

Vladimir AFANASIEV, Marina VRAZHNOVA, Mikhail NECHAEV,  
Svetlana FROLOVA, Liudmila SHYPOVSKAIA

### **Directions of Increasing the Effectiveness of Career Guidance System for Students in Russia**

Vladimir AFANASIEV, Marina VRAZHNOVA, Mikhail NECHAEV,  
Svetlana FROLOVA, Liudmila SHYPOVSKAIA

Moscow City University, Moscow Automobile and Road Construction State  
Technical University (MADI), Moscow, Russian Federation  
Academy of Public Administration, Moscow, Russian Federation

**Abstract.** *The need to meet the world educational standards caused the actualization of the problem of improving the quality of vocational training in the higher education system. Studies have shown that the solution to this problem is closely related to the effectiveness of early career guidance work with students - future university students. In this regard, career guidance becomes one of the most important urgent tasks of the modern school. The purpose of the study is the theoretical and methodological substantiation of the system of psychological and pedagogical support of professional self-determination of students. Methods of the study: theoretical methods (study of theoretical sources and scientific publications, Internet resources, analysis, synthesis, generalization); diagnostic methods (questionnaire); statistical methods for processing experimental data. The result of the study was the substantiation of the need to develop a new career guidance system, a description of the history of the formation and development of career guidance in Russia, the definition of current trends in career guidance, a description of the existing career guidance model, identification of the main problems and the definition of methodological approaches to the development of the system of psychological and pedagogical support of professional self-determination of students.*

**Keywords:** career guidance, professional self-determination, career choice, system of psychological and pedagogical support of professional self-determination.

### **Introduction**

The conducted study proved that the current system of career guidance in the Russian Federation does not fully satisfy the needs of students in information for a conscious career choice. The situation is complicated by rapid changes in the social and economic sphere. Futurologists find it difficult to give an exact answer, which professions will be in demand in the labor market in 5-10 years. That is why Russia needs such system of psychological and pedagogical support of professional self-determination of students, which would contribute not only and not so much to the right career choice, but to the formation of readiness for professional self-determination and education throughout life.

The scientific novelty of the results of the study consists in substantiating the use of a complex of methodological approaches (existential, acmeological, axiological, reflexive, environmental, and ideal-oriented) for constructing system of psychological and pedagogical support of career guidance of students who meet the challenges of the modern information society. The purpose of this system is not only to help students in professional self-determination, but in the comprehension of the value meaning of work, finding oneself as a professional and as a person in

"Directions of Increasing the Effectiveness of Career Guidance System for Students in Russia," *Astra Salvensis*, VI (2018), no. 12, p. 193-209

professional work. Practical implementation of these approaches means the creation on their basis of a reflexive-value psychological and pedagogical support system of professional self-determination of students.

The conducted study proved that the current system of career guidance in the Russian Federation does not fully satisfy the needs of students in information for a conscious career choice. The situation is complicated by rapid changes in the social and economic sphere. Futurologists find it difficult to give an exact answer, which professions will be in demand in the labor market in 5-10 years. For that reason, Russia needs such system of psychological and pedagogical support of professional self-determination of students, which would contribute not only and not so much to the right career choice, but to the formation of readiness for professional self-determination and education throughout life.

The theoretical significance of the study consists in revealing new trends in the development of career guidance at the present stage, in expanding the conceptual apparatus of pedagogical science by clarifying and concretization the content of the concepts „professional self-determination” and „career guidance”.

Practical significance is the development of methodological recommendations for teachers on the introduction of approaches to the creation of a reflexive-value psychological and pedagogical system support for accompanying and supporting self-determined students in the profession.

The limitations of the study are related to the fact that underestimation by the developers of such approaches to the creation of support system of professional self-determination, as existential, axiological and especially ideal-oriented, will exclude the component responsible for the personal self-determination of students and the acquisition of the value of labor by them.

Integration of the Russian Federation into the European space of higher education and the need to comply with universal educational standards have actualized the problem of improving the quality of vocational training, which, as is known, largely depends on the level of motivation of students. An insufficiently high motivation for qualitative education, professional improvement, and increasing professional competence, which is observed today, is most often associated with the wrong career choice to which the student is not interested.<sup>1</sup> Most often, when career choice and a higher educational institution, the students are dominated by utilitarian and practical motives, which are considered to be weakly effective in cognitive activity and cannot contribute to improving the quality of education. For that

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<sup>1</sup> A. R. Gapsalamov, R. R. Ibatullin, & A. F. Kaviev, “Features of Estimating the Effectiveness of Implementation of Labor Actions in the System of Secondary Vocational Education”, *Astra Salvensis*, V (2017), no. 10, p. 329–338.

reason, it is necessary for students to provide qualified career guidance help in time.

