GRADUAL FORMATION OF THE HIGH SCHOOL STUDENTS’ MOTIVATIONAL READINESS FOR PROFESSIONAL IDENTITY IN THE CONTEXT OF THE SUBJECT–ORIENTED INSTRUCTION

ABSTRACT
The object of the research is the multidisciplinary schools of the Republic of Tatarstan. The purpose of the study in the context of subject-oriented instruction is to develop and test the stages of the formation of high school students’ motivational readiness for professional identity. To achieve the goal of the research, we used such methods as theoretical (comparative historical analysis), empirical (the study of the students via teacher observation, questionnaire), mathematical (processing of the obtained results by means of statistical processing of research results). The particular practical usefulness of the article is in the fact that it has developed and implemented in practice the scheme for the gradual formation of the high school students’ motivational readiness for professional identity in the context of subject-oriented instruction, which makes it possible to apply the research data by teachers of multidisciplinary lyceums, gymnasiums, specialists from institutions of additional education and a system of additional professional education.

Keywords: Subject-oriented instruction. Readiness. Motivational readiness. Professional identity. Gradual formation.

FORMAÇÃO GRADUAL NA PRONTIDÃO MOTIVACIONAL DE ALUNOS DO SEGUNDO GRAU PARA A IDENTIDADE PROFISSIONAL NO CONTEXTO DA INSTRUÇÃO ORIENTADA PARA A DISCIPLINA

FORMACIÓN GRADUAL EN LA PREPARACIÓN MOTIVACIONAL DE LOS ESTUDIANTES DE ESCUELA SECUNDARIA PARA LA IDENTIDAD PROFESIONAL EN EL CONTEXTO DE LA INSTRUCCIÓN ORIENTADA DE LA CLASE

RESUMO
O objeto da pesquisa são as escolas multidisciplinares da República do Tartaristão. O objetivo do estudo, no contexto da instrução orientada para a disciplina, é desenvolver e testar as etapas da formação da prontidão motivacional dos alunos do ensino médio para a identidade profissional. Para atingir o objetivo da pesquisa foram utilizados métodos teóricos (análise histórica comparativa), empíricos (estudo dos alunos via observação do professor, questionário), matemáticos (tratamento dos resultados obtidos por meio do processamento estatístico dos resultados da pesquisa). A utilidade prática particular do artigo está no fato de ter desenvolvido e implementado na prática o esquema para a formação gradual da prontidão motivacional dos alunos do ensino médio para a identidade profissional no contexto da instrução disciplinar, o que torna possível aplicar os dados de pesquisa de professores de liceus multidisciplinares, ginásios, especialistas de instituições de ensino complementar e um sistema de ensino profissional complementar.


RESUMEN
El objeto de la investigación son las escuelas multidisciplinares de la República de Tartaristán. El objetivo del estudio, en el contexto de la instrucción orientada a la disciplina, es desarrollar y probar las etapas de formación de la disposición motivacional de los estudiantes de secundaria para la identidad profesional. Para lograr el objetivo de la investigación se utilizaron métodos teóricos (análisis histórico comparativo), métodos empíricos (estudio del alumno mediante observación del docente, cuestionario), métodos matemáticos (tratamiento de los resultados obtenidos mediante el procesamiento estadístico de los resultados de la investigación). La particular utilidad práctica del artículo radica en que desarrolló e implementó en la práctica el esquema para la formación gradual de la disposición motivacional de los estudiantes de secundaria para la identidad profesional en el contexto de la instrucción disciplinar, lo que permite aplicar datos de investigación de docentes multidisciplinares de secundaria, gimnasios, especialistas de instituciones de educación complementaria y un sistema de educación profesional complementario.

INTRODUCTION

The problem of a personal professional identity is in actualizing the problem of forming the high school students’ readiness for a conscious choice of a further professional path. In our opinion, it is the high school students’ motivational readiness for professional identity in the context of subject-oriented instruction that reflects their conscious focus on a specific profession. The formation of high school students’ motivational readiness for professional identity is determined by the degree of consistency of their capabilities with the social order and requirements of the professional community, as well as with the ability to adapt to changing living conditions with the possibility of developing and implementing the trajectory of professional and personal development.

