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TÍTULO: Modelo de preparación de escolares de primaria para la elección de una profesión.

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RESUMEN: La relevancia de este estudio se determina con la necesidad de la organización del acompañamiento pedagógico del proceso de la preparación de escolares de primaria para elegir una profesión en las condiciones de la falta del estudio científico – metodológico de este problema con respecto a la edad escolar primaria. El contenido del artículo representa una justificación teórica de la posibilidad de la implementación del modelo de preparación de escolares de primaria para elegir una profesión en el conjunto de componentes ad-hoc, de contenido, organizativo y de actividades, así como el componente resolutivo. La implementación del modelo ofrecido contribuirá a la organización, incentivación y corrección del sistema de formación de la autodeterminación profesional de escolares de primaria.

PALABRAS CLAVES: selección profesional, orientación profesional temprana, modelo de apoyo pedagógico, edad escolar primaria, autodeterminación profesional.

TITLE: Model for preparing junior schoolchildren for the choice of profession.

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ABSTRACT: The relevance of this research emanates from the need to organize pedagogical support of the process of junior schoolchildren preparation for the choice of profession in the conditions of insufficient scientific and methodical development of this problem in relation to the junior school age. The content of this paper represents a theoretical justification of a possibility to implement a model for preparing junior schoolchildren for the choice of profession in the unity of the goal-oriented, content-oriented, organizational activity and result-oriented components. Implementation of the proposed model will facilitate organization, support and correction of the system intended to develop professional self-determination of junior schoolchildren.

KEY WORDS: professional choice, early professional orientation, pedagogical support model, junior school age, professional self-determination.

INTRODUCTION.

One of the leading ideas of the Russian education since the beginning of the 21st century is the idea of developing a successful personality capable of quickly adapting to the constantly changing conditions of social life (Chigisheva, 2015). In this regard, one of the tasks facing the education system is to create a person's readiness to make a professional choice.

The works of modern researchers give an indication that "...the earlier professional self-determination begins, the easier it is to predict well-being, satisfaction with life and personal growth of an individual" (Kondakov & Suharev, 1989, p. 159). In accordance with the Federal State Educational Standards of the Russian Federation, one of the leading tasks in the education and upbringing of junior schoolchildren is to prepare them for a well-informed choice of profession. Professional orientation in primary school is propaedeutical: the foundation is established for the students to be able to choose their future profession. Nevertheless, a number of empirical studies present real knowledge about the world of work and professions in modern primary school students.

Thus, according to O.Yu. Elkina (2012), "a modern 6-7-year-old child has knowledge about many professions, mostly the professions of parents, their friends, the professions in the service sector and the nearest production environment" (p. 3).

N.V. Byakova (2009) introduces major corrections to this general idea by exploring it on an example of first-graders. On the one hand, 100% of children named a particular profession, when answering to the question "Who do you want to become?", which demonstrates their initial professional preferences. The range of professions chosen by children is limited to mass, well-known professions (hairdresser, doctor, salesman, teacher, fireman, rescuer, etc.). On the other hand, the knowledge of first-graders about the professions they have named is very superficial and rough: 87.5% of students could only list some certain actions; the answers of first-graders almost never revealed such aspects as the use of certain tools and other professional attributes, the need for special training, and the financial remuneration.

Lastly, about 6% of first graders said they knew nothing about the profession they would like to choose (Byakova, 2009). Thus, the relevance of this research is determined by the following contradictions: on the one hand, there is an objective need to organize pedagogical support of the process of junior schoolchildren preparation for the professional choice at the primary school stage, and on the other hand, there is insufficient scientific and methodological development of this problem in relation to the junior school age.

DEVELOPMENT.

Literature review.

The problem of professional choice as a pedagogical phenomenon lies in the research field of many foreign and domestic scientists.

