Career Guidance for Bachelors of Pedagogy in Project Activities Using Digital Technologies

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ABSTRACT

The article presents the experience of organizing career guidance for bachelors of pedagogy using the capabilities of the information and communication space through the implementation of the project "I want to be the FIRST!". This project has been implemented at Surgut State Pedagogical University, at the faculty of psychology and pedagogy for four years. The project participants are future and present primary school teachers. The main directions of the project activities are: organization of network professional communication, conducting events through online cooperation and providing access to the results of the activities on the Internet. This article describes proven, practice-oriented forms of organizing network interaction of subjects of the educational process in the information and communication space, such as: a competition of professionally-oriented videos, a pedagogical web quest, a teachers' marathon, an educational flash mob, and others. The results of the diagnostic of the levels of career guidance of the project participants are presented, confirming the effectiveness of the activities in this direction.

Keywords: career guidance for students, project activities, organization of network interaction of subjects of the educational process, information and communication space

1. INTRODUCTION

Career guidance is carried out at different stages of professional development, the most significant of which is university education, when the future specialist, mastering professional competencies, realizes the correctness of the choice made earlier (or gets disappointed) (Shmeleva, 2015, Jongmans, 1998). One of the most effective ways of career guidance in higher education aimed at finding personal significance in the chosen and mastered profession is project activity (Kumykov, 2017, Mamonova, 2014).

In modern conditions of development of society and education it is necessary to use possibilities of information and communication space that expands the range of solved tasks in the project activities, increasing the number of participants in the project activities and their geography (Islamova, 2009).

2. METHODS OF RESEARCH

The purpose of the study: to identify the effectiveness of organizing career guidance for bachelors of pedagogy using the possibilities of the information and communication space through project activities. Research objectives: to identify the essence of the concept of "career guidance for a bachelor of pedagogy", to determine and test ways of career guidance for bachelors of pedagogy using the possibilities of the information and communication space, to identify the level of formation of career guidance among the project participants. The main research methods are: theoretical analysis of literature, forming experiment, questionnaire, diagnostic.

3. THE RESULTS OF THE STUDY

Career guidance for the future teacher is primarily associated with the formation of competencies for making reasoned and effective decisions in professional activities, making a conscious choice of solutions with subsequent responsibility for the choice made, providing educational and scientific services of the highest quality based on the rapid development and application of scientific and educational innovations (Batarshev, 2015, Pryazhnikov, 2009). Student time is a time of self-identification and self-determination. Young ("student") age is characterized by the beginning of independent, adult life associated with the formation of authorship (Grishaev, 2016). The student must not only quickly navigate and learn new ways and methods of educational activity, understand the system of norms and rules that exist in the university, faculty and study group, but also develop their own system of values in relation to their studies and future professional activities.

The concept of "career guidance" was first clarified in the recommendation of the International labour organization "On career guidance" (Geneva, 1949): "assistance provided to individuals in resolving issues related to the choice of profession or promotion, taking into account the proclivities of the person concerned and the relation between them and employment opportunities".

Modern scientific researches in the field of career guidance for youth and practical recommendations for the organization of this activity belong to A. E. Golomshtok, E. A. Klimov, N. S. Pryazhnikov, G. V. Rezapkina, . S. Romanova, and others. Career guidance is considered from various positions: as a set of specific psychological and pedagogical measures aimed at optimizing the employment process in accordance with the desires, inclinations and formed abilities, as a scientifically based system of preparing young people for a free and independent choice of profession, designed to take into account the individual characteristics of each individual, as the need for a full distribution of labor resources in the interests of society.

Career guidance in a modern university is an extremely complex process. As stated in recommendation 87 on career guidance, this term refers to assistance provided to individuals in resolving issues related to the choice of profession or promotion, taking into account the proclivities of the person concerned and the relation between them and employment opportunities.

