The Traditional and Innovative Technologies of Vocational Guidance Work with Pupils and Students

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ABSTRACT

Today, considering the needs of the Russian economy, the content and technology of training in career counseling from the point of view of practice is not sufficiently developed. Thus, a search for new forms, methods and means of conducting career guidance with students is necessary. This article offers a broad range of technologies and their optimal combination in career guidance work with pupils in the integrated system "School – University – Enterprise." A leading approach to the study of this problem is an integrative approach that leads to the necessity to use both traditional and innovative technologies which contribute not only to effective assimilation of knowledge, but also early social adaptation of the prospective students to university conditions. Presented in the study traditional and innovative technologies of career guidance work with students (project method, role play, portfolio, internet technologies, comprehensive and career-oriented excursions), as well as the possibility of using information and educational potential of professional education institutions and enterprises for pupils' vocational guidance in the context of their successive socialization contribute to the formation of professional identity, consciousness in the choice of the future profession of secondary schools' students, as well as the selection of their own individual educational trajectories and to their adaptive abilities' disclosure for future professional activity. The article is valuable for teachers and faculty of educational and vocational institutions in organizing and conducting of career guidance with students, applicants and students.

Keywords: Career Guidance, Innovative and Traditional Technologies, Students, University
JEL Classifications: A23, I23, I26

1. INTRODUCTION

Vocational work is a natural extension of all pedagogical work with students and in some sense it is a logical conclusion. Full assistance to the student in choosing a career not only helps him or her to organize training activities (when he or she consciously studies school subjects that may come in handy in the future professional activity), but also introduces an element of certainty in the attitude of the student towards their future (when optimistic life and professional perspective saves teenager from uncertainty and anxiety in relation to the future) (Aleksandrov et al., 2015; Khairullina et al., 2016; Mishchenko et al., 2014).

Theory and practice of education show that the choice of the student is significantly influenced by:

1. The initial position of the senior — If it is positive, then it is the basis for further development of the optimal position of a student, if it is truncated, it makes evident resistance of the old stereotype;
2. The nature of the expectations, values in the 1st year. Their active implementation in the first stage of training is the prerequisite for a teaching with passion, when acceptable for the student result is consistent to pedagogical aspirations. The student dissatisfaction leads him to conclusions that are not partially or completely relevant these aspirations;

3. The students' difficulties encountered when his complicity in the resolution of the basic contradiction of continuity between educational institutions of professional education and preliminary willingness to implement them.

So, a consistent consideration of the development of the senior pupil, applicant, student at the junction of school and university can admit that in some typological characteristics of personality the object start prevails, in other – subjective one, in the third - the features of the transition phase are manifested: Such students are not yet sufficiently involved in the performance of a wide range of functions of the new social role. So in the analysis of the practice the ideas take place about sequential stages of education that lead to continuity management as a pedagogical process.

It should be particularly noted and the problem of psycho-pedagogical compatibility of educational processes of school and university. Because still now, many students admitted to universities, for a long time are experiencing some discomfort due to methodological differences in teaching courses in these educational institutions, which negatively affects their learning. Here it becomes necessary to study the problems of using both traditional and innovative educational technologies that contribute not only to effective assimilation of new knowledge, but also their early social adaptation in the conditions of the university.

2. LITERATURE REVIEW

Career guidance offers a broad, going beyond only of pedagogy and psychology, a set of measures to assist in the choice of profession. According to Ovcharov (2004), getting acquaintance with the world of professions is just one of the tasks of guidance and senior school student should be as an active researcher of the world of educational services, so communicator, able to find in dealing with people of different ages the answers to the questions of professional identity. Information will not have effect until the client is ready to accept it. Therefore, to the fore front activating career-oriented techniques come, among which Pryazhnikov (2008) identifies the following: Career-oriented games, game career-oriented exercises, blank games with the class, card blank games, card information-retrieval technologies, card pre-consultation games, table career-oriented games, activating career guidance questionnaires, schema analysis, self-analysis of situations of professional identity.

