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THE ROLE OF CAREER GUIDANCE IN THE PROFESSIONAL SELF-DETERMINATION OF HIGH SCHOOL STUDENTS

N.Y. Andrushchenko, S.A. Martirosyan

Vitebsk, Vitebsk State University named after P.M. Masherova

(e-mail: andru-natalya@yandex.ru)

The best solution to the problem of «who to be?», the search for which inevitably has to be engaged by any person at a certain stage of age and social formation, is important not only for him personally, but also for society as a whole. Professional orientation is called to help the young generation in their professional self-determination. Career guidance is considered a direct continuation of all pedagogical work with students and in some sense is considered its natural completion. Full assistance to a high school student in choosing a specialty can not only help him organize the educational activity itself, but also brings components of calmness to the high school student's attitude to his own future.

The increased requirements of modern production to the level of professional training of personnel to an even greater extent than before actualize the difficulties of professional orientation of the younger generation, since the professional intentions of a significant part of the students often do not meet the needs of the national economy in the personnel of a particular specialty. Career guidance of young people, according to its own essence, is considered not only a pedagogical problem, it is more correct to call it a social problem, for the solution of which the efforts of teachers alone are obviously not enough. The essence of career guidance as a social problem is expressed in the need to overcome the contradiction between the fairly existing needs of society in a balanced structure of personnel and the inadequately formed subjective professional aspirations

of the younger generation. That is, according to its own purpose, the concept of career guidance must show a significant influence on the rational division of labor resources, the choice of the life path of young people, and their adaptation to the profession.

The purpose of our study: to study the role of career guidance in the choice of profession by high school students.

Material and methods. The basis of the study was the Vitebsk State Technological University. The total number of respondents was 40 students aged 17-19 years, 1st year of the specialty "Design". Among the respondents there were 30 girls and 10 guys.

To achieve the research goal, the following methods were used: analysis, generalization, systematization, questionnaire survey, methods of mathematical data processing.

Results and discussion. For high school students, the main activity is educational. They direct their own efforts, mainly on those academic subjects that will later become associated with their professional activities. In this regard, it is advisable to promote the expansion and deepening of knowledge and skills related to their upcoming profession, as well as to train them to adequately assess their own capabilities.

The system of career guidance at the present stage of its formation is designed to guarantee the coordination of actions of state bodies, schools, families, bodies of vocational, secondary special, higher education and other social institutions involved in its implementation, constant and timely resolution of scientific and organizational tasks related to career guidance, comprehensive planning of the effects of career guidance on the student's personality, taking into account socio-economic monitoring.

Career guidance is considered a natural continuation of all pedagogical work with students and in some sense is its logical conclusion. Full-fledged assistance to high school students in choosing a specialty can not only help them organize their educational activities (if they consciously study school subjects that may be useful to them in the upcoming adult, working life), but also brings elements of calmness to the attitude of young people to their future (when an optimistic life and professional perspective protects them from the temptations of modern life) [2].

Career guidance involves a wide range of measures that go beyond just pedagogy and psychology to assist in choosing a profession. Research in the field of career guidance belongs to E.A. Klimov, A.E. Golomshtok, N.S. Pryazhnikov, N.N. Chistyakov.

In different age stages, the professional self-determination of students is formulated to varying degrees. In connection with this, in the career guidance of high school students, the basis for the leading type of activity in accordance with the age characteristics of students makes it possible to alternately and purposefully adjust the process of their professional self-determination.

In the course of the study, we found that the scores obtained among 1st-year students indicate low rates of career guidance work when they were high school students. This may indicate that career guidance work with high school students on professional self-determination is at a weak level.

To the question «Why did you choose your specialty?» the respondents answered as follows: «My own choice» – 70%, «Decision has accepted(a) depending on the grades in the certificate» – 14%, «I did not think about the choice I came by chance» – 14%, «I did not enter an educational institution in a specialty that I like» – 3%. The answer «I chose my profession thanks to the help of the teaching staff at the school» was not chosen by any of the respondents (Diagram 1).

