

Modern Interactive Technologies of Professional Self-Determination under the Conditions of Overcoming Conflicting Realities

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ABSTRACT

The urgency of the problem under study is due to the fact that the professional life of a person under current conditions is highly dynamic; moreover, the attitude to the profession, the meaning of work, and its results is changing. The purpose of this article is to develop innovative psychological and pedagogical support of the professional self-determination of young students as well as to design an innovative psychological and educational technology of the professional choice promotion of an individual. The leading approach to the study of this problem is the psychological and pedagogical observation and questionnaires, which allow for the identification and the study of the experience in the field of development and application of interactive technologies of the provision of professional self-determination of the youth under the conditions of overcoming conflicting realities. This article presents conceptual provisions of interactive psychological and pedagogical support of professional self-determination of an individual in terms of continuing education as a semantic factor of the professional self-determination of an individual; defines goals, objectives, and principles of the modern interactive technology of psychological and pedagogical support of professional self-determination of the youth under the conditions of overcoming conflicting realities; and reveals an interactive technology for the provision of the professional self-determination of the youth. The article may be useful for psychologists, education psychologists, or career psychologists who are ready to use the Internet in order to facilitate an individual in its professional self-determination – namely, the creation of profession interactive services whose activity is not limited to the search for “the most suitable profession”.

KEYWORDS

Career guidance, innovative technology, innovative technology in professional self-determination, professional self-determination of the youth.

ARTICLE HISTORY

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Introduction

In the context of the socio-economic transformation of the society, the interaction between the man and the profession becomes complicated. The professional life of the man under the current conditions is highly dynamic,

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which is due to the emergence of new professions and a significant complication of the content of labour in traditional activities. The attitude to the profession, the meaning of work, and its results is changing. The main direction of this change is due to an increase in the need for freedom and independent selection. Additionally, the new societal values have led to the demand of the professional world for mobile professionals who are capable of successfully and efficiently unleashing their potential in a changing environment.

In the current socio-economic environment, the principle features whereof are uncertainty, instability, and dynamism, the professional self-determination throughout the entire professional life of the man becomes relevant. The work is now regarded as a semantic factor of the quality of human life and as a means of finding one's place in the society. Unfortunately, most researchers (Zeer, 2010; Zeer & Streltsov, 2016; Pryazhnikov, 2013; Pryazhnikova, 2013; Pyatnitskaya, 2011; Hasanova & Kotova, 2012; Chistyakov, 2005; Dorozhkin, Zaitseva & Tatarskikh, 2016) mark that the youth has not formed their motives of selecting a profession; no motivation to work, awareness of the value of the honest and socially useful work are present; most students do not know how to navigate in the world of professional work; they have no knowledge of the chosen priorities; and no willingness and ability to harmonize professional objectives with other important life goals (recreational and personal, family, and spiritual) are present. In this regard, a problem of the formation of the man's readiness for various options of self-determination and design of one's professional future arises.

Formation of an active position of a self-determining person is only possible by the implementation of innovative methods, forms, and techniques of self-determination.

Development and implementation of the information technology are currently one of the top priorities in the system of provision of professional psycho-pedagogical and profession types of services, including career guidance.

New interactive technologies in the field of professional self-determination can lead not only to a quantitative but also to a qualitative improvement of the process of providing professional psychological and pedagogical services, and creating new possibilities for an effective professional self-determination of the individual. Their practical implementation is rapidly changing both the methods of diagnosis, awareness, design, and education and the very technique of interaction between a career psychologist and the client and with each other as well as the organization of counselling and correction (Pryazhnikov, 2013; Pryazhnikova, 2013; Hasanova & Kotova, 2014a).

The use of modern information technologies in the area of professional psychological and educational assistance leads to the emergence of new social institutions and professional communication models, to the revision of the traditional system of professional values, and to the improvement of the quality of professional life. At the moment, one can talk about the system changes in the field of professional self-determination that are determined by the introduction of new information technologies. Despite the fact that these changes require substantial financial expenditures, as well as labour and time contribution, they are vital. In addition, today's society has caused an exacerbation of the general situation of the professional development of the youth; and the nature of the professional self-determination and the professional self-realization of the

individual has become more complicated due to a number of objective and subjective factors such as:

1. The main resource for the development of the economy as a whole is the human resources. Throughout the past decade, the development of the human resource capacity for the socio-economic development was of particular relevance; at the same time, the issues of professional self-determination of a future specialist for the innovative economy are turning major. The current branch system of professional youth orientation only provides a partial resolution to this problem.