According to forecasting the long-term socio-economic development of the Russian Federation for the period up to 2030 (Forecast of long-term socio-economic development of the Russian Federation for the period up to 2030), an important trend in the development of general education is the development and implementation of the federal state educational standards of new generation for all its levels. Dominant is the expansion, introduced in the form of the experiment (The concept of specialized education at the senior level of general education, 2002) in 2003, of profile education as a means of differentiation and individualization of education due to changes in the structure, content and organization of the educational process in order to make it more fully into account the interests, inclinations and abilities of students, create conditions for teaching senior students in accordance with their professional interests and intentions to continue education. A subject-oriented instruction is an institutional form for realizing this goal. This is the main form, however, in some cases, other forms of organization of subject-oriented instruction also become promising, including those that take the implementation of the relevant educational standards and programs outside the walls of a separate educational organization. In this regard, the process of profiling in schools at the senior level of education is becoming one of the priorities for further modernization of the educational system.

Currently, in many schools of the Russian Federation there are specialized classes, multidisciplinary lyceums have been opened, and Centers for pre-university training operate. However, the analysis of the admission of students from specialized classes to higher or professional educational institutions shows that by the end of their studies, most of them are not sufficiently prepared for further professional activities, have weak motivation to continue their profile in a professional or higher educational institution. The successful implementation of subject-oriented instruction is carried out through the special system for high school students, focused on (GILMEEVA, 2019):

- individualization of training and socialization of students, taking into account the real needs of the labor market;
- development of a flexible system of profiles and cooperation of the senior level of school with institutions of primary, secondary and higher professional education.

METHODOLOGICAL FRAMEWORK

According to the glossary of the Russian language by D.I. Ushakov, a readiness is interpreted as a desire to contribute to something (USHAKOV, 2005). S.I. Ozhegov considers readiness through a state of personality, “in which everything is done and everything is ready for something” (OZHEGOV; SHVEDOVA, 1994, p. 138). From the point of view of psychology willingness is treated on the one hand, as the mobilization of human mental qualities, and, on the other hand, as the installation on the specific actions (MURRAY, 2007; DEMUSHKINA, 2011; RYLEEVA, 2009; FEDCHYSHYN AND MAGSUMOV, 2019; KORABLEVA ET al., 2019; RAHMAN, 2017, 2018). There are different types of readiness: psychological, motivational, volitional, intellectual, physiological, social, moral, professional, etc. The analysis of the philosophical, psychological and pedagogical literature showed that there are different definitions of the concept of readiness: three main directions of interpretation have been formed:

- as a special state of personality which is defined at the functional level as "operational rest" and based on nerve impulses that ensure the transition from rest to movement (UKHTOMSKY, 1951); special volitional state (PUSHKIN; NERSESYAN, 1972); complex, multilevel, systemic, personal education (DURAI-NOVAKOVA, 1983).
- as a holistic status of the individual, providing a stable motivated choice of life goals and methods of their implementation (SHCHERBININA, 2004); a set of personality traits, ensuring its success in the
implementation of functions (SLASTENIN et al., 2002; MORALES et al., 2020; AKHMADIEV et al., 2019).

— as a special psychological state of a person, defining it as “the suitability or unsuitability of a person to perform this work, as the presence or lack of the abilities necessary for this work” (LEVITOV, 2006), thereby determining that the readiness depends on the personal qualities of a person; an independent psychological phenomenon based on the activity of a person (DYACHENKO, KANDYBOVICH, 1976).

Analysis of the scientific literature on the research of the scientific definition of “readiness” allows us to consider this concept from the point of view of an integrated approach and assert that readiness is an integrative ability of a person, manifested both at the functional and at the personal levels in the mobilization of personality qualities, ensuring effective mastery of knowledge and skills within the framework of a certain professional activity (YEMELYANOV et al., 2018 a, b).

After analyzing the works of the researchers on the formation of readiness and motivational readiness for professional identity, we clarified the concept of “motivational readiness of high school students for professional identity”, which is a holistic personal phenomenon that reflects a conscious professional orientation and includes a set of stable motives, personal qualities of high school students, ensuring the implementation of individual paths sustainable choice of profession. Awareness of a professional orientation contributes to understanding the sense of life (BUHLER, 1972; POLAT, 2020). In the context of subject-oriented instruction, it is necessary to form motivational readiness at a high level, ensuring the professional identity of high school students. Figure 1 shows the main structural components of high school students’ motivational readiness for professional identity in the context of subject oriented instruction and their relationship.

**Figure 1.** The structure of a high school students’ motivational readiness to professional identity in the context of the subject-oriented instruction.