Career-oriented games allow consider the axiological aspects of professional choice, plan far and near prospects of professional development; visually represent the profession, consider the various external and internal obstacles to professional and life goals, simulate the process of occupational choice (Pryazhnikov, 1997). Ovcharov (2004) highlights three group of games: Games to establish contact; games modeling professional activities that introduce with specific careers; games modeling the process of career choice itself.

Some games can be modified if students have difficulty in meeting certain requirements. So, Pryazhnikov (2009) offers modification example of the game "guess the profession," which is based directly on the framework for analysis of occupations on the basis of the "formula of the profession." In the traditional version the generalized characteristics of professions are allocated (they allow in coded form to represent different professions and specializations: Profession type, classes of professions, departments, groups). But sometimes in the analysis of some cases difficulties arise. Option is a modification. First, students are encouraged to talk about any profession. Quickly is discovered the fact that the students know something, but can't speak specifically about the profession and need specific questions. And then a scheme for occupational analysis can be proposed, which contains the reference points for the story. The gaming micro-situations are very popular where the elements of professional communication are simulated, usually associated with the conflict relations.

For the best efficiency the vocational exercises should be used in combination with other forms and methods, including non-vocational, for example, with exercises that simulate various aspects of communication behavior in conflict situations and even with exercises, which have purely entertainment or relaxation nature (Pryazhnikov, 1997a; Khmeleva, 2002; Uskova, 2006). It is important to organize the work so that the emphasis could be done not on psychological circumstances of the communication, but to identify the challenges of professional and personal self-determination which may be more interesting and deeper than a traditional job.

Blank games with the class are organized so that the educational psychologist could have the opportunity to play with each pupil individually and with all of them at the same time. In the games some features of socio-economic relations are modeled. In card pre-consultation games the dispute between the pupils and answers' results is organized.

The interesting thing in the scheme the introspection also, the general logic of which involves a brief introduction to the scheme, the consideration of several typical problems, the use by a participant of the scheme to assess his or her own situation (Pryazhnikov, 1997b). To the schemes of situations' overall assessment of self-determination could be referred the octagon of key factors of career choice by Klimov (2007), a scheme of levels of personal teaching preferences' formation, the scheme of distinguishing between external and internal elections, the scheme of an alternative choice and constructed on its basis the methodology of refinement according the selected specialty of specific educational institutions.

These sessions are aimed at professional education and perform the function of motivation for counseling. They can be divided into group and individual counseling. The studies carried out with the use of activating methods are a form of group professional consultation (Altukhov et al., 2006).

In professional consultation's carrying out Ovcharov (2004) distinguishes two stages – initial and in-depth. During the initial professional consultation the learning process of the rules of profession choice takes place. The result is the formation of professional plan of a client, to increase the degree of awareness

and responsibility. In-depth individual consulting is based on in-depth comprehensive study of the personality. This takes into account the views of parents and teachers, the success of learning and characteristics of the reference group. A synthesis of these data gives the opportunity to influence students not only for motivating but for development of the whole person.

Rudestam (1993) notes that career planning, decision making, communication skills and training of self-confidence are taught in groups of training of life skills. The curriculum should be aimed at developing of adequate professional choice from the point of view of the development of professional maturity. Therefore, in the course of its implementation it is necessary to develop those skills, insufficient development of which was diagnosed at earlier stages.

To the existing curricula can be include such curricula as "Your professional career" of Chistyakova (1997), "The training curriculum on professional orientation" of Chernyavskaya (2001) and others.

The way to implement all requirements of career guidance of the teacher in the school is the construction of the curriculum of socio-psychological training. It is important to clearly formulate the problem, select the object to formulate the problem which is investigated. One of the most effective methods currently is believed to be the socio-psychological training. Its essence Granovskaya (1999) sees as a situation of interaction between informing and interpreting the participants' behavior, the analysis of emerging feelings. The goal of social-psychological training is training, playing of various situations, building a behavioral prediction. The main task the author considers is the formation of the ability to control the style of one's behavior at the expense of getting feedback and improving of the effectiveness of interpersonal communication. The idea of social-psychological training is based on a restructuring of the personality standpoints which identifies a subsequent change of attitude towards oneself and others.

