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**THE TUTOR SUPPORT MODEL OF SENIOR PUPILS
PROFESSIONAL SELF-DETERMINATION**

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This work presents the substantiation of the integrated model of tutor supporting professional self-determination of senior pupils. It also reveals the organizational pedagogical conditions providing the efficiency of the tutor support of senior pupils.

Keywords: tutor, tutor support, professional self-determination, individualization.

Education is a means which provides a person's revealing of the abilities, self-determination, creative self-realization and preparation for life. The concept change of the essence of education in a society, the social order to the general educational system are called to form in graduates «the Ego», ability to assimilate the social and cultural values, the basic culture of the person including the culture of self-determination. Thus, the task of a modern school is upbringing an active, creative, independent, self-assured generation to provide the successful socialization, early professional self-determination. The solution of this problem requires the teacher's support of pupils individual work in the innovative educational environment, the creation of conditions for formation of their principle and professional competence.

To achieve the purpose of expanding educational abilities spectrum in pupils, pedagogical assisting in their training according to individual educational programs in senior classes school needs a teacher-tutor whose basic function is to support an

individual educational route of a pupil in and out of school, to assist him in designing life strategies by means of personal self-determination and formation of reflexive activity. Tutor support is also necessary for helping senior pupils to form their «Ego-Professional», to construct a program of its achievement. Due to it, the educational area of the senior school is filled with an active academic-informative and academic-professional work providing pupils with facilities for carrying out subject and metasubject projects, professional tests [1].

Tutor support of senior pupils is carried out by stages: diagnostic, motivational, a goal-setting, designing, realizable, analytical, each of which supposes certain ways of interaction between the tutor and the pupil. The integrated model of tutorial support in professional self-determination of senior pupils fixes the ways of tutorial support. The complex use of tutorial activity variants which can be distinguished by the way of supporting an individual educational route of the senior pupils focused on the formation of their readiness for professional self-determination proves to be productive.

The structure of the tutor support model of the senior pupils professional self-determination includes the following components: 1) target (provides the formation of school leavers readiness for professional self-determination); 2) contextual (supposes variability of the tutorial activity (tutorial, dispatching, eventual, consulting); 3) organizational (defines the conditions of tutor supporting professional self-determination of senior pupils efficiency); 4) procedural (includes the realization stages of tutor support and means of pedagogical interaction); 5) evaluation resulting (supposes the work-out of monitoring of interests, inclination, motives, readiness for senior pupils professional self-determination).

The organizational pedagogical conditions revealed and approved by us provided the efficiency of tutor supporting senior pupils professional self-determination. So, one of the conditions is the intrafirm teachers-tutors training, including: 1) studying the teachers readiness to take the tutor's responsibilities; 2) teachers mastering the tutorial competence; 3) teaching tutorial technologies. Teachers intrafirm training was carrying out by means of the program «Tutors'

School»; the program of a training seminar «Modern Pedagogical Technologies»; the program of a scientific methodical seminar «Improvement of Teacher Professional Pedagogical Culture». The results of the work done on teachers-tutors preparation found the reflection in the published academic methodical teaching guides «Professional Personal Self-Determination of Senior Pupils», «Professional Self-Determination of Senior Pupils in the Sphere of Working Trades: Technological Strategy, Pedagogical Assistance, Life Strategy of Senior Pupils».

The important condition of the tutor support efficiency of professional self-determination is the expansion of senior pupil educational area as one for testing pupils abilities by means of their organization of self-determination parameters reflection, creation of conditions for acquiring some life and social cultural experience. Such expansion of educational area can be carried out by means of technology of social producing. In the situation when the pupil has a purposeful necessity for self-education by means of seeing the available problems connected with identifying his professional ego, the tutor shows the child the area for self-development in academic informative and academic professional work.

The process of professional test performing is accompanied by the senior pupil reflection of the academic informative activity organized by the tutor. As a result of professional testing pupils analyze claims for the professional future, choose the level and vocational training forms, make conclusions about the correctness of the way chosen.

For the purpose of creating conditions to acquire the experience of socialization by pupils, to form principle and professional competence, skills to solve the creative professionally focused tasks, to estimate the results and achievements in their academic informative and academic professional work, the tutor arranges the events «provoking» the next steps of self-determination and self-development of senior pupils. Due to a series of the educational professionally focused situations into which the participants of the event get, and their reflections senior pupils learn to put problems of personal and professional self-determination, try new strategies of behavior, carry out individual educational trajectories.

The effectiveness of the developed model of the tutorial supporting expressed itself in the active attitude of the senior pupils to the professional self-determination corresponding to their interests, abilities and needs. In the conditions of tutor support senior pupils are distinguished from other graduates of comprehensive schools by a particular responsibility for a multilevel choice of an individual trajectory of self-determination and education.

Literature:

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