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ТЪЮТОРЛЫҚ ҚОЛДАУ ЖОҒАРЫ СЫНЫП ОҚУШЫЛАРЫНЫҢ КӘСІБИ ӨЗІН ӨЗІ АНЫҚТАУЫН ҚАЛЫПТАСТЫРУ ҚҰРАЛЫ РЕТІНДЕ

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ТЪЮТОРСКОЕ СОПРОВОЖДЕНИЕ КАК ИНСТРУМЕНТ ФОРМИРОВАНИЯ ПРОФЕССИОНАЛЬНОГО САМООПРЕДЕЛЕНИЯ СТАРШЕКЛАССНИКОВ

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TUTORING SUPPORT FOR STUDENTS' PROFESSIONAL SELF-DETERMINATION IN HIGH SCHOOL

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Андатпа

Бұл мақаланың мақсаты – студенттердің қызығушылықтары, қабілеттері мен мақсаттары негізінде білім алу және кәсіптік жолын құруға көмектесуге бағытталған дараланған педагогикалық қызмет, тьюторлық қызметтің маңыздылығы мен ерекшеліктері туралы ақпарат беру. Тьютордың қолдауы жоғары сынып оқушыларының кәсіби өзін-өзі анықтауын қалыптастырудың тиімді құралы екенін эксперименттік жұмыс дәлелдеді. Модельді енгізу мамандық таңдау туралы хабардарлықты арттыруға, студенттер арасында рефлексия мен жауапкершілікті дамытуға мүмкіндік берді, бұл статистикалық және сапалық деректермен расталады.

Аннотация

Цель данной статьи информировать о важности и особенностях тьюторства- индивидуализированной педагогической деятельности, направленной на помощь учащимся в построении его образовательного и профессионального маршрута, исходя из его интересов, способностей и целей. Экспериментальная работа доказала, что тьюторское сопровождение является эффективным инструментом в формировании профессионального самоопределения старшеклассников. Внедрение модели позволило повысить осознанность

выбора профессии, развить рефлексию и ответственность у учащихся, что подтверждено статистическими и качественными данными.

Annotation

The purpose of this article is to inform about the importance and peculiarities of tutoring, an individualized pedagogical activity aimed at helping students build their educational and professional path based on their interests, abilities and goals. Experimental work has proved that tutor support is an effective tool in the formation of professional self-determination of high school students. The implementation of the model has made it possible to increase awareness of the choice of profession, to develop reflection and responsibility among students, which is confirmed by statistical and qualitative data.

Түйінді сөздер: Тьюторлық, қолдау, даралау, субъективтілік, өзара әрекет.

Ключевые слова: Тьюторство, сопровождение, индивидуализация, субъектность, взаимодействие.

Keywords: Tutoring, support, individualization, subjectivity, interaction.

Introduction

In the context of the rapid changes in the modern world, the issue of professional self-determination is becoming more relevant than ever. In this article, we will look at how tutoring can become a reliable guideline for students.

The relevance of this study is due to several factors:

- Changes in the labor market: the rapid development of technology and the emergence of new professions require young people to be flexible and ready for continuous learning.

- The need for individualization of education: traditional teaching methods do not always take into account the unique characteristics of each student, which can lead to difficulties in professional self-determination.

- Increasing the importance of informed career choice: informed choice contributes to successful professional realization and personal satisfaction.

The novelty of the research is as follows:

- Development and implementation of a tutor support model: a new model is proposed, adapted to the modern conditions and needs of high school students.

- Integrated approach: integration of various methods and tools to ensure effective support for professional self-determination.

- Practical application orientation: teachers and tutors in educational institutions can directly use the proposed recommendations and techniques.

1. Professional self-determination of high school students as a socio-pedagogical phenomenon. It is a complex and multifaceted process in which personal, social and pedagogical factors are interconnected. It is important to consider it from the perspective of the social environment and pedagogical support.

Professional self-determination is formed under the influence of the family, education systems, labor market and cultural and social establishment.

2. The pedagogical aspect of professional self-determination

The main pedagogical conditions that promote an informed choice of profession:

- Development of interdisciplinary competencies (the ability to analyze information, think critically, and make decisions);

- Creating conditions for self-development (project activities, creative assignments, research work);

- Career guidance (meetings with representatives of professions, testing, excursions to enterprises);

- Individual approach (consultations, coaching, mentoring).

The effectiveness of pedagogical support depends on an integrated approach, including the interaction of the school, the family and external social institutions. Professional self-determination of high school students is a process determined not only by personal characteristics, but also by social

and pedagogical factors. Modern conditions require new approaches to career guidance, taking into account the changing economic situation, the development of technology and the individual needs of students.

