13]. Such approaches allow us to consider pedagogical assistance as an alert to possible difficulties in self-determination.

Practical pedagogy seeks to prevent the deformation of personality development. Psychology sees its tasks in overcoming unfavorable personal con-

ditions [14]. There has been a change in effective measures for the rehabilitation of personality dysfunctions towards longer duration, the complexity of psychological care and support [15; 16].

«Psychological and pedagogical assistance when successfully organized gives prospects for personal growth, allows to enter the» development zone «that has not been available yet» [17, p. 20]. Social and pedagogical support is viewed by scientists as co-actions of people in their social environment, carried out by them in time, space and in accordance with their inherent roles [9; 18].

According to E. A. Aleksandrova, the directions of pedagogical assistance are: 1) analytical and projecting; projecting the prospects of interaction situations; 2) consulting; 3) coordinating; 4) organizational. Through the methods of pedagogical assistance, the author finds a joint projecting and construction of teaching and educational activities; the development of pedagogical situations for conscious and independent development of individual educational trajectories; reflexive interaction of the subjects of the process; the development of the atmosphere of openness and respect for the others [19]. In this case, «the teacher's task is to help the students make the right choice, to realize the ability to individual development» (J. K. Johnson).

The concerns of pedagogical assistance in the self-determination of high school students in trade occupations are seen in the arranging of pedagogical activity. This is aimed at developing the conditions for senior students to understand the sense of self-determination, to develop and project life strategies of school graduates, to predict the results of educational and professional activities, the strategies of behavior, overcoming the problems in professional self-determination. The content and methods of pedagogical assistance are determined by the nature of those difficulties which are experienced by high school students in the process of self-determination.

The use of the term «pedagogical assistance» in relation to the process of self-determination of high school students in the sphere of trade occupations is specified by the need to integrate the support process, assistance, and self-determination of high school students in the process of their interaction with other people, with social and cultural environment, as well as the need for the formation and development of the student's autonomy as a subject of self-determination in the sphere of trade occupations. The activities of pedagogical assistance in self-determination of high school students in the sphere of trade occupations include screening-diagnostics, consulting, organization of educational and professional activities, providing reflection, examination (of programs of elective courses, educational projects, the social environment of

senior students, the quality of pedagogical assistance, the success of self-determination of high school students in the sphere of trade occupations).

Methodology and research methods

The problem solution and test assumption have been provided with a set of methods: theoretical analysis of philosophical, psychological, sociological and pedagogical works to compare the existing views on the research problem, study of its theoretical and methodological foundations and identify the essence of pedagogical assistance in self-determination of high school students in trade occupations (retrospective, comparative, content analysis); diagnostics (tests, questionnaires, interviews, discussions, self-esteem and peer review, rating, ranking, generalization of independent characteristics); observational (direct, indirect and long-term observation, self-observation); archival research (analysis of product activities), taxonomic and qualimetric to examine the state of self-determination of high school students in trade occupations; experiment (pilot, ascertaining and educational experiments); methods of mathematical statistics.

The study was conducted in several stages, covering the period from 1997 to 2013. The first stage was devoted to stating a scientific problem, theoretical assumptions of research, studying and analyzing of philosophic, psychological and pedagogical works on the problem of personal and professional self-determination of high school students; developing methodological apparatus and practical acquaintance with the problems of motivation and readiness of high school students to work in the field of trade occupations after school graduation; studying pedagogical experience, planning an experimental work.

The second stage dealt with the development of scientific and conceptual apparatus and methodology of the study; formulation of a common hypothesis of the study; carrying an ascertaining experiment and data processing. The third stage was to the develop and implement he concept of self-determination of high school students in trade occupations, to check the revealed pedagogical conditions, carry out the educational experiment, introduce research results into the practice of educational institutions. The fourth stage – analysis, systematization and generalization of the results of the experimental work.

