

SOCIO-PEDAGOGICAL CORRECTION OF STUDENTS' CAREER GUIDANCE

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The analysis of practical activities of universities on career guidance of students shows that this activity is mainly carried out in the process of prof-consultation and advertising events for applicants. This trend limits the purposes of students' career guidance on free and conscious choice of profession in accordance with their individual abilities, interests, aptitudes, needs in socio-labor and life environment and requires imperative scientifically based adjustment. In this regard, the focus in this paper is given to the justification of theoretical and methodical approach to the development of mechanisms of socio-pedagogical correction of career guidance of University students presented in the content of the interdisciplinary training module. To substantiate theoretical and practical significance of these mechanisms the study applies a monitoring method that allows continuous monitoring of the process and adjusting of the problems. In the paper the modern discourse of the notion "career guidance" is examined; mechanisms of socio-pedagogical correction of career guidance of University students are defined, the structure and content of interdisciplinary training module "Career guidance of students in the modern work" is demonstrated and its efficacy is proved. The paper presents the results of the study which may be useful for practical activities of teachers, methodologists and organizers of career guidance, the curators of the universities.

Keywords: Career guidance, career choice, occupational adaptation, pedagogical correction mechanisms.

INTRODUCTION

The last decades of the new century with their revolutionary pace of technological development and communicational means have radically changed the world. These changes have touched almost all spheres of human activity – politics, Economics, public administration, education, healthcare, service sector, etc. (Abdeyev, 1994; Lisovsky, 2000; Pryazhnikova, 2010; Fayzullina, 2015). Previous – industrial stage of development of society provided the possibility of quantitative satisfaction of most human needs. So, according to experts A.R. Masalimova & V.G. Ivanov

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(2016), K.A. Abulkhanova-Slavskaya (1991), I.A. Zhdanov (1991), E.A. Klimov & O.G. Noskova (1992) the industrial society needed a worker, which almost irrespective of the scope of their work unconditionally complied with the instructions of the authorities, and was unified workforce needed by Electromechanical technology and production lines in the industry. Therefore, the production and mass training involved not only the obtaining of actual knowledge, but also the formation of punctuality, obedience and willingness to carry out the mechanical, monotonous work (Sadovaya, Luchinina & Reznikov, 2016; Zakirova & Purik, 2016). The problem of increasing productivity in the industrial production of the twentieth century demanded the optimization of the human factor that led to the emergence of career guidance – special social and psycho-pedagogical activities for selection of employees that were most appropriate for their psycho-physiological qualities to certain types of industrial labor (Hall & Briscoe, 2006; Patton & McMahan, 1999; Toffler, 1999):

- each person’s individual qualities and occupationally significant abilities are most appropriate for a single profession;
- occupational success and satisfaction with profession are conditioned by the degree of compliance of individual qualities and requirements of the profession;
- career choice is a conscious and rational process of correlating individual dispositions of psychological or physical qualities with the requirements of the profession (Bauman, 2004).

The study finds that in the changed circumstances of the XX1 century traditional purposes and approaches of the career guidance lose their significance and relevance and contribute to the emergence of new directions. Labor activity and related to it career guidance is no longer “customize” a particular individual under the requirements of the profession, and take into account his personal features, abilities and motivation, allowing possibilities for complete self-realization in the chosen field of activity. This increases the degree of responsibility of the employee, he is required to do the activity, to manifest flexibility of thinking, demonstrate ability to continuous learning, etc. And it does not depend on the scope and direction of activities. It is proved that the need for continued development is dictated primarily by external geopolitical conditions and a timely awareness of it contributes to a more successful social functioning as of individuals and society as a whole (Sakhieva & Kuvaldina, 2016; Fayzullina & Saglam, 2015). In addition, the professional development of the personality is heavily influenced by factors such as uncertainty in the choice of occupational opportunities and career roles; the relationship of career transition processes and changes in life; individualization and alternative experience; a transition from the influence of socialization to the impact of changes in

organizational roles and personal change; a sense of responsibility for one's own career; breaking the subjective cycle of psychological success and other things. According to experts and the results of practical activity on career guidance at universities, these trends define the mandatory objectives of socio - pedagogical correction of University students' career guidance. In this regard, the big attention in this paper is given to the justification of theoretical and methodical approach to the development of mechanisms of socio - pedagogical correction of University students' career guidance (objectives, structure and content, technologies, performance criteria) presented in the content of the interdisciplinary training module. The effectiveness of the interdisciplinary module is proved by using "high", "sufficient", "average" and "low" levels of maturity of axiological-semantic component of students' career guidance.

