

Pedagogical Professional Self-Determination Support for Students under Conditions of Additional Education Program Implementation

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ABSTRACT

Significance of the problem stated in the article is stipulated by the fact that professional self-determination of students at the stage of professional education needs pedagogical support; using resources of additional education program will let the individual make smart choice about future professional sphere. Object of the article is to work out and prove theoretically the subjective-developing support system of professional self-determination among teacher-training university students in the condition of additional education program implementation. Main research approaches to the problem are subjective and pragmatic approaches, that let us see a personality not as a selection of objective characteristics in the space of diagnostic criteria, but as a carrier of a certain world view, as a complex of individual values and points. Structure of the represented subject-developing system of professional self-determination support for students of teacher-training university includes interdependent components, that help detect hidden potential and make it active - diagnosing, motivational, organizational, informative, reflexive. Subject-developing system is meant to improve level of students' professional self-determination, which influences such characteristics as personal activity and responsibility, graduates' competitiveness level in the labor market in a good way.

KEYWORDS

Higher education, professional support, self-determination, additional education programs

ARTICLE HISTORY

Received 20 April 2016
Revised 28 April 2016
Accepted 9 May 2016

Introduction

Research relevancy

In the conditions of active socio-economic relations and high contention level in the labor market graduates face tough necessity to make conscious choice concerning

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their private and professional life positions, aims and implementation means. An individual constantly makes such choices in his/her life, because professional self-determination process goes through all the stages of professional socialization (Klimov, 2010). An individual should always be ready to realize his/her own socio-professional role, to seek his/her own spot in the professional life, to see the sense and value of the professional work, to go through difficulties on the way to the goal. The desire to be a competitive specialist makes an individual break in the related work spheres and decide if his/her own professional capability corresponds the work requirements (Fedorova and Amirova, 2013a). Usually it's really difficult for a graduate to choose his/her own professional sphere, not only because of personal problems but also because of the general state of professional labor world (Pryazhnikov, 1999).

Providing personal welfare and one's own and family stability in life demands from a specialist permanent analysis of personal and professional development, determination of his/her personal place and value in social and professional sphere. These factors make the problem of graduates entering professional sphere at the stage of professional education very significant and it also orients schools to provide conditions for gaining professional self-determination experience (Vozgova, 2013). Solution for this problem is in using additional education programs' potential, which will let students widen the range of ways of individual education, actualize professional self-determination process and meet their own educational needs. Organizational, informative and methodical potential of additional education programs substantially enriches the pedagogical support process of professional self-determination of the students (Korotaeva, 2010).

In the practice of university teaching the question of balance between using main and additional educational programs in the process of professional education and professional self-determination of students is neglected.

Materials and Methods

Research methods

Following methods were used to fulfill the application tasks: monograph (analysis of philosophical, psychological, sociological, pedagogical and socio-pedagogical literature); theory (analysis and composition, abstraction and concretization; generalization and projecting); experiment (survey, testing; expert assessment and self-assessment; ranging; conversation; direct and indirect participation in pedagogical observation); praxiology (end product analysis); pedagogical experiment; pedagogical projecting; statistical processing of the data received as a result of experimental work.

Experimental base of the research

Experimental Basis of the research was FSBEI HPE M. Akmullah Bashkir State Pedagogical University, overall number of participating students aged 18 to 24 was 469, teachers – 27, members of the university administrative personnel – 22, employers' representatives – 18.

Research stages

The research has four stages.

Stage one – studying and analyzing philosophical, psychological, sociological and pedagogical literature concerning the theme; specification of theoretical and methodological background of the research; definition of the goal and main hypothesis provisions, specification of the research tasks; education of the system's core characteristics of professional self-determination support.

Stage two – revealing of subject-developing potential of the professional self-determination support system for students under conditions of additional education program implementation; projecting subject-developing professional self-determination support system for students; revealing of teaching conditions good for students' professional self-determination, drawing up the experiment program; choosing control and experiment groups; summative experiment.

Stage three – criteria, showings and levels work out for assessment of students' professional self-determination, formative assessment, training conditions efficacy test in the educational process of teacher-training university, program and educational material approbation.

