

## **ACTIVATING THE PROFESSIONAL SELF-IDENTIFICATION OF STUDENTS IN EXTRA-CURRICULAR ACTIVITIES**

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### **Abstract**

Self-identification occupies an important place in a person's life. School years determine the choice of a future profession. Practice shows that school leavers often choose a profession under the influence of random factors. To avoid this mistake, it is advisable to start work on activating the professional self-identification of students at the moment when they show their first professional interests - at the age of 7-11.

During this period the foundations for professional self-identification are laid, such as the development of the intellectual and emotional-volitional sphere, the formation of ideas about the world of professions, the development of self-reflection and self-understanding skills, which serve as the basis for the development of an idea about oneself. The purpose of activating the professional self-identification of students is to broaden the understanding of the world of professions and foster respect for work and diligence by involving students in practical activities. In this regard, it is necessary to use all the possibilities of the educational process.

The research methods used in this article, such as studying the literature on the problem and the experience of school teachers, questioning, analyzing and synthesizing, allow us to say that the professional orientation of students is a propaedeutic stage of professional self-identification.

The optimal condition for activating the professional self-identification of students is the organization of extra-curricular activities. Systemic extra-curricular work in the form of thematic form periods, extra-curricular activities on school subjects, excursions to enterprises, joint project activity of students and their parents, students' participation in additional education - all this provides conditions for their self-knowledge, self-realization and self-identification. The most effective methods of education in students' extra-curricular activities are playing games, doing exercises, conversations, and encouragement. In the course of extra-curricular activities, schoolchildren show cognitive, creative, sports and social activity and through fantasy and experiments they learn to reflect on their future.

**Keywords:** professional self-identification, extra-curricular activities, students, activating the professional self-identification

## 1. INTRODUCTION

Professional self-identification occupies a significant place in a person's life. It begins at the moment when a person has first professional interests, continues throughout his professional career and ends, as a rule, with professional maturity. The choice by the person of the beginning of a professional path should occur during school years. However, as practice shows, more than 58 per cent of school graduates choose a particular profession under the influence of random factors, such as prestige, attractiveness, rate of pay and others, while high school students do not know their individual characteristics, do not take into account the requirements of the profession for a person. Often, when choosing a profession, they do not relate their desires to their individual abilities and do not pay attention to the demand for a profession in the labor market.

Creation of conditions for the formation of school graduates' readiness for professional self-identification is possible if we consider this process as a set of activities that are an organic part of the whole system of educating and bringing up schoolchildren, and not as separate events arranged for school graduates (Ivanova, Kondratenko, Kurochkina, Fedotenko, Yugfeld and Zacharuk, 2016, pp. 1832-1838). Professional orientation should be part of all stages of development of the younger generation and in all educational organizations: kindergartens, schools, and the system of additional education. Effective professional orientation of schoolchildren is supposed to result in their professional self-determination.

The professional self-identification of a person must be considered in connection with the stages of human ontogeny. There are two main factors that serve as the basis for distinguishing the stages of professional development: the social situation of a person's development and the level at which the person's leading activity is implemented.

In childhood (from birth to the age of 12), a child's professional interests appear under the influence of adults (parents, relatives, teachers), as well as in the process of role playing games and learning the school subjects. In the preschool period, the leading activity is role playing games in which children often model the activities of representatives of particular professions while learning more about different professions and becoming aware of their importance in society. Therefore, in the preschool period, professional self-identification "should be primarily based on a child's imagination: a child should not be afraid of "trying on" even the most complex and prestigious professions, he should not be afraid of the world around him" (Pryazhnikov, 2013, p.33).

The issues of professional self-identification become more even more important at the next stage of a person's development - in the younger school age, when the child learns more about the world and himself through emotional experiences. It is during this period that the foundations for professional self-identification are laid: the intellectual and emotional-volitional sphere is developed, the junior schoolchild's conscious idea about the world of professions is formed, reflection and self-knowledge skills are developed, on the basis of which an idea about oneself is formed.

The leading activity of a junior schoolchild is learning. It is while a child is learning that the motive for achieving success is formed as a stable quality of an individual, without which his successful future is impossible. In the process of learning, stable cognitive interests develop, learning skills are formed, individual characteristics and abilities are revealed, self-control and self-management skills are developed, self-esteem becomes more adequate, a child learns to be more critical of himself and others, he assimilates social norms and acquires skills in communicating with his peers and adults.

