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**THE IMPORTANCE OF VOCATIONAL GUIDANCE  
FOR ADOLESCENTS IN CHOOSING A PROFESSION**

The article deals with the most important features of professional orientation of adolescents in pedagogical and psychological terms.

Today, the problem of adaptation and proper orientation of adolescents to the choice of a profession through self-knowledge arises. An educator-psychologist plays an important role in revealing all the abilities and capabilities of a person, teaching them a healthy lifestyle, and creating a culture of communication, they must provide the necessary assistance to adolescents in a conscious choice of a future profession, taking into account the peculiarities of their psychological development.

Vocational guidance is an activity aimed at preparing adolescents for the choice of profession, taking into account their individual inclinations, interests, professional hobbies and society's requests for personnel of various levels and qualifications.

The essence of professional orientation as a social problem is the professional desire of adolescents to overcome contradictions, the demand of society in personnel. In solving this contradiction, a key role is played by the actions and activities of the teaching staff, teachers, psychologists responsible for labor and vocational training of students. On its basis, the level of theoretical development, the principles of professional orientation and methodological problems are formed.

Thus, adolescents should be open in choosing a profession, more consciously understand what is necessary in their future life, use all the opportunities for a conscious and correct choice of a future profession.

**Key words:** teenager, professional orientation, psychophysiological questionnaires, motivation, training, cognitive principle, education, activity.

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**Жасөспірімдерге мамандық таңдауда кәсіби бағдар берудің маңыздылығы**

Мақалада жасөспірімдерге педагогикалық және психологиялық тұрғыда кәсіби бағдар берудің маңызды ерекшеліктері қарастырылған. Бүгінгі күні жасөспірімдердің өзін-өзі тануы арқылы мамандық таңдауда дұрыс бағыт алуы және оған бейімделу мәселесі туындауда. Жеке тұлғаның барлық қабілеттері мен мүмкіндіктерін ашып, салауатты өмір салтына үйретіп және қарым-қатынас мәдениетін қалыптастыру үшін жасөспірімдердің психологиялық даму ерекшеліктерін ескере отырып, олардың болашақ мамандығын саналы түрде таңдап алуына педагог-психолог мамандар көмек көрсетуі керек.

Кәсіптік бағдар дегеніміздің өзі – бұл мамандық таңдаудағы жеке икемділіктерінің, қызығушылығының, кәсіптік ынтасына және қоғамның әр түрлі деңгейдегі біліктілігі және әр түрлі мамандық кадрларына сұранысымен жасөспірімдерді дайындаудағы бағытталған іс-әрекет. Кәсіптік бағдардың қоғамдық мәселесі оқушылардың еңбектік және кәсіптік дайындығына жауаптылардың іс-әрекеттері басты роль атқарады. Соның негізінде теориялық даму деңгейі, кәсіби бағдар беру принциптері мен әдіснамалық мәселелер де қалыптасады. Осы арқылы жасөспірімдердің мамандық таңдауда көздері ашық болып, өздерінің болашақ өміріне не қажет екендіктерін біршама ұғынып, өз қалауымен әрі саналы түрде таңдау жасай алуына дұрыс мүмкіндіктер береді.

**Түйін сөздер:** жасөспірім, кәсіби бағдар, психофизиологиялық сауалнамалар, мотивация, тренинг, танымдық принцип, даму, іс-әрекет т.б.

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### **Значимость профессиональной ориентации подростков в выборе профессии**

В статье рассмотрены важнейшие особенности профессиональной ориентации подростков в педагогическом и психологическом плане. На сегодняшний день возникает проблема адаптации и правильной ориентации подростков к выбору профессии посредством самопознания. Для раскрытия всех способностей и возможностей личности, научения их здоровому образу жизни и формирования культуры общения важную роль играет педагог-психолог, который должен оказывать необходимую помощь подросткам в осознанном выборе будущей профессии с учетом особенностей их психологического развития.

Профессиональная ориентация – это деятельность, направленная на подготовку подростков к выбору профессии с учетом их индивидуальных склонностей, интересов, профессиональных увлечений и запросов общества к кадрам различных уровней и квалификации. Суть профессиональной ориентации как общественной проблемы заключается в профессиональном стремлении подростков к преодолению противоречий, спроса общества в кадрах. В решении этого противоречия ключевую роль играют действия и деятельность педагогического коллектива, учителей, психологов, ответственных за трудовую и профессиональную подготовку учащихся. На ее основе формируются уровень теоретического развития, принципы профессиональной ориентации и методологические проблемы.

