

## SUBJECT AND MAIN CATEGORY PRE-PROFYL' PREPARE SCHOOLCHILDREN

Shevchenko Y.

*Melitopol State Pedagogical University named after Bohdan Khmelnytsky,  
Melitopol, e-mail: moskaleva\_lu@bk.ru*

---

The paper presents an analysis of the concept of «pre-profyl' prepare» in modern research, is considered categorical apparatus is the essence of this type of training students in basic school. The author proposes to consider the term «preprofile training» as the process of values and personal qualities, develop special skills of students, the development of a strategic vision for the future of life since the beginning of differentiation of their interests, aptitudes and individual features.

---

**Keywords:** pre-profile prepare, schoolchildren

«Pre-profile training» is a significant concept that carries an inter-subject nature. In modern researches one can see the idea «pre-profile training», presented in a number of meanings. Moreover, we can find ideas that are included into the research subject – profile orientation, profile self-definition, professional socialization, differential education, etc.

Objective: set a conceptual apparatus of the research object – pre-profile training of students of basic school in modern scientific studies.

Authors' points of view differ in interpreting the term «pre-profile training». It is studied as a system of activities that provide for a selection of a further education and profession (S. Kravtsov [8], O. Pushkina [13], S. Krivkykh, and N. Bukina [9]) as a process at the stage of professional socialization (R. Gera [5]), as a complex preparation to select an education (E. Vyazemskiy [4]), etc.

Thus, interpretation of the studied term by S. Kravtsov draws an interest. The scientist studies pre-profile training and profile education within an integral relation as a factor of institutional transformation of education system, aimed for a growth of its quality and efficiency, due to an increase in qualitative competitiveness of education system [8, p. 15]. The author sees the term «pre-profile training» as follows: pre-profile training is a system of pedagogic, psychologic-pedagogic, informational, and organization activity that provides for self-definition of basic school high-grade students in terms of their selected profile directions of future training and broad area of further professional activity (including selecting profile and place of specific place of education in higher school grades or other ways of further education) [8, p. 29–30]. O. Pushkina refers to the same definition of the term in a shorter expression.

Definition of pre-profile training by S. Kravtsov, S. Krivkykh, and N. Bukina differs from the concept, described above. According to these authors, pre-profile training represents a system of pedagogic, psychologic, informational, and organization support of basic school students that

provides for their self-definition at the moment of finishing their basic general education [9, p. 7]. From our point of view, this version of the term is narrower and more correct in terms of the system of differential education.

R. Gera studies pre-profile training wider, as one of many stages of professional socialization of scholars. According to the author, pre-profile training represents a system psychologic-pedagogic, informational and organization process at the foundation of the following approaches: activity, projective, personal-directed. R. Gera points out that these methods provide for selecting education profile by students at higher grades of general education and constructing a trajectory of further professional development. Let us point out the main components of pre-profile training that are outlined by the author:

- 1) mastering a system of professional ideals;
- 2) formation of professional values according to the selected ideals;
- 3) formation of an attitude towards professional environment;
- 4) formation of principles, motives, strategies, plans, and programmes of an individual behavior according to the mastered and formed ideals, values, needs, and relations;
- 5) selection of education profile at higher grades of general education and construction of a trajectory of further professional development [5, p. 6–8].

Pre-profile training of students, as shown by E. Vyazemskiy, is a complex training for the vital selection of their further educational strategy [4].

Significant ideas of pre-profile training that form its essence are profile education, profile and professional orientation, differentiation, conscious choice, interests, inclinations, needs, abilities, professional socialization, self-definition of profile directions. Let us analyze these ideas specifically.

Profile education is, according to I. Kuchma, a special method of organizing education within the system of general education that is aimed for such concepts as: individualization

of training, developing productive motivation of training, broadening abilities to select education trajectories and routes according to individual inclinations and preferences [10, p. 3].