![Diagram of conceptual components](image)

**Source:** Search data.

Our scientific search revealed that the formation of motivational readiness for professional identity in the context of the subject-oriented instruction among high school students is most efficiently carried out in stages, throughout the entire period of study with the help of specially organized work with high school students, taking into account modern trends in the development of digitalization in education (GAPSALAMOV et al., 2020; MOROZOVA et al., 2020; FROLOVA et al., 2019; IVANOVA et al., 2019; FEDULOVA et al., 2019). At each stage, certain components of the motivational readiness of high school students for professional identity are developed (RUBTSOVA, 2003). In this regard, it became necessary to build a scheme for the gradual formation of the motivational readiness of high school students for professional identity in the context of the subject-oriented instruction. In the glossary of S.I. Ozhegov's the scheme is interpreted, on the one hand, as a set of interconnected parts or a drawing explaining the principles of the operation of some formation, on the other hand, as a statement, description, image of some formation in its main features. O.S. Anisimov presents the scheme as an abstraction of the object under study (ANISIMOVA, 2013). Thus, one of the main properties of the scheme is informative visibility, which manifests itself in an abstract understanding of the objects under study.

We have presented the necessary elements of the scheme: purpose and objectives; the content of the studied part of the object of knowledge, that is, the conditions and stages of development; the result of what we expect to get when studying a given object of knowledge. The goal is the driving force of any human activity and depends on his individual needs (RUDENKO et al., 2020 a, b). Tasks predetermine the stages of building the scheme.
The organizational component provides a targeted pooling of resources, and the content component provides a set of elements, processes, methods, and means. The resulting component determines the criteria for evaluating and continuously monitoring the knowledge management system and monitoring the quality management process based on it. Thus, when constructing the scheme for the gradual formation of the motivational readiness of high school students for professional identity in the context of subject-oriented instruction, it was necessary to determine:

- the purpose and objectives of the study;
- the organization and content of the study;
- the research results.

While constructing the scheme of the gradual formation of motivational readiness for professional identity in the conditions of subject-oriented instruction, we considered the requirements of the regulatory and legal framework, social order, individual characteristics, interests and needs of high school students. The developed scheme contributes to the creation of a theoretical basis for the design of each stage of the formation of the motivational readiness of high school students for professional identity, as well as a sequential presentation of the simulated processes, considering all the relationships between its elements.

**RESULTS**

In the conditions of subject-oriented instruction, we have developed and tested a scheme of gradual formation of motivational readiness of high school students to professional identity, presented in Figure 2.

**Figure 2.** Scheme of the gradual formation of high school students' motivational readiness for professional identity in the context of subject-oriented instruction

**Source:** Search data.

The conceptual idea of constructing a scheme for the gradual formation of the motivational readiness of high school students for professional identity in the context of subject-oriented instruction is the creation of the integration of the educational process and the consolidation of its subjects in the organization of practice-
oriented activities, ensuring the effective formation of the motivational readiness of high school students for professional identity in the context of subject-oriented instruction. The purpose of developing the scheme for the gradual formation of high school students' motivational readiness for professional identity in the context of subject-oriented instruction is to form the motivational readiness of high school students for professional identity in the context of subject-oriented instruction.

The tasks of building the scheme for the gradual formation of the motivational readiness of high school students for professional identity in the context of subject-oriented instruction are to develop the components of motivational readiness, such as; motivational component, emotional-value component, activity-semantic component, communicative component, reflexive-evaluative component. The content of the gradual formation of the motivational readiness of high school students in the context of subject-oriented instruction is determined by the social order, the requirements of the professional community, personal aspirations, motives, claims of high school students. At each stage, certain tasks were set:

- at the first stage - the formation of stable internal motivation to realize the possibilities of professional identity;
- at the second stage - immersion in a professional environment in the study of specialized disciplines through the integration of profile, elective and elective courses;
- at the third stage - modeling of fragments of future professional activity in the study of specialized disciplines based on the development of individual professionally oriented programs;
- at the fourth stage - the acquisition of practical experience through the creation of problematic professionally-oriented situations, the use of dialogue classes, network interaction;
- at the fifth stage - the development of the reflexive-evaluative component of the motivational readiness of high school students for professional identity.

The result of the gradual formation of the motivational readiness of high school students for professional identity in the context of subject oriented instruction is assessed using the following criteria: motivational, emotional-value, activity-semantic, communicative, reflexive-evaluative. Using these criteria, the levels of formation of the components of the motivational readiness of high school students for professional identity were assessed. Main criteria and have been selected in such a way as to more fully and clearly reflect the diagnostic performance of components of motivational readiness to contribute to the formation of students' holistic picture of the knowledge, aptitudes and abilities to further conscious professional way. Table 1 presents the criteria for the formation of the motivational readiness of high school students for professional identity in the context of subject oriented instruction and their main indicators.