The experimental work was carried out in secondary schools № 7, 17, 19, 25, 49, grammar schools № 5 and 1, lyceum № 32, secondary school № 5 of Novomoskovsk, Tula Region; organizations of additional education for

children in Tula region; rural schools in Belgorod region, the Institute for Advanced Studies and Retraining of Workers in Tula region, Belgorod Institute of advanced training and retraining of teachers.

Main body

The development of pedagogical assistance in self-determination of high school students in trade occupations suggests a new process control system which is based on social partnerships. It is understood as a joint activity of the subjects of different levels and aimed at mobilizing the resources of educational institutions, manufacturing enterprises, the family, cultural school environment in order to improve the process of self-determination of high school students in the field of trade occupations, and provide higher level of self-determination and its structural components.

The developed model of poly-subjective process control of pedagogical assistance in high school students' self-determination in the field of trade occupations includes objectives, management guidelines, efficiency terms, main functional components, and stages of administrative activity (analytical, target, prognostic, organizational, diagnostic, and corrective). During the experiment have been worked out management functions, mechanism of constructive dealing – subjective position of all participants in this process, first of all high school students related to their aspirations in future, life strategies, and a professional career in trade occupations. Poly-subjective management ensures a proper functioning and the development of pedagogical assistance in self-determination of high school students and improves the efficiency of self-determination.

We carried out a quantitative and qualitative assessment of the effectiveness of pedagogical assistance in self-determination of high school students in the field of trade occupations. As an example, we compared the results of the initial and final stages of the research in experimental and control classes. The conclusions are: by the end of the study the students in the experimental classes were observed to increase the levels of this criterion. At the end of each cycle of the experimental work the amount of high school students with a creative level of self-determination culture ranged from 11,5% to 23,6% in experimental classes and was recorded significantly lower one from 3,9% and 10,4% in control classes. The number of students with an adaptive level of self-determination in the sphere self-determination culture in trade occupations in control classes (from 41,6% to 46,4%) was significantly higher than in experimental classes (from 25,4% to 27,8%) (Tables 1, 2).

Table 1

Distribution of high school students in levels of self-determination culture (2010–2012), %

Level	Level distribution			
	Before the experiment		After the experiment	
	E	C	E	C
Adaptive	58,4	51,6	25,4	41,6
Constructive	36,1	42,3	63,1	54,5
Creative	5,5	6,1	11,5	3,9

Table 2

Distribution of high school students in levels of self-determination culture (2012–2014), %

Level	Distribution Level			
	Before the experiment		After the experiment	
	E	C	E	C
Adaptive	55,5	48,8	27,8	46,4
Constructive	38,4	43,4	48,6	43,2
Creative	6,1	7,8	23,6	10,4

Table 3 provides comparative data for self-determination of high school students in trade occupations before and after the experiment. By the end of the study a significant increase in all criteria indicators can be observed in experimental classes; final data state higher level of self-determination of high school students in trade occupations in experimental classes. It illustrates that the conditions, specially organized during the formative experiment an axiological component of self-determination defined quality changes in motivational, technological and reflexive components.

Table 3

Distribution of high school students who participated in the study by self – determination criteria, %

Levels Criteria	Adaptive		Constructive		Creative	
	Before the study	After the study	Before the study	After the study	Before the study	After the study
Values	67,2	8,8	30,7	60,9	2,1	30,3
Cultural conformity	51,4	10,4	42,8	66,1	5,8	23,5
Creative activity	61,4	11,2	32,7	56,0	5,9	32,8
Reflexivity	60,4	10,1	30,8	63,5	8,8	26,4

According to expert assessment, for the time of the formative experiment in experimental classes was an increase the number of students with a creative (an increment of 22,8%) and constructive (25,5%) levels of self-determination in trade occupations increased. The number of students with an adaptive level 48,3% (they were distributed to higher levels) was decreased. A technology of pedagogical support activities helped to raise the level of self-determination of high school students in the field of trade occupations.

The students in control classes showed a slight increase in a creative level of self-determination in trade occupations by 5,09% and in a constructive level – by 3,16%. The number of students with an adaptive level was decreased by 8,25%. In these classes the values, the cultural conformity, the need for self-determination in the field of trade occupations were not of great interest.