Thus, the quality of vocational education directly depends on the successful professional self-determination of students, because if the profession is chosen correctly, in accordance with interests and inclinations, then the motivation for education is high, and in the person of a university graduate the state receives a competent employee.

All of the above proves the urgency of the problem of career guidance, because its effectiveness directly affects the socio-economic status of Russia, the development of the labor market, employment of the population, raising the social standard of living.

The purpose of this study is the theoretical and methodological justification of the system of psychological and pedagogical support for the professional self-determination of students.

The main methods of studying this problem are as follows:

- Theoretical methods: the study of theoretical sources and scientific publications, Internet resources, analysis, synthesis, and generalization;
- Diagnostic methods (questionnaire);
- Statistical methods for processing experimental data.

### **Literature review**

The study of theoretical sources and scientific publications confirmed the urgency of the development of a new career guidance system, allowed to determine current trends in the development of career guidance work, to build the existing career guidance model in the Russian Federation, to identify the main problems and to determine methodological approaches to the development of a system of psychological and pedagogical support for the professional self-determination of students.

The attention of scientists and teachers - practitioners has always attracted problems of career choice, the conditions for achieving high results in it, questions of self-actualization in professional activity, mechanisms for „deployment” and adequate application of a wide range of abilities and the entire potential of the person.

The relevance and significance of the development of new forms, methods, technologies of career guidance activity of educational organizations, as well as the provision of psychological and pedagogical assistance to students in professional self-determination, are confirmed by the studies of the relevant scientists and practitioners.

Professional self-determination is closely related to the notion of career guidance, which, as is known, is a division of the science of work, as well as comprehensive work with young people, aimed at their further employment. At its core, career guidance is the psychological and social support of a self-determined person.

"Directions of Increasing the Effectiveness of Career Guidance System for Students in Russia," *Astra Salvensis*, VI (2018), no. 12, p. 193-209

Abroad in the present career guidance is given quite a lot of attention.

For example, in the USA, a directory of popular professions is regularly supplemented. In the directory each profession is described in detail; forecasts for further development are given for the profession, average salaries in the industry, required skills and recommendations for the choice of professional education are indicated.

The history of career guidance work in our country is about one hundred years old, and throughout its development, scientists have closely linked career guidance with professional and personal self-determination. Professional self-determination is not the creation of the limits of human development, not falling into professional limitations, but the search for opportunities for unlimited development. This is not a one-time act, but a long, multi-year process, connected with different purposes and having different content at different age stages.

Domestic scientists consider the process of professional self-determination is not a single act that takes place simultaneously, but as a long process of finding oneself in the profession.<sup>2</sup>

Foreign studies confirm the relevance and importance of the problem of professional self-determination and its interdisciplinary nature. Among the foreign concepts that had the most significant impact on the development of the doctrine of professional self-determination, one can call the concept of professional development D. Super,<sup>3</sup> the scenario theory of E. Bern,<sup>4</sup> the concept of self-actualization A. Maslow,<sup>5</sup> the typological theory of J. Holland,<sup>6</sup> the theory of compromise with the reality of E. Ginsberg and others.

According to the concept of D. Super, occupational preferences of personality can be regarded as its attempts to implement the self-concept. The subject expresses opinions about a particular occupation, and then precisely these opinions determine his/her occupational self-concept. An occupation is chosen when the requirements for this occupation provide the subject with a role that is consistent with his/her self-concept. A certain thesaurus is formed and used for occupational choice by the subject. But, this

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<sup>2</sup> E. F. Zeer, *Psychology of Professional Education*, Moscow, Educational Center „Academy”, 2013; M. P. Nechaev, & S. L. Frolova, "Modern Understanding of the Problems of Career Guidance of Students", in *Gaudeamus*, 2 (16) (2017), p. 9–16; E. Yu. Pryazhnikova, *Career Guidance*, Moscow, Educational Center „Academy”, 2013; S. N. Chistyakova, "Professional Self-Determination of Students: Problems and Solutions", in *Professional Education in Russia and Abroad*, 2 (18) (2015), p. 118–122.