Career guidance for students in pedagogical universities is carried out through the training and organization of various spheres of life of students. At the same time, it is very important that students take an active part in the life of the university, know its history and traditions. The latter are a channel for broadcasting social and cultural heritage that is transmitted from generation to generation and reproduced in certain social communities over a long period of time (Gainulina, 2013).

The organization of career guidance for bachelors of pedagogy using the possibilities of the information and communication space was carried out in the framework of the project "I want to be the FIRST", which has been in existence for 4 years (Alekseeva, 2019).

The goal of the project is to provide career guidance for bachelors of pedagogy through building productive interaction between different subjects of the educational space.

This project is implemented not only and not so much in the format of face-to-face, contact interaction, but also in the information and communication space at the following information platforms:

- https://www.youtube.com/channel/UCUKC_8dtYuU1 Sh0ex6ZMepQ (YouTube channel)
- https://vk.com/club133915930 (VK page)
- https://instagram.com/khochu_byt_pervym?igshid=sc 1ve5775a0c(Instagram project).

The analysis of the cultural and educational environment (established in the framework of the project) as a communication space, structured by the traditions and that effectively provides an organic acquisition of pedagogical values, revealed the following conditions of its implementation:

a) complementarity of various activities (cognitive, value-oriented, communicative, transformative-creative and cultural-educational), together providing a complex development, self-realization and recognition of the personality of the future teacher by a significant environment;

b) favorable socio-psychological atmosphere of life;

c) enhancing the social context of activities within the project that ensure successful career guidance of bachelors of pedagogy.

For 4 years, the following practice-oriented forms of organization of network interaction of subjects of the educational process in the information and communication space have been tested:

- the competition of professionally oriented videos created by first-year students, posted on the project's YouTube channel, which caused a wide discussion in the network and collected more than 5,000 views;

- the pedagogical web-quest that united future and present primary school teachers from seven regions of Russia in 2020;

- the teachers' marathon, which allowed to create a book about the first teachers of the project participants based on the materials of online communication;

- the educational online flash mob, which has become an educational technology that is successfully used by primary school teachers, graduates of the project, in their professional activities;

- the contest of physical culture minutes, aimed at creating videos of physical culture minutes and placing them on the YouTube channel for subsequent use in the professional activities of primary school teachers throughout the Russian-speaking space.

The practice shows that there are students among the applicants with a neutral or even negative attitude to the professional activity, which may be preserved in the future. There is also a situation in which the initial positive attitude to the profession in the educational process can change to a neutral or even negative. Based on the example of one of the groups (according to the direction of training 44.03.01 Pedagogical education, the direction "Primary education"). It is this group that has been involved in the project for four years from the 2016-2017 academic year to the 2019-2020 academic year, i.e. from the 1st year to the 4th year.

In September-November 2016, the diagnostic of professional and pedagogical guidance was carried out (diagnostic tools: questionnaire for diagnostics of professional and pedagogical guidance of a student of the pedagogical university of N. V. Kuzmina in the modification by E. M. Nikireev), which enables to identify the motives for choosing the teaching profession, the attitude of students to future teaching activities. The same methodology was used at the beginning of each academic year to compare and identify trends in career guidance for students. The results are shown in table 1.

Table 1 Professional and pedagogical orientation of students

Levels	1st year 2016-2017 academic year	2nd year 2017-2018 academic year	3rd year 2018-2019 academic year	4th year 2019-2020 academic year
High	30%	35%	53%	6188%
Medium	47%	61%	47%	39%
Low	23%	4%	0%	0%

Comparing the indicators of the group in the 1st year and in the 4th year, we can see a positive dynamic. A high level is characterized by an optimal combination of the actual pedagogical and subject orientation, with the leading value of the pedagogical orientation. The average level is characterized by the predominance of the subject orientation over the pedagogical one.

We also studied the dynamic of the indicator "satisfaction with the choice of the teaching profession" as a manifestation of career guidance for the bachelor. Table 02 provides answers to the question "If you had to go back to university, would you choose a teaching direction?"

