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## FORMATION OF UPPER SCHOOLCHILDREN'S PROFESSIONAL SELF-DETERMINATION BY MEANS OF FOREIGN LANGUAGE

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The article, basing on the analysis of current textbooks in foreign languages for 10<sup>th</sup> and 11<sup>th</sup> forms of a secondary school, deals with actual problems of upper schoolchildren's self-determination on the lessons of foreign language. The author of the publication suggests some new technologies of teaching foreign languages which would be interesting and useful for upper school pupils in forming their professional orientation by the means of foreign language.

**Keywords:** *professional orientation, professional self-determination, foreign language, forms and methods, pupils of upper forms.*

**Introduction.** Recently, attitudes towards professional schoolchildren's self-determination has changed greatly due to the introduction of pre-profile preparation in main secondary school (forms 8–9) and profile education in upper secondary school (forms 10–11). The transition to profile school makes professional orientation multi-stages: selection of teaching profile, validation of this choice and as a result, the choice of profession. The introduction of profile education positively affects the pupils' orientation in the sphere of professional activity, facilitates equal access to a complete education by schoolchildren of different categories according to their wishes, interests and aptitudes.

**Review of literature.** Some methodological works of O. O. Artemieva, O. I. Aseieva, N. Ye. Kuzovlieva, A. M. Malysheva, Ye. S. Polat cover the problems of professional-oriented teaching foreign languages. The researches of T. O. Blagodarna and L. A. Mylovanova are devoted to professional orientation on economic professions by means of foreign language. Most of these researchers consider professional orientation as one of the motivating factors for teaching foreign languages in schools. However, in the current socio-economic conditions, the contents and recommendations of these authors require some improvement, development and involvement of innovative approaches.

**Objectives.** The aim of this article was to highlight the analysis of current textbooks in foreign languages (English and French) for 10<sup>th</sup> and 11<sup>th</sup> forms of a secondary school (three levels: standard, academic and profile) on the subject of demonstration its forms and methods of professional-oriented work. We also

wanted to show some new technologies of teaching foreign languages which would be interesting and useful for teachers and upper school pupils in forming professional orientation by the means of foreign language.

**Content.** After analyzing the different interpretations of the term «professional self-determination» (given by S. U. Honcharenko, I. S. Kon, Ye. O. Klimov, E. F. Zeier, etc.) and summarizing them, we can say that the professional self-determination is a personality's choice of his/her career path (profession, higher education institutions, jobs, etc.) and constructing a professional career.

Professional self-determination is the highest level of professional orientation and its final (ideal) goal. At this level the upper school pupil is ready to make his/her responsible life and career choices independently and self-consciously.

Formation of professional self-determination should be done in the specially organized activities – professional (vocational) orientation. In the extended sense professional orientation is a system of pupils' preparation for independent choice of their future occupations considering their individual characteristics, interests, aptitudes, and also labour market demands in these specialists.

The most important, urgent and difficult work for the upper school pupil is a career choice. Many internal and external factors influence the choice of a pupil: personal professional plans, interests and inclinations, mental faculties, teachers, parents, friends, professionals of various trades, books, newspapers, magazines, radio, movie, television, Internet, gender stereotypes.

We want to comment on some of them. In particular, among these factors «gender stereotypes» and «mental capacity» are highlighted which the researchers do not pay much attention and don't include them to the main.

Selecting indicator of *gender or sex-role stereotypes* is explained by the fact that, unfortunately, in our society there is still a division into so-called «male» and «female» occupations. In this regard, the choice of profession by young people is largely influenced by society's expectations concerning the work to be undertaken by men or women. Gender stereotypes may contribute to the fact that the boys reveal more interest in science and technology, and girls – in the humanities and the arts.

The factor distinguishing *mental capacity* is explained by the fact that the level of the young man's intelligence determines its ability to make the right or wrong decision. Many young boys and girls dream of a prestigious profession for which they lack the necessary mental data. Person's ability to succeed in his/her chosen profession largely depends on the level of intelligence. Quite common form of employment in many countries is to determine the level of intellectual development, the so-called intelligence quotient (IQ) by means of tests. Of course, a high IQ is not always a guarantee of professional success. Interest, motivation, skills and other personal qualities determine his/her success no less than the intellect. However, in preparing the upper school pupil to his/her dreamed profession the teacher should take into account all possible factors influencing the choice.