Among developing qualities and skills resulting from the use of this form of work Prutchenkov (2001) highlights: Perception, sensitivity to the psychological state of others; personal growth; reducing of barriers psychological protection; overcoming the fear of being misunderstood; the attainment of inner freedom; empathy; the ability to manage one's own behavior.

All of these skills are directly related to the implementation of major tasks in vocational guidance. Among the features of the training the importance of the feedback participants receive can be allocated (Prutchenkov, 2001). The teacher contributes to the creation of conditions for realization of positive feedback and effective negative feedback. During the training, as special skills are developed, so the experience of the situations' analysis of professional communication is deepened.

Socio-psychological training has several advantages over other forms of work of the teacher. First, the presence of a coach provides the trust and openness of the group, creates an example of the desired behavior (sincere expression of feelings, loyalty).

Secondly, there is no reference to the past experience of the participants outside the group. And finally, thirdly, it creates the ability to play different roles, behaviors' variants.

3. RESULTS AND DISCUSSIONS

The task of the teachers of vocational guidance is to improve students' motivation for independent professional self-determination. Here can help information and communication technologies. Developing computer technology and the internet are a real resource to update the forms and principles of vocational guidance.

The use of information technology in extracurricular activities provides students free access to the information of interest, stimulates their interest, as to psychological practice so to computer technology:
- Orients students into active and independent activity;
- Helps to develop the willingness to self-analysis of basic interests and abilities;
- Allows approximately identify one's personal and professional interests and abilities;
- Forms a picture of the profession, as the most important form of social activity of modern man, gets acquainted with the requirements of the profession to person;
- Helps to choose one's life and valuable orientations.

3.1. Career Guidance Websites
A modern approach to the organization of vocational guidance with senior school students is connected with the necessity to develop means of productive learning in creative, research base, which are directly related to the need for active information providing of the educational process, enhancing the ICT competence of students, as informational basis of their professional identity, taking advantage of internet search for creative scientific information and active using of information and communication technologies.

Using the internet one can perform various tasks on the organization of vocational guidance. In the world of wide web one can pass professional test, and to get recommendations on priority occupations, to study the sites of abilities and personal qualities. In addition, on websites various articles about the everyday life of professionals are published.

Particular importance belongs to sites that provide information about vocational colleges, entering and training peculiarities. On the internet there is a lot of information about the rankings of educational institutions, the demand for their graduates, the forums in which the unfolding debates about the quality of education there take place.

Currently the internet is becoming a powerful not only for informative, but also for educational resource. Increasingly popularity it gains because of the possibility of distance education.

On the internet there are several groups of sites, which serve as guidance and can be used not only by psychologists and educators

working in this field, but also students and their parents for independent collection of information:

1. Sites devoted to career guidance;
2. Educational portals that provide a variety of information for students and their parents on admission in various educational institutions;
3. Sites of schools, colleges and universities, which presents detailed information for students and prospective students about the institution.

It is worth to give a detailed consideration to each of these sites.

3.2. Sites Devoted to Career Guidance

"Career guidance: Who am I to be?" - www.ht.ru/prof Center of Testing and Development of MSU "Humanitarian technologies," where one can find a lot of useful information about professions, receive the latest news about the "open door days" and educational shows, to take a brief career guidance test, get recommendations of an expert on the forum. This site contains many thematic articles on the issues of career choice. One can read the stories of experienced psychologists-consultants about factors which influence the choice of profession, what common mistakes young people do. A large number of professions are described which are most in demand in today's labor market. A separate section consists of descriptions of Universities, specialized schools, training courses, and information about ways of entering the institution is provided.