LITERATURE REVIEW

Discursive content's features of the notion "career guidance of students"

The study finds that changes in the employment relationship of post-industrial economy have had a direct impact on the transformation of the goals and content of students' career guidance. The British sociologist Z. Bauman (2004) described this trend in the following way: "Today the situation is changing, and the most important element of this change becomes the new, "short-term" mentality instead of the "long-term"... According to the latest calculation, a young American with an average level of education during working life expects, at least eleven changes of jobs, and these expectations of change points of application of the abilities will certainly grow before he or she will be able to find the best option". Traditional approaches to students' career guidance in modern conditions are losing their significance and relevance, which contributes to the new directions, characteristic for the changed conditions of the world. In these circumstances, a particular individual is not "adjusted" under the requirements of the profession, but his personal characteristics, abilities, and motivation are taken into account, above all, allowing possibilities for the most complete fulfillment and satisfaction from the activities. This increases the degree of responsibility of a specialist, his activity, flexibility of thinking, ability to continuous learning are required, etc. And this is regardless of the professional sphere and directions of activities. The need for continued development is dictated primarily by external conditions, and the timely awareness of this contributes to a more successful social functioning of the individual, and society as a whole. The study identified trends, confirming the assumption that modern University students' career guidance represents the social – pedagogical process, the active components of which are:

- personality (intrapersonal variables): knowledge, abilities, skills, the interests, capacities and limitations, personality traits, beliefs, values, age,

self-concept, physical characteristics, health, gender, sexual orientations, ethnicity, knowledge of the labor market;

- “socio-labor and life environment” (variables of the context): family, belonging to a particular small group, socio-economic status, membership of a particular social group, current workplace, labor market, educational system, place of residence, political preference, historical trends, mass media, globalization.

These components, in turn, are themselves processes, cyclically varying in time, in content, in communications, technologies that determine the appearance of new professions and correct the content of career guidance activities in general. Career guidance activities in the educational institution in this regard is seen as a scientifically based system of training of the individual to a free and independent choice of profession in accordance with individual abilities, interests, aptitudes and needs of social, labor and life environment.

The study proves the effectiveness of the use of this definition in the process of socio-pedagogical correction of University students' career guidance.

Alternative approaches of scientists to the research problem

The process of rethinking a system of students' career guidance of the XXI century is initiated by the works of Z. Bauman (2004), T. Parsons (2002), T. Toffler (1999), D. T. Hall (2006). In these fundamental studies the basic approaches and directions of planning in the system of formation of students' career guidance as a phenomenon of postindustrial society are presented. The study proves the efficiency of the approaches of Russian scientists (Antipjev, 2012; Kobylin, 2014; Kuzmina, 2012; Malin & Kozhevnikov, 2012; Chugunov, 2007; Shaikhidinova, 2004; Shchelkunov, 2010) to identify factors that directly affect the professional orientation of students of post-industrial society: the uncertainty of the choice of occupational opportunities and career roles; the relationship of career transition processes and changes in life; individualization and alternative experience; the transition from the influence of socialization to the impact of changes in organizational roles and personal changes; a sense of responsibility for own career; breaking the cycle of subjective psychological success and others. The study proves the influence of these factors on the nonlinear and contextually conditioned nature of the occupational career of the individual and the organization of career guidance activities. The approaches of these authors were used in the study as a methodological base for rethinking of the traditional system of University students' career guidance. In these studies the authors substantiate the trend that the traditional approach to students' career guidance in the scheme of the truly effective harmonization “want-can-need”, the “need” is understood as the objectively existing situation in the labor market and objectively existing prospects of its development. The goal of the career guidance activities of the universities in these terms is to

familiarize the student (applicant) with the objective situation and the solution to the problem of harmonization “want” and “can” with professional interests and abilities. In the works of European researchers (Hall & Briscoe, 2006; Patton & McMahon, 1999; Toffler, 1999; Peavy, 1992), “need” is used only as subjective perceptions of the individual about the labor market. Therefore, the majority of career guidance activities, by these researchers is understood not as students’ immersing in the reality of the labor market, but only as revealing their views about the market in the process of using projective techniques and, where required, transformation of these representations, but only to the extent that these changes allow the student to feel more satisfied (Patton & McMahon, 1999; Toffler, 1999). Therefore, a career guidance process is not limited by time frame and specific goals’ achievement that causes difficulties in planning and building long-term occupational career; the decision of choice of profession, depending on the life stage and conditions; occupational mobility; growing requirements of possibilities to change the career, further professional development, as well as in cycles of frequent transition from work to training and from training to work. In examining alternative points of view on the problem of the study it is established that socio – pedagogical correction of students’ career guidance is the most important direction in solving the problems of students’ vocational training, and it requires rethinking traditional scientific and methodical approaches to it.