In the classes, where pedagogical assistance in self-determination was not properly offered, self-determination of some students in trade occupations was spontaneous. Having compared the results of initial and final testing in experimental and control classes we can conclude that by the end of the study in experimental and control classes there was an increase in the level of self-determination culture.

Summarizing the results of the study, it should be noted a positive impact of experimental technology on self-determination of senior students in the field of trade occupations. The students have shown an interest in trade occupations, a desire to improve their knowledge and skills to achieve professional success in the future. They are more active, organized; possess a wide range of skills necessary for self-determination in the field of trade occupations. Their educational and professional activity has more effective and creative approach to problem solving tasks and is focused on the sphere of trade occupations.

Discussion and Conclusion

Theoretical and experimental results of the study led to the following conclusions. The problem of pedagogical assistance in high school students' self-determination in trade professions is caused by the need to provide modern production with qualified secondary school graduates as potential employees of modern production, who are informed and can realize their personal and social needs, who are motivated to work as laborers, and both cultivate human values and the values of trade professions.

The problem under study is complicated and extremely challenging in modern society and in social and cultural reality: it is complicated because of its immensity. This phenomenon is exciting at different levels: at the level of

secondary education, at the level of educational institutions, at the level of pedagogical support of senior self-determination. First of all, this problem is relevant due to the pedagogical support for self-determination in trade professions encompasses a great opportunity to achieve a high level in personal development, in modern production, and in the society as a whole.

The developed theoretical and methodological bases for pedagogical assistance in high school students self-determination in the field of trade occupations, its phenomenological description, the defined relationships and connections between the essential characteristics of high school students self-determination process in trade occupations and the process of pedagogical assistance in senior students self-determination in trade occupations broaden and deepen the existing scientific knowledge about personal and professional self-determination of students, the concept of self-determination of high school students in the field of trade occupations and pedagogical assistance. It contributes to the development of conceptual and terminological apparatus for pedagogical theory in educational institutions.

Pedagogical assistance in self-determination in the field of trade occupations, including structure, function, objective and subjective factors, laws and principles, pedagogical conditions and the mechanism of pedagogical assistance in self-determination in the field of trade occupations, as well as technology for its implementation enrich and deepen the theory and methodology of secondary education, and additional education for children and adults.

The defined principles of pedagogical assistance in self-determination of high school students, pedagogical conditions of the effectiveness of self-determination, the developed technology and pedagogical assistance in self-determination of high school students broaden the theoretical, methodological and practical aspects of the given problem. They also help to understand the capabilities of educational activities, educational and professional activities of high school students for further studies in the system of secondary and further education for children.

The research results show that in case the process of self-determination in trade occupations is properly arranged, educational and professional activity of high school students will go up. It also tends to positive changes in values, creativity and reflexivity of school graduates in experimental classes.

The obtained results in experimental studies prove the effectiveness of pedagogical conditions for self-determination of high school students in the field of trade occupations. The main strategies and conclusions approve that the research problem is solved, and the results reinforce the hypothesis.