Таким образом, подростки должны быть открытыми в выборе профессии, более осознанно понимать, что необходимо в их будущей жизни, использовать все возможности для осознанного и правильного выбора будущей профессии.

**Ключевые слова:** подросток, профессиональная ориентация, психофизиологические опросники, мотивация, тренинг, познавательный принцип, развитие, деятельность и т.д.

### **Introduction**

Today, the professional orientation of adolescents depends on the socio-economic development of society. And also family makes an important influence on the professional evaluation of students.

The system of professional orientation is aimed at increasing the creativity of the individual, managing social processes and coordinating individual interests of young people with the needs of a developing society, and the professional orientation is a focused work that promotes interest in the profession and a conscious choice of future profession taking into account the abilities and aptitudes of each student in accordance with the requirements of the society (Zholmuhan Turkpenuly, 1995). Career guidance work allows young generation to consciously choose the future profession without mistakes. In particular, nowadays specialized personnel come to schools and carry out various propaganda works for admission to several higher educational institutions.

Thus, graduates have the opportunity to choose their own higher education institution. But there are many students who do not attach importance to the chosen profession. Therefore, we believe that the introduction of the school subjects “Professional direction” or “Professional counseling”, as an

elective, will help students to choose the right profession, close to the heart and the existing abilities of the individual (Gorbacheva, 2015).

Organizers of up-bringing work in the school, classroom teachers, as well as parents must participate in the work on career guidance of adolescent students. Many parents give professional orientation in choosing the future profession of their children without taking into account the knowledge, interests of the child or the demand in the labor market of the chosen profession. Therefore, in terms of the school's work with parents, there should be various educational activities on career guidance. With the help of various motivational trainings, social, psychophysiological questionnaires, conversations and lectures held at parents' meetings, it is possible to influence the views and attitudes of parents in the matter of professional orientation of children. In this regard, the scientist Zh.Aimaytov in his work “The System of the Soul and the Choice of Art”, based on his practice, says. Choosing a profession, a person should take into account his innate characteristics, should analyze what kind of activity he is inclined to. Such career guidance work should be carried out for adolescents in school in two stages: in the first stage for grades 5-9 with a focus on the profession, in the second-in grades 10-11 with training in the profession (Conley, 2002). In the process of learning,

new technological knowledge is practical in nature, contribute to the active participation of students in socially useful, productive work.

One of the main tasks is to determine the main criteria for professional orientation, the main areas of work, the organization of offices, as well as the creation of group councils. Therefore, the content of professional orientation, defining its goals and effective ways, the creation of forms is an important issue.

The main feature of adolescence is the desire to build their life plans. On the one hand, the life plan involves the fulfillment of the goals of the individual and the achievement of transitional goals. On the other hand, there is a process of detailing and differentiation of goals and motives. Gradually from a possible dream and an abstract idea, sometimes from an unacceptable model, a plan of action is developed based on some reality (Klimov, 1996).

In adolescence, such questions as “who to be” (definition of oneself in the profession) and “what to be” (definition of oneself in the moral aspect) are not considered. I.S. Kohn singled out the definition of professional orientation of students in age psychology in several stages: The first stage is a children’s game, in the course of the game, the child due to his character features shows separate elements, different professional roles.

The second stage is a teenage fantasy, a teenager dreams about what he likes, feels like a representative of this profession;

The third stage is the choice of profession by teenagers. A teenager first evaluates the names of professions in terms of interests, and then he considers his abilities, in terms of the evaluation system;

The fourth stage – making practical decisions on the choice of the profession, including 2 main components; determines the level of qualification, the volume and duration of preparation for future work and the choice of a particular profession (Kroger, 2007).

All teenagers say that the life plan is blurred directions and dreams that do not correspond to practical reality. But a lot of these plans for study come down to the fact that everyone wants to do interesting work in the future, find loyal friends and travel a lot. Most often, teenagers want to perform important, socially significant things, but in most cases everything remains at the level of dreams. The choice of profession for teenagers is only an important question at a certain level. A certain profession includes the ability, flexibility and self-realization of the individual. A student in

a professionally oriented attitude is still nobody, a blank slate. He can become a teacher, a doctor, a journalist, a lawyer and others. In this context, psychologist E.Lepesheva says that the program of oriented training should be developed based on four basic rules In this context, psychologist E.Lepesheva says that the program of oriented training should be developed on the basis of four basic rules.

First, choosing a profession is a personal step. Until each person deeply knows himself, he will not be able to choose a conscious way of life, will not be able to choose a profession. Therefore, you should talk with the students about how the profession can affect the life of a person.