Stage four – generalization and systematization of experimental work; wording of main theoretical conclusions concerning the research problem; work out pedagogical support recommendations for professional self-determination of teacher-training university students.

Results

Structure and content of the system

Relying on the provisions of the active and subjective approaches, we have designed a professional self-determination support system for students in the conditions of additional education that develops a person's subject position. Projecting the subject-developing professional self-determination support system, we consider an aim as a system component; this aim's attaining depends on special teaching conditions as well as its viability and effectiveness. Pedagogical conditions, in their turn, become the fundamental factor, the complex circumstance, without which the system can not be effective, its existence become meaningless. While designing we took into account the age peculiarities of students and additional education programs' potential. The current period of studentship is characterized by formation of the student's own world view, values system improving, seeking his/her place in life and professional sphere, understanding of their own individuality. Designing of subject-developing support system, as we see it, would be effective if integrated with social, psychological and physiological characteristics of the modern student (Figure 1.).

Pedagogical support stages

We suggest considering pedagogical support as given sequential stages:

Diagnosis. Carry out tests of students' specific knowledge, skills, practical experience professional education needs. Implemented on the basis of a comprehensive monitoring and analysis applications for additional programs.

Problematization. Problem of subject-developing professional self-determination pedagogical support system for students and the identification of the difficulties related with its implementation.

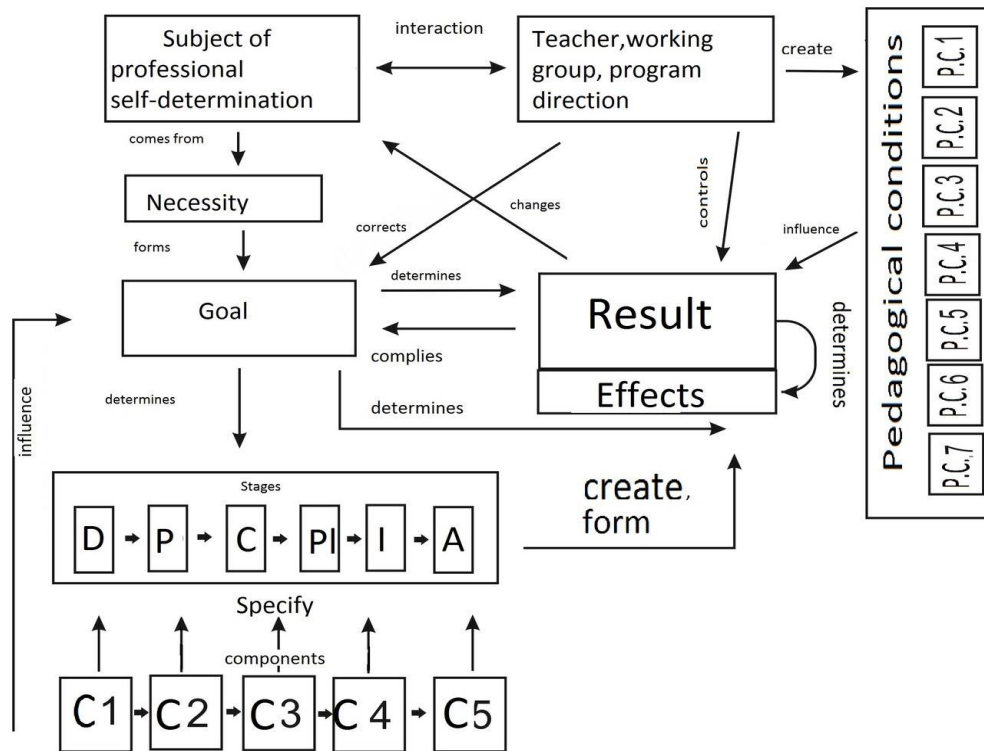


Figure 1. Intentional meaning of “students’ professional self-determination support system”

Conceptualization. Summing up the reasons for support systems designing, the definition of the project’s basic methods, setting goals and tasks, defining criteria and system performance showings, searching for methods and ways of implementation the designed system into practice.

Implementation planning of the system’s functional characteristics. During panel discussions and debates, the following regulated activities are to be performed: modeling theoretically most successful methods and means to solve the problems, which will allow us obtain an optimum result; assessment of the project conditions taking into account its terms, necessary restrictions and costs; detailed planning for work stages; systematization and generalization of the results; construction of the intended result.