"Profession" - www.ucheba.ru/prof - the section "ucheba.<ru>." There are more than 600 descriptions of today's most demanding professions, sorted by sections. In addition, this site is the largest portal dedicated to the training and education that contains information about the best universities, schools, high schools, kindergartens of Moscow and other cities of Russia, education abroad, ranking of institutions, proposed from tutors.

"Career guidance, education, employment" - www.acareer.ru a site that contains a large bank of job descriptions, information about the universities and the peculiarities of entering them. One can participate in the forum on discussion of general issues of career counseling and admission.

"My profession" - www.myprof.ru – the website of the Ministry of Labor, Employment and Social Protection of Republic of Tatarstan (RT) contains the list of professions in demand on the regional labor market, based on materials of the report of centers of qualification improving, training and retraining, and aims at problems' solving related to the shortage of skilled workers in certain industries of RT.

"The job portal of the labor market of RT" - www.tatartrud.ru – this site presents vacant profession based on their relevance to the modern regional labor market. The website contains information about educational institutions and centers of retraining, in which one can get a particular in-demand specialty.

3.3. Educational Portals

"All about higher education" - www.examen.ru – database of Universities of Moscow with information about entrance exams, training courses, specialties, the availability of the Military Department and the deferment from the army, studied foreign languages and material and technical base, etc., information about the organizations involved in the study abroad, and publications, regulatory documents and news related to higher education.

"The Open University. The world of knowledge." - www.college. ru – online education portal, including education courses for students and professional education. The project also includes sites www.mathematics, www.physics.ru, www.chemistry.ru, www.biology.ru.

"Knowledge.<ru>: education in Moscow and abroad" - www. obrazovaniemoskve.ru – information retrieval system for education in Moscow and abroad. Search for schools by level of education, faculties, specialties, directions, training methods, etc.

"Allbest.ru" - www.allbest.ru - search system, online libraries, abstracts, educational tests, foreign languages. Effective rating of training, research and informational projects.

3.4. Sites of Educational Institutions

Today, the overwhelming majority of schools, colleges and universities have their own pages on the Internet, and it is quite simple thing to find them, using a known search engines or databases on educational portals. It is on the personal website of educational institutions, one can learn the most detailed and reliable information about the rules of entering, examinations, orientation of classes in schools, availability of courses and specialties in colleges and universities, curricula, etc.

In recent years the internet becomes more complete and sufficient for the use of information sources. However, it should be noted that this information tends to change quickly or be out of date and constantly needs to be clarified. A large amount of information on educational and career guidance can be a major help in the work of teachers, psychologists, and also to help high school students and their parents to optimally solve the issues related to schooling and preparation for entering the educational institutions of professional education in case of provision by the optimal combination of internet technologies' data with other forms and methods of vocational guidance.

For example, at vocational training in the educational process, one can use ready-made software products with various psychological tests such as: A map of interests (career guidance); the test of Youichi (career guidance); the test of Smishek (a test to determine the level of accentuation of character); the test of Eysenck on temperament; test on professional preferences; test on communication and organizational skills, and many others.

The advantages of this kind of vocational training organization involves the fact that not all adolescents, taking into account their psychological features, are easy to communicate to, and this fact complicates the process of communication between the learner and the psychologist. The test results are not always effective and accurate because the student during the conversation, is shy, inactive, not honest in the answers, so the combination of

different tests with internet technology allows them to avoid the psychological barrier when one search for information on the interesting profession (Pryazhnikov and Pryazhnikova, 2004).

3.5. Design Technologies

An important feature of modern educational technologies is humanism, and care and respect of the child's personality, positive attitude, focused not only on training but also on the personal development of the student. One such technology is the project technology or project method.

Overall, the project method is based on the following points:
- The development of cognitive and creative skills of students, skills of independent search for information, development of critical thinking;
- Independent activity of students: individual, pair, group, performed in a definite period of time;
- Solving of some significant problem for students, simulating the activity of specialists in some field;
- The results' presentation of completed projects in "tangible" form of "design product" (report, paper, newspaper, magazine, products, operating models, business plan, etc.), and in the form of concrete results, ready for use;
- Cooperation between students themselves and with the teacher ("pedagogy of cooperation").