<sup>3</sup> D. E. Super, *The Psychology of Careers*, New York, Harper & Row, 1957.

<sup>4</sup> E. Bern, *Games People Play: The Psychology of Human Relationships*, New York, Grove Press, 1964.

<sup>5</sup> A. G. Maslow, *Self-Actualized People: The Study of Psychological Health*, HPSY, 2017.

<sup>6</sup> J. H. Holland, *Adaptation in Natural and Artificial Systems. An Introductory Analysis with Applications to Biology, Control, and Artificial Intelligence*, Cambridge, MIT Press, 1992.

happens only when the characteristics of his/her general self-concept coincide, or at least correlate with the characteristics of the professional self-concept.

The position of E. Bern who believed that in choosing an occupation, people are not subjects, because they are guided by the scenario that was formed under the influence of parents in early childhood is a specific "antithesis" of D. Super's concept.

A. Maslow, as the central concept of professional self-determination, singled out „self-actualization”, i.e. ideal functioning, the achievement of happiness „here and now”. The self-actualized person is satisfied with the social and professional status achieved and personal life. They are calm, confident in the future, successful, financially self-sufficient. From the point of view of a psychologist, self-actualization is possible only when a person has chosen a career corresponding to their natural inclinations.<sup>7</sup>

J. Holland put the career choice in dependence on the formed type of person. The scientist singled out six personal types (realistic, intellectual, social, conventional, enterprising, artistic), which allow to correlate personal characteristics with the requirements of one or another professional environment.<sup>8</sup>

E. Ginsberg believed that the career choice can be viewed as an evolving process, in which there is a series of „intermediate solutions”. These intermediate solutions are important in themselves, because they restrict freedom of choice and, as a result, in the aggregate lead to a final solution.<sup>9</sup>

The original concept of career guidance is offered by B. Burnett and D. Evans. The future profession and life is considered by them as an object of design. At first, problems are identified, and the loan is created a sketch of the „desired life”. After testing different sketches, the most appropriate one is chosen.<sup>10</sup>

German psychologist K. Fopel career guidance orientation work builds on the principles of partnership interaction and humanistic psychology. Their psychological games help children in self-knowledge, they teach effective interaction with adults and peers, without which, according to the psychologist, it is impossible to correctly determine oneself in the profession.<sup>11</sup> According to many modern scientists, the experience of German specialists in the professional self-determination of students deserves close attention. School programs are aimed at training students for

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<sup>7</sup> A. G. Maslow, *Self-Actualized People: The Study of Psychological Health*.

<sup>8</sup> J. H. Holland, *Adaptation in Natural and Artificial Systems. An Introductory Analysis with Applications to Biology, Control, and Artificial Intelligence*.

<sup>9</sup> F. Rice, K. Dolgin, *Psychology of Adolescence and Beardless*, Saint-Petersburg, Piter, 2010.

<sup>10</sup> B. Burnett, D. Evans, *Designing Your Life: How to Build a Well-Lived, Joyful Life*, New York, Knopf, 2016.

<sup>11</sup> K. Fopel, *Psychological Groups*, Moscow, Genesis, 2013.

"Directions of Increasing the Effectiveness of Career Guidance System for Students in Russia," *Astra Salvensis*, VI (2018), no. 12, p. 193-209

an independent life, to implement the interconnection of general educational subjects with the life experience of students and their individual characteristics.<sup>12</sup>

The territory of career guidance work in our country is about one hundred years. Moreover, „in the 1930s career guidance was prohibited by political means, in the 70-80s. - bureaucratic, and in the 90s (in the era of the „heyday of democracy”) - economic (almost without funding)”.<sup>13</sup>

The 21st century urgently placed the problem of career guidance of students in the number of the most important, since the implementation of economic reforms in the country and its socio-economic development depends on its solution.

It should be noted that the quality of vocational training of university graduates is not high enough.

### **Materials and methods**

In order to confirm the relevance of the chosen area of research, a questionnaire was conducted among the students and teachers of Federal State Budgetary Educational Institution of Higher Education Russian State University of Tourism and Services Studies, Federal State Budgetary Educational Institution of Higher Education Ural State Pedagogical University, Federal State Budgetary Educational Institution of Higher Education Southern Federal University, and State budget educational institution of higher professional education in Moscow Region „Academy of Public Administration”, suggesting the identification of motives choice of university and profession. In total, the study covered 1836 students, 197 teachers.