Increasing the cognitive interest of the junior schoolchild leads to the improvement of his knowledge, skills and abilities. Many successes of the learner are explained by the developing volitional regulation. Carried away by an interesting activity, a child can be focused on it for a long time. Such involvement in an activity or work entails the development of both general and special aptitudes. "General aptitudes are manifested in the speed of acquiring new knowledge, skills and abilities, and special aptitudes are manifested in studying individual school subjects, in the specific types of work as well as in communication" (Semenova, 2013).

The formation of a junior schoolchild's motives for achieving success depends on the child's relationships with adults, whom he completely trusts, willingly obeys and imitates. During this period the nature of his relationships with people changes: firstly, he spends more time communicating with his peers and teachers; secondly, the content of communication changes (it consists in discussing not only games but also business issues). Thirdly, due to communication the junior student begins to form his "internal position", which implies a conscious attitude to himself as well as to other people, events and activities. The child's communication determines a high level of curiosity, an emotional perception of everything new, a desire to be like adults and to get their positive opinion of him, which, in turn, stimulates the junior student to achieve new successes. If

everything develops smoothly, the junior student begins to realize his abilities and his belief in future successes becomes stronger.

Keeping in mind that a junior schoolchild's wish to be involved in some kind of activities is his permanent characteristic, the teacher should involve him in such activities where the child can work, and then see the immediate results of his work. This is how a child's industriousness begins to develop. Industriousness is formed in the process of 1) learning how to prepare a workplace for any kind of activity (a child is to know what is necessary for a lesson, for a one-time assignment, for a homework assignment); 2) developing the ability to arrange the objects and tools on the desktop; 3) learning about the purpose and rules for the use of writing tools and instruments; 4) getting an understanding of the sequence of labor operations in the performance of a task, the ability to explain and give reasons for the chosen course of work; 5) learning how to control yourself and how to assess the results of your work and your schoolmates' work (Semenova, 2013). A teacher should also develop in the younger schoolchildren the need to be of use to other people and to make them happy.

The labor activity of a junior schoolchild contributes to the formation of another quality - independence. The development of a child's independence is possible in a situation when he is "entrusted with some responsible work and, by fulfilling it, he becomes a leader for other people, both his peers and adults, who are working with him. Good conditions for the realization of this task are created when children learn and work in groups... (Semenova, 2013). The junior schoolboy enjoys fulfilling his teacher's instructions, and takes an active part in joint work. To support children's achievements in these activities teachers should use stimuli that create positive emotions (praise and encouragement).

Due to the fact that the psychological characteristics of a junior schoolchild are most favorable for the development of his professional interests, the teacher faces the task of using all the possibilities of the educational process in order to bring the child closer to professional self-identification, taking into account his age features. The professional orientation of junior schoolchildren is a propaedeutic stage of professional self-identification, which can be successful only in the context of activating this process. The purpose of activating professional self-identification of junior schoolchildren is to broaden the understanding of the world of professions and to foster respect for work and diligence by the inclusion of a student in practical activities. During the activating of professional self-identification of schoolchildren N.V. Samoukina points out the following processes: self-knowledge, self-evaluation and self-development, which require the individual to realize his identity (Samoukina, 1990, pp. 69-77).

As the experience of the organization of career guidance in modern schools shows, it does not pay enough attention to the person-oriented focus on the content and methods of work. T.D. Semenova notes that the following contradictions are observed at school: "between the necessity to take into account the personality characteristics of junior schoolchildren and the adherence of collective (mainly educational) methods of career guidance, between the possibility of primary education to carry out career guidance work in all subjects and almost completely ignoring these opportunities in the teaching process (Semenova, 2013). In order to reach a positive result in this work, it is necessary to create a subject-subject interaction between the teacher and the student and find the best forms and methods of working with children.