Table 2 Satisfaction with the choice of the teaching profession

Reply	1st year 2016-2017 academic year	2nd year 2017-2018 academic year	3rd year 2018-2019 academic year	4th year 2019-2020 academic year
Yes	30%	41%	63%	88%
No	24%	15%	5%	0%
I don't know	46%	44%	32%	12%

As seen from the table, the majority of students in the group demonstrate satisfaction in choosing a pedagogical direction. The number of students who doubt the chosen pedagogical direction has decreased by 32%.

The effectiveness of participation in the events of different levels and not only of the project reached 89% up to the 4th year, participation in the events of different levels - 76%.

There was also a survey of 1st year students who became participants of the project six months ago, during which 35 respondents were interviewed. When answering the question "What does the project "I want to be FIRST!" mean to you?", the largest part of the respondents, to be more exact 20 people out of 36 respondents (55.6%), consider the project to be a means of broadcasting socially and culturally significant traditions transmitted from one age group to another. The remaining 16 people (44.4%) are inclined to believe that the project is a cultural experience that visualizes the activities of undergraduates and their supervisors in the present time, thereby preserving the importance of pedagogical guidance. The majority of students -33(91.7%) noted that the project "I want to be the FIRST!" possesses established traditions and values that are successfully implemented by new members of the project. It is significant that 7 students (19.44%) considered showing videos an important tradition of the project. This indicates that students are interested in participating in the project activity "I want to be the FIRST!". Among the bearers of the group's traditions, the respondents noted activists ("old-timers") - students of the 2st-4th years, curators (2nd-year students). The key to participating in the project activities is, first of all, the awareness of students about their existence.

Among the main sources of information, students named the curator during the conversation (72 %); 41%, they draw information from the VK group; from the curator of the group, who is one of the project managers - 96%; only 3% of the respondents visit the University's website. To ensure that each student has full access to the information about the existing events, it is important that not only the project managers, but also the project participants themselves are engaged in informing students on different sites. According to the respondents, in order for the activities of the "I want to be the FIRST!" project to be interesting and have a wide audience, the initiative to organize and nominate and select events should come from the students themselves.

Almost unanimously (98%), the students believe that participation in the project events, which have already become a tradition, gives a number of advantages, the main ones of which are acquaintance with successful students, interesting time and good preparation for future professional activities.

4. DISCUSSION OF RESULTS

The conducted empirical research allows us to assert that the organization of career guidance for bachelors of pedagogy using the opportunities of information and communication space through project activities is an effective tool that provides socio-cultural integration of future teachers in the professional community, social mobility and self-development. It is the use of the information and communication space that makes it possible to solve the problems of career guidance more

effectively. Having experienced such "school", the student acquires solid life guidance, organizational skills, personal qualities and professional skills necessary for a future teacher.

Taking into account the fact that modern students widely use the information provided on the Internet, the results of a professionally oriented project should set typical patterns and norms of behavior for a modern teacher of primary general education, which ultimately contributes to their acquisition of values and social practices necessary in the context of their future professional activities. At the same time, when placing the results of project activities on different sites on the Internet, it is important to unobtrusively and gradually promote appropriate standards of behavior in the team, taking into account the characteristics of the modern youth environment and carefully criticize models unsuitable for the profession of a "teacher". Thus, the effect that is virtually impossible to achieve when communicating in the audience in face-to-face interaction, which consists in the cooperation of an equal with an equal on the usual field of communication for young people, becomes especially valuable.

5. CONCLUSION

During the participation in various events, students realize their own opportunities, gain new knowledge about the profession, deepen it and create their message to society. The project is not only a means of forming pedagogical competencies, but also a means of providing career guidance for future teachers.

Using the resources of the information and communication space guarantees that all subjects of the educational process have access to a full range of factual and analytical material related to the events occurring within the framework of the project. This research proves the effectiveness of activities in the direction described in this article and the need to further expand the scope of the project in the information and communication space.

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