References

1. Gazman O. S., Romanov L. I. Bazovaya kultura lichnosti: teoreticheskie i metodicheskie problemy. [Basic personality culture: theoretical and methodical problems]. Moscow: Publishing House APN USSR, 1989. P. 4–15. (Translated from Russian)
2. Slobodchikov V. I., Isaev E. I. Psihologiya cheloveka. Vvedenie v psihologiyu sub'ektivnosti. [Human psychology. Introduction to the psychology of subjectivity]. Moscow: Publishing House School-Press, 1995. 383 p. (Translated from Russian)
3. Simonova G. I. Pedagogicheskoe soprovozhdenie socialnoj adaptacii uchashhixsya obrazovatelnyx uchrezhdenij. [Pedagogical support of social adaptation of students of educational institutions: theory and practice]. Kirov, 2006. 40 p. (Translated from Russian)
4. Bityanova M. R. School psychologist: the idea of psychological and pedagogical support. *Direktor shkolyi*. [The Headmaster of School]. 1997. № 3. P. 7–8. (Translated from Russian)
5. Mitina L. M. Professional and personal self-determination of young people in the period of socio-economic stabilization of Russia. *Professionalnoe i lichnostnoe samoopredelenie molodezhi v period sotsialno-ekonomicheskoy stabilizatsii Rossii: Mat-lyi Vseros. nauch.-prakt. konf.* [Professional and Personal Self-Determination of Young People in the Period of Socio-Economic Stabilization of Russia: Proceedings of Scientific-Practical Conference, Samara, 30 June – 1 July, 2008]. Samara: Samar. Humanit. Acad., 2008. 264 p. (Translated from Russian)
6. Deci E. L., & Ryan R. M. The «what» and «why» of goal pursuits: Human needs and the self-determination of behavior. *Psychological Inquiry*. 2000. № 11. P. 227–268. (In English)
7. Shakurova M. V. Program, content, monitoring of work with the family. *Sotsialnaya pedagogika*. [Social Pedagogy]. 2006. № 6. P. 87–98. (Translated from Russian)
8. Polyakov S. D., Reznik A. I., Morozova G. V. and others. Upravlenie razvitiem individualnosti lichnosti v uchebnom protsesse. [Managing the development of personality in the learning process]. Moscow: Publishing House September, 1999. 144 p. (Translated from Russian)
9. Reznik T. E., Reznik Yu. M. Life strategies of personality. *Sotsis*. [Socis]. 1995. № 12. P. 10–15. (Translated from Russian)
10. Kormakova V. N. Samoopredelenie starsheklassnikov v sfere rabochih professiy. [Self-determination of senior pupils in the sphere of working professions]. Belgorod: Belgorodskij gosudarstvennyj universitet. [National Research University]. 2013. 355 p. (Translated from Russian)
11. Kormakova V. N. Educational outsourcing in the system of managing the process of self-determination of high school students in the sphere of working professions. *Vestnik ASU*. [Bulletin of Adygeya State University]. 2010. № 1. P. 78–83. (Translated from Russian)

12. McLaughlin K. Issledovanie sistemy pedagogicheskoy pomoshhi i podderzhki v shkolah Anglii i Ujel'sa. [Research of the system of pedagogical help and support in schools in England and Wales]. *Novye cennosti obrazovaniya: zabota – pomoshh' – podderzhka*. [New values of education: Care – help – support]. Moscow: Publishing House Innovator, 1996. P. 99. (Translated from Russian)

13. Chistyakova S. N., Rodichev N. F. The problem of forming the readiness of adolescents to design an educational and professional route in the context of a competence approach. *Pedagogicheskoe obrazovanie v rossii*. [Pedagogical Education in Russia]. 2011. № 5. P. 129–135. (Translated from Russian)

14. Peel J., Spencer H. The evolution of a sociologist. New York, 1971. 163 p. (In English)

15. Crites J. O. Vocational Psychology. McGraw-Hill. London. 1978. 236 p. (In English)

16. Lapteva N. P. Psychological and pedagogical support of the pedagogical process: a tribute to fashion or a conscious need? *Nachalnaya shkola do i posle*. [Primary School Before and After]. 2005. № 6. P. 42–44. (Translated from Russian)

17. Cialdini R. B. Influence: Science and practice (5th edition). New York: Harper Collins, 2008. 621 p. (In English)

18. Krylova N. B. Sotsiokulturnyy kontekst obrazovaniya. Novye tsennosti obrazovaniya: Soderzhanie gumanisticheskogo obrazovaniya. [Socio-cultural context of education. New values of education: The content of humanistic education]. Issue 2. Moscow, 1995. P. 67–103. (Translated from Russian)

19. Alexandrova E. A. Pedagogicheskoye soprovozhdeniye starsheklassnikov v protsesse razrabotki i realizatsii individualnykh obrazovatelnykh trayektoriy. [Pedagogical support for high school students in the process of development and realization of individual educational trajectories]. Tambov. 2007. P. 2–9. (Translated from Russian)

СПИСОК ИСПОЛЬЗОВАННЫХ ИСТОЧНИКОВ

1. Газман О. С., Романов Л. И. Базовая культура и самоопределение личности // Базовая культура личности: теоретические и методические проблемы. Москва: АПН СССР, 1989. С. 4–15.