It should be noted that the main purpose of the questionnaire and testing was to identify the main motives for choosing students in a higher educational institution and the motives for career choice. Students were not offered ready-made answers, which contributed to the „scatter” of opinions.

The questionnaire included 4 questions, two of which were related to the identification of the motives for choosing a university and profession, one was to identify the purpose of professional education, one - with employment plans after university graduation.

### **Results**

The results of the study are presented in Table 1.

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<sup>12</sup> W. Ries, *Berufsbildene Schulen*, Weinheim, Fredenberg, 2014.

<sup>13</sup> E. V. Tatochenko, *Historical Aspects of the Formation and Development of Career Guidance Work in Russia and Abroad*, Saint Petersburg, Superinf, 2018.

**Table 1: Motives for choosing university and profession for first-year students**

Place in the rating	The motive for choosing a university	Motive for career choice
1	Education cost	Urgency and demand in the market
2	Complexity level of enrolling in a university	Prestigiousness
3	Prospects for employment	Economic stability
4	Availability of interesting specialties	Interest in the profession
5	Positive feedback from relatives and friends	Opportunity to make a career
6	„Together with a friend”	Opportunity to open „own business”
7	The proximity of the university to the place of residence	Fashion for the profession
8	Quality factor of education	Ability to work abroad
9	Level of difficulty in education at the university	The ability to travel
10	Public opinion about the university	„For a company with a friend”, on the advice of friends, relatives

The analysis of the given data testifies to low professional motivation of students, because the desire to get a quality education takes the eighth position of the rating and under the specialty of interest (the fourth position), as it turned out, is understood not a profession that causes interest, but attracts primarily from the point of view of prestige, relevance and high pay. The results show that the students, when choosing a future career and a higher educational institution, are dominated by utilitarian and practical motives, to which humanistic pedagogy, accustomed to rely on broad public motives, has not yet developed a definite relationship. It is believed that utilitarian and practical motives are quite strong in a competitive environment. However, the social and social significance of such motives is reduced to zero, since the person in this situation is aimed at obtaining benefits primarily for themselves.

Utilitarian and practical motives are considered to be weakly effective in cognitive activity, since a materially or statistically-positively motivated student regards higher education as not a purpose, but a means by which they will receive a diploma. In this case, it is the diploma that is the main purpose for the student. And quite often to work on the specialty, indicated in the diploma, the graduate of the university and does not start.

Effective motivations for the quality of education are professional interests, professional inclinations and ideals, which makes it possible to identify professional diagnostics as a component of career guidance.

### Discussion

The revealed tendencies of motivation and career choice are confirmed by publications of many researches. The importance of effective career guidance in general education organizations is emphasized in a number of government documents. For example, in the Federal Law „On Education in the Russian Federation” No. 273-FZ of December 29, 2012, Article 66.3 states that „*secondary general education is aimed at <...> formation of skills of independent educational activity on the basis of individualization and career guidance of the content of secondary general education, training the student for life in society, independent life choice, continuing education and starting a professional activity*”.<sup>14</sup>

On November 24, 2016 at the session of the federal educational and methodological association of the enlarged group of areas of training „Political Science and Regional Studies”, the Minister of Education and Science of the Russian Federation Olga Vasileva stated: „*We need to return to schools orientation to the profession, it is necessary, and this is our problem with you*”. The head of the Ministry believes that the system of higher education gives applicants too many universities and specialties, so many of them cannot decide which future profession they should choose.

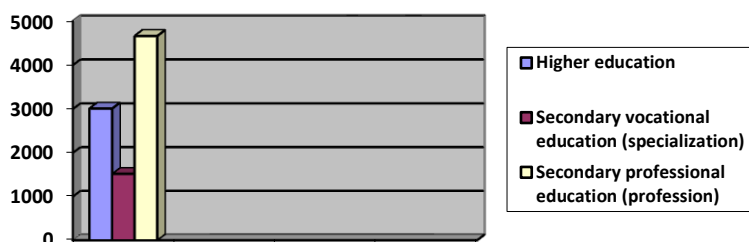
So, the career guidance of students today is one of the most important tasks facing the general education organization. At the same time, starting with the adoption of the RF Law of April 19, 1991 No. 1032-1 „On employment in the Russian Federation”, the system of school career guidance work has almost completely collapsed. And at the present time, teachers, unfortunately, do not have career guidance. In addition, the methods and tools for career guidance that have been accumulated to date do not already ensure its effectiveness, since they do not take into account the realities of our time and the individual requests of students. The situation is exacerbated also by the parental community, which is focused on compulsory admission of the child to the university and certainly on the legal, economic, managerial, journalistic faculties, despite the fact that a significant part of these professions are not in demand in Russia today.