Implementation of the project subject-developing self-determination support professional system for students of the university in accordance with the plan and deadlines.

Analysis. This stage allows us to assess the results of the project and its compliance with the set goals and tasks.

System components

In accordance with the purpose of the project and content of the educational process, we conditionally allocated components of the proposed system: diagnosing, motivational, organizational, informative, reflexive (Fedorova and Amirova 2013b). Selection of these components is based on the basic act blocks classification. Each component of the system has a complete structure and is a system of lower order that includes a set of actions as the basic components of the system.

Diagnosing component includes the necessary measures of identifying needs in the various educational resources, definition of support system capabilities in the educational environment, list of the students' individual characteristics.

Motivational component focuses on the educational and informative motivation.

Organizational component considers and corrects the course of the educational process, showing the sequence of purposeful pedagogical interactions, covering all types and forms of classroom and extracurricular activity, forms the focus and logic of attempts for the effective implementation of subject-developing students' professional self-determination support potential.

The informative component determines the content and methodical process maintenance of professional self-determination support in the conditions of additional vocational education.

The reflective component provides the establishment of prompt feedback between teacher and students, timely receipt of information, implementation of corrective actions. This component includes assessment criteria development and performance indicators for the projected system.

Research preparation stage

Previously, to prove our suggestions about relevance of the problem of professional self-determination at the stage of professional education we conducted observation and survey (1795 applicants) (Fedorova, 2011). The study showed that there is a necessity in students' professional self-determination support, as the distribution of responses indicated low autonomy, lack of information about the chosen profession and uncertainty about the professional choice.

On the first (preparatory) stage an ascertaining experiment was carried out to determine the level of professional self-determination on the basis of selected criteria and showings. 109 students of the 5th year and 131 of the 2nd year students took part in the experiment. Methods were selected in accordance with the criteria and showings identified in the support system. As a characteristic of professional self-determination level were used motives of educational activity, verbal ability, professionally significant qualities and personality traits, as well as the knowledge of the employers' and labor market requirements to a specialist. As a result of the study, we obtained the following data: 31 among the 5th year and 26 among 2nd year students have a critical level of self-determination, 56 among the 5th year and 78 among the 2nd year students - low, 14 and 21 respectively - normal, 8 and 6 - high (Figure 3).