## **2. METHODS, TECHNIQUES**

Studying the experience of practicing primary school teachers working on this problem allows us to talk about a wide range of forms, methods and technologies of career guidance for younger schoolchildren (Kurochkina, 2015). The most effective in the work on the activation of professional self-identification of junior schoolchildren, according to M.V. Mukhina, are learning through play technology. They realize several functions: stimulating (by capturing, the game raises interest in the professional activity that the game implies); communicative (communication skills are taught in the process of a game); therapeutic (training skills to overcome the difficulties arising in different periods of life); diagnostic (self-perception of the child during the game); corrective (introduction of positive changes in the structure of personal indicators); socializing (the assimilation of the norms of human behavior in society). In the game the child socializes and develops as a person, he forms the sides of his psyche, from which the success of his educational and work activity, his relationship with people will depend in the future (Mukhina, 2012).

## **3. LITERATURE REVIEW**

The solution of the problem is possible provided that the professional orientation of schoolchildren is effectively organized. According to the definition of N.S. Pryazhnikov, "professional orientation is a comprehensive system of assistance in choosing a profession and planning professional development (in

building a career)" (Pryazhnikov, 2013, p. 6). In the opinion of M.V. Mukhina, professional orientation is the formation of the student's readiness for professional self-identification, the activation of the internal resources of his personality so that, being included in professional activities, a person could fully realize himself in it (Mukhina, 2012).

Analysis of psychological and educational literature (B.S. Volkov, E.F. Sezer, P.S. Lerner, N.S. Pryazhnikov, S.N. Chistyakova, etc.) allows us to consider the professional self-identification of a person as a process and the result of the formation of an internal readiness of an individual for independent choice of a profession, planning of a professional path on the basis of establishing the correspondence of psycho physiological features of a person to the requirements of a profession and taking into account the specific socioeconomic situation of the country's development.

In the psychological literature the concept of "professional activation" is polysemic. N.V. Samoukina discloses this concept through the implementation of the conditions: 1) the inclusion of students in real or simulated professional activities, in the process of which there is a test of strength, verification and development of the abilities of students; 2) development of self consciousness of students and active professional informing (Samoukina, 1990, pp. 69-77). Activating professional self-identification of an individual implies creation of conditions for the manifestation of the activity of the person himself, who is capable of "making conscious actions, independent choice, planning his activities".

In the structure of the readiness of a junior schoolchild for professional self-identification, which includes the formation of ideas about the world of professions and a value-based attitude to work, T.D. Semenova identified the following components: cognitive, motivational-value and activity-based. The cognitive component of the readiness of a junior student to professional self-identification includes the existence of ideas about the professional experience of people and the world of professions, the understanding of the importance of professional experience in a person's life, knowledge about the qualities necessary for a person in a career. The motivational-value based component implies the desire of a child to study the world of professions, the desire to have a socially significant profession in the future, his striving for socially valuable activity, perseverance in overcoming difficulties. The activity based component is characterized by overcoming difficulties that have arisen in the performance of career assignments, participation in collective activities, discipline, diligence, creativity and success in fulfilling tasks (Semenova, 2013).

The study of the level of the formation of ideas about the world of professions and the value based attitude to the work of younger students of the State Educational Institution of the Republic of Mari El "Lomonosov Lyceum" was carried out with the help of such research methods as questioning, observation. The results of studying the cognitive component using the questionnaire "Do You Know the Professions" show that the majority of third-grade students (58%) demonstrate an average level of understanding of professions. This level is characterized by the knowledge of junior students about the professions that are known to them by the professional activity of parents and acquaintances, from the media. Analysis of the essays on the topic "My future profession" showed that the motivation-value based component of primary school students is formed at an average level in 64% of schoolchildren.

This result shows that younger students are thinking about choosing a future profession, they want to have a prestigious profession in society, they are attracted by the external side of professional activity (respect in the society for representatives of this profession, high salary, the opportunity to travel, etc.). Observation of the teacher for the work of schoolchildren and self-assessment of students showed that the activity based component is formed at a high level among 53% of third-grade students who demonstrate the ability to overcome difficulties in performing work, mutual assistance and the desire to work together.

Based on the obtained results, the following tasks for the vocational guidance of younger students were developed: 1) to work at expanding the awareness of the professional world and to encourage the activity of schoolchildren to study the content of a profession independently; 2) to form in children an internal conviction about the need to carry out socially significant professional activity in the future; 3) to continue encouraging children to overcome the difficulties encountered in the work performance.