RESULTS

The structure and content of University students’ career guidance

The study finds that students’ career guidance to the present time is considered in two main aspects:

- 1) the system of training of youth to the conscious choice of a profession, including such structural elements as information obtaining about the career, occupational consultation, career selection, employment and adaptation in the workplace;
- 2) social process of the individual’s choice, in this case student’s choice of a profession (specialty). The criterion of correct choice of profession is its compliance with the three principles of career guidance “want”, “can”, “need” (Kobylin, 2014).

It is proven that in the past two decades a system of University students’ career guidance does not meet modern requirements, neither as a system nor as a social process. The proof of this trend is the imbalance in the goals of the labor market and the system of professional staff’s training. The study established the theoretical approach to determining the ideal content of career guidance of the personality of the modern University student, grouped in three main blocks in accordance with the transformed indicators of vocational activity:

- orienting the content of the traditional and the innovative experience of career guidance;
- motivating the dynamics of the processes of students' career guidance;
- stimulating vocational self-cognition, formation of elements of self-awareness and on the basis of their self-determination in career guidance.

In the first unit (orienting content) are allocated:

- conceptual and imaginative information (concepts, principles, laws, ideas, trends) of career guidance of the person and their development (ontological component);
- developed in the process of social cognition logic circuits, algorithms, the necessary means of mental and intellectual actions, subject – practical, emotional and imaginative skills of occupational activities that promote the assimilation, transformation, multiplication and practical usage of the received information (regulatory activity-based component).

In the second unit (the motivating dynamics of the processes of career guidance) are allocated:

- content that carries ready determinants and targets that determine the dynamics of the socio – professional processes, human development – specialist's development, development and modernization of society (axiological component);
- socially accepted stereotypes, relationships, assessments, orientations, criteria and indicators (criteria and assessment component).

In the third unit (stimulating the process of vocational self-cognition) are allocated which are reflected already:

- conceptual and imaginative information about the profession, value judgments about yourself (the diagnostic component);
- individual skills in orienting, valuation and project activities in career guidance (a self-diagnostic component).

The study finds that the allocated levels of ideal content of students' career guidance are objectified needs and dependencies in all modifications which are realized by the personality in the experience of career guidance: information and knowledge, ways of activity and skills, sustainable relationships and evaluation taking into account the valuable dominants of vocational activities. For example, for medical students an idea of the value of human life can be understood through the intrinsic value of health, healthy lifestyle, and vital values.

Mechanisms of projecting and implementation of socio-pedagogical correction of University students' career guidance

It is established that the socio – pedagogical correction of students' career guidance is an active psycho – educational interventions aimed at eliminating deviations in

personal and professional development, harmonization of personality and interpersonal relations in the specific context of career guidance activity. The study suggests the classification of socially – pedagogical correction of University students' career guidance, representing a diverse socio – pedagogical and psychological assistance's kinds: pedagogical counseling, pedagogical prophylactics, and pedagogical rehabilitation:

- pedagogical counseling – assistance of the student's personality in its self-cognition; adequate self-assessment and adaptation to professional orientations, to real-life conditions; the formation of valuable- motivational sphere; prevention of crisis situations, vocational and labor deformations; achievement of emotional stability, promoting continuous personal and professional growth and self-development;
- pedagogical prophylactics – the promotion of full social and professional development of the individual, small groups and teams; the prevention of possible personal and interpersonal problems; stress and socio – psychological conflicts, including the development of recommendations to improve the social and pedagogical conditions of professional self-determination of the individual, small groups and teams to meet emerging sense of career guidance;
- pedagogical rehabilitation is understood as a process of mobilizing personal adaptation mechanisms by providing the necessary conditions in the external environment (social, psychological, natural). Rehabilitation involves the return of what is lost due to changing conditions. The main thing in rehabilitation is the correct definition of the motive and restructuring of the virtual attributes of a personal life meaning. The rehabilitation process generally involves the procedure of career selection, occupational consultation and career guidance, which boils down to finding consistency between personal and vocational qualities of the student and requirements of the profession. Means to solve tasks of students' career guidance are quite developed and include preparation of profession-grams for different types of activities, individual socio-psychological and psychological examination, the system of training and retraining etc.

These types of assistance are implemented in the process of different types of training and coaching technologies.

During the pilot testing the effectiveness is substantiated of the projecting mechanisms and implementation of socio – pedagogical correction of University students' career guidance:

- the first level comprises seven categories of life skills: problem solving, communication, perseverance, self-confidence, critical thinking, self-determination and development of the “self-concept”;

- the second level makes classification of skills of career guidance which is the purpose of socially – pedagogical correction: professionally – significant interpersonal communication, maintaining occupational fitness, development of occupational competences, authenticity and decision-making;
- the third level includes the psychological methods of correction: emotional self-control, interpersonal relationships, self-reflection, professional self-protection, self-support.