Profile education, as shown by E. Vyazemskiy, is a mean to differentiate and individualize education that allows to account inclinations and abilities of students, create conditions for training high-grade students according to their professional interests and intentions in further education due to alterations in structure, contents, and organization of educational process [4]. A version, represented in dissertation by E. Chepikova is quite close to the described definition of profile education «Profile education... is represented as a mean to individualize and differentiate educational process that allows one to account inclinations and abilities of students more specifically, create conditions to train high-grade students according to their educational and professional plans» [15, p. 3]. Besides, E. Chepikova points out a trend that has been observed recently within the system of pre-profile training – replacing profile orientation with a professional orientation. As the author points out, such replacements are observed when orientation courses are aimed to support choice of profession, not profile, and methods that are borrowed from the area of professional orientation are used within systems of psychologic-pedagogic diagnostics without adaptation to age peculiarities of general school students. Also, as E. Chepikova outlines, «without a complete orientation component, pre-profile training comes to forming classes and «picking» students regardless of their personal interests and abilities» [15, p. 4].

Most scientists come to an idea that profile training that is being introduced in high-grade school, compared to traditional educational models, imply realizing significant changes in education. Modern scientists and practitioners refer the following issues to unsolved problems of organizing profile education and introduction of pre-profile training: insufficient development of methodological basics of education profiling; incorrect orientation toward introduction of the system of profile education and pre-profile training as a way to improve socialization of students; lack of qualified staff who are able to realize programmes of profile education and pre-profile education; lack of textbooks and informative materials for each profile; insufficient development of regulative basis of the studied process that should specify necessary changes in the structure, contents, and organization of educational training at higher grades of general education, and, therefore, defining necessary profiles of education on the whole; financial provision of network interaction between schools and other institu-

tions of general education, etc. [12, p. 4]. Definition that we consider as basic for the term «profile education» is «a system of organizing educational process that provides for a successful profile and professional self-definition of students via means of variability and individualization of educational process, broadening social situation of development, involvement of professional context, and thus preparing students for their further professional education and professional activity according to a selected profile» [12, p. 11].

The next concept, studied in order to comprehend the research object – pre-profile training is «profile and professional orientation». These concepts stand on a significant theoretic foundation, they form on a joint of philosophy, medicine, psychology, pedagogy, sociology. Among main approaches towards this problem we can outline the following directions: structural theories (N. Akserold, E. Ginsburg, J. Miller, D. Forsh, and others); motivational theories (A. Maslow, E. Row, V. Froom, F. Herzberg, and others); theories of «individuality» (D. Super, L. Tiler, S. Fukuyama, J. Holland, and others). As M. Askarova points out, profile orientation should be considered as not only as an assistance in making a decision on selecting direction and a place of further education, but also as general work to increase students' readiness for social, professional, and cultural self-definition [2, p. 21]. According to I. Kuchma, profile orientation is a psychologic-pedagogic assistance for students in projecting further education in profile and non-profile classes of higher grade, institutions of primary and secondary professional education. As the author claims, profile orientation helps students to make decisions on selecting a direction of further training and creating conditions for increasing readiness of teenagers for social, professional, cultural types of self-definition [10].

Self-definition of profile directions, professional self-definition of general school students are ideas that are present in researches, devoted to pre-profile training of students and their future professional development (B. Abdyrkayimov [1], I. Kuchma [10], N. Fusunova [14], and others). Thus, N. Fisunova, while explaining meaning of organizing professional self-definition of German basic school students, claimed that her ideas emerge from interests, abilities, and achieved results. As the author says, a system of flexible response to labour market is being successfully introduced, and school programmes adjust to needs of real economy. A definition, introduced by N. Fisunova on that organization of professional self-definition among German general school students is a systemic, specially-organized, ordered, purposeful educational and non-

educational activity of educational and special institutions, aimed to reveal interests, inclinations, abilities of students; formation professionally-important qualities, development of a desire to grow professionally according to individual abilities and possibilities of social environment, becomes a significant concept of our research [14].

Contrary to the concept «professional self-definition», idea of «profile self-definition» has a different meaning. Thus, I. Kuchma thinks that profile self-definition is students' decision on their further education at the stage of transmitting from unified to differentiated (profile) education [10].

In scientific literature the idea «differentiation in education» is studied as a special form of organizing education that should consider typological individual psychologic features of students, imply special organization of communication between tutor and students, and also link to such organization of educational process in school that is characterized by principles of variability, intensiveness, individualization within its contents and methods of training. Among scientists who explain problems of differentiating education, we can outline S. Zubov, L. Kalashnikova, A. Popova, and others. We consider the fact that differentiation at the stage of pre-profile training in plays a key part in developing education, exposing creative abilities, and forming cognitive abilities of students in modern school.