In foreign pedagogy this phenomenon was studied by such scientists as D. Super (Super & Bahn, 1971), A. Maslow (Abraham & Maslow, 1943), A. Roe (1956) and others. The theories of professional development presented in the studies are based on the personal characteristic changing at different life stages and in different conditions.

Let us identify the most important aspects of foreign theories as applied to our research. Thus, F. Parsons (2008) defines professional choice as a process in which an individual correlates the requirements of different professions with own psychological and physical qualities.

A. Roe (1956) understands professional choice as direct or indirect satisfaction of the needs. It is noteworthy that in the work of A. Roe and M. Siegelman (1969) an attempt was made to identify the inner motivating forces within the individual that push him/her to a certain type of professional behavior and activity. According to the theory of A. Maslow (Abraham & Maslow, 1943), the dominant motifs for professional choice are established through parent-child interactions. Based on the parameters of interaction between parents and children, the types of orientation of professional interests were identified.

Later, A. Roe (1956) distinguished eight groups of professions corresponding to each type. Here it should be pointed out that the authors developed a dedicated questionnaire (Parent-Children Relations), which allows to identify the type of interaction between a parent and a child. In our study, a high significance has been attached to the theoretically underpinned fact of the parents' direct involvement in the professional choice made by a child. E. Ginzberg (Ginzberg, et al., 1951) was the first to draw attention of the researchers to the fact that professional choice is a long and complex process implying a number of interrelated solutions. The author noted that much earlier solutions limit further possibilities (Super & Bahn, 1971).

E. Ginzberg's (Ginzberg, et al., 1951) studies provided another evidence that a child's professional choice is conditioned by his/her ability to identify his/her own self with an adult. Afterwards, D. Super (Super & Bahn, 1971) develops a theory based on the model of E. Ginzberg (Ginzberg, et al., 1951), theories of C. Buhler (1962), J. Gilford (1959) (Bender-Szymanski, 1976, Siefert et al., 1977).

According to the theory of professional development of D. Super (Super & Bahn, 1971), children under the age of 14 play professional roles and, as a result, develop professionally significant preferences. It is at this age that attempts are made to realize individual abilities, that idea about professional requirements and professional education appears. As part of his theory, D. Super (Super & Bahn, 1971) identified the age periods of professional choice development. Thus, in his opinion, at the age from 4 to 10 years, the childhood needs prevail, and professional roles are played in the fantasy ("a fantasy phase"); and at the age of 11-12 years, professionally significant preferences are formed ("an interest phase"). Thus, studies of foreign pedagogy yield a convincing evidence that the junior school age is sensitive to the formation of interests and abilities in terms of professional development of personality.

Among Russian scientists interested in the problems of professional self-determination, the names of E.F. Zeer (Zeer et al., 2015), V.I. Kormakova (2009), S.N. Chistyakova (2014), P.A. Shavir (1991), E.N. Shigareva (2012), E.I. Golovaha (1998), A.A. Vihman (Vihman et al., 2016) and others, are of particular significance. The most complete analysis of the methodological foundations of professional development theories can be found in the work of I.M. Kondakov and A.V. Suharev (1989).

The analysis of the studies has shown that at present there are no scientifically substantiated holistic models for preparing junior schoolchildren for the choice of profession. Nevertheless, the detailed research data are available on the following: periodization of the process of professional self-

determination (Chistyakova, 2014); specific features intrinsic to junior schoolchildren in their attitude to the world of work and professions (Holodkova & Manakova, 2014); the main tasks regarding the support of professional self-determination of students at the stage of primary school education have been defined (Elkina, 2012, Pryazhnikov & Romyanceva, 2014). It should be noted that the dissemination and popularization of such experience is absolutely necessary nowadays, as it brings a tangible contribution to the improvement of the process of preparation of junior schoolchildren for the professional choice.

Research methodological framework.

The research purpose is to provide theoretical substantiation of the possibility to implement a model for preparing junior schoolchildren for the choice of profession at the stage of primary school education. The research objectives are: to define the conceptual framework; to characterize and reveal the model structure.