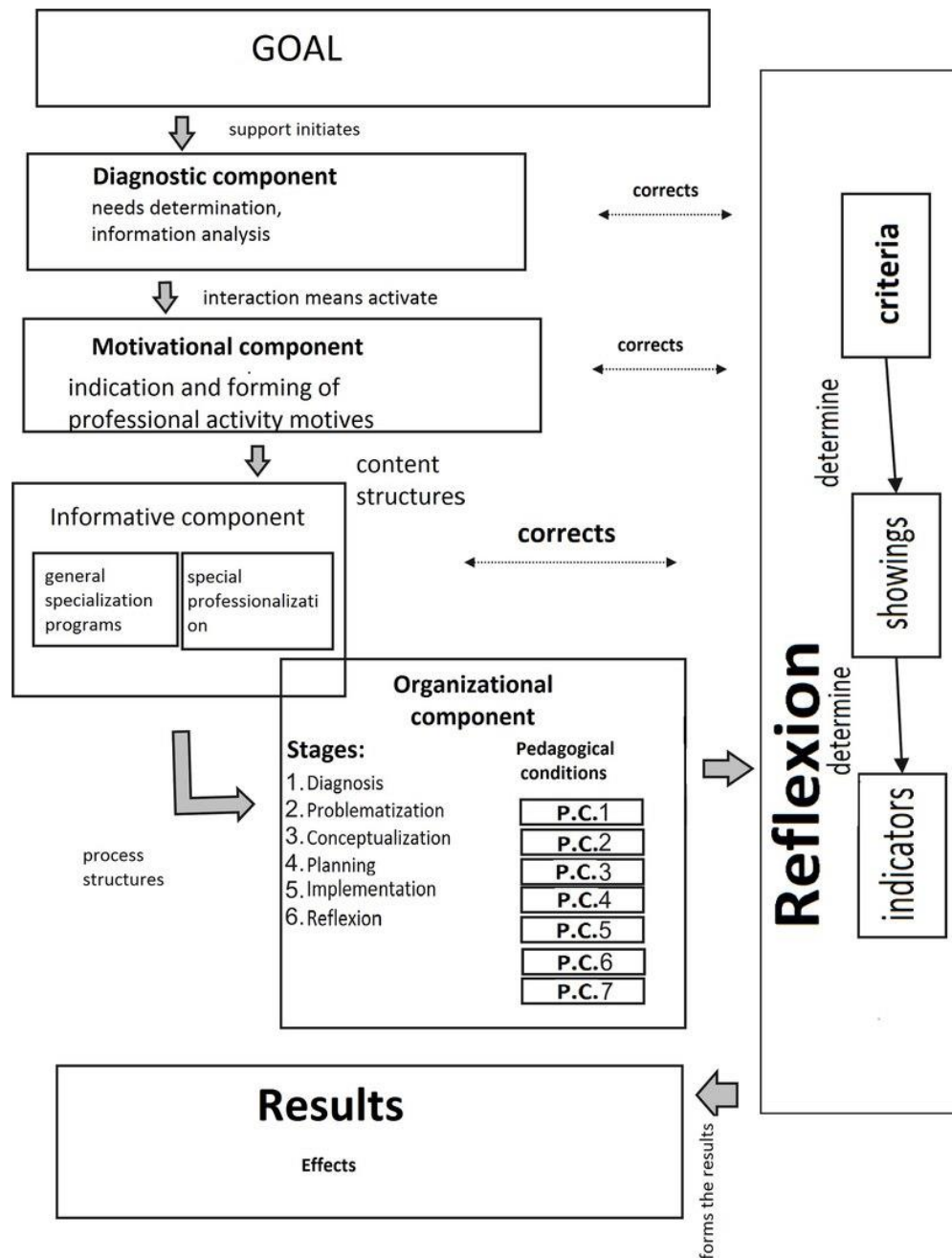


Figure 2. Scheme of the students' professional self-determination support system

Results of the first stage of the experiment confirm the suggestions that professional self-determination of university students needs pedagogical support. In addition, this stage involves monitoring the needs of students in secondary education and marketing activities for the information distribution about the proposed additional educational programs (advertising, production of brochures, and information on the Internet).

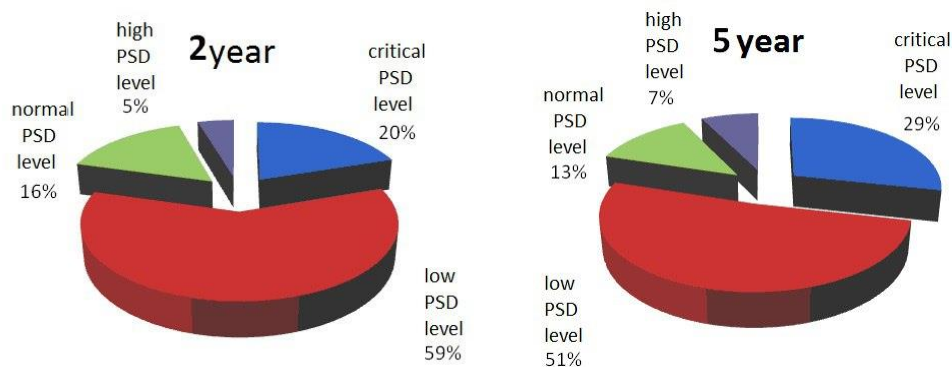


Figure 3. Professional self-determination level of students of the 2nd and the 5th year at the stage of ascertaining experiment.

Formative stage

On the second stage we carried out the formative experiment, developed and implemented subject-developing students' professional self-determination system into the educational process in the conditions of realization of additional educational programs for students of general and special professionalization. With the purpose of overall professionalization we developed and tested "School of Professional Success" program (Fedorova, 2012). At this stage the special educational environment was set and fulfilled to activate subject-developing professional self-determination support system for students of teacher-training university:

Educational process designed on the basis of a flexible additional educational programs range, united by a common purpose. Creating conditions for expansion of individual educational tracks by means of additional education programs, the university gives opportunities to increase the level of professional self-determination of students and graduates. Variability of program contributes to meeting educational needs of a big number of students, such mastering of programs forms readiness to the future professional activities and creates prerequisites for personal and professional self-determination of the future specialist.

