

DEVELOPMENT OF PROFESSIONAL ABILITIES OF STUDENTS

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China pays attention to the development of vocational education. The country has issued a «National plan for the reform of vocational education». This document states that vocational education plays an important role in the life of the State. This opens up a new vector for the development of vocational education in China. Professional inclinations are one of the components of personal self-determination. A person, based on his formed ideas about himself, chooses those professions in which he can declare himself. In adolescence, professional choice is mostly not carried out as a personal decision, since all aspects of the future life and profession have not yet been fully realized. Activity, creative thinking, the choice of optimal strategies, the possession of a set of competencies—the requirements dictated by the society of the XXI century. For constructive solutions to emerging problems, it is necessary to translate the latter into the category of goals and objectives.

A person, faced with a problem situation, acts independently, relying on their own knowledge, competence and productive experience. The choice of a profession is the main stage of professional self-determination and largely depends on how developed the professional inclinations are. Unfortunately, the choice of profession is often random and occurs under the influence of external reasons. Young people and school graduates who do not have life and professional experience react more acutely to new life realities, which is reflected in changes in their life orientations, needs, life and professional plans. Modern life imposes qualitatively new requirements on the graduate: to be ready for self-determination, for the manifestation of independence, personal activity in choosing a professional path. Therefore, it is important to get the help and support of adults around the child, who will orient him in the world of professions. The highest level of career guidance is professional self-determination.

At this level, a person can independently and consciously make a professional choice. The object of the study is the professional inclinations of students. The subject of the study is the content of the development of students' professional abilities. The purpose of the study is to study professional abilities and develop a program for the development of professional abilities of students. To achieve this goal, you need to solve the following tasks:

1. Consider the essence and concept of professional inclinations.
2. Describe the motives for choosing a profession.
3. Identify the professional inclinations of students.
4. Develop a program for the development of students' professional abilities.

To achieve this goal, the following methods were used: theoretical comparison, systematization, generalization of psychological and pedagogical experience on the topic of the study. Empirical-questionnaire survey, methods of mathematical data processing.

Research base: Specify the institution where the research will be conducted.

Theoretical significance of the study: the essence and concept of professional inclinations are considered; the motives for choosing a profession are characterized.

Practical significance of the research: the professional inclinations of students were identified; a program for the development of professional inclinations of students was developed.

Research and practice in the sphere of higher professional education in China has yielded fruitful results, but there is still a fundamental problem - the difference between the effect of talent training and market demand. The purpose of training in higher professional colleges is to train highly qualified technical specialists with broad professional capabilities for production, management and service. In a sense, higher professional education is a professional education.

At present, most graduates of higher professional colleges compete with graduates of ordinary colleges and universities in the same field of employment, and the highly qualified personnel that should be cultivated in higher professional colleges are in a situation of "demand, but no talent". The essence of the reform of higher professional education is to solve this problem. Currently, students of higher professional colleges, as a rule, do not see a future profession. This manifests itself in an unclear understanding of oneself; the ambiguity of the industry situation, which is closely related to one's own profession; and the lack of clear ideas about whether to pursue one's profession and how to carry out career planning.

Research of professional trends of students of higher professional colleges can help students of higher professional colleges to develop their professional competence, choose a profession and make plans for their career development. It can be used to strengthen study guides and employment recommendations for students, so that students can form the right perspective on career choices and help them rationally choose a career in a highly competitive labor market. With regard to theoretical views and empirical studies of vocational guidance, on this basis, using the Dutch Vocational Guidance Registry and the revised Future Orientation questionnaire by Chinese scholar Zhang Linling, we conducted a survey of more than 500 vocational school students from five vocational colleges.

The survey, based on survey data and existing theoretical points of view, systematically analyzes the characteristics of the gender and level of professional orientation of students of higher professional education institutions, as well as the characteristics of research and investment in future education and professional areas. Their chosen specialties and career choices correspond to their professional orientation. The status quo of sexuality and the impact of consistency on students' future planning.

The main conclusions are as follows:

1. Today's students are very unevenly distributed across the six types of career guidance. In descending order of the number of people, these are: social type, professional type, artistic type, traditional type, research type, and practical type.

2. There are gender differences in the professional orientation of students: there are more boys than girls in the practical and research type, more girls than boys in the artistic, social and conventional type, and there are no gender differences among career-oriented students.

3. There is no difference in students' professional orientation scores.

4. Students' investment in future education and vocational training is higher than in research; exploration and investment in future professional fields is higher than exploration and investment in future fields of education.

5. There are no gender differences in the students' study of the field of future education. In the study of future career areas, sophomore boys are significantly higher than

girls. Students of higher education institutions have no difference in grades when studying future education and professional fields.

6. The contribution of students to the future education of girls is significantly higher than that of boys. The investment in future careers of freshmen and sophomores is significantly higher than that of juniors.

7. The level of consistency between the choice of specialty and career, career choice and career orientation of students is relatively high, the level of consistency between the main and received career orientation is low, and the level of consistency between the main direction, career choice and career orientation is the lowest.

8. In terms of the students of higher professional education, whose majors and career choices are consistent in their study of the field of future education are significantly higher than those who are not; when their majors match their career choices and their career choices match their career aptitude, younger girls are more interested in future careers. Field studies are significantly higher than those of freshmen and sophomores; men whose specialty corresponds to their professional inclinations have a much deeper idea of the future career than girls.

9. With regard to investment in education, the four levels of consistency do not have a significant impact on students in higher professional education.

10. In terms of career investment, boys whose specialty coincides with their career choice invest more in future careers, while among girls the difference is negligible. Students of higher professional educational institutions whose career choice corresponds to their professional inclinations, and their specialty corresponds to their professional inclinations, the contribution of first-year students to their career is significantly higher than that of second-year students.

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A STUDY ON NEEDS OF PARENTS REARING CHILDREN WITH DISABILITIES

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Due to the development of inclusive education based on the principle of equity, there has been a growing public concern about special educational needs which lay the foundation for the quality assessment of educational services provided. The World Declaration on Education for All states that "everyone, be it a child, youth or adult, should be able to avail themselves of education to meet their basic academic needs" [1-2].

Also, the Salamanca Declaration, adopted by the World Conference on the Education for People with Special Needs, highlights the necessity to enable children with disabilities to receive education at an early age: "Every child has a right for a better start in their lives" [3]. Both disabled and ordinary children have equal rights to meet their own needs. Likewise, China backs up the policy of protecting the rights of children with disabilities for education, which is recorded in the following statutory acts: "Provisions for education for people with disabilities", "Reports on further development of special education", "National medium- and long-term reform blueprint and developmental plan on Education for 2010-2020", etc. Pursuant to the latest report issued by the General Office of the State Council, the focus of attention has been shifted to preschool education of