The idea «conscious selection of training profile by a student», as shown by analysis of works, is also significant for the object of our research. Pedagogic support of profile selection for general school graduates is studied in dissertation by E. Efimova [6]. The author sees this process as a complex, high-technology system of open interaction between subjects of educational process, general school that should be aimed to create optimal pedagogic conditions for personal development of teenagers, and also provide for a conscious selection of further educational trajectory. In this case statistical data on that over 65 % of general school graduates do not orientate themselves in possible education profiles, and 71 % of parents consider their children as unready for profile education, draws our interest and proves inconsistency of the formed system of pre-profile education in modern conditions [6]. E. Efimova outlines factors that influence selection of profile by teenagers. These factors are conditionally divided into two groups. The first group combines objective factors, among which – opinion of parents, peers, and pedagogic school staff, need of labour market, financial compensation. The second group of factors that impact selection of education profile contains sub-

jective ones – inclinations, interests, traits of character, individual abilities, emotional-will settings, intellect [6]. Therefore, within the studied object of research, concepts and theories that relate with intellectual and creative gifts become close. Among those: theory of a «multiplicity of intellects» (G. Gardner), theory of competence as a display of many types of endowments (J. Raven), theory of existence of endowment forms that can be potential or hidden (Y. Babayeva), concept of creative endowment (A. Matyushkin), etc.

However, as analysis of works shows, if gifted children have natural inclination towards a type of development, their choice of profile responds to their expressed inclinations and abilities, for children with normal development a problem of conscious selection of profile links to problems with psychic health. Thus, we possess a data on monitoring health condition of students who go to profile classes, and on results that testify the fact that in terms of profile education decrease in time of non-educational classes does not take place. Such situation has a negative effect on health condition of teenagers. Y. Chernenkov, A. Serdyukov come to a conclusion: «Teenagers are not ready for an independent selection of profession in the end of the second stage, so the part of medical school personnel in preparing students for a conscious selection of job considering their health status increases. We should outline that in terms of selecting education profile according to parents' opinion, a disturbance in process of a teenager's socialization has been revealed, and it leads to decrease in parameters of its life quality according to scales «school life» and «communication», decrease in vegetative stability. Thus, regardless of education profile and motivation for its selection, all high-grade students have risk factors of psycho-somatic diseases» [16, p. 133].

Another term that relates with our research object – organization of pre-profile training of students is «professional socialization». Let us point out that most researches that study this idea refers to student youth (O. Irba, E. Kopytsya, Y. Kablinova, etc). Thus, the concept «process of professional socialization» is studied by O. Irba as a basis of development and self-realization of a person «that is linked to mastering labour knowledge and skills, professional language of communication, and formalization with a corresponding subculture» [7, p. 10].

Explanation of the category «professional socialization of scholars», developed by L. Probst also draws our interest. It is studied by the scientists as a conceptual construction that has its cross-cultural, specific professional, social, and economic character. As the author outlines, we should consider profes-



sional specialization as multi-parameter and societal phenomenon that consists of social interactions of individuals, social groups, social institutions in social-labour and professional activity, and provides for a development of professional culture in social division of labour [11]. Let us point out that the study by L. Probst covered students of high school, while the term «professional socialization» for general school students was introduced in a research that studied professional socialization of scholars in terms of inter-school training complexes (V. Blaschuk [3]). Thus, V. Blaschuk shows us that professional socialization of scholars is a process of non-strict technologic (methodic) management of means of professional activity. These means, according to the author, should provide for a formation of professional behavior, maturity, individual style within a forming person, as well as understanding of social meaning of professional labour and its simultaneous significance for itself as a possibility to self-assert in a social environment [3].

We can see that the object of pre-profile training of students in terms of scientific cognition carries put a special social function – orientation. And, therefore, pre-profile training of general school students can be called a system that directs students to select an educational trajectory that will allow them to make a successful selection of training profile in high school and within the system of professional education. Researches show that pre-profile training in its most general form is directing students of general school to realize their personal and professional interests that correspond to inclinations and abilities of a specific student. Within the system of pre-profile training growing generation should master the experience that has already been saved by an educational system and their society, in other words, master special competences at their achieved development level, realize the necessity to select educational profile that will influence their further personal and professional formation. Values and personal qualities, needed to solve problems that stand before future developing society, should be formed within the process of pre-profile training. It can be provided by special competences that serve as a starting point in dynamic life conditions and human activity.