Design and implementation of "School of Professional Success", an additional education program of general professionalization; its main content includes Business English, etiquette and image, the psychological bases of self-management and conflict interaction, young specialist's legal culture, technology of successful employment and healthy lifestyle. Thus, we see the task of pedagogical support in forming of a practical skills complex acquired through mastering the supplementary education programs, allowing to be "over the situation", to understand the difficulties and risks, to manage the potential solutions and make conscious choices.

Active communication through social networks and other Internet resources establishes effective collaboration, allowing to accumulate feedback and discussion of results of pedagogical activity.

Cooperative program content design on different levels of interaction (student - student, student - teacher, teacher - teacher). This condition ensures considering needs of each participant of the educational process. This emphasizes the subjective nature of the training.

information technology frequency of classroom and extracurricular activities allowed participants of educational process to see innovative educational technologies, which increased their level of competitiveness.

Educational process design based on the practice-focused orientation.

Considering empathy and emotional component in the educational process. Creating a "situation of success," a situation of emotional comfort, friendliness, mutual support between teachers and students, as well as between students has a positive impact on the educational process and is a motivating factor in the process of mastering a profession. This pedagogical condition plays an important role in shaping students' success-motivation and educational activity, interest to professional growth.

The entire set of pedagogical conditions is aimed at producing of a competitive specialist – the specialist capable of achieving goals in the fast-changing situations by means of having solution methods for wide specter of professional problems, being effective, showing mobility in professional activities, adapting to the needs and requirements of the labor market.

Research results analysis stage

On the third stage of the experiment we analyzed the results, including a survey of the project participants, testing; applied mathematical statistics to process the results, determined the level of students' professional self-determination. Survey of "School of the professional success" attendants showed high quality, high level of organization and effectiveness of the program. The final professional self-determination level test was conducted among students of the control group (61 people) and students of the experimental group (65 people). We obtained following data: control group - 16 people have a critical level, 32 - low, 7 - normal, 6 - high; experimental group - 5 people have a critical level, 25 - low 14 - normal, 21 - high (Table 1, Figure 4).

Table 1. Professional self-determination level test results

Level	Control group, test 1	Control group, test 2	Experimental group, test 1	Experimental group, test 2
Critical	15	16	11	5
Low	40	32	38	25
Normal	6	7	15	14
High	2	6	4	21
OVERALL	63	61	68	65

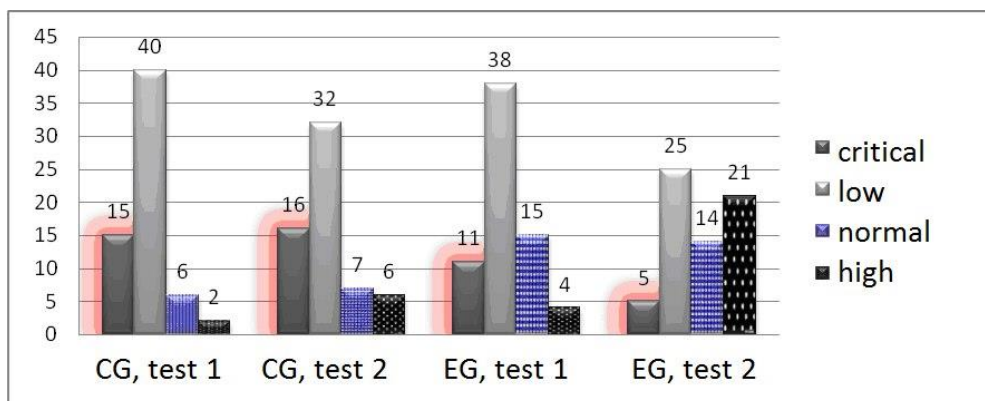


Figure 4. Students' professional self-determination levels

The results of students' professional self-determination level distribution led to the conclusion about the effectiveness our projected and implemented system and recommended pedagogical conditions.