Professional self-determination of high school students is a complex process in which personal qualities, cognitive abilities, motivation and external social conditions interact and form an informed choice of a future profession. In this section, it is necessary to consider older adolescent schoolchildren not just as an object of influence from the education system and society, but as an active subject of the process of self-determination.

Older adolescence is a key stage of personality development, when a worldview, self-esteem, values and life goals are formed. At this age, students begin to realize their individuality and strive for independence, which plays an important role in their professional choice.

Professional self-determination becomes not just a choice of activity, but an important part of personality formation, influencing self-esteem, the level of aspirations and life orientations.

Stages of personal growth in the process of professional self-determination:

1. Self-search - reflection, analysis of interests and abilities, acquaintance with various professions.

2. Role testing – participation in career guidance events, testing of various types of activities (practice, volunteering, projects).

3. Decision-making - awareness of one's preferences, realistic assessment of opportunities, and choice of direction of study.

4. Correction of choice – possible changes in interests, adaptation to new conditions, clarification of goals [1].

Thus, professional self-determination is connected not only with the choice of profession, but also with the formation of personal qualities necessary for further self-realization.

Each high school student has his own individual set of value priorities, which influences his professional choice. It is important that the education system helps to realize these values and make informed choices [2].

Personal characteristics and values are closely related to each other and shape a professional identity. If a teenager has developed independence and responsibility, he is inclined to choose professions that require decision-making (manager, entrepreneur, or a researcher). If social importance is the priority, the teenager chooses humanitarian and medical professions. If financial independence comes first, he focuses on highly paid and promising areas (IT, business, law). If stability is paramount to him, public occupations or fixed-income jobs are chosen.

Thus, personal qualities and value orientations determine not only the choice of profession, but also the attitude towards it, motivation for work and future career strategy. Despite the importance of personal and value factors in professional choice, high school students often face difficulties. One of them is lack of awareness of choice that means poor understanding of their values, lack of clear life goals. The influence of stereotypes, when someone makes choice of profession under the pressure of society, family, and fashion trends. The gap between desires and opportunities is also an obstacle, with high expectations, they suffer from lack of preparation. Fear of mistakes and fear of making the wrong choice, low self-confidence take their toll. Solving these problems requires an integrated approach, including pedagogical support, the development of reflection and assistance in realizing personal values.

Professional self-determination is not just a choice of profession, but the formation of a personality and a system of values that determine attitudes towards work, career and life in general. High school students make choices based on their beliefs, life priorities, and social attitudes, but their awareness in this process requires support from family, school, and society.

If you have consider revealing the role of tutor support in the professional self-determination of students, it is important to identify the key concepts used in the study. Personal self-determination is closely related to professional self-determination, as personal values, interests and goals determine the

choice of profession.

Support is a systematic pedagogical activity aimed at supporting and assisting a student in the process of his development, self-determination and adaptation. Main support functions are at first, informational, when providing knowledge about opportunities, professions, and career paths. Then, advisory function comes with assistance in analyzing one's capabilities and making decisions. After all, developing stage should follow by creating conditions for independent choice and personal growth.

Tutoring as a special type of support:

Tutoring is an individualized pedagogical activity aimed at helping students build their educational and professional path based on their interests, abilities, and goals.

Principles of tutoring:

- Individuality – takes into account the personal characteristics and needs of the student.
 - Partnership – the tutor does not impose solutions, but helps to find their own way.
 - Development of independence – forms the ability to make informed choices and self-development.

Tutor functions:

1. Diagnostic – helps to identify the interests, values, motivation of the student.
2. Advisory – guides in the possibilities of professional and educational choice.
3. Motivational – supports the pursuit of self-development and active choice [3].

A tutor differs from a classical mentor in that he does not just transfer knowledge, but helps the student to build independently an educational and professional track [4].

Tutor support for professional self-determination is the process of supporting a student in realizing his professional interests, shaping career goals and choosing educational paths.

The main tasks of tutor support:

1. Help in self-discovery - identification of interests, abilities, motivation.
2. Creating conditions for an informed choice of profession – organization of career guidance events, excursions, internships.
3. Development of independence in professional choice – formation of information analysis and critical thinking skills.
4. Support in adapting to a professional choice – support at the stage of admission and the beginning of studies at a university or college.