2. Слободчиков В. И., Исаев Е. И. Психология человека. Введение в психологию субъективности. Москва: Школа-Пресс, 1995. 383 с.

3. Симонова Г. И. Педагогическое сопровождение социальной адаптации учащихся образовательных учреждений: теория и практика. Киров, 2006. 40 с.

4. Битянова М. Р. Школьный психолог: идея психолого-педагогического сопровождения // Директор школы. 1997. № 3. С. 7–8.

5. Митина Л. М. Профессиональное и личностное самоопределение молодежи: вчера, сегодня, завтра // Профессиональное и личностное самоопределение молодежи в период социально-экономической стабилизации России: материалы Всероссийской научно-практической конференции. Самара, 30 июня – 1 июля 2008 г. Самара: Самарская гуманитарная академия, 2008. 264 с.

6. Deci E. L., & Ryan R. M. The «what» and «why» of goal pursuits: Human needs and the self-determination of behavior // *Psychological Inquiry*. 2000. № 11. P. 227–268.
7. Шакурова М. В. Педагогическое сопровождение становления и развития социокультурной идентичности школьников. 2006. № 6. P. 87–98.
8. Поляков С. Д., Резник А. И., Морозова Г. В. и др. Управление развитием индивидуальности личности в учебном процессе. Москва: Сентябрь, 1999. 144 с.
9. Резник Т. Е., Резник Ю. М. Жизненные стратегии личности // *Социс*. 1995. № 12. С. 10–15.
10. Кормакова В. Н. Самоопределение старшеклассников в сфере рабочих профессий: монография. Белгород: Белгородский государственный университет, 2013. 355 с.
11. Кормакова В. Н. Образовательный аутсорсинг в системе управления процессом самоопределения старшеклассников в сфере рабочих профессий // *Вестник АГУ*. 2010. № 1. С. 78–83.
12. Маклафлин К. Исследование системы педагогической помощи и поддержки в школах Англии и Уэльса // *Новые ценности образования: работа – помощь – поддержка*. Москва: Инноватор, 1996. С. 99.
13. Чистякова С. Н., Родичев Н. Ф. Проблема формирования готовности подростков к проектированию образовательно-профессионального маршрута в контексте компетентностного подхода // *Педагогическое образование в России*. 2011. № 5. С. 129–135.
14. Peel J., Spencer H. *The evolution of a sociologist*. New York, 1971. 163 p.
15. Crites J. O. *Vocational Psychology*. McGraw-Hill. London. 1978. 236 p.
16. Лаптева Н. П. Психолого-педагогическое сопровождение педагогического процесса: дань моде или осознанная необходимость? // *Начальная школа До и После*. 2005. № 6. С. 42–44.
17. Cialdini R. B. *Influence: Science and practice* (5th edition). New York: Harper Collins, 2008. 621 p.
18. Крылова Н. Б. Социокультурный контекст образования // *Новые ценности образования: Содержание гуманистического образования*. Москва, 1995. Вып. 2. С. 67–103.
19. Александрова Е. А. Педагогическое сопровождение старшеклассников в процессе разработки и реализации индивидуальных образовательных траекторий. Тамбов, 2007. С. 2–9.

Received: 21.12.2016; accepted for printing 12.04.2017.

The authors have read and approved the final manuscript.