The diversity of methods, measures, techniques used in the projecting process and implementation of socio – pedagogical correction of students' career guidance, is categorized by groups:

- discussion methods (group discussions, training for negotiations with representatives of the occupation, partner communication);
- gaming methods (role play, business games, psychodrama, transactional analysis);
- relaxation methods (relaxation techniques, meditation);
- intelligent training (trainings of reflection, creativity);
- sensitivity training (training of interpersonal sensitivity, self-confidence);
- coach technology.

The structure and content of interdisciplinary training module “Students' career guidance in modern types of labor

The purpose of the module: development of educational content based on interdisciplinary principles of formation of University students' career guidance in modern types of labor:

- integrating the values and meanings of traditional and innovative experience of career guidance;
- motivating the dynamics of the processes of students' career guidance;
- stimulating occupational self-cognition, formation of elements of self-awareness and on their basis self-determination in career guidance.

Tasks: to form sustainable knowledge among students about the modern structure and content of career guidance in the educational process of the University; to develop the ability to apply the features of socially – pedagogical correction of career guidance in the educational process of the University; to form competences to design focus on the correct choice of profession; to design virtual career guidance and behavior.

Educational – methodical contents of the module are presented in Table 1.

TABLE 1: THE STRUCTURE AND CONTENT OF THE INTERDISCIPLINARY MODULE
“CAREER GUIDANCE OF UNIVERSITY STUDENTS IN MODERN TYPES OF LABOR”

№	<i>The structure of the module</i>	<i>Forms of carrying out</i>		
		<i>Theoretical</i>	<i>Practical</i>	<i>in total</i>
1.	Introduction. The rationale of the course. The purpose and objectives.	1	-	1
2.	Career guidance of students: basic concepts, structure, content. Socially - pedagogical preconditions of the transformations of career guidance	2	-	2
3.	Historical and pedagogical periodization of career guidance activities in the world practice	1	1	2
4.	Post-industrial society: the impact on the process of career guidance. Features of formation of new structure of work.	4	4	8
5.	master classes: 1) designing and implementation of socio – pedagogical correction of University students' career guidance: educational counseling, pedagogical prophylactics, pedagogical rehabilitation; 2) design and implementation of virtual models of students' career guidance; 3) designing and implementing of coaching – technology as a socio – pedagogical correction mechanism of students' career guidance	6	6	12
6.	Mini – conference: making conclusions of lessons, creating ratings of career guidance and new types of professions, conducting interviews, debates, and forming plans for next term etc.	2	4	6
	Total	16,0	15,0	31,0

DISCUSSION

The results of the study confirm the innovative nature and significance of the problem of social – pedagogical correction of University students' career guidance which contributes to the identification of scientifically justified decisions that have both practical and theoretical significance for occupational development of students. The results of the study confirm the assumption that the use of the mechanisms of socio – pedagogical correction of University students' career guidance creates an intellectual environment for rethinking the whole process of occupational self-identification of students in educational process of the University. It is proved that various types of socio – pedagogical and psychological assistance for University students: pedagogical counseling, pedagogical prophylactics, rehabilitation are directed on the career guidance of the personality on the active achievement of results of occupational activity. In the career guidance of the students the business skills, orientation to success and achievement are dominated. Activity, intelligence are the primary regulators of career guidance, which is reflected in the estimation of the ideal image of the profession and itself as an entity - activist. Established trends create prerequisites for the justification of theoretical and practical

significance of socio – pedagogical correction of students’ career guidance in the educational process of the University through the implementation of interdisciplinary training module “University students’ career guidance in modern types of labor.” The effectiveness of the interdisciplinary module is proved by using “high”, “sufficient”, “average” and “low” levels of maturity of axiological-semantic component of students’ career guidance: the cognitive level (“before” experiment - “average”, “after” experiment - “sufficient”); emotional level (“before” experiment - “low level”, “after” experiment - “average”); behavioral level (“before” experiment - “average”, “after” experiment - “sufficient”).

CONCLUSION

This study confirms the theoretical and practical significance of the problems of socio – pedagogical correction of University students’ career guidance, which is caused by the trends of post-industrial society. Based on the results of the study, the paper examines modern discourse of the notion “career guidance”; on the basis of the results of the study the mechanisms of design and implementation the structure and content of socio - pedagogical correction of University students’ career guidance are substantiated; as a basic mechanism of social – pedagogical correction of career guidance the structure and content of interdisciplinary training module “Students’ career guidance in modern forms of labor” is substantiated; the effectiveness of the interdisciplinary module is proved by using “high”, “sufficient”, “average” and “low” levels of maturity of axiological-semantic component of students’ career guidance. This problem as a research direction is not exhausted by solving the goals and objectives. In conditions of intensification of technologies of the postindustrial society, of particular urgency is the problem of students’ career guidance for new types of labor, pedagogical classification of these types of labor, designing and implementing their structure, content, principles, functions, technologies, improving of the curricula, subject content, scientific and methodical and resource support.

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