Methods of tutor support

- Individual consultations – one-on-one work of a tutor with a student.
 - Portfolio of achievements – analysis of strengths and development directions.
 - Career guidance projects – group work, participation in internships.
 - Reflexive practices – analyzing one's actions, recognizing successes and mistakes.

The role of a tutor in professional self-determination

The tutor helps the student:

- Identify strengths and potential areas of development.
- Understand the possibilities of professional choice.
- Build an individual educational route.

Overcome fear of choice and self-doubt.

Thus, tutor support is one of the most effective mechanisms for supporting professional self-determination of high school students, which helps them not only choose a profession, but also form personal and value orientations, realize their capabilities and build a strategy for future development.

Axiological (value) approach focuses on the formation of high school students' value orientations and a conscious attitude towards choosing a profession.

Tutor support helps to align the student's personal values with the possibilities of professional choice. It also considers professional self-determination through the formation of key competencies (self-organization, goal setting, reflection, critical thinking).

The use of theoretical, empirical, experimental methods and statistical data processing methods

allows for a comprehensive analysis of the role of tutor support in the development of professional identity of high school students. Subjectivity is the active involvement of the student in the process of self-determination. Reflexivity is the development of skills to comprehend and evaluate one's choices and practical orientation is considered as a focus on real professional trials.

Implementation of the tutor support model

Stages of the model implementation:

1. Diagnostic stage

- Identification of individual interests and inclinations.
- Conducting questionnaires and testing.
- Development of an individual self-determination route.

2. The formative stage

- Organization of meetings with representatives of professions.
- Immersion in professional activity through master classes, internships.
- Development of critical thinking skills, analysis of information about professions.

The model of tutor support for high school students' professional self-determination allows them to build a personalized and informed career path, providing support at all stages of professional identity formation.

Experimental work to test the effectiveness of the tutor support model for high school students.

The results of experimental work to test the effectiveness of the volunteer support model for high school students.

In order to analyze the initial level of self-determination, the following methods were used:

- Conversations with students (identification of personal difficulties in the process of professional choice).
- Monitoring behavior (participation in career guidance activities, degree of involvement).

Diagnostic results

Based on the analysis of questionnaires, tests and interviews, three groups of high school students were identified:

1. High level of self-determination (15-20%) - students with a clear understanding of the profession, motivation and an action plan.
2. The average level of self-determination (50-60%) is among students who have difficulty making a choice but are interested in career guidance.
3. Low level of self-determination (20-30%) - high school students who have no idea about their professional future and are not active.

The main difficulties have also been identified at this stage.:

- Lack of information about professions.
- Lack of practical experience.
- The influence of stereotypes and external expectations.
- Lack of reflection and introspection.

The data obtained became the basis for the development and implementation of the tutor support model.

At this stage, the developed model was being implemented in the educational process.

- Development and implementation of individual and group tutor consultations.
- Organization of career guidance events (workshops, excursions, meetings with professionals).
- Involving students in project activities.
- Formation of self-reflection and self-choice skills.

Examples of tutor cases and diagnostic tools for professional self-determination.

An example of an addition: tutor support for the professional self-determination of students in the pedagogical field.

1. Examples of tutor cases (pedagogical orientation)

Case 1. "My future in the teaching profession"

Problem: A 10th grade student doubts whether the teaching profession is suitable for her.

Tutor’s actions:

Conducting a diagnostic questionnaire “My image of a teacher”;

Individual consultation based on the results of the survey and the “Motives for choosing a profession” test;

Organizing the student’s participation in the school project “Teacher’s Pen test» (conducting a mini-lesson for younger students);

A joint discussion of impressions and the definition of areas of personal growth.

The result: a conscious attitude towards the profession was formed, the direction of “Primary education» was chosen.

Case 2. “Development of professional competencies among students-teachers”

Problem: Students at the teacher training college have difficulties with self-organization and self-confidence when practicing at school.

Tutor’s actions:

Conducting a group training on “Pedagogical skills and self-confidence”;

Individual tutor session on drawing up a personal plan for the development of pedagogical skills;

Reflection of practice with elements of introspection (“What happened — what requires growth»).

The result: increased self-efficacy of students, improved teaching skills, increased motivation for the profession.