The work of the teacher on the activation of professional self- identification of junior students is carried out throughout their training both in the classroom and in extracurricular activities. The activity of the teacher, according to N.S. Pryazhnikov' opinion, implies not only the creation of conditions for improving school performance, but also the inclusion of every student in after-hour activities. Extracurricular activities aimed at enhancing the professional self- identification of junior schoolchildren are realized in all areas of personal development: physical culture and sports, health, spiritual, moral, social and general intellectual development. Such forms of extracurricular activities as excursions, circles, sections, conferences,

olympiads, competitions, research projects, socially useful work chosen by volunteers provide conditions for their self-knowledge, self-realization and self-determination (Konstantinova, 2014). Extracurricular activities of junior students during class hours, in the extended day group, in the system of additional education can allow each of the students to better know themselves, to realize their interests and abilities, to discover new opportunities and potential. This will cause younger schoolchildren to have more optimistic professional and life perspectives, since the advantage of this age is that the younger schoolchild learns to reflect on his future through fantasy and experiments.

Considering the organization of vocational guidance of junior schoolchildren in the course of extracurricular activities in this class, it is necessary to note the main directions: professional diagnostics, professional information and professional correction. The results of professional diagnosis which determined the tasks of the vocational guidance of junior schoolchildren were presented above. Professional information is provided from the very beginning of junior students' education. So, in the first form, each student with the help of his parents carried out a project on the topic "The Professions of My Parents", the product of which was an essay and a presentation (story) about the professions of student's mom and dad with a slideshow or a mini-album with photos where parents are imprinted on their workplace.

Children have an opportunity to get information about the professions that are interesting to them, during excursions. Junior schoolchildren visited one of the fire departments of the city, visited the bakery, dairy (ice cream factory), a confectionery factory, a botanical garden. With an unusual purpose schoolchildren visited the theater: they watched the rehearsal, saw how the costumes and props for performances are made. Students got a bright impression after visiting the company "Pokrovsky bakery" in Yoshkar-Ola city. During the master class, each child himself baked a pizza, a cake and sweet rolls and then treated their relatives. So the younger students carried out a professional mini-test "trying on" the profession of "baker-confectioner" directly.

Once a quarter the class teacher dedicates the thematic class hour to one of the professions which are in demand in the labor market. At present, the most relevant professions in the republic are the following: a builder, an engineer, a doctor and a medical worker, working specialties, a seamstress and a cook. Sometimes students are engaged in conducting classroom hours help to conduct and the students themselves, they get the job from the teacher - prepare information about the profession, create a presentation in the Microsoft Office Power Point.

Of course, this task is performed by students with the help of their parents. Each time the class hour ends with activating exercises or games, which were discussed above. Professional self-identification of junior schoolchildren is also carried out in the course of visits to special groups and sections organized in the Lyceum. Special conditions are created here for the development of the creative abilities of children (classes in the vocal studio, dancing, Art and Crafts), where love for work is instilled, fine motor skills are developed, aesthetic taste is formed, patience is trained. The educational organization cooperates with "The Palace of Creativity of Children and the Youth", where students attend the "Home Academy". Here children learn beadwork, modeling of salted dough, origami, sewing soft toys. Lyceum students are participants of various creative competitions, which are held in the educational organization, at the city and republican levels. Often preparation for competitions involves the joint work of the child, parents and the teacher. Master classes held in the Republican Museum of Fine Arts "National Art Gallery" also contribute to the development of work skills of younger students. The manufacture of products at these events not only creates the conditions for improving certain motor skills of junior schoolchildren, but also allows them to see the result of labor and to evaluate it.

#### **4. CONCLUSION**

Thus, the activation of professional self-identification of junior schoolchildren, taking into account the activity approach, implies the creation of conditions for the manifestation of cognitive, creative, sports and social activity of each student. This work contributes to the formation of the personal results of education, defined in the Federal State Educational Standard for Basic General Education: a socially-oriented view of the world, mastering the initial skills of adaptation in a dynamically changing and developing world, the personal meaning of teaching, developing self-reliance and personal responsibility for one's own actions, skills of cooperation with adults and peers in different social situations.

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