Below are diagrams reflecting the forecast of the demand for personnel in the Russian Federation by levels of education (Figure 1) and by production spheres (Figure 2).

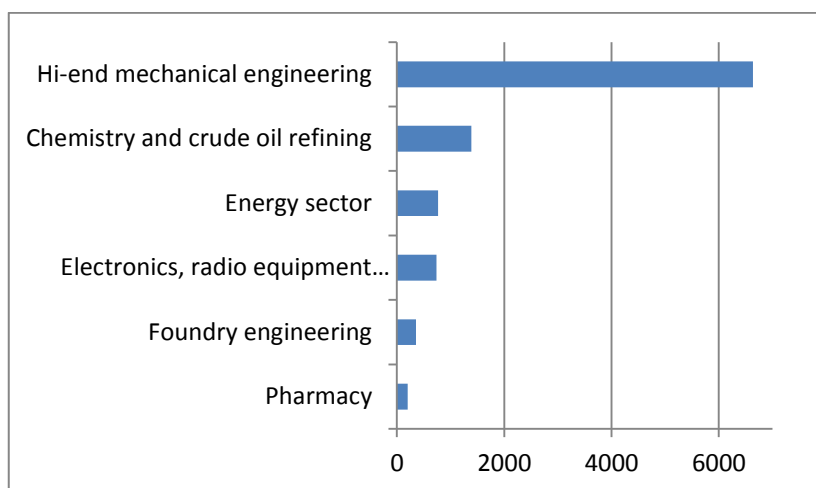
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<sup>14</sup> Federal Law of the Russian Federation of December 29, 2012 No. 273-FZ „About Education in the Russian Federation”, <http://cis-legislation.com/document.fwx?rgn=57340>, accessed 15. 03. 2018.





**Figure 1: Forecast the demand for personnel by levels of education**



**Figure 2: Forecast of the demand for personnel in production areas**

On the part of the students there is certain isolation from reality, non-inclusion in modern and promising professional practices, a vague idea of professions. Hence, the career choice by many of them turns out to be accidental.

It is necessary to distinguish between professional self-determination and professional orientation. Professional self-determination is the active activity of a person who „searches” for themselves in professional activity in specific social conditions; the creation of an image of a professional career and professional ideal. The purpose of professional self-determination is the career choice by the self-determining person.

Career guidance is a purposefully organized interaction of adults and children, which allows a self-determined person to better navigate the complex and diverse world of occupations and the needs of society in the reproduction of the socio-professional structure. The purpose of career guidance is to provide the students with necessary information about the world of professions and assist in the conscious choice of the future career,

"Directions of Increasing the Effectiveness of Career Guidance System for Students in Russia," *Astra Salvensis*, VI (2018), no. 12, p. 193-209

create conditions for the realization of life plans, and form a value attitude to professional activity.

Today, the problem of career guidance is particularly acute for various reasons. According to the Institute of Education of the Higher School of Economics, experts predict in the next 20 years a decline in the population in Russia by 16 million people.

By 2025 the country will lose every sixth employee. Today, enterprises spend up to 40% of their budget on staff education, for graduate university graduates, while in the West these expenses are only 15-20%.

50% of students do not associate the choice of the future career with their real capabilities and the needs of the labor market.

67% of students do not have a complete idea of the scientific basis for career choice.

46% of respondents are oriented in choosing a university and a future profession for support from adults.

44% are not provided with information about the possibilities of continuing education.<sup>15</sup>

And, most importantly, the market of professions has changed a lot. Listening to futurists, it is already very difficult to say exactly what will be claimed in the labor market in just 5-10 years.

The analysis of publications made it possible to identify the trends that today's school leavers should know when choosing a career in order to predict their future employment:

1. Compensation for work may not be related to the formal productivity of the worker's labor. This means that the models of labor remuneration have changed a lot today. In addition to the salary that an employee receives, they can receive a certain bonus, which, at their discretion, can be divided among their communicants, i.e. colleagues whom they most often communicate with. Another model of pay is related to goal-setting. The employer suggests the employee to formulate purposes, from the implementation of which the payment of their labor will depend. In this case, one can „plan” as much as they want to earn. But there is no risk to do it all. This is a very „smart” model, which forms the responsibility. Both models require that current graduates train effective communication and goal-setting.