For the research, a range of methods was used: theoretical analysis of scientific-methodological, psychological and pedagogical literature; statistical processing of experimental data. The research was conducted in three stages from 01.09.2016 to 30.05.2018:

At the first stage (01.09.2016-31.09.2016), the main theoretical and methodological bases for defining the problem were identified, the analysis of scientific-methodical, psychological and pedagogical research on the problem was carried out.

At the second stage (10.01.2017-30.06.2017), the concept "professional choice" in relation to the junior school age was defined,

At the third stage (01.07.2017-30.05.2018), the theoretical substantiation of the model for preparing junior schoolchildren for professional choice was developed.

Findings and Discussion.

Definition of the concept “professional choice” in relation to junior school age.

Presently, there is no certainty as to the meaning of the term "professional choice". Many scientists dealing with the problem of professional development of personality consider the process of professional choice through the prism of professional self-determination (Petrova, 2016); for example, P.A. Shavir (1991) considers professional choice as one of the aspects of professional self-determination.

E.A. Klimov (2005) and N.S. Pryazhnikov (Pryazhnikov & Rumyanceva, 2014) have a similar point of view. They believe that the process of professional self-determination does not end with the choice of profession. In their understanding, professional choice is an important component of a person's professional self-determination, a plural process that is carried out repeatedly when changes occur to a personality, or its macro- and microsocium. E.F. Zeer (2015) believes that a conscious professional choice with account of one's abilities, peculiarities and requirements of the profession, is the core of professional self-determination by a person.

Other scientists believe that professional choice is the result of professional self-determination of an individual, a single process that ends with entering an educational institution or enrollment for a job. Thus, A.M. Kuharchuk (Kuharchuk & Cenciper, 1976) believes that the independent choice of a profession, carried out through analysis of internal resources and their correlation with the requirements of the profession, is what constitutes the professional self-determination. According to I.S. Kon (1984), professional choice is the fourth final stage of professional self-determination.

N.S. Leites (1997) offers a very precise description of the process of choosing a profession by junior students: "On the one hand, it turns out that some people name their future profession without any knowledge of it. Some students immediately changed their choices in class. On the other hand, there are no signs that children are joking. They listen to unexpected and sometimes incredible

choices of their classmates without making fun of each other. If one of them is told that his/her intentions are unlikely to come true, that he/she is not suitable for this or that profession (such conversations arose), it can offend and upset the child. It looks like typically childish, age-appropriate attitude to reality. Children seize the external side of reality, the outer form of much that remains alien to them, and not comprehended in essence. Their naive formal knowledge of vital concepts is included in the so called child's context and is primarily used in play" (p. 124).

With regard to the junior school age, it should be highlighted that it is at this age that the foundations for choosing a future profession are laid.

Thus, within the framework of our research, we define the preparation of junior schoolchildren for professional choice as a purposeful process of development of interest in, aptitudes for and attitudes to a certain type of professional activity, conditioned by the social environment.

When defining this concept in relation to the junior school age, it is important to take into account the leading types of activity of the child, among which psychologists distinguish: play, learning, creative, working, sporting activities.

Specifics of Professional Choice by Junior Schoolchildren.

The analysis of the works of Russian authors allowed us to identify specific features peculiar to the junior schoolchild in his/her attitude to the world of work and professions:

- The formation of a productive, creative and constructive attitude towards reality, which O.G. Holodkova (Holodkova & Manakova 2014) considers to be the major psychological formation in junior schoolchildren, as well as the ability to navigate across various forms of human activity;
- Aptitude for working activity, primarily for such "where one can see the immediate results of work, but at the same time they are attracted by the work process itself" (Detkovskaya, 2013, p. 159). Interest in work at this age is characterized by emotional readiness to work, an expectation of

positive experiences associated with it, as well as acceptance of responsibility for the common cause (Grigorieva, 2011), which is understood by junior students as the work necessary and important for others;

- If the performance of certain work and job duties causes positive emotions, brings joy and satisfaction to a junior student, and results in a success; the interest in work and occupation, a desire to actively participate in the working activity is cultivated in a child;
- Participation in various activities contributes to the development of children's imagination, through which the better insight into the content of different types of work is gained, the ability to imagine oneself in a particular profession is formed, the professionally colored fantasies emerge, which will have a great impact on the future professional self-determination of the individual.