Talking about the *influence of parents* on the choice of child's future profession, one should take into account not only encouragement or condemnation of interests and hobbies of their child, but also follow the example of the parents, which can lead to the imitation by a son or a daughter of their profession, or continue the family dynasty. A very high professional status of parents can affect a child's final choice of the same profession.

That is why in the main secondary school a pupil should make a professional choice by the end of 9<sup>th</sup> form. There are two ways for this choice: 1) by the method of trial and error, when a pupil chooses this or that teaching profile or an educational institution blindly; 2) consciously, when a pupil, studying himself/herself, his/her desires and inclinations, as well as mastering specific technological knowledge and skills in 5–9<sup>th</sup> forms on the lessons of technology and acquainting with the world of professions, makes that choice consciously and independently.

The graduates of main secondary school often face serious difficulties in choosing the profile of education in upper school connected to the future profession. Typically, they make this choice under the influence of random factors (such as for the company, on the advice of adults or friends, under the influence of TV shows or movies, etc.). Herewith teens think that they have sufficient information about a particular profession to select the profile for further study.

Today, conventional forms of professional orientation, targeting school leavers to demeaning, mass professions are questionable. Most seniors do not have a clear life perspective and, as a consequence, after graduation they are not popular in society and are often forced to work in an other specialty.

Foreign language as a subject has a great opportunity to orient upper school pupils in the world of professions and promote the formation of professionally important qualities of the individual. Regardless of the pupils' knowledge level, they need special professionally oriented information. Foreign language is one of those school subjects, which can provide them with this information.

First, teaching foreign language is now regarded from the perspective of teaching communicative activities, ability to communicate. This ability is the basis for organization of production and public opinion, sphere of management and service sphere, all forms of education, family relations, arts and sports. Accordingly, we can assume that mastering the basics of foreign language communication is a kind of basis for professional becoming of the pupil's personality.

Second, foreign language can and should serve as a means of professional-oriented work with the pupil, during which the problems that influence the professional development of his personality are solved.

Thirdly, professionally-oriented foreign language teaching is due to the nature of inter-subject relationships of that subject with the subjects of natural-scientific, physical and mathematical and the humanitarian cycles.

Learning a foreign language brings a personality, able to think and act in a global environment, thereby ensuring Ukraine's joining the world economy. Foreign language, particularly English, is the discipline of high social and professional value, which respectively generates orders for linguistic preparation of a school graduate. But it would be wrong to talk about directing pupils, who study a foreign language in depth at the profile level, only on specialties of a teacher, a lecturer, a linguist, a translator, a journalist and a diplomat. Today there are many professions that are directly or indirectly related to the knowledge of foreign languages: an advertiser, a speechwriter, a secretary-assistant, a secretary-receptionist, a manager of the joint company, a manager- logistics, a manager of PR, a brand-manager, a steward on international routes, a tutor, an auditor, a hotel worker, a programmer, a web-designer, a copywriter, a top-model, a recruiter and more.

In practice of professionally-oriented work it is used the structure of professional self-determination, so-called formula of profession choice, consisting of three components: «I want», «I can» and «It's necessary». This formula was proposed by S. L. Rubinshtein [3] and developed by Ye.O. Klimov [2].

According to this formula, the pupil, choosing a profession, regardless of the profile of education in upper secondary school, should consider three factors:

- 1) personal wishes, goals, interests and aspirations – **I want**;
- 2) personal capabilities: knowledge, skills, talent, psychological characteristics, health status – **I can**;
- 3) Labour Market demand for staffing and employment opportunities, socio-economic problems of the town (village, region), trends in the global economy and forecasts – **it's necessary**.

If an upper school pupil is able to combine all three components of this formula, his/her career choices will be successful. In other words, the problem is to find a profession that should be interesting and attractive to the pupil, taking into account his/her abilities, and being in demand in the labour market.

For example, a pupil wants to become a guide-interpreter. He has excellent knowledge of foreign language, history, geography, foreign literature. He likes to interact with people, he knows how to listen, he confidently answers the questions. Besides, he goes in for sports (volleyball, tennis or swimming). In addition, he has information that guides and interpreters today's labor market is missing and travel agencies have vacancies. So, one can be sure that such a purposeful and active pupil has all grounds to realize his future dream.