<table>
<thead>
<tr>
<th>Criteria for the formation of professional identity</th>
<th>Main characteristics</th>
</tr>
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<tbody>
<tr>
<td>Motivational criterion</td>
<td>The presence of stable internal motivation to realize the possibilities of professional identity</td>
</tr>
<tr>
<td>Emotional value criterion</td>
<td>System of value orientations, emotional and volitional stability</td>
</tr>
<tr>
<td>Activity-semantic criterion</td>
<td>The presence of personal characteristics necessary for successful professional identity</td>
</tr>
<tr>
<td>Communicative criterion</td>
<td>Ability to communicate in the system of interpersonal relations</td>
</tr>
<tr>
<td>Reflexive evaluation criterion</td>
<td>Comprehension, awareness of the motive of one's own professional choice</td>
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</tbody>
</table>

Source: Search data.

In accordance with the main indicators of the criteria for the formation of the motivational readiness of high school students for professional identity, we have identified the following levels of their formation: low, medium, high. According to these levels, it is possible to assess the effectiveness of the formation of the motivational readiness of high school students for professional identity.
DISCUSSIONS

At the first stage of the formation of the motivational readiness of high school students for professional identity, we determined the individual characteristics, interests and needs of high school students, which were motives and incentives for their further professional identity. Considering that motivation is a set of motivating factors that determine the activity of the individual and determine the direction of his activity (LEONTYEV, 2006, RUBINSTEIN, 2000, etc.), at the first stage of the scheme of the gradual formation of motivational readiness of high school students to professional identity, we selected the motivational component as a priority. At this stage, the main task was to identify the stable internal motivation of high school students to realize the possibilities of professional identity.

At the second stage, high school students were immersed in a professional environment while studying specialized disciplines by integrating specialized, elective and elective courses using audiovisual teaching aids (AKHMETSHIN et al., 2019). High school students were involved in writing research papers, developing scientific projects, participating in various conferences, Olympiads, creative evenings. When organizing the educational process, the teachers used visual and practical methods, developing cultural and moral values among high school students: responsibility, loyalty, trust, responsiveness, mutual respect, etc., which contributes to the formation of professional self-awareness and self-regulation of high school students.

The implementation of the second stage contributed to the introduction of high school students to the values that ensure the development of their emotional-volitional sphere, which is associated with the priority development of the emotional-value component of the motivational readiness of high school students for professional identity.

The third stage of the scheme of the gradual formation of the motivational readiness of high school students for professional identity in the context of subject-oriented instruction was aimed at modeling fragments of future professional activities in the study of specialized disciplines and extracurricular work based on the development of professionally oriented development trajectories (FOMINSKAYA et al., 2018). Creative independent tasks were aimed at search activity and included the use of scientific research methods, which is due to the need to form professional and personal qualities necessary for the successful modeling of fragments of future professional activity. We associate this stage with the priority development of the activity-semantic component of the motivational readiness of high school students for professional identity. We associate this stage with the priority development of the activity-semantic component of the motivational readiness of high school students for professional identity.

The fourth stage of the scheme for the formation of high school students’ motivational readiness for professional identity is associated with the development of communicative interaction in the process of real acquaintance with the experience of practical professional activity through the creation of problematic and critical situations, the use of dialogue classes, modular technologies, etc. During this period, high school students develop clear practical attitudes associated with further professional activity and is associated with the priority development of the communicative component of the motivational readiness of high school students for professional identity.

At the final fifth stage, high school students are already able to assess individual characteristics, interests and needs as a sustainable motivation for self-knowledge, self-development and self-improvement in activity; show readiness for specific professional activities, creativity and responsibility when completing assignments; demonstrate the ability to independently and effectively develop and implement an individual development path; to ensure adequate self-esteem, which is associated with ensuring the priority development of the reflexive-evaluative component of the motivational readiness of high school students for professional identity.

CONCLUSION

The implementation of the developed scheme of the gradual formation of the motivational readiness of high school students for professional identity involves the creation of a number of didactic conditions:

- the formation of all components of the motivational readiness of high school students for professional identity (motivational, emotional-value, activity-semantic, communicative, reflexive-evaluative components);
- inclusion of students in practice-oriented activities;
- the use of effective approaches, technologies, methods and methods in educational and upbringing processes (complex, individual, individual-group, etc.).

The developed scheme of the gradual formation of the motivational readiness of high school students for professional identity can be used in schools, lyceums, gymnasiums, colleges, systems of additional and pre-university education, secondary professional institutions. For the successful implementation of the developed scheme, special training of teachers is required to work on the formation of the motivational readiness of high school students for professional identity in the context of subject-oriented instruction in the context of digitalization [GILMEEVA et al., 2006; GILMEEVA, 2015, 2018], including the use of a single corporate portal to improve the efficiency of professional identity of high school students (BOCHKAREVA et al., 2018).

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