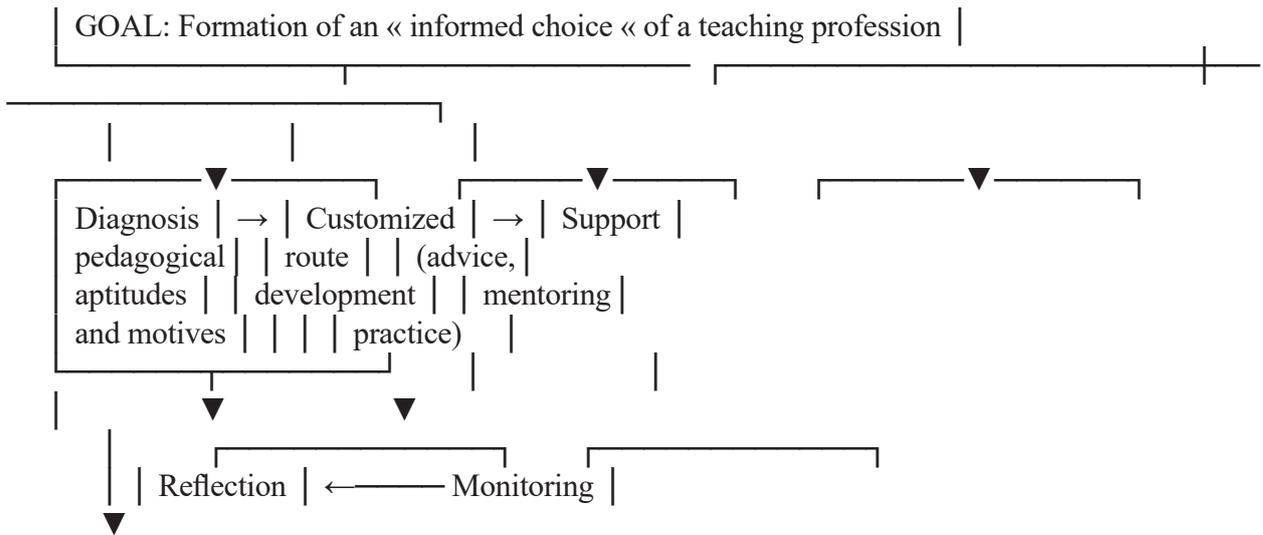
2. Tools for diagnosing the level of professional self-determination (pedagogical direction)

Diagnostic stage; Tool; Brief description; Evaluation criteria;

The primary diagnosis Questionnaire «Professional inclinations to pedagogical activity» Determines the level of empathy, communication, patience and the desire to help others High indicators — pedagogical orientation

Introspection Test «Motives for choosing a teacher’s profession» (according to B. Bass) It measures internal and external motives for choosing a profession. The predominance of internal motives is a conscious choice.

Final monitoring The individual pedagogical Growth Map Tracks the dynamics of professional interests, practical skills, and confidence in the profession Positive dynamics ≥20% — effective support.



The result: a conscious choice of teaching profession, readiness for professional growth.

Activities within the framework of tutor support:

1. Individual consulting – identification of strengths, analysis of interests, setting professional goals.

2. Project activity – development of mini-projects related to the profession.

3. Practical professional trials – internships, volunteering, participation in real work processes.
4. Career guidance trainings and master classes - work with representatives of various fields of activity.
5. Reflective sessions – discussing the experience gained, forming a personal professional development plan.

In the process of implementing the model, interim surveys and observations were conducted, which showed the increasing awareness of professional choice and increased participation of high school students in career guidance activities.

The same diagnostic methods were used as at the ascertaining stage:

- Repeated questioning.
 - Professional aptitude testing.
 - Conversations and observations.

Comparative analysis of the results (before and after the experiment)

The level of professional self-determination Before and After the experiment:

High level	15-20%	40-50%
The average level	50-60%	40-45%
Low level	20-30%	5-10%

Major changes followed proved that, the number of students with a high level of self-determination has almost tripled. Students with a low level of self-determination have significantly reduced their share. Most of the students moved from the group of moderate insecurity to the category of conscious choice.

Qualitative changes in professional self-determination increased independence in decision-making and provided the development of self-reflection skills. It was also instrumental in formation of specific professional goals. We witness the increased interest in future professional activities.

The results confirm the high effectiveness of tutor support in the formation of an informed professional choice. The positive changes were achieved by a personalized approach, practical orientation of career guidance work, a developing introspection, and goal-setting skills.

Conclusion

Experimental work has proved that tutor support is an effective tool in the formation of professional self-determination of high school students. The implementation of the model has made it possible to increase awareness of the choice of profession, to develop reflection and responsibility among students, which is confirmed by statistical and qualitative data.

Prospects for further research:

- Adaptation of the model for individual learning.
- Implementation of digital tutor support tools.
- Developing partnerships between schools, universities and employers.

Thus, the proposed model can become a universal basis for the organization of tutor support for professional self-determination in educational institutions.

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