About the authors:

Valentina N. Kormakova – Professor, Associate Professor, Department of Pedagogy, Belgorod State University, Belgorod (Russia). ORCID ID-0000-0002-2929-3252. E-mail: kormakova@bsu.edu.ru

Elena N. Musaelyan – Associate Professor, Department of Foreign Languages, Belgorod State University, Belgorod (Russia). ORCID ID – Researcher ID-0000-0002-8219-8588. E-mail: musaelian@bsu.edu.ru

Dilnoz I. Ruziyeva – Professor, Professor, Department of Pedagogy, Tashkent State Pedagogical University, Tashkent, Republic of Uzbekistan. E-mail: dilnoz68@inbox.ru

Contribution of the authors:

Valentina N. Kormakova – presented systematic results, analytical and statistical study material and methods. The author presented the study material of the process of pedagogical assistance in professional self-determination of high school students, the evidence basis of the current hypothesis, the justification of the scientific novelty of the conducted work. Guidelines and main directions for further research in the field of professional self-determination of high school students are given.

Place of project implementation: 1) MOU «Interschool Educational Complex of Belgorod»; 2) MOU Schools № 2, 5, 17, 19, 25, 32 49 in Belgorod; 3) MOU «Razumensky Inter-School Complex» in Belgorod district of Belgorod region; 4) MOU School № 5 in Novomoskovsk, Tula region.

Elena N. Musaelyan – carried the formulation of the scientific problem outlined its relevance, and the problems that are addressed in this paper. The author determined the theoretical and practical significance of the study; denoted the most authoritative publications and overviewed basic research on the given issue.

Place of project implementation: 1) MOU «Interschool Educational Complex of Belgorod»; 2) MOU School № 2, 12, 21, 43, 45 in Belgorod.

Dilnoz I. Ruziyeva – presented analytical study material, determined the theoretical and practical significance of the study.

Place of project implementation: Tashkent State University.

Статья поступила в редакцию 21.12.2016; принята в печать 12.04.2017.
Авторы прочитали и одобрили окончательный вариант рукописи.

Об авторах

Кормакова Валентина Николаевна – профессор кафедры педагогики Белгородского государственного национального исследовательского университета, Белгород (Россия). ORCID ID-0000-0002-2929-3252. E-mail: kormakova@bsu.edu.ru

Мусаелян Елена Николаевна – доцент кафедры иностранных языков Белгородского государственного национального исследовательского университета, Белгород (Россия). ORCID ID-Researcher ID-0000-0002-8219-8588. E-mail: musaelian@bsu.edu.ru

Рузиева Дильноз Исомжоновна – доктор педагогических наук, профессор кафедры педагогики Ташкентского государственного педагогического университета им. Низами, Ташкент (Республика Узбекистан). E-mail: dilnoz68@inbox.ru

Вклад авторов

Кормакова Валентина Николаевна – систематизировала авторские аналитические и статистические материалы и выбрала методы исследования. Представила экспериментальные данные процесса педагогического сопровождения профессионального самоопределения старшеклассников и доказательную базу рабочей гипотезы; обосновала научную новизну работы. Сформулировала рекомендации по организации этого процесса и основные направления дальнейших исследований.

Место выполнения проекта: 1) МОУ «Межшкольный учебный комбинат г. Белгорода»; 2) МОУ СОШ № 2, 5, 17, 19, 25, 32, 49 г. Белгорода; 3) МОУ «Разуменский межшкольный комбинат» Белгородского района Белгородской области; 4) МОУ СОШ № 5 г. Новомосковска Тульской области.

Мусаелян Елена Николаевна – обозначила научную проблему и ее актуальность; определила теоретическую и практическую значимость работы; на основе наиболее авторитетных и доступных публикаций исследований произвела обзор современных точек зрения, касающихся рассматриваемой темы.

Место выполнения проекта: 1) МОУ «Межшкольный учебный комбинат г. Белгорода»; 2) МОУ СОШ № 2, 12, 21, 43, 45 г. Белгорода.

Рузиева Дильноз Исомжоновна – представила аналитический материал по проблеме исследования; обосновала научную новизну, теоретическую и практическую значимость работы.

Место выполнения проекта: Ташкентский государственный педагогический университет им. Низами.