2. Not employees, but employers can become competitors, trying to attract the best specialists to their company. This trend, it seems, is no longer the future, but the present. Each leader would like to have competent employees working for them. At the same time, they are ready to pay them a high salary, realizing that the degree of competitiveness of their company/firm/organization depends on the productivity of the best

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<sup>15</sup> M. P. Nechaev, & S. L. Frolova, "Modern Understanding of the Problems of Career Guidance of Students", p. 9-16.

employees. This trend cannot but motivate graduates to achieve high results in education. The dependence of wages on competencies is obvious.

3. In the list of future professions there is such as a colleague of the team of employees, which one can then offer to the employer in full. In this there is rationality especially for the employer, who does not have to look for workers one at a time and spend money on the services of employment agencies. It is more profitable for them immediately, guided by the principle of synergetics, to hire a team. This trend again underscores the relevance of communicative competencies. Graduates should understand that the better they communicate, the easier it will be for them to get a job.

4. ICT competence is very important. Today the once existing boundary between „techies” and „humanities” is erased. Job applicant requires that they can work with a computer. And it should be noted the need for ICT competence literally in all spheres of public life.

5. There is a need to form a personal brand where the brand, according to the current Russian explanatory dictionary of Efremova,<sup>16</sup> is the trademark of the product or product in the most preferred image that has a high reputation with the consumer. This means that graduates of schools should be able to work on their image. In the future, not so much a diploma as the image will determine the competitiveness. A person will have to be able to „submit” themselves, in order to „sell” their work more profitably. Children can and should be told that the competence necessary in the modern world can be obtained most. Federal Law No. 273-FL of December 29, 2012 (as amended on July 29, 2017) „On Education in the Russian Federation” legalizes formal, non-formal and informal education. Children should be aware of this, and also that there is nothing wrong with the fact that there is no such diploma. The employer of the future will focus not on the diploma, but on the competency of the job applicant.

As it can be seen, in career guidance today it is very important to inform the students who very much depends not on the „crusts” obtained even in the most prestigious university, but on the applicant, on professional and personal competencies, among which the communicative competence comes first.

The model of the existing career guidance system in the Russian Federation is as follows:

– Internet resources: such sites as *ucheba.ru*, *proforientator.ru*, *postupi.online*, *profguide.ru*, *metodkabi.net.ru*, Galina Rezapkina's methodical career guidance department, and others specialize in vocational guidance of students; there are also specialized job search sites: *FinanceJob*, *RABOTA.RU*, *SuperJob*, *hh.ru*;

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<sup>16</sup> T. F. Efremova, *The Modern Explanatory Dictionary of the Russian Language*, Moscow, Publishing House "Russian Language", 2000.

"Directions of Increasing the Effectiveness of Career Guidance System for Students in Russia," *Astra Salvensis*, VI (2018), no. 12, p. 193-209

- Centers for career guidance, for example ProfGid is the center for career guidance of Elmira Davydova (Moscow), the Moscow Center for Career Guidance „Reasonable Choice” (Moscow), the Center for Career Guidance and Psychological Support „Resource” (Yaroslavl), etc.;
- School systems for career guidance;
- Children's movements, for example, the JuniorSkills movement, etc.

The main contradictions of career guidance, negatively affecting the process of professional self-determination of students are as follows:

- Between the need for the development of high-tech and science-intensive production and inadequate orientation of the education system and its subjects (students and their parents) to the development of relevant professions;
- Between the needs and expectations of high school students in providing them with pedagogical support in professional self-determination and inadequate scientific, methodological and organizational readiness of general education organizations to solve this problem;
- Between the need to develop an innovative system of career guidance work and the lack of elaboration of modern career guidance tools that take into account the realities of time and the individual needs of students;
- Between the enormous importance of career guidance for both a self-determining person and for society as a whole, and a real underestimation of this work, expressed in the lack of time for it, in the poor training of professional advisers;
- Between the need to training a self-determined person for an independent and conscious choice and career in a changing environment, and the existing practice of predominantly professional counseling assistance, organized without activating the consulted.<sup>17</sup>

All that has been said proves convincingly that in order to solve problems it is necessary to systematically organize psychological and pedagogical support for the professional self-determination of students, which is included as one of the most important components - career guidance.