Secondly: the basis of self-expression – everyone understands himself as an individual. “I want, I can, need to choose” these questions should not be on the same level, “I want” should be above, the other two points rank below (Kunnen, 2011).

Third: a more in-depth and flexible approach to informing about specialties is needed.

Fourth: active implementation of the created choice.

Choosing profession and making practical decisions involves two main components. Determination of the level of qualification of future work and the duration of the period of preparation for it, the choice of profession. The alternation of these two options may be different. Thus, adolescents should be open in choosing a profession, more consciously understand what is necessary in their future life, use all the opportunities for a conscious and correct choice of a future profession. Girls often choose the field of work or vice versa, the first level then the profession itself (I would go to higher education, but do not know what specialty). Most often, teenagers in this period want to combine work and education. In the matter of choosing a future profession, as well as the implementation of life plans by high school students, the level of transfer of education by parents and social requirements are fruitful (Rottinghaus, Jenkins, Jantzer, 2009). I. e. if all parents watched the process of teaching their children, helped to assimilate the material well, do homework carefully, motivated them with words of edification, enriched with wisdom, then children would try to justify the work of their parents, strengthen their knowledge and enter a profession close to their heart.

Search of profession is not only a social problem; it also creates a big psychological issue. Psychological pressure from parents (when, determine who will you be. When I was your age...) on the contrary can lead to increased anxiety, in some cases to the rejection

of self-determination and the disappearance of the desire for something. The problem is that graduates can't choose the profession they need. Since the object of professional orientation activity is a social and professional process in the knowledge of the person, we, first, collect fundamental groups. In this regard, we combine the principles of professional orientation in the following way:

**Cognitive principle.** In employment, the desire to satisfy not only one's own interests, but also to benefit society is clearly expressed in the choice of profession. Awareness of the choice of profession, in demand in modern agriculture, indicates the development of knowledge of the individual.

**Compliance principle.** Satisfaction of the social demand of personnel in the profession as well as one's own as desire, interests, skills and abilities and directly the choice of profession. As it is impossible to live in society absolutely free, so when choosing a profession, one can't choose a profession only by personal interests without taking into account the needs of society. Violation of the principle of compliance with the needs of the individual and society leads to an imbalance in the professional structure of personnel.

**The principle of activity.** It describes the type of activity of the person in the process of self-knowledge in choosing a profession. Everyone should actively seek a profession. Here the key role in the process of labor and professional training of students is played by practical tests, parental advice and their professional experience, search and reading of literature (in the specialty of interest), work in various circles, participation in courses, work practice and much more.

The last principle in this group is the principle of development. This principle is expressed in the development of personal competence, wage growth due to the growth of experience and the growth of professional practice, active participation in social work, meeting the cultural needs of the individual, the need for housing, recreation, etc. Therefore, the range of forms and methods of career guidance in various areas of work is determined. This includes conversations and consultations about professional orientation, excursions to enterprises, questionnaires, methods and techniques for determining the level of professional orientation (for the diagnosis of professional skills), essays, writing research projects by adolescents, conducting various brainstorming games with them (round tables, conferences, discussions, etc.) (Skorikov, Vondracek, 2007).

In addition, it is possible to develop the capabilities of adolescents through the influence of various

factors of educational and professional interest. For example, it is necessary to be based on the analysis of the data obtained in the study of characteristics and personal data of students. The main thing is to combine the collected data, separating randomness from a constantly recurring method. Independent characterization is obtained through interviews, questioning, and information about the participation of the individual in various activities. The interview should take place in a planned manner in a certain direction. Its effectiveness depends on the teacher's pedagogical experience. The conversation can be conducted not only individually, but also as a group. When preparing for a conversation with a group, it is necessary to indicate its purpose, scale, place. It is necessary to analyze the questions asked by the students. Information obtained during the interview must be recorded after the event. A questionnaire is used to obtain comprehensive information. It is better if there are not many questions, they should also be short and clear. The answers are examined and the data obtained are compared with the data obtained on the basis of other types of work.

Laboratory and natural experiments are used to study adolescent students. The purpose of the natural experiment is to organize a specially organized situation to verify the reliability of the data obtained during the study of personality. Natural experiment, conducted in the conditions of professional training, can be carried out in the form of solving given problems.

If you use different methods in the study of adolescents, the data obtained will be versatile and complete. Masters of industrial training and group leaders make the necessary adjustments to the educational work and implement them, after a full examination of all the collected data.