Work with the use of project method involves the formulation of a problem and its subsequent disclosure, the solution that includes the availability of a concept or hypothesis of the solution, a clear plan of actions, the distribution (if it is a group work) of roles, i.e., tasks for each participant under the condition of close cooperation, responsibility of project participants for their part of work, regular discussion of intermediate steps and results.

The main pedagogical goal of any project is the development of key competences, which in modern pedagogy are understood as an integrated property of the individual, including interrelated knowledge, skills, ways of activity, valuable attitude, and the readiness to mobilize and implement them if necessary.

Drawing on the essence of design technology, vocational projects, in our opinion, can be focused on the search for answers to the following questions:
- What types and groups of professions are there? How are they defined?
- Which professions are in demand in the labor market at present?
- What career suits for someone: What are the methods of choice of the preferred professions?
- How to choose a profession: What rules can be formulated?
- How to present oneself on the labor market? (How to write a CV, how to present oneself to the employer), etc.

Career guidance projects, primarily are designed to give students the tools that can be applied to real-search and career choices. For example, they can answer the questions of the questionnaire available online, and to draw conclusions about the most preferred professions, dealing with sites for career counseling and to study groups of professions.

Interesting ones can be the projects that use business games. For example, the game "employment," where one team of students represents the employers, and the second one – the applicants.

The first team prepares the questions to the applicant, thinks tactics of conversation, and the second one - fills in the summary and actually introduces itself to the employer. At the final stage of the project, one can prepare the video, to watch how the employers ask questions and how the candidates present themselves, and then analyze the behavior of the parties, to find mistakes and to pay attention to ways of overcoming them.

3.6. The Project "All Professions are Important"

The goals and objectives of the project: To create the history of one's region, district on the site pages of the Chronicle.<ru>, correctly and beautifully to submit one's articles; to learn how to conduct and process the results of sociological surveys; to express one's artistic abilities. The result of this project is the story about the heroes of labor, the professionals, the workers who created the region and district, professional and workers who selflessly worked in difficult post-war period, building a future in advanced 5-year plans, overcame the hardships of the post-Soviet period, restructured themselves and learned to work in the new Russia. The address of this project: http://letopisi.ru/index.php/Priject_"All professions are important!"

3.7. The Project "Bridge of My Choice"

Project goal: To help the ninth-graders to determine the choice of further learning profile (profession), to become successful and fulfill their potential in adult life. Therefore, it is planned to conduct class affairs and master classes: "Career fairs," "role-playing game 'Prof'," "Defense of projects 'Bridge of my choice';" to visit various enterprises in the city, to meet people who have attained success in their professional activities, to write plan of professional perspective, to create presentations about the profession of dream, to write essays - thoughts, wiki articles, booklet for parents, to study by participants of their own characteristics, interests and abilities. Project address in the network: http://wiki.pskovedu.ru/index.php/study_project,Bridge_of_my_choice, etc. (Lebedeva and Shilova, 2009).

The use of the above mentioned design technologies is very important, since experience shows that not all pupils of 10-11 grades can think about the matter of professional choice independently. Therefore, the role of career guidance requires a new approach to its organization, which is largely connected with the increasing complexity of labor, the extension of the range of professions and the increasing of their knowledge-intensity.

3.8. Portfolio Technology

The use of portfolio as a means of vocational guidance is necessary to assess the actual achievements of students in certain subject areas and abilities to further specialized and professional education.

In accordance with the purposes of pre-profile preparation of students in schools its two functions are considered:

- Portfolio as a technology of learning and stimulation, orienting students to achieve high academic results and the development of cognitive and creative abilities;
- Portfolio as a method of independent rating assessment of students' achieved results in certain subject areas demonstrating their abilities for continuing of education in profiles for which these domains are the leading, that is, as one of the technologies of graduates' certification after primary school, proposed by the concept of school education (in principle, it would be an effective tool for high school graduates too and, in general, for any certification of personnel).