According to the studies by S.N. Chistyakova (2014), the specificity of professional choice of junior schoolchildren at the propaedeutical stage is not to lead a child to the conscious choice of a particular profession, but to foster the personal qualities needed for a solid professional and predetermining the success of learning, working and professional activity, contributing to the formation of a positive self-image (diligence, discipline, efficiency, creativity, capacity for renewal and independent search, hardworking).

Taking into account the age peculiarities of junior schoolchildren and the specifics of this age stage with regard to the process of formation of professional choice, specialists formulate the following main tasks at this stage (Chistyakova, 2014; Grigorieva, 2011):

- Developing a conscientious attitude to work and related personal qualities, such as purposefulness, independence, diligence, perseverance (first of all, through inclusion in various work activities).
- Developing a common understanding of the world of professions and understanding of the role of the professional-labour activities for the society.

- Developing interest in the professional activities of parents and other adults close to the child.
- Developing distinct interests and inclinations of a professional nature (by some junior schoolchildren).
- Encouraging reflections on one's future, on different options of self-determination through fantasy, free experimentation and play.

The approaches to the organization of this activity, which are common in primary schools, are mainly aimed at ensuring the readiness for professional choice from the perspective of content (acquaintance with the world of professions, educational services, own individual and psychological qualities essential for professional choice, etc.).

Description of the model for preparing junior schoolchildren to make professional choice.

The study helped to develop a model for preparing junior students for professional choice, which includes the goal-oriented, content-oriented, organizational activity and result-oriented components. Conceptual for the creation of this model is the use of innovative approaches to the selection of profession-related content of delivered information:

- Reproducing approach focused on the reflection of the existing state of professional and labor sphere in the content of occupational guidance work (or A-approach that is conveying the actual situation).
- Forward-looking approach focused on building such a content that may enable preparation for professional self-determination in the conditions of the future, presently unknown and credibly unpredictable state of the professional-labour sphere (or B-approach oriented towards the future) (Antonova, 2017).

Conceptual framework has defined the principles of work organization:

1. Focus on building a personal educational and professional trajectory.
2. Activity-focused content.
3. Studying the world of competencies, rather than the world of professions.
4. Studying the perspective professions and approaches to their classification.
5. Consideration of age-specific peculiarities of junior schoolchildren.
6. Parents and children interaction as a basis for professional choice.

The purpose component of the model is a key one and is of the ultimate importance for other components.

The purpose of this model is to provide pedagogical support to the process of formation of professional choice among junior schoolchildren.

In order to achieve the purpose, the following tasks have been tackled:

- Development of an occupational guidance program for junior students and its methodological support.
- Implementation of the program in the conditions of educational activity at primary school.
- Systematic monitoring of the dynamics of professional interests and abilities of junior schoolchildren.
- Raising the pedagogical competence of parents and teachers.

In response to the identified objectives, a content-oriented component of the model has been developed. This component defines the directions of work on the organization of pedagogical support to the process of preparation of junior schoolchildren for professional choice:

1. Work with students: implementation of the program; organization of individual and group work in joint efforts of the teaching staff and parents of the students. More than 2500 junior schoolchildren from 23 municipal districts of the Republic of Mordovia participated in the research.

We have developed methodological support for the program: "Acquaintance with professions: Textbook for children"; "A journey to the world of professions: Book for joint reading and discussion in the family and in the classroom"; an occupational guidance game "Let's get acquainted with professions".