But, if a schoolgirl wants to become a stewardess on international routes, knows English, but has poor health, then the teachers and parents would spend with her unobtrusive relevant professional work for its orientation on other interesting professions connected with knowledge of foreign languages (a teacher, a translator, a logistics, a speechwriter, etc.).

In our opinion, in main school, during pre-profile preparation, pupils should be directed to introduction of two or three interesting occupations related to them, which greatly facilitate their ultimate choice in upper school. An important factor here is the fact that pupils can avoid psychological trauma in case of inability to capture a coveted profession through certain objective or subjective reasons.

We should also remember that there are many ways to help pupils to correct their choice of profession, particular tests. Using these tests, we can exactly determine the optimal sphere of activity, interests rating, the required qualities for a particular profession and more. However, it's necessary to remember that the psychological diagnostic techniques allow pupils to get a lot of useful data about them, but their results should not be regarded as a «final judgment». For serious evaluation of pupil's individuality one should contact the specialist – a professional consultant.

According to the classification of the Russian psychologist Ye.O. Klimov there are five types of professions depending on the object of labour: *man-nature*, *man-technology*, *man-sign system*, *man-art image*, *man-man*.

If this classification is known to schoolchildren from technology lessons in their native language, it would be interesting to them to make acquaintance with it on the lessons (or elective courses) of foreign language translated into that or another language. In particular, upper school pupils can be proposed this classification in foreign language in a table form where not only professions belonging to a particular type are noted but also personal characteristics of these types are mentioned (*see the table below*).

**Types of Professions (according to Ye. Klimov)**

<b>Profession type deals with</b>	<b>Personal characteristics</b>	<b>Professions</b>
«man-nature»: plants, animals, their natural environment	good eye memory, neat, patient, observant, rational	gardener, farmer, veterinary, chemist, geologist, forester, agronomist
«man-technology»: machines, devices, meters, instruments, machine-tools	technical thinking, good memory, clever, skilful, logical, organized, hard- working	turner, driver, builder, engineer, pilot, cosmonaut, mechanic, fitter
«man-sign system»: figures, words, formulas, diagrams, symbols, music, drawings	good at Maths, intelligent, logical, careful, organized, punctual	interpreter, translator, printer, accountant, programmer, economist, stenographer, typist, corrector

«man-image»: works of art, its elements	artistic, creative, talented, observant/good eye memory	painter, sculptor, musician, architect, clothes designer, composer, writer, jeweler, typist, hairstylist, artist, actor
«man-man»: people	communicative, sympathetic, well- wishing, tactful, dependable, friendly	teacher, doctor, nurse, manager, salesman, waiter, secretary, trainer, policeman

*Created by the author*

Each pupil has to tell which of these professions he/she likes, why, whether his/her personal data do for the specified characteristics of the professional type, whether he/she dreams of this job after finishing school and what he/she plans to do in the near future. The texts like «My Plans for the Future» and «My Future Career» can help pupils to cope with this problem successfully.

The upper school pupils can also be offered a list of other professions, which they have to translate into foreign language and refer to one of the five types of professions, proposed by Klimov. This list includes the following professions: a livestock specialist, a zoologist, a draftsman, an operator, a lawyer, a waiter, a breeder, a forester, a restorer, a film director, a metallurgist, a spinster, a driver, a librarian, etc.

In our opinion, it would be interesting task for pupils to determine the meaning of separate modern and prestigious professions (e.g. a supervisor, a trade representative, a copywriter, a merchandiser, an image-maker, etc.), its equivalents in foreign language, as well as its distribution by the types of occupation. Besides, schoolchildren will be able themselves to complete the list by other professions – modern and prestigious. The result of this task may be, for example, preparing a wall newspaper «Professions of the XXI century».

Talking about their future career, upper school pupils should take into account not only the wishes but also their personal data, abilities, professional type, expectation, support and more. Therefore it would be useful to them, in our opinion, supporting outlines like:

**1. What would you like to get from your profession? Why?**

• satisfaction; • salary; • friendly atmosphere; • travel; • good conditions.