The portfolio technology will possess better opportunities to realize these conditions, if by the portfolio is to be understood a version, proposed by Meyer (1987), according to which "a Portfolio is a purposeful collection of students' results that demonstrates their efforts, progress and achievements in one or more areas."

The student can create his or her portfolio as the studying the basic subjects, so studying the core and elective courses, and put in the folder best, from one's point of view, written tests, essays, papers, notebooks with lecture notes, solutions to complex problems, reports of seminars and conferences, a report on the research work, publications in print, art illustrations, computer presentations, etc.

The portfolio used by the student on one's own initiative in basic education is to some extent performs the role of career guidance, since it is a reflection of his interest, personal significance, assessing the quality of work, and therefore the ability to certain types of activity. And if the teacher creates the conditions for receiving by the student of social approval of one's achievements (demonstration of results on the lesson before the whole class, organizing of school exhibitions, etc.), it will greatly enhance the motivational function of the portfolio as relatively to the achievement of learning goals so self-development regarding the profile of self-determination.

The application of the method of portfolio is unrealized without exploring the collected materials of pupils and students of the university by representatives of manufacture, that is employers, as for students it is very important to get objective feedback from employers in which direction they should develop their skills for future career choice, and for university students is to leave a favorable impression of themselves, their skills and competencies as the candidates for participation in the competitive selection for vacant jobs. For example, in Kazan National Research Technical University named after Tupolev round tables with representatives of manufacture are practiced, to which the students of secondary schools and students of this university are invited to present and discuss their portfolio. The work is interesting to all entities of the integrated system "School – University – Enterprise."

3.9. Comprehensive and Career-Oriented Excursions

To develop students' interest to professional activity, the teacher in his work widely uses the excursion as a form of learning. Excursions can be comprehensive and career-oriented. Comprehensive excursions get acquainted students with the work of some industrial enterprise or institution. The excursion starts with an introductory talk with the head of the studied object of production. He acquaints students with the purpose of the enterprise, organization of work, with the applied technical means of production. He tells in detail about the technology of production, the role of a particular profession in it. Students then examine the enterprise; in the first part of the trip, they get acquainted with the activities of people in various professions, and then watch the process. When summing up the excursion, the teacher invites the students to answer the questions which were put before the excursion. Career-orientation excursions to the workplace are excursions that introduce each profession separately, allowing oneself to follow the specialist's work at his working place and get answers to all interested questions. These trips contribute to the validation of psychological compatibility of the student with the chosen profession.

4. CONCLUSION

Thus, not only innovative but also traditional technologies of career guidance with students were considered, as their unification will contribute to harmonization and efficiency in the integrated system "School – University – Enterprise." The above mentioned technologies of career guidance activities (project method, role play, portfolio, internet technologies, comprehensive and career-oriented excursions), as well as the possibilities of information and educational potential using of professional education institutions and enterprises for vocational guidance of pupils in the context of their successful socialization allow us to draw some conclusions:

- Project method contributes to the formation of an integrated personality traits, value orientations and the ability to mobilize them for the design and implementation of future professional activity;
- Role-playing games allow oneself to understand one's place and role in the world of professions, as well as contribute to the prevention of socio-psychological barriers and to overcome external and internal obstacles to professional and life goals;
- Internet technologies facilitate independent research and acquaint with the world of professions, develop the creative abilities of students, expand the opportunities to gain knowledge about future careers;
- Portfolio technology contributes to students' self-regulation processes on the acquisition of future professional activity, as well as the socialization of the entity of this professional activity;
- Comprehensive and career-oriented excursions – As a form of organization of vocational guidance contribute to students' best training for practical activities that help them to become acquainted with the profession they have chosen, reinforce their professional interests or force to reconsider intentions.

The efficiency of these technologies of vocational activity depends on the integrity and continuity of their use and enhance the motivation of students in choosing their future careers.

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