Thus, it was found that the experimental group participants became more confident making their own choices, they learned to see the future perspective, there was an image of professional future, in which they see the track of further development. The necessity of decision-making in competitive labor market conditions is not that scary anymore. Such changes in the control group were not detected.

The result of the professional self-determination level test based on comparison of showings given above, was data that indicated increase of the professional self-determination level of students from the experimental group compared with the control group. In order to determine the efficacy and reliability of the performed processing we additionally processed the results by means of mathematical statistics: we used the chi-square test (χ^2).

Positive changes in the course of forming experiment proves that the stages of the experimental work were successful and the complex of pedagogical conditions that conducting effectiveness of subject-developing support system for teacher-training university students in the conditions of additional vocational education is the necessary and sufficient.

Discussions

Methodological psychological approach basics to the problem of professional self-determination were first mentioned by S.L. Rubinstein (2002) and developed by his students and followers, among them K.A. Abulkhanova-Slavskaya (2001), E.A. Klimov (2010), N.S. Pryazhnikov (1999), etc. This approach actively develops today. Most of the fundamental professional self-identification researches were made within the matter of preparing pupils to choose their professions; E.A. Klimov (2010), N.S. Pryazhnikov (1999), S.N. Tchistyakova (2007), etc. wrote their works on this matter.

Only within past decade of professional self-determination has been designated as an object of research at the stage of professional education and socialization. There were attempts to research this problem from the 'person's professional development' point of view both in the foreign literature, for example, J. Holland (1985), and in domestic, E.F. Zeer (2012).

Analysis of the theoretical research and practice of higher education leads to the conclusion that the problem of person's professional self-determination support for the students and the stage of professional education remains relevant today, both theoretically and practically so significant and, but at the same time so badly studied, which stimulates scientific research.

Conclusion

All these factors lead to the final result - a young specialist, able to adapt quickly to the changing environmental conditions, able to make decisions and be responsible, highly motivated, targeted at continuous personal and professional self-development and self-improvement.

Thus, proposed as part of our study the subject-developing pedagogical support system of professional self-determination of students and pedagogical conditions for its implementation are aimed at the implementation of purposeful professional self-determination process by means of including students' additional education programs into individual educational track.

The theoretical and experimental results of the study given the main conclusions:

Professional education is the space for young people's professional self-determination.

Existing techno-inclusive and methodological approaches to the pedagogical professional self-determination support for students do not use the potential of additional education system, which could significantly improve their professional self-determination efficiency.

We have developed a subject-developing professional self-determination support system for students in the conditions of an additional education that is comprehensive and activates the students' subject position, as well as significantly increase their professional self-determination level, which was proved during the formative experiment.

Potential subject-developing professional self-determination support system for students of teacher-training university is being implemented, according to our hypothesis, through pedagogical interaction, presented as a set of principles, laws and actions of pedagogical projecting.

The main principles for project like a subject-developing professional support system in the conditions of an additional education are the following: human priority; self-developing systems; dynamism, diagnosability, integrity and openness of the educational system; cooperation; mutual determination; mutual initiation; collective motivation; activity.

While designing a subject-developing professional self-determination support system for students of teacher-training university consider the social context, socio-pedagogical features that affect directly the students' professional self-determination process (Kosmynin, 2012).

Designed system let the subject-developing context of additional educational programs activate in the teacher-training universities in the conditions of specially designed complementary pedagogical conditions implementation.

All the abovementioned assumes that the problem of the research is solved in some way: scientifically justified, projected, constructed and implemented, the subject-developing pedagogical professional self-determination support system for university students, as well as the appropriate educational environment conducive to successful professional self-determination of pedagogical high school students is justified and worked out.

Recommendations

The practical significance of the research is as follows: complex program of additional education was developed and successfully implemented in the M.Akmullah BSPU educational process, put together with the project "School of Professional Success"; developed diagnostic tools to assess the level of professional self-determination of university students; developed a teaching aid "Me and my career" for applicants and students; materials and results of research are used in the students'

additional education as well as in the teaching aids composing and in the aids and programs for students' individual educational track.

Acknowledgement

The work is performed according to the Russian Government Program of Competitive Growth of Kazan Federal University.

Disclosure statement

No potential conflict of interest was reported by the authors.

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