**2. What qualities, abilities and skills are necessary for your career?**

• computer skills; • knowledge of foreign languages; • organizational skills; • initiative; • physical strength; • technical thinking; • good memory; • good eye memory; • a sharp mind; • teamwork skills; • leadership; • autonomy; • a good telephone manner; • artistic abilities; • ability to work under pressure.

**3. To be successful in your future profession you should be:**

• ambitious; • attentive; • calm; • careful; • cooperative; • confident; • creative; • fair; • flexible; • friendly; • handy; • helpful; • hard-working; • independent;

• intelligent; • logical; • organized; • polite; • patient; • punctual; • practical; • reliable; • risky; • responsible; • sociable; \ • serious; • tolerant.

The pupils of the 11<sup>th</sup> form may be interested in role-playing game «Excursion to the Profession» which is an element of professionally-oriented lesson. Each pupil is given a card with the name of profession (a journalist, a translator, a reporter, a sailor, a diplomat, a manager of the hotel, a travel agency an employee, etc.), and he/she has to convince everyone that knowledge of foreign language is necessary only for this profession.

Another task of role-playing game for pupils is to determine a professional type (according to the given above classification by Klimov), which contains a brief description on the card. For example:

**Card 1**

Roman is logical, organized, clever and hardworking. He has technical thinking. He likes to deal with machines, instruments, meters, tools...

*What's his profession type?*

*Give him a piece of advice about his future career.*

**Card 2**

Nina is creative, artistic and imaginative. She likes to draw, to make new things and to write stories.

*What's her profession type?*

*Give her a piece of advice about her future career.*

An effective and interesting diversification of professionally-oriented lessons in foreign language is a skillful use of proverbs and sayings on work.

For example:

1. *A job done well stays well done forever.*

2. *Never put off till tomorrow what you can do today.*

3. *Pleasure in the job puts perfection in the work.*

4. *When people go to work, they shouldn't have to leave their hearts at home.*

There are also many English mysteries on the profession. Some of them can be offered to pupils with original answers, others – they can find online (in particular, online [http://www.english-easy.info/riddlesWork\\_Riddles.php](http://www.english-easy.info/riddlesWork_Riddles.php))

For example:

1. *What is the difference between a fisherman and a lazy student?* – One baits his hook, the other hates his book.

2. *What is the difference between a locomotive engineer and a teacher?* – One minds the train, the other trains the mind.

3. *What is the difference between a dressmaker and a farmer?* – A dressmaker sews what he gathers, a farmer gathers what he sows.

4. *What is the difference between a fisherman and a lazy student?* – One baits his hook, the other hates his book.

Another fascinating methods of professionally-oriented lesson in foreign language is, in our opinion, the use of Mental Map, created by a British

psychologist Tony Buzan [1]. Mental Map is a unique way for imaging a process of system thinking schematically, thus it's a technology of imaging information graphically. Mental Map represents the relationship between the parts that make up the problem (subject) under consideration. It is important to remember that the main subject should be in the center, ideas are shown as branches of this subject, and ideas in turn are divided into subideas.

For example, when studying in upper school the topic «Job and Professions» it'll be interesting to pupils to make the mental map «Foreign Language and Professions» in the form of organizational diagram (*see the figure below*).

*Created by the author*

**Figure – Mental Map «Foreign Languages and Professions»**

The subject «Foreign Languages and Professions» is a central problem of the map, its ideas serve as names of professions (a pedagogue, a diplomat, a translator, a stewardess, a journalist). In turn subideas submit to ideas (a teacher, a tutor, a consul, an attaché, etc.) and specify them. This mental map schoolchildren can expand with additional professions connected with knowledge of foreign languages.

Such mental maps pupils can create not only about professions of famous people but also of their parents, relatives and friends.

The competition of collages in professional topics will be also interesting and unusual task for pupils. They are suggested to create a collage, for example, «Professions in the Face» using photos, pictures from magazines, postcards and other visual materials. While working on this collage pupils pick their own heroes, interesting episodes from their professional activity and so on.

The school curriculum on foreign languages for 10–11<sup>th</sup> forms includes learning the topic «Jobs and Career», that's why Ukrainian modern textbooks pay some attention to the nature of professionally-oriented texts and speech situations in teaching foreign languages. However, in our opinion, more opportunities to help upper schoolchildren in choosing a career on the foreign language lessons have elective courses, such as: «The Modern World of Professions», «Foreign Language and Profession», «My Long Dreamed Profession», «Dialogues on Professions» and so on. Owing to purposeful content of educational materials on different occupations and personally-social qualities of specialists belonging to these professions elective courses will help pupils not only realize their interest in foreign language as a school subject but also clarify their readiness to the choice of a particular profession related (or not related) with knowledge of foreign languages. Individual or collective preparation and presentation of pupils' project works may be a logical and complete result of these elective courses.