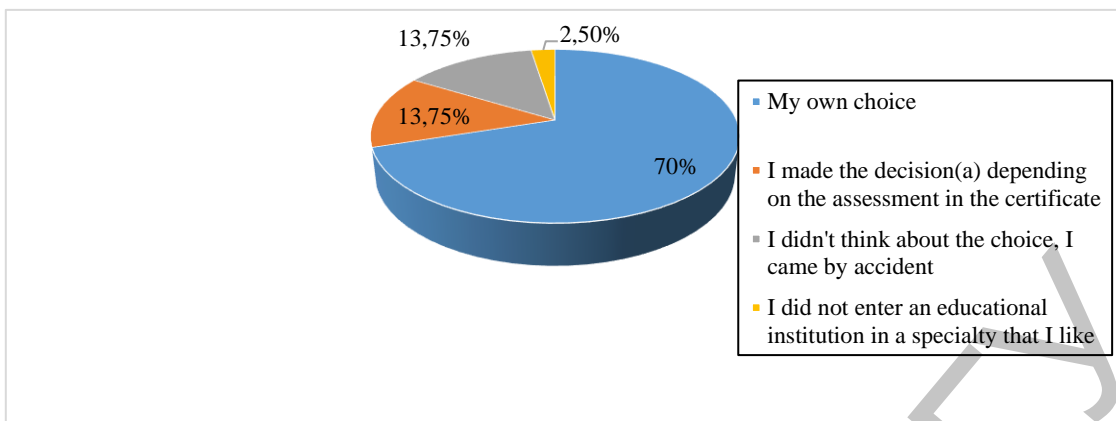


Diagram 1 – Motives for choosing a specialty.

To the question «How often did you have career guidance at school?» the answers were distributed as follows: «2 times a year» – 40% of students, «I don't remember» – 35%, «Every month» – 20%, «Did not» – 2.8%, «Every week» – 2.2% (Diagram 2).

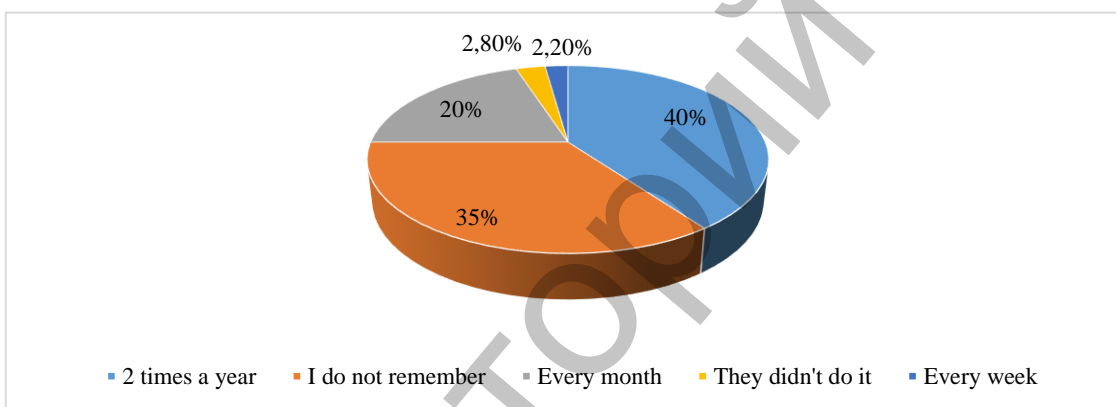


Diagram 2 – How often did you have career guidance at school.

It is interesting to analyze the individual responses of the respondents. To the question «Who conducted career guidance at school?» the students gave the answers: «Social teacher – 35%», «Teacher psychologist» – 35%, «Class teacher» – 25%, «No one» – 10%, «Head teacher» – 5%.

To the question «How do you feel about visiting a social pedagogue and psychologist when choosing a profession?» the respondents noted: «I did not visit, I do not see the point» – 60%, «I came a couple of times to get acquainted with the professions» – 15.5%, «I do not know» – 15.5%, «These specialists are not engaged in career guidance» – 9%.

Conclusion. The essence of career guidance at school is to support high school students and their parents. They need to be helped to correctly and timely determine in the world of modern specialties and not make a mistake in choosing the future. Graduates schools may have problems in professional self-determination. Perhaps they do not have enough knowledge about the labor market, they are not always fully aware of the world of specialties. Young people may not be aware of the requirements that apply to the personal qualities and professional training of specialists, as well as the working conditions and employers. First of all, high school students should be informed about where they can get competent consulting assistance in order to choose a profession in accordance with their interests and abilities. In order for a high school student to make the right choice, it is not enough to diagnose it and tell about a particular profession. He must be sure that this is the best choice for him out of absolutely all possible, suitable professions according to his capabilities and aspirations.