The development of a system of psychological and pedagogical support for the professional self-determination of students, meeting the challenges and needs of modern times, should be carried out on the basis of existential, acmeological, axiological, reflexive, environmental, and other

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<sup>17</sup> S. N. Chistyakova, K. N. Sivtseva, & A. R. Atlasova, "Problems of Career Guidance for Students in Russia", in *Concept*, 26 (2015), p. 476–480.

approaches that, from our point of view, will lead career guidance to a new level of development, will help personally oriented.

*Existential approach* implies the following:

Professional activity takes the most important place in a person's life, because they deal with it a significant part of their life, it is a source of means of subsistence. In addition, it is the profession that allows a person to realize natural inclinations and abilities, to achieve existential satisfaction, which can be considered as self-actualization, i.e., the fullest possible realization of talents, abilities, and potencies.<sup>18</sup>

The existential approach to career guidance presupposes the consideration of professional claims of students, helping them to realize professional purposes.

*Acmeological approach* implies the following:

Acmeology as a special branch of psychology believes that the person's life path is „tied” to the educational route and professional activity, to products and actions that can be successful and unsuccessful. From the professional activity depends the quality of a person's life, the acquisition of the meaning of life by achieving „acme”. Acmeological approach examines the problem of professional self-determination from the perspective of the acmeological orientation of the person, striving for the highest professional achievements. The central concept of acmeology is „creation”, expressed in the self-construction of a professional person in accordance with the ideal model. Acmeological approach requires taking into account in career guidance not only professional interests, inclinations and claims of students, but their ideas about ideal models of professional career.

*Axiological approach* implies the following.

Each professional activity has its own value content, its value potential. Integration, i.e., entry into the profession, means the full acceptance of professionally significant values. Self-determined in the profession student should know about this.

*Reflexive approach* implies the following:

Reflexive approach, the key categories of which are „comprehension”, „awareness”, „value”, „analysis”, „self-analysis”, „evaluation”, „self-evaluation”, allows to focus the attention of a self-determined high school student on the importance of career choice personally for them and the significance of the chosen one the profession for their self-concept.

*The mediocre approach* implies the following:

In environmental pedagogy, the environment is understood as everything that surrounds a person, what they react to, under the influence of which their personal formation takes place. Hence it seems justified to

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<sup>18</sup> A. G. Maslow, *Self-Actualized People: The Study of Psychological Health*.

"Directions of Increasing the Effectiveness of Career Guidance System for Students in Russia," *Astra Salvensis*, VI (2018), no. 12, p. 193-209

consider that in the educational environment there is potential for professional self-determination of students. The purpose of educators is to identify this potential and build a model of career guidance environment for the purpose of effective career guidance of students. In this model, it seems to us, it is advisable to include educational organizations of secondary professional education, higher education, manufacturing enterprises, cultural organizations, etc.

*Ideal-oriented approach* implies the following:

A modern graduate of a school should have the ability and readiness for a conscious career choice, and a modern graduate of a university should have a professional orientation, readiness for productive professional activity, ability to creative transformation of the profession and themselves as a professional. From our point of view, continuous education throughout life should be understood not as an endless process of changing professions, but as a constant replenishment of knowledge, the development of competences for professional development, career building, and the growth of professional skills.

This is possible only if a person has a professional ideal, which is the highest professional purpose, fulfills the function of a „guiding star” guiding professional development. The professional ideal is the basis of career and life-building, because a person lives and works in accordance with their idea of an ideal professional. Being an obligatory component of consciousness, the ideal is formed on the basis of needs and interests, which are determined by the natural inclinations of person. It follows that the content of the professional ideal is, as it were, given by nature, because it is related to professional purpose. If the destination can be understood, „guess”, then the process of forming a professional ideal will be natural, corresponding to the psychological nature of the child, and therefore harmonious. Driven by the ideal, the child is initially intuitive, and then consciously takes possession of the necessary knowledge and modes of activity. Becoming a student, studying with interest, clearly represents the purpose of education, consciously chooses a career educational institution and successfully mastering the profession, becoming not only a competent specialist and master of the profession, but also a creator of the profession.<sup>19</sup>

*Practically-oriented approach* implies the following:

The prognostic approach consists in forecasting the future professions and navigation of high school students in the priority areas of economic development in the region and the country as a whole.