The main forms of professional orientation of students include: training, lectures, travel, subject classes and technical circles, professional orientation literature, film and stage productions, courses, educational and industrial practice, conferences, competitions, theme nights, debates, organization of meetings with the owners of various specialties, meetings with parents of students, school graduates, socially useful work, various nominal and festive meetings, office of career guidance or corner. The multifaceted areas of professional guidance methods can be divided into two groups. The first group includes activities in the educational process – industrial practice at the enterprise, and the second group – extracurricular activities.

Below are the main pedagogical technologies of career guidance, compiled in accordance with the

previously identified main goals of career guidance assistance to high school students.

*Activities aimed at vocational guidance for students:*

days and weeks of open doors, field trips to enterprises and organizations;

organization of thematic competitions, the winners of which receive grants for training;

specialized circles and clubs (“Young Ecologist”, “Young Accountant”, “Young Economist”, “Young Manager”, Laboratory for the Journalist’s Creative Activities, Anthropological Circle, etc.);

pre-vocational training classes (profile classes with the involvement of teachers of a higher or special educational institution), additional training programs;

pre-University centers and preparatory courses based on specialized educational institutions;

“labor tests” (practical introduction of high school students to the profession);

promotion of temporary employment during the holidays;

projects of social partnership of educational professional institutions with enterprises;

master classes from experts;

trainings, seminars and other forms of practical training;

competitions of professional skills of students (mandatory invitation of high school students);

organization of professional competitions “Best profession” among students;

thematic online contests and quizzes for high school students;

participation in the celebration of Russian professional holidays;

“open lessons”, speeches at “class hours” and parent-teacher meetings in schools, meetings of specialists of local enterprises and organizations with students;

presentations of educational institutions in schools, at specialized exhibitions, trade fairs (in conjunction with Employment Centers);

agitation campaigns in schools to recruit students to vocational education institutions (“Find a student”).

In this context, as part of the professional orientation of the personality of adolescents, it is necessary to distinguish through professional orientation emotional-volitional and cognitive spheres, which, in addition to the motivational sphere, are important areas of orientation of adolescents. In order to effectively guide the choice of vocational guidance for young students, certain indicators must be used as a basis. These indicators are:

- Informing students with messages, knowledge of educational institutions for studying the chosen specialty, knowledge of its professional content, the availability of demand for specialists corresponding to the country’s economy;

- In professional selection, students choose the necessary specialty with public significance for the state;

- Choosing a specialty based on professional interests;

- Special abilities for a specific specialty (Natural Sciences, Social Sciences, Social Sciences, Art, Sports, etc.)

- Work experience in the chosen specialty (clubs, attendance of elective courses));

- Specific level of professional flexibility etc.

The emotional-volitional component of professional orientation of teenagers is shown, first of all, in their emotional attitude to the future profession, in satisfaction with the profession, preparation for the specialty.

The cognitive component of professional orientation depends on the orientation of the object of activity, a conscious understanding of the significance and necessity of their future professional and educational activities. Professional interests are included in the group of personal properties, their main properties are a function that contributes to the activation of educational, cognitive and professional work activities of the individual. The emergence and development of professional interests along with cognitive methods indicates the presence of emotional and volitional processes of the individual. In other words, professional interests should have an emotional connotation of the student’s academic and extracurricular activities. This is explained as follows: if there is a complete correspondence between the personal needs, motives for professional self-determination of adolescents and their concepts of the content and nature of future professional activity, then adolescents form a strong position in choosing a specialty. A significant factor in the formation of professional orientation of adolescents is their understanding of their professional interests, motivating a conscious choice of profession, setting a conscious goal and planning actions for purposeful implementation of professional activities. All the above facts are scientific concepts and research developed as a result of many years of hard work of domestic scientists. Thus, as a result of career guidance, students have a professional choice. Therefore, we can note that the management of professional orientation is carried out only through the development of professional choice of the individual.

If the school teacher does not systematically develop these abilities, he will not be able to orient teenagers to the future profession. Correctly chosen profession increases satisfaction with the labor process and its results, allows showing creativity, improving emotional mood, implementing their life plans. Thus, the introduction of information technology in the field of private development in the selection of promising specialty will significantly improve the effectiveness of career guidance.

In conclusion, the formation of professional competence is closely related to the development of

the personality of adolescents. Here only on the basis of the above the concept of professional orientation of pupils is defined. Therefore, it is impossible to separate the professional orientation of students from their professional self-determination.

I want to summarize this article with the words of a prominent Kazakh writer of Zh. Aimaurov: "There is no bad profession, but any of them need flexibility, which requires a lot of skill. The one who goes his professional way, brings great benefits to himself and society. The work done by the person who is intended for it will always be of high quality and fruitful."

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