Thus, we can define that pre-profile training is a process of forming values and personal qualities, formation of special competences among students, development of strategic view of further vital functioning from the point of differentiating interests, individual inclinations, and abilities of each student. This problem is included into the system of specific activity of older generation and is aimed to provide for making decisions and conscious

selection a future education profile by a new generation as well as professions that are necessary for the social development.

### References

1. Abdykarimov B.A. Professional pedagogy: textbook / B.A. Abdykarimov and co-authors. – Astana, 2008. – 308 p.
2. Askarova M.A. Realizing model of continuous profile education in collage // Profile school. – 2011. – № 6 (November-December). – P. 20–25.
3. Blaschuk V.V. Personal and professional socialization of scholars in terms of inter-school educational complexes: dissertation of candidate of pedagogic science [spec. 13.00.01 – General pedagogy, history of pedagogy and education]. – SPb., 2004. – 20 p.
4. Vyazemskiy E. Profile of education and life: From traditional model of school to pre-profile training and profile education // History. – 2007. – № 02, [Electronic source] <http://his.1september.ru/article.php?ID=200700205>.
5. Gera R.D. Professional socialization of scholars at the stage of pre-profile training: dissertation of candidate of pedagogic science [spec. 13.00.01 – General pedagogy, history of pedagogy and education]. – Belgorod, Beldorod State University, 2008. – 22 p.
6. Efimova E.V. Pedagogic support of selecting education profile for general school students dissertation of candidate of pedagogic science [spec. 13.00.01 – General pedagogy, history of pedagogy and education]. – M., Pedagogic academy of post-discipline education, 2011. – 225 p.
7. Irba O.S. Competence approach as a term of professional socialization of students-psychologists' personality: dissertation of candidate of pedagogic science [spec. 19.00.07. – pedagogic psychology]. – Kursk: Kursk State University, 2009. – 24 p.
8. Kravtsov S.S. Theory and practice of organizing profile training in schools of Russian Federation: dissertation of candidate of pedagogic science [spec. 13.00.01 – General pedagogy, history of pedagogy and education]. – M.: Institute of maintenance and training methods of Russian Author Society, 2007. – 57 p.
9. Krivkykh S.V. Psychologic support of pre-profile training: Textbook, methodic guide / S.V. Krivkykh, N.N. Bukina / Ed. by S.V. Krivkykh, SPb, Scientific society of students «Express». – 2008. – 128 p.
10. Kuchma I.V. Pre-profile training within the system of supplementary education in school: dissertation of candidate of pedagogic science [spec. 13.00.01 – General pedagogy, history of pedagogy and education]. – M.: Moscow Pedagogic State University, 2008. – 224 p.
11. Probst L.E. Professional socialization of school youth in modern Russia: dissertation of candidate of pedagogic science [spec. 22.00.04 – Social structure, social institutes and processes]. – Ekaterinburg, Ural academy of state service, 2004. – 43 p.
12. Project «models of profile education and pre-profile training. Search for optimal ways and means to increase their efficiency» / Head of project L.G. Korol. – Rostov-on-Don, 2010. – 36 p.
13. Pushkina O.V. Professional self-definition of students in terms of profile education. – 2009.
14. Fisunova N.V. Organization of professional self-definition of German general school students: dissertation of candidate of pedagogic science [spec. 13.00.01 – General pedagogy, history of pedagogy and education]. – Belgorod, Belgorod state national research university, 2011. – 23 p.
15. Chepikova E.V. Pedagogic terms of forming profile direction of students' personality: dissertation of candidate of pedagogic science [spec. 13.00.01 – General pedagogy, history of pedagogy and education]. – Smolensk, Smolensk State University, 2008. – 23 p.
16. Chernenkov Y.V. Monitoring health condition of scholars who learn in profile classes / Y.V. Chernenkov, A.Y. Serdyukov // Saratov scientific-medical magazine. – 2010. – Vol. 6, № 1. – P. 130–133.