The monitoring approach involves a purposeful, systematic, multiple and multifaceted study of students' readiness for professional self-

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<sup>19</sup> S. I. Frolova, "Innovative Understanding of Career Guidance of Students", in *Profile School*, 2 (4) (2016), p. 36–41.

determination. This approach requires regular not only psychological, but also pedagogical diagnostics, in particular the study of the professional interests and ideals of student.

The game approach, the essence of which is to organize a gaming career guidance space, which is one of the components of the career guidance orientation model. This is a series of business, simulation career guidance games, providing the opportunity to „enter” the profession, „playing” various professional roles; a series of card and board games that activate the internal readiness of student to career choice.

In order to solve the problems of the quality of vocational training of graduates of a university, qualified professional guidance is needed, for which it is required to develop a system of psychological and pedagogical support for the professional self-determination of students.

For the practical implementation of the above listed scientific approaches, the following forms of work can be recommended:

1) *Within the framework of the existential approach:*

- Class hours on self-knowledge topics;
- Individual conversations with student in order to identify what they most want from the future profession;
- Group and individual consultations, during which the teacher gives information on the potential provided by a profession for the realization of abilities;
- Cognitive and enlightening lectures on self-actualization and self-actualization in professional activity;

– Organization of professional samples;

2) *Within the acmeological approach:*

- Familiarity with profesiograms, professional standards in an adapted form;
- Class hours with the invitation of successful professionals;
- Stories about outstanding professional persons;
- The development of models for an ideal professional career;
- Viewing documentaries and feature films about successful specialists;
- Interviews with employers of successful firms, etc.;

3) *Within the framework of the axiological approach:*

- Acquaintance of students with the value content of a particular profession;
- Compilation of value characteristics of professions;
- Pedagogical workshops of value orientations;
- „My professional ideal”, „What qualities does one need to have to become a successful...lawyer/doctor/teacher...?”, etc.;

"Directions of Increasing the Effectiveness of Career Guidance System for Students in Russia," *Astra Salvensis*, VI (2018), no. 12, p. 193-209

- Paedagogical diagnostics of the formation of professionally significant qualities;
- Research and project activities of students;
- 4) *Within the framework of the reflexive approach:*
  - Reflexive diagnosis of professional ideals of students;
  - The development of strategies for professional self-determination;
  - Acquaintance with Internet sites on career guidance;
  - Communication trainings;
  - Education methods of self-knowledge;
- 5) *Within the framework of the environmental approach:*
  - Open days in universities and colleges;
  - Excursions to the enterprises;
  - Career guidance workshops and master classes with the involvement of specialists.
- 6) *Within the framework of practically-oriented approaches:*
  - Professional counseling and informing students about the state of the labor market;
  - „Profession fairs”, „job fairs”, „labor holidays”, etc.;
  - Implementation of projects on the topic „Professions of the future”, etc.
  - Purposeful, systematic, multiple and multidimensional study of students' readiness for professional self-determination;
  - Business, imitation career guidance games, etc.

Using the above listed approaches and relying on the best traditions of career guidance work in our country and abroad, a general education organization can create an effective system of career guidance. The career guidance of students should become an organic part of the educational work of the general education organization if it is really interested in the success of its graduates in their further professional self-determination and professional careers. It is important to note that according to the criterion of professional success of school graduates, one can also judge about the effectiveness of the activity of the general education organization as a whole.

### **Conclusion**

The quality of vocational training of university graduates depends on the degree of motivation to master the profession. This, in turn, depends on the correspondence of the future professional activity to the interests and inclinations of the students. That is why the timely identification of professional interests, inclinations and ideals is the most important component of the reflexive-value system of psychological and pedagogical



Vladimir AFANASIEV, Marina VRAZHNOVA, Mikhail NECHAEV,  
Svetlana FROLOVA, Liudmila SHYPOVSKAIA

support for the professional self-determination of students. Formation of a professional ideal begins before entering a higher educational institution. Already in early childhood in the mind of the child there is a pre-professional ideal, which is manifested in the children's game. In the school years, a pre-professional ideal is actively being formed, the manifestations of which can be observed in the cognitive interests of the student. To the senior classes, on the condition of pedagogical support, based on a set of approaches (existential, acmeological, axiological, reflexive, environmental, and ideal-oriented), the professional ideal itself is formed. Obviously, the path of personal and professional development of such a student in the university will be more harmonious and effective.

"Directions of Increasing the Effectiveness of Career Guidance System for Students in Russia," *Astra Salvensis*, VI (2018), no. 12, p. 193-209