2. Work with pedagogical staff: pedagogical education, development of professional competence of teachers through consultation, organization of seminars, webinars, master classes and qualification update courses. Thus, within the framework of our research more than 1200 teachers were successfully trained under the program "Early occupational guidance: technology and methods of work with children of preschool and primary school age".

3. Work with parents: consulting; organization of open classes and master classes, joint leisure activities.

The organizational activity component of our model is represented by organizational forms, pedagogical technologies and means of a holistic educational process.

Variety of forms of work on preparation of junior schoolchildren for professional choice is represented by two main groups - curricular and extra-curricular work. The use of curricular forms implies the introduction of a special occupational guidance course in primary schools as the first option. For its implementation, the creative, speech, labor and sporting activities are used. The second option as concerns the use of the curricular forms implies one-time lessons in the primary grades devoted to the world of work and professions. Lastly, another option relates to harnessing the potential of various subjects taught in primary schools.

Despite the importance of the curricular forms of work in the context of the current Federal State Education Standards of primary general education, the leading role in solving the problems of occupational guidance for primary schoolchildren belongs to the extra-curricular activities, among

which the game is of particular importance. The advantages of playing the game are conditioned by the following factors:

- Possibility of improvisation by children, freedom of child's actions in development of an imaginary game situation.
- Independent acceptance by the child of a game role through which the child effortlessly and enthusiastically enters into labour activities, which are of no interest to the child outside the game situation.
- Possibility of an effortless development of socially and professionally significant qualities associated with the need to be concentrated, attentive, decisive and organized when playing a role in the game.
- Facilitation of an adequate assessment of oneself and one's capabilities in the process of professional self-determination.

It should be noted that most forms of work used with junior schoolchildren must involve some attributes of playing activity and/or include elements of playing activity at certain stages.

Within the frames of organizational-activity component, the technologies of work and the conditions for their effective use have been defined. The key technologies of work are: information, playing and practice-oriented technologies. Implementation of information technologies is carried out through the use of Internet resources (specialized portals and websites, thematic online games and cartoons, websites of enterprises and organizations containing information about the modern world of professions, etc.); organization of interactive communication with a professional master. Playing technologies imply the use of gaming occupational guidance quests and gaming products of occupational guidance orientation.

The most effective technologies are the practice-oriented ones, which allow to include the junior schoolchild in the practical activity which anticipated result is creation of the end product. For example, during an occupational guidance expedition, junior high school students may act as researchers by immersion in professional activities (Antonova et al., 2019); for example, visiting a confectionery factory, children not only get acquainted with the production process, but also collect information about the work of different specialists in the company, conduct mini-research (observation, interviewing/ surveying of employees, examination of documentation, etc.).

The results of the study are presented by children in the form of projects. Another means of implementing this technology is an occupational guidance test that simulates the elements of a specific type of professional activity and facilitates conscious and informed choice of profession. Thus, for example, within the framework of acquaintance with the construction industry professions, children were offered to "build" a house with the use of a constructor. Before proceeding to construction, children are tasked to choose a profession and emphasize its importance in the process of construction.

Efficient use of the described technologies is subject to certain conditions:

- Focus on developing a subject.
- Activity assuming not situational, but a steady activity-related position of students and their real involvement in educational process.
- Interactivity, i.e. focus on communication between all subjects of the educational process and their interaction with each other.
- Individualization, which implies the possibility of taking into account the individual educational request of a support subject (a child, a parent), and the individual and typological features (abilities, aptitudes and interests, personal qualities, experience in a particular activity).

- Reflexivity, i.e. the use of feedback aimed at determining the degree of achievement of pursued goals and personal advancement of each participant.
- Positivity, i.e. creation a situation of success and general positive emotional context for children;
- Productivity, i.e. focus on creating a product with social and/or personal value.