**Conclusions.** Analysis of current textbooks in English and French for 10<sup>th</sup> and 11<sup>th</sup> forms of a secondary school (standard level, academic level, profile level) showed that the forms and methods of professional work in these textbooks are insufficient, not entirely oriented to modern and prestigious professions that

are directly or indirectly related to the knowledge of foreign languages. In our opinion, foreign language has much more possibilities to orient upper school pupils for professions they are interested in and to promote a professionally important qualities of each individual. In particular, we offer a widespread using technologies of interactive learning foreign language (learning in interaction) in textbooks on foreign languages and manuals on elective courses.

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### **ФОРМУВАННЯ ПРОФЕСІЙНОГО САМОВИЗНАЧЕННЯ СТАРШОКЛАСНИКІВ ЗАСОБАМИ ІНОЗЕМНОЇ МОВИ.**

У статті розглядаються актуальні питання професійної орієнтації учнів старшої школи, зокрема формування їхнього професійного самовизначення, на уроках іноземної мови. Аналіз чинних підручників з англійської та французької мов для 10-х і 11-х класів загальноосвітніх навчальних закладів (рівень стандарту, академічний рівень, профільний рівень) показав, що передбачені в них форми і методи профорієнтаційної роботи є недостатніми, мало зорієнтованими на сучасні престижні професії, які прямо або опосередковано пов'язані зі знанням іноземних мов. Іноземна мова як навчальний предмет має великі можливості, щоб орієнтувати старших школярів у світі професій, що їх цікавлять, а також сприяти формуванню професійно важливих якостей особистості. Автор публікації пропонує ширше використовувати в підручниках з іноземних мов і посібниках з елективних курсів технології інтерактивного навчання іноземної мови (навчання у взаємодії), зокрема рефлексивні методи формування професійного самовизначення учнів 10–11-х класів: інтелект-карти, алгоритми, опорні конспекти, рольові профорієнтаційні ігри, конкурси тощо. Опис зазначених методів супроводжується конкретними прикладами.

**Ключові слова:** професійна орієнтація, професійне самовизначення, іноземна мова, форми і методи, учні старших класів.

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### **ФОРМИРОВАНИЕ ПРОФЕССИОНАЛЬНОГО САМООПРЕДЕЛЕНИЯ СТАРШЕКЛАССНИКОВ СРЕДСТВАМИ ИНОСТРАННОГО ЯЗЫКА.**

В статье, на основе анализа действующих учебников по иностранным языкам для 10-го и 11-го классов средней общеобразовательной школы рассматриваются актуальные проблемы профессионального самоопределения старшеклассников на уроках иностранного языка. Автор публикации предлагает некоторые новые технологии обучения иностранным языкам, которые были бы интересны и полезны учащимся старших классов в формировании их профессиональной ориентации посредством иностранного языка.

**Ключевые слова:** профессиональная ориентация, профессиональное самоопределение, иностранный язык, формы и методы, учащиеся старших классов.

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### **ОРГАНІЗАЦІЯ ДІЯЛЬНОСТІ УЧНІВ НА УРОКАХ ІСТОРІЇ У 5 КЛАСІ ЗАГАЛЬНООСВІТНЬОЇ ШКОЛИ ЗА НОВИМ ПІДРУЧНИКОМ**

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У статті розкриваються питання відбору і побудови змісту у шкільному підручнику з історії у 5-му класі. Висвітлено зміни у його структурі та методичному апараті у контексті Державного стандарту освіти та змін у програмі загальноосвітньої школи. Висвітлено особливості методики організації пізнавальної діяльності учнів 5-го класу за новим підручником.

**Ключові слова:** шкільний підручник з історії, 5 клас, зміст, методичний апарат, пізнавальна діяльність.

**Постановка проблеми.** Пропедевтичний характер курсу 5-го класу визначає принципи відбору змісту та стилістичні особливості його подачі