2. The need to update career guidance activities is caused by the current socio-economic modernization of the country:

1) A transition from the industrial development of the society to the post-industrial (information) space, wherein social and professional self-determination serve as one of the central mechanisms of the social and economic development and are a continuous process. At the same time, they take the form of a gradual alignment of an individual set of common and professional competencies by the individual based on its personal capabilities and needs. Because of this, the traditional concept of a “career choice” becomes increasingly less correct and practically applicable. Instead, the assistance in finding resources for an independent formation of one’s own educational and professional formats, as well as training methods for using these resources, is becoming of more interest at this time rather than the assistance in choosing a profession. At the same time, the needs of the economy and the objective needs of society become the factor of the development of the professional sphere to a lesser extent while the importance of the subjective interests of individual employees and the system of their views and values is increasing;

2) An increasing mismatch of supply and demand in the labour market;

3) An imbalance between the qualified experts (transprofessionals) available in the labour market and those who are in demand by the modern economies (a shortage of the necessary number of highly skilled engineering staff and workers in the labour market; a discrepancy between the existing professions, occupations, and skill levels of all categories of job seekers, including young professionals, and the employers’ requirements and the modern production conditions).

3. The current career counselling system does not meet the needs of the post-industrial society: the setting for the organization of vocational guidance, which is often associated only with the orientation and the training of graduates for admission to higher education institutions, was formed in educational institutions and the society as a whole; the prevailing public opinion on the prestige of institutions or the lack thereof at various levels of vocational education, and, as a consequence, the continuing imbalance in the number of graduates

of HE — IVE — PVE establishments.

The low level of preparedness of the teaching staff for the organization of vocational guidance work with pupils and students in the innovation economy; the lack of a unified information system in the field of career guidance; the underestimation of the role of vocational guidance partnerships with a variety of modern markets: the technology market, the competence market, the market of

aspirations of adolescents and the youth, and the market of parental expectations and the aspirations of various professional groups of regions; the absence of a coordinated quality management system of the organization of vocational guidance with students. These negative factors are compounded by the absence of a system of training, retraining, and advanced training of specialists in the field of career guidance: career psychologists, professional counsellors, and professional diagnosticians.

4. The main problem can be defined as follows: the developed career guidance, employment, and skill development system are not conducive to the effective development of the human capital. The thematic core of the solution to this problem is the subject of professional self-determination of the professional development from the beginning of the formation of professional interests, aptitudes, and abilities (12-14 years old) to the completion of the professional activity (60-65 years old).

5. Existing career guidance theories and practice are aimed at information and organizational and practical activities of the family, educational institutions, government, and public and commercial organizations that provide assistance to the individuals when selecting, matching, or changing of professions in the context of individual interests of the individual and labour market needs (Davydova et al., 2016).

6. The effective promotion of personal and professional self-determination of the man throughout the man's life will be promoted by the scientifically based system of vocational guidance and career psychology. The innovative psychopedagogical support of professional self-determination of students under the conditions of continuous education should be conducted by a trained specialist: a career psychologist.

Materials and Methods

Study Methods

Noteworthy is the fact that the theory and the practice of vocational guidance represent a fairly diverse bank of active methods and forms of career guidance. For example, the author's classification of N.S. Pryazhnikov (2013) and E.Yu. Pryazhnikova (2013) highlights the following groups of methods based on career guidance tasks:

1. Information, reference, and outreach methods: job descriptions, reference books, information retrieval systems, and professional advertising and campaigns, excursions, meetings with specialists in different professions, educational and outreach lectures, career guidance lessons, educational films and videos, the use of media, various "professional fairs" and the modifications thereof.

2. Professional psycho-diagnostic methods: conversations and interviews, professional motivation questionnaires, surveys of professional abilities, personality questionnaires and projective personality tests, the method of observation, the collection of indirect information, psychophysiological examination, "professional testing", the use of different game situations, trainings, simulators for the prediction of the willingness to learn new professional activities.

3. Moral and emotional support methods: communication groups (“job clubs” and various versions thereof), communication training, sophisticated methods of individual and group psychotherapy, vocational guidance and career counselling, activating methods (games) containing elements of psychological training, various successful self-determination examples, “labour days”.

4. Methods of assisting in particular choices and decisions: the construction of a “chain” of basic moves, the construction of a system of different customer options for the customer’s actions, the use of different schemes of an alternative selection from among the existing options of the choice of professions (Batyshev, 1998).

Thus, the methods appear, in fact, as scientific and practical means of vocational guidance in the above classification. While analysing various methods, means, and forms of the professional orientation of the youth, one arrives at the conclusion that it is currently necessary to speak about career guidance technologies.

The technology is a combination of knowledge of the ways and the means of any processes as well as these processes, wherein a qualitative change of any object is implemented (Pryazhnikov, 2013).

Currently, the scientific and educational literature uses the terms “educational technology”, “training technologies”, “upbringing technologies”, “psychological technologies”, “innovative technologies”, “practice-oriented technologies”, “competence-oriented technologies”, and others (Zeer, 2009, 2013; Symanyuk, 2005).

On the basis of a theoretical and methodological analysis, we define career guidance technologies as a set of methods, techniques, means, tools, and procedures that ensure a productive interaction of subjects of the vocational guidance process which is aimed at achieving the planned results through the development of the individual.

Most career counselling techniques are traditional while the others are innovation-based and are at the stage of the methodological and theoretical foundation, the development of specific procedures and techniques, and the testing or improvement.

Innovative career counselling techniques are aimed at the subjectivization of the position of the self-determining man.

In this regard, the technologies aimed at achieving the following objectives are of a great interest:

- actualization of an individual personal and a professional potential;
- formation of metaprofessional personality competencies (skills, individual psychological characteristics that determine the success of the implementation of activities or the number of activities);
- formation of an active position of the self-determining person;
- provision of a subject-subject interaction of all the participants of the career counselling process.

Innovative career counselling technologies may overlap both with the pedagogical and the psychological, as well as with the personality-oriented and other technologies. The ratio of these technologies is schematically shown in the diagram (Figure 1).

Experimental Study Base

The Institute for Psychological and Pedagogical Education of the Russian State Vocational Pedagogical University held a study in May and June 2015 to determine the composition and the use of innovative career counselling technologies by professional educational organizations.

The object of the study was the faculty and the staff of the vocational guidance departments of colleges of Ekaterinburg.

The study has surveyed 220 respondents from the Urals College of Construction, Architecture, and Entrepreneurship, Ekaterinburg College of Engineering, Ekaterinburg Economic and Technical College, and the Urals College of Business, Management, and Technology of the Beauty.

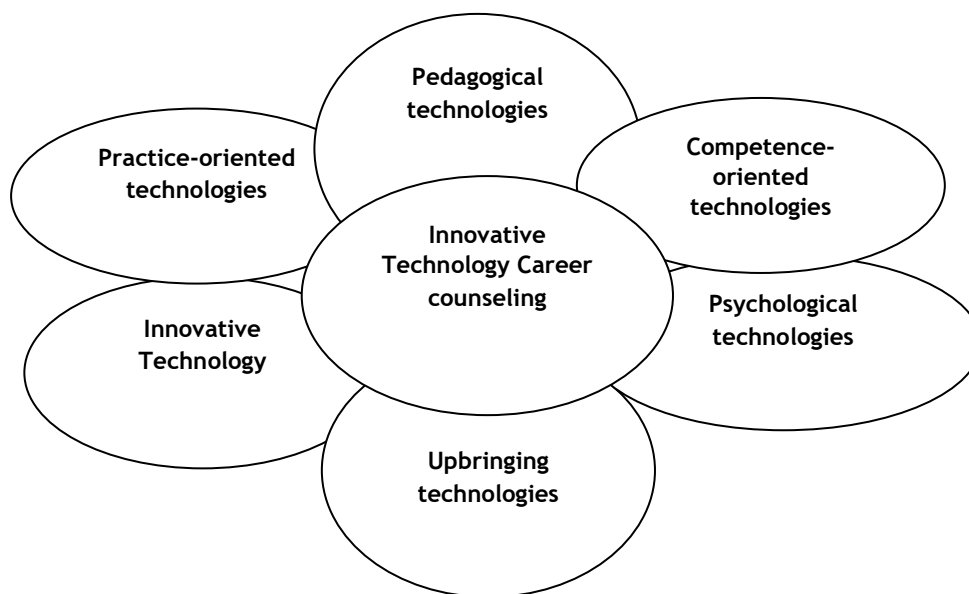


Figure 1. The ratio of pedagogical, psychological, practice-oriented, innovative, competence-oriented, and other technologies

Results

According to the survey, the largest number of respondents have demonstrated knowledge of both traditional and innovative techniques of career counselling in the following proportions: career guidance trainings and problem lectures (23%), elective courses (19%), web quests (8%), foresight sessions (4%), case studies (7%), dialogue, problem and modular training and job fairs (3%) as well as quest tasks, business games, and professional testing with the use of computer technologies (2% of respondents).

When asked, “what career counselling technologies they use in professional activities” the respondents provided the following answers: 36% of respondents selected “lectures”; 18% of respondents, “trainings and discussions”; 12% of respondents, excursions and test methods; and only 4% of respondents showed the active use of computer tests and programs, as well as competitions and project plans, in their professional work (Figure 2).

Thus, the results of the study demonstrate that the majority of respondents (86%) use mostly traditional professional self-determination technologies in their professional work.

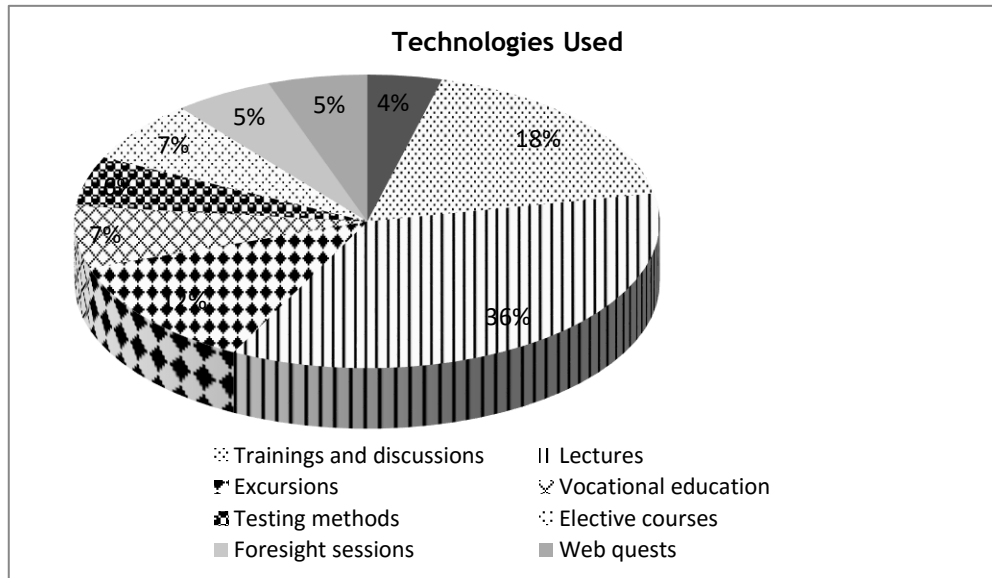


Figure 2. Chart of the allocation of common indicators of responses of teachers and teaching staff of vocational guidance departments to the question: “What professional self-determination technologies do you use in your professional work?” (expressed as %)

Discussions

The methodological basis of the study is the philosophical, the pedagogical, and the psychological concepts that reveal the nature of the individual; psychological development mechanisms and stages of the individual; and psychological features of the purposeful formation of professionally important substructures of the personality of the man. When developing the model of the innovative psycho-pedagogical support of the professional self-determination, the activity approach is of a major importance L.S. Vygotskiy (1996), B.F. Lomov (1984), A.A. Leontiev (1996); this model is aimed at the study and the evaluation of activities in terms of the diversity of personality-forming activities which allow instilling certain qualities and behaviours in future specialists that are demanded in the social and professional field.

The personality-oriented approach S.Yu. Batyshev (1998), V.V. Serikov (1999), I.S. Yakimanskaya (2000) involves the implementation of the humanistic quality examination based on the recognition of the individual development of all the subjects of the educational process.

The competence-based approach (E.F. Zeer (2006; 2009); I.A. Zimnyaya (2000); E.V. Tkachenko (2009), A.V. Khutorskoy (2012) involves the development of criteria and indicators for the evaluation of productivity and effectiveness of career guidance activities based on a set of dedicated strategic competencies of future professionals.

The success of the design of innovative psychological and pedagogical support of the professional self-determination of students under the conditions of

continuous training is evaluated within the framework of the diagnostic approach. Promotion of the individual in professional self-determination through the career counselling interactive service, provision of the career guidance assistance can be implemented with the use of Internet technologies, the main difference whereof is expressed in such features as responsiveness, the lack of restrictions on access to resources, and the ability to test data through other sources.

Currently, the most acceptable form of the Internet technologies for the psychological assistance support is online counselling. This is a remote form of psychological assistance and an efficient and secure way to help the individual exit the crisis and solve professional problems.

Online counselling is based on semantic communications implemented by means of writing (textual information). Semantic communications are used as the basis for the construction of a dialogue between communication participants. For an effective dialog, forums and chat rooms are created, representing the habitual virtual space for communication. In general, the technical possibilities of modern Internet technologies make it possible to implement the main activities of career counselling service effectively.

The professional formation covers a large part of ontogenesis of the man, namely: the period from the beginning of the formation of professional intentions (14-17 years old) and until the completion of the professional life (55-60 years old). This heterochronic process can be divided into the following stages: option, vocational education and training, professional adaptation, professionalism, and mastery. Professional self-determination of the individual is a productive process of professional development and self-development of the individual, of mastering and self-design of professionally oriented activities, the definition of its place in specific activities, unleashing of one's potential and self-actualization of oneself in the profession.

The novelty of the problem lies with the fact that the specific features of the professional selection issue are determined by the unstable situation in the labour market and by the need to develop a new social experience. New professions and specializations that have appeared in connection with the transition to a market economy are still lacking roots in the professional culture of our society. Creating the conditions for a successful professional self-determination is increasingly becoming of more interest at this time. The most important aspect is the organization of a psycho-pedagogical support of professional self-determination based on abilities and interests as well as on the needs of society.

Career guidance is not only the solution of problems of tomorrow but also an important contribution to the solution of the actual social problems of today. What is important is the continuity of the process of professional self-determination; the readiness for professional mobility, which includes a special set of competences, involving the possibility of alternative professional scenarios of the man; a tiered approach, which involves the allocation of certain levels of development of professional self-determination of the subject, that significantly simplifies the setting of individual objectives and the selection of individual means of support of professional self-determination, as well as the assessment of the effectiveness of activities of the support of the professional self-determination of the individual.

The psychological and pedagogical support of professional self-determination in terms of continuing education that is offered by our team is aimed at developing innovative technologies that contribute to the formation of an active position of the man as a subject of professional self-determination both as a subject of vocational training and as a labour subject. At each of these levels, the diagnostic tools, technologies of support of the professional self-determination and the means of the performance evaluation are defined adequately to the goals and the objectives. The interactive career counselling service is a psychological and educational service in the field of professional self-determination of the individual that is used to organize joint activities of career psychologists, career teachers, and their clients based on the use of the Internet (in the form of a psychological portal).

Most of the researchers are unanimous in that the interactive space (environment) provides a unique opportunity for a brand new development of the field of professional self-determination of the individual. Using the Internet space to provide different types of services, including psychological and educational assistance in the professional development of the individual, has spread in the last few years.

The Internet is a perfect environment for the design of collaboration of the client and the career counsellor because it allows the use of virtually unlimited resources for the implementation of various forms of self-determination and professional technology by stakeholders in the course of identification, discussion, and practical solutions to various issues and problems.

Taking into account the specifics of the Internet (anonymity, the lack of a physical contact between the client and the career counsellor, and the ability to impersonate another person), the creation of online career counselling services should begin with the development of a system of models of interaction between the career psychologist and the client (user). This development comes, primarily, to the design of a comprehensive psychological Internet portal and the definition of the range of tasks this portal can provide and, secondly, to the analysis of the features of requests of different groups of customers who will be using the system.

Conclusion

Based on the results of the study, it can be concluded that the current career counselling system does not meet the needs of the post-industrial society: the setting for the organization of vocational guidance, which is often associated only with the orientation and the training of graduates for admission to higher education institutions, was formed in educational institutions and the society as a whole; the prevailing public opinion on the prestige of institutions or the lack thereof at various levels of vocational education, and, as a consequence, the continuing imbalance in the number of graduates of HE — IVE — PVE establishments; the low level of preparedness of the teaching staff for the organization of vocational guidance work with the youth in the innovation economy; the underestimation of the role of vocational guidance partnerships with a variety of modern markets: the technology market, the competence market, the market of aspirations of adolescents and the youth, and the market of parental expectations and the aspirations of various professional groups of

regions; the absence of a coordinated quality management system of the organization of vocational guidance with students.

One of the possible solutions to the stated problem is to use the online space in order to facilitate an individual in its professional self-determination — namely, the creation of profession interactive services whose activity is not limited to the search for “the most suitable profession”.

For example, the model of interactive career counselling service developed by the Institute of Psychological and Pedagogical Education of the Russian State Vocational Pedagogical University (RSVPU) involves the implementation of several activities (online information, online diagnostics, online counselling, online correction, Internet design, and online education) under certain conditions (the presence of a specially organized portal, the provision of technical support in the course of online psychological assistance, a high level of computer literacy of the participants, professional competence, and experience of career psychologists) (Hasanova & Kotova, 2014b).

A network of profession Internet portals that are supervised by educational organizations but are available to external users constitutes a necessary but under-represented segment of the virtual professional space.

Using the capabilities of the interactive profession service will help address a wide range of self-determination issues: educational and professional communications, the self-organization of driving activities, the informed choice of a professional life strategy based on the analysis of the event-based patterns of the way of life of the individual and the professional development determinants.

Thus, this study, which is aimed at identifying the modern interactive technologies for the provision of professional self-determination of the youth under the conditions of overcoming conflicting realities, has allowed for creating an objective information basis for the creation of interactive technologies of professional self-determination and for adjusting training, educational, and scientific work by drawing up a road map for the implementation of professional support in RSVPU for 2016-2020, wherein the needs and the interests of students, as well as the dynamics of their values and attitudes, will be taken into account in a fuller volume. In addition, the development of practical recommendations aimed at improving the organization of vocational guidance and educational processes in accordance with the requirements of improving the quality of the graduates is planned on the basis of the study results.

Recommendations

The significance of the study lies with the fact that these results allow for:

— developing a model of interactive career guidance technologies of the professional self-determination of the individual in the context of overcoming conflicting realities;

— implementing a comprehensive analysis of the methods, innovative technologies, and expert procedures of psychological and pedagogical support of professional self-determination of the students in a continuing education process;

— considering and complying with the requirements and expectations of clients in the course of the educational process in order to improve the

organization of career guidance by educational institutions of various types and levels;

— developing and implementing a roadmap and a set of scientific and methodological support for the use of interactive career guidance technologies of the professional self-determination aimed at organizing an effective professional adaptation and professionalization of specialists which may be useful in the practical operation of industrial enterprises, organizations, and institutions.

The contents of this article can be useful for teachers, practical psychologists, career psychologists, and career teachers who adapt to the new conditions of professional work in the field of vocational guidance and education.

In the course of the study, new questions to be answered and problems to be solved have been raised. We need to continue the study in the field of development of modern interactive technologies of the provision of professional self-determination of students under the conditions of overcoming conflicting realities.

The information obtained is the foundation for evidence-based judgments about the quality of not only the career guidance and education process but also of the educational environment of higher educational establishments as a whole and reveals the reference points for the definition of “bottlenecks” in order to further improve the activities at various levels.

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