The means of preparing junior schoolchildren for the choice of profession may include objects that are professional tools or their imitation, educational tools that carry certain elements of the working culture, as well as accessories necessary for the implementation of various job tasks and professions, the large ones (models, collections) and printed ones (tables, pictures) manuals, teaching aids.

A crucial role in the development of interests and aptitudes in the world of work for junior schoolchildren is played by organizing bright and emotionally charged activities, participation in which creates a range of diverse experiences, sparks vivid interest and creative motivation. This is facilitated by the use of event means, including competitions and festivals.

The result-oriented component of the model includes a range of result assessing criteria and indicators.

The analysis of findings of modern researches in the field of professional self-determination helped to formulate a range of requirements to the indicators assessing results of the process of junior schoolchildren preparation for a professional choice: relevance, multi-dimensionality, significance, targeted nature, coverage of an entire complex of expected results of pedagogical support of a professional choice of junior schoolchildren, objectivity, prognosticity, complementarity, optimality and use of technology, realism, reasonability, accessibility.

In the course of this research, we have built the following system of result assessing criteria and indicators applicable to activities with primary school students and their parents at the time of graduation from the 4th grade:

1. *Goal-oriented*: ability to perceive a long-term perspective (own future); ability to set personally significant goals; understanding of the need to set goals and make plans to achieve results.

2. *Informational*: knowledge of the main attributes of the world of work and professions of today and tomorrow; knowledge of general requirements for modern professions; acquaintance with certain professions at the level enough for understanding the social meaning of professions, the content of professional activity, working conditions; knowledge of the main enterprises in the city and the region; understanding of typical difficulties and problems that may arise at the stage of professional choice.

3. *Motivational-value*: interest in the professional-labor sphere; keenness to actively "expose oneself" to different kinds of professionally significant activities; desire to become independent and successful in future through own efforts and abilities; readiness to overcome difficulties and problems to achieve the goal.

4. *Activity-practical*: certain outcomes of creative activity, reflecting the process of emotional comprehension of various professions; products developed in the course of practical activity bearing high occupational guidance value; developed strategies to overcome typical difficulties and problems that may arise at the stage of professional choice.

5. *Reflexive*: sensible experience of "trial and error" in the activity; ability for self-assessment in the professionally significant activity; ability to participate in the discussion of various aspects, including problematic aspects of professional and labor activity undertaken by a person, and express personal attitude to the discussed issues.

The tools that may be used to assess the results of work with junior students include: observation (for internal assessment of manifestation of externally observable signs); special psychodiagnostic techniques (for assessment of professionally significant intra-personal changes); content analysis of essays written by junior students on occupational guidance (for identifying characteristics of the motivational sphere of the individual as a subject of future professional activities); portfolio (for self-assessment, information on external assessment scores, as well as for assessment of products bearing high value for occupational guidance).

The main ways to assess the effectiveness of the model are external assessment and self-assessment. Subjects of external evaluation are teachers, psychologists, and, in some cases, parents of students. The use of self-assessment allows to involve the student not only in obtaining the result, but also in its analysis.

The efficiency of the proposed model depends on the subordination of the general goal and interaction between all its components: goal-oriented, content-oriented, organizational activity and result-oriented.

CONCLUSIONS.

The research has yielded a theoretical justification for the need to develop a model for preparing junior students for professional choice.

The structure and content of the professional choice of junior schoolchildren through the implementation of the model to achieve qualitatively new results of personal development of students, including the goals pursued by subjects of interaction, structurally represented by the goal-oriented, content-oriented, organizational activity and result-oriented components.

The implementation of this model will provide a single information field for all participants of pedagogical support, as well as ample possibilities for its analysis and actual assessment, using various forms of active polysubject interaction between all participants.

Thus, the identification of problems and prospects for the development of early occupational guidance allows us to build a new development trajectory for this area and elaborate effective mechanisms of pedagogical support for the professional choice of junior students.

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