

PROFESSIONAL SELF-DETERMINATION OF SOCIALLY MALADJUSTED TEENAGERS

EKATERINA MUKHAMEDIEVA, TATIANA IVLEVA

Kemerovo State University of Culture and Arts (Russia)

ABSTRACT: *The article considers the problems and peculiarities of professional self-determination of marginalized teenagers, assistance to teenagers with deviant behavior in professional self-determination and social adaptation on the basis of carrying out the competition of students' creative works «I am a MANAGER» is offered, educational course "Professional self-determination and career of a Manager" that promotes the absorption of socially useful standards of behavior and values, convergence of attitudes and orientation of the individual with the expectations of the social environment.*

KEY WORDS: *professional self-determination, maladjustment, manager*

*Man is entirely determined by upbringing,
examples, the government, under whose authority
he gets, finally a case that directs
him either to the side of virtue,
or to the side of crime.*

Voltaire (1694-1778)

Recently, the problems of teenagers' adaptation in social environment are reflected in scientific literature. Raising the education level and material well-being of our society expanded material and spiritual needs of young generation, and also aspirations formation and reasonable desires became more complex.

Knowledge of the world and the boundaries of perception became bigger due to mass media. Today teenager understands the problem yourself with difficulty that is why entertainments are realized as something easy to perceive by teenager. All these factors, of course, lead to losing the ability of solving tasks which life situation faces a teenager. Due to psycho-physiological peculiarities of teenagers, they are vulnerable to various problems. Ignoring these problems leads to forming teenager's antisocial behavior, which in turn is manifested in various forms of deviant behavior: absenteeism at school, vandalism, running away from home, etc. All the above mentioned problems determine the scientific importance of this study.

Maladjustment is a process of polar adaptation. E. C. Morodenko considers adaptation as a form of person's interaction with the social environment; during this process the requirements and expectations of its participants are agreed. An important component of this process, according to the author, is the negotiation of self-assessments, aspirations and expectations of the subject with its capabilities and with the reality of social environment. Social environment defines adaptation's objectives, social norms - ways of their achievement and sanctions for deviation from these norms by the person or group¹. A. I. Varlamov rightly notes that maladjustment is a destructive process within it development of intrapsychic processes and behavior of the individual leads not to the solution of the problem situations in his life but strength the existence difficulties and unpleasant experiences, causing them².

Deviant or unkonform processes