

# INSTITUTIONAL AND TECHNOLOGICAL CONTRADICTIONS OF PROFESSIONAL SELF- DETERMINATION OF SCHOOLCHILDREN (ON THE EXAMPLE OF THE OMSK REGION)

Vladimir Polovinko – Igor Dinner

---

## Abstract

The definition of the trajectory of professional development largely determines the quality of working life. The question is especially acute for applicants (schoolchildren). Existing methods of promoting professional self-determination weakly correlate with the principles of continuous professional development, broadcast the prevailing ideas about the structure of professions, and poorly take into account new forms of employment. The state is aimed at early career orientation, enshrining in the educational standards the choice of education profile at 13 years old, the choice of profession and university or place of work at 17 years old, and the higher education system focuses on the choice of enterprise and place of work at the beginning professional education. Vocational guidance mechanisms and technologies do not meet institutional requirements. The aim of the study is to identify technological and institutional contradictions in the process of professional self-determination of students. The hypothesis of the study is that the effectiveness of vocational guidance methods does not allow students to form a trajectory of professional development. Gaps are identified between the content of professional self-determination methods and institutional requirements. Based on this, a model of a career counselor as a subject of professional self-determination of schoolchildren was developed.

**Key words:** trajectory of professional development, professional self-determination, school students

**JEL Code:** J 24, J 21

---

## Introduction

The choice of a profession, the form of employment, and the determination of the path of professional development largely determine the quality of working life and the continuity is

noted. A particularly acute question is for schoolchildren who are at the beginning of this complex, multi-stage and contradictory path. It is the initial stage that sets the trajectory of professional development, which is not easy to adjust. Technologies for professional self-determination are being developed, and special programs, models and concepts are being developed at the state and regional levels (Iakunina A. V. (2018), Yakimova N. (2011)). However, as analysis has shown, these efforts are aimed at solving local problems of professional self-determination (choice of profession / university / place of employment). They weakly correlate with the principles of continuous professional development in the conditions of the fourth industrial revolution, broadcast the prevailing ideas about the structure of professions, and poorly take into account new forms of employment. The state is aimed at early career orientation, enshrining in the educational standards the choice of education profile at 13 years old (grade 9), the choice of profession and university or place of work at 17 years old (grade 11), and the higher education system focuses on the choice of enterprise and place of work at the beginning professional education. Vocational guidance mechanisms and technologies do not meet institutional requirements (Arbuz A., Dinner I.(2018), Dinner I., Polovinko (2018)).

The choice of professions was studied by such scientists as Khakunova, F. P., Brantova, F. S., Khakunov, N. K., & Shakhbulatova, P. M. (2018), Vybornova, V., & Dunaeva, E. (2007), Chehlovs, M., & Chehlova, Z. (2015). The issues of the formation of an environment of professional self-determination were investigated in the works of Radetskaya I., Rudenko I., Busoedova T. (2020), Abakumova N., Borisova A. (2019), Afanasyev V., Kunitsyna S., Nechaev M. (2019), Guichard J. & Dumora B. (2008). Questions of designing the career of young people are presented in the works Kurilova A., Enin A. (2016), Vanhalakka-Ruoho M. (2010), Westergaard J. (2012).

## **1 Sample model and method**

The aim of the study is to identify technological and institutional contradictions in the process of professional self-determination of schoolchildren, to develop recommendations for increasing the effectiveness of vocational guidance measures as the initial stage of a multi-stage process of professional development of schoolchildren. Research objectives: to evaluate the effectiveness of career guidance measures in terms of their impact on the awareness of the choice of profession and the path of professional development at various institutionalized

stages; determine the principles and content of career guidance measures for students taking into account institutional requirements; to offer comprehensive technologies for professional self-determination of students taking into account the prospects for the professional division of labor and the development of forms of employment. The main hypothesis of the study is that the applied methods and technologies of professional self-determination do not allow students to form a trajectory of professional development, do not take into account institutional stages. Data for the present study were collected in the period February 2018. We used the method of survey questionnaire in order to collect the data. The subjects of the study were high school students in the Omsk region. The method of non-probability quota sampling was exploited in order to build a sample with respect to a) place of respondent's permanent residence (city/village) and b) year of study (9th year; 10th year, 11th year). The model of general population and sample structure is presented in the table below (see table 1).

**Tab. 1: Sample model of the study**

	Total		Sample	
	people	%	people	%
All	36 069	100.00	11 691	32.41
City	19 877	55.11	6 760	57.82
Village	16 192	44.89	4 931	42.18
City				
9 <sup>th</sup> year students	9 796	49.28	3 259	48.21
10 <sup>th</sup> year students	5 328	26.80	1 845	27.29
11 <sup>th</sup> year students	4 753	23.91	1 656	24.50
Village				
9 <sup>th</sup> year students	8 782	54.24	2 717	55.10
10 <sup>th</sup> year students	3 843	23.73	1 067	21.64
11 <sup>th</sup> year students	3 567	22.03	1 147	23.26

Source: authors

Parents of schoolchildren were interviewed as experts evaluating the effectiveness of vocational guidance measures. Their selection was carried out in a random mechanical way - in the classes where the students who fell in the sample study, the sample included the parent of every fifth student in the class (according to the list in the school journal). A total of 2707 parents are included in the sample.

## 2 Results

The institutional field for choosing a profession is enshrined in the Federal Law of the Russian Federation “An Education Act” and developed in documents specifying it. Based on this, it is possible to determine the main stages of choosing an option for professional self-determination. The first institutional stage is grades 8–9, when it is necessary to decide: continue education in secondary vocational education organizations or continue education in high school with a compulsory choice of education profile. The results of the survey showed that at this stage it is important to formulate about the presentation of the value-semantic aspects of professional activity, trends in the world of professions, as well as primary ideas about the labor market, the skills of using information to search for a profession, the first diagnosis of competencies and help in self-knowledge. The second institutional stage is grade 11, when school graduates choose options: employment / training in higher education. Vocational guidance activities should be aimed at detailing the choice of options formed earlier. The study showed that at this stage, the activities should show possible development options in the profession, contribute to the analysis of the benefits when choosing an educational institution, and demonstrate the possibilities of further work.

At the same time, the abundance of vocational guidance measures does not always provide high performance. It can be stated that about 90% of schoolchildren took part in certain events. But satisfaction with it is below the average level (see table 2), which demonstrates the separation of content from the tasks of the institutional stage.

**Tab. 2: General satisfaction with vocational guidance measures for schoolchildren (% of respondents)**

	Really liked	Liked almost everything	Most did not like	Absolutely did not like	Coefficient
Total:	12.22	54.57	22.36	10.85	0.35
including:					
9th year students	13.76	55.35	20.10	10.79	0.41
10th year students	12.02	53.56	23.24	11.19	0.32
11th year students	9.46	54.15	25.81	10.59	0.26

Source: authors

It is noteworthy that 11th grade students are least satisfied with these activities. Most likely, this is due to higher demands and the persistent need to make choices.

To assess the effectiveness of measures for professional self-determination, all of them are grouped into measures of a general orientation, a professional orientation, an individual orientation. Respondents were asked the question «Evaluate the impact of various events on your professional self-determination (choice of profession, university, employment)» with answer options with a modified Likert scale (0 - did not affect, 1 - affected, 2 - strongly affected). Based on this, the effectiveness coefficient of each event was calculated as a weighted average. The results are presented in table 3.

**Tab. 3: The effectiveness of career guidance methods at the main institutional stages of schooling**

Activities	9 <sup>th</sup> grade	10 <sup>th</sup> grade	11 <sup>th</sup> grade	Parents
<b>General activities</b>				
exhibitions (fairs) of professions	0.63	0.51	0.25	0.41
Thematic classes	0.56	0.37	0.34	0.44
speeches of representatives of universities and colleges at school	0.59	0.61	0.56	0.43
<b>Professional Activities</b>				
Trips to enterprises	0.53	0.77	0.66	0.59
meetings with professionals	0.65	0.88	0.64	0.64
professional tests	0.65	0.68	0.78	0.57
<b>Individual Activities</b>				
master classes, trainings on the choice of a profession (selection steps)	0.46	0.71	0.67	0.58
individual consultations	0.45	0.62	0.85	0.57
ability testing (psychological)	0.38	0.46	0.32	0.35
profile shifts for vocational guidance (included immersion)	0.52	0.63	0.56	0.56

Source: authors

The results show that priority is given to individual activities (especially in high school). Interests in events of different orientations differ from the institutional stage. So, for pupils of the 9<sup>th</sup> grade, in comparison with other stages, activities of a general orientation are more important, and a little less - of an individual orientation. For students of grade 11<sup>th</sup>, the general orientation is not highly relevant, individual work and immersion in the profession are important here.

Based on the analysis of answers to questions about the content of career guidance activities, priorities were identified for each institutional stage (see table 4).

Solving the question of who should carry out work to promote professional self-determination in the study, the question of the influence of different subjects on the choice of

a student was decided. The results show that about 60% of schoolchildren are oriented towards the opinions of their parents.

**Tab. 4: Priorities for professional self-determination at various institutional stages of schooling \***

Object	Purpose (selection)	The focus of the activities			Modules			
		General	Vocational	Individual	Professions	Employment	Education/Development	Diagnostic of potential
Schoolchildren of grades 7th-9th	School / Secondary vocational education; school profile	+++	+	+	+++	+	++	++
Schoolchildren of 10th classes	Options for development	+	+++	++	+++	+	++	++
Schoolchildren of 11th classes	University / Secondary vocational education /	+	++	+++	+++	+	+++	+

Source: authors

\* where, (+) the degree of relevance is low; (++) the degree of relevance is average; (+++) high relevance

In general, parents are quite deeply aware of their responsibility: 41.5% initiate a conversation with the child about the choice, 46.4% answer the child's questions. But every eighth parent does not participate in the process of vocational guidance for the child. Teachers are very active in the process of professional self-determination of students. 86.2% of teachers try to participate in career guidance activities. There is a discussion about the introduction in schools of the position / function of “career counselor”. The study showed that the quality and competence of the actors who carry out this work is low. Therefore, the authors developed a competency-based model of a career counselor (see Fig. 1).

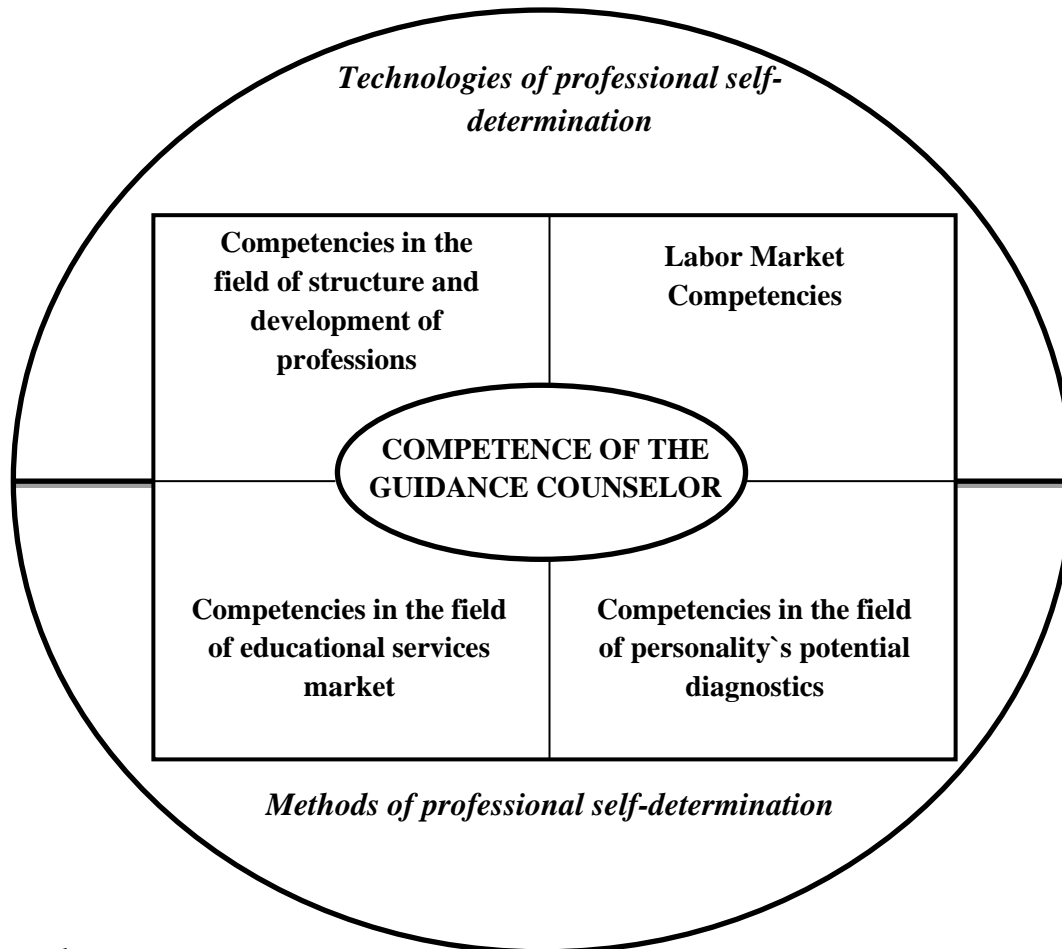
## Conclusion

Thus, despite the large number of measures to promote professional self-determination, their effectiveness remains low. This is due, including the fact that they are poorly linked to the tasks that schoolchildren face at different institutional stages. The study refined these tasks and proposed technologies for each of them.

The variety of technologies generate a variety of subjects that affect the professional self-determination of students. Each of them realizes its interests. As a result, the information field for schoolchildren is a “patchwork quilt”, “a varied puzzle” - everything seems to be

there, but the overall picture is not conscious. Therefore, only 31% of school graduates have precisely decided on the choice of profession and university, and only 18% are confident in their choice. Given the tasks and structure of issues that interest students and parents in the problem of professional self-determination, a competency-based model of a “career counselor” has been developed as part of the study.

**Fig. 1: Competency model of career counselor**



source: authors

It includes the following modules: competencies in diagnosing the potential of the individual (resources and areas for the development of personal and other qualities), competencies in the structure and development of professions (especially important in the conditions of transformation of the division of labor during the digital economy and the fourth industrial revolution), competencies in labor market (on methods of employment, forms of employment), development competencies (choice of university or college, educational path).

These competencies should be implemented with the help of modern methods and technologies that are adequate to the interests and needs of students.

### Acknowledgment

The reported study was funded by RFBR according to the research project № 19-010-885 A.

### References

1. Abakumova N., Borisova A. (2019). Implementation Mechanisms and Development Stages of Junior Skills as a Promising Program of Students' Early Professional Self-Determination. *Tomsk state university journal*, 446, 170-177. doi: 10.17223/15617793/446/21
2. Afanasyev V., Kunitsyna S., Nechaev M. (2019). Formation of the Environment of Professional Self-Determination in Russian Schools. Pproceedings of the International Conference on the Development of Education in Eurasia (ICDEE 2019),316, 86-91.
3. Arbuz A., Dinner I. (2018). Influence of professional self-determination and professional orientation of young people of Omsk region on migration expectations. Proceedings of the 12th International Days of Statistics and Economics, 54-63.
4. Chehlovs, M., & Chehlova, Z. (2015). The Development of the Professional Self-Determination of Senior Secondary School Students in the Process of Specialized Education. SOCIETY, INTEGRATION, EDUCATION. Proceedings of the International Scientific Conference, 2, 18. doi:10.17770/sie2015vol2.456
5. Dinner I., Polovinko V. (2018). Features of professional self-determination and profession orientation of young people in the digital economy. Proceedings of the 12th International Days of Statistics and Economics, 335-343.
6. Guichard, J., & Dumora, B. (2008). A Constructivist Approach to Ethically Grounded Vocational Development Interventions for Young People. *International Handbook of Career Guidance*, 187-208. doi:10.1007/978-1-4020-6230-8\_9
7. Iakunina, A. V. (2018). Factors of choice of profession and their influence on the process of professional self-determination of high school students. Тенденции Развития Науки и Образования. doi:10.18411/lj-12-2018-111
8. Khakunova, F. P., Brantova, F. S., Khakunov, N. K., & Shakhbulatova, P. M. (2018). Professional self-determination of high school students as a psychological and pedagogical problem. Научные тенденции: Педагогика и психология. doi:10.18411/spc-04-12-2018-04



9. Kurilova A., Enin A. (2016). The principal components of the career prospects of senior schoolchildren. *Russian psychological journal*,13,4,68-83. doi: 10.21702/rpj.2016.4.4
10. Radetskaya I., Rudenko I., Busoedova T.( 2020). Innovative practices in children's voluntary associations aimed at preparing schoolchildren for professional self-determination. *Turismo-estudos e praticas*.
11. Vanhalakka-Ruoho, M. (2010). Relational aspects in career and life-designing of young people. *International Journal for Educational and Vocational Guidance*,10(2), 109-123. doi:10.1007/s10775-010-9178-8
12. Vybornova, V., & Dunaeva, E. (2007). Problems of Young Peoples Professional Self-Determination. *Russian Education & Society*,49(3), 47-60. doi:10.2753/res1060-9393490304
13. Westergaard, J. (2012). Career guidance and therapeutic counselling: Sharing 'what works' in practice with young people. *British Journal of Guidance & Counselling*,40(4), 327-339. doi:10.1080/03069885.2012.687711
14. Yakimova, N. (2011). Professional self-determination and professional orientation of the youth: The present trends and problems. *Demography and Social Economy*, (1), 142-149. doi:10.15407/dse2011.01.142

### Contact

Vladimir Polovinko

Omsk F.M. Dostoevsky State University

Russia, Omsk Region, Omsk, 55A Mira prospect.

[pw3@mail.ru](mailto:pw3@mail.ru)

Igor Dinner

Omsk F.M. Dostoevsky State University

Russia, Omsk Region, Omsk, 55A Mira prospect.

[igor-dinner@yandex.ru](mailto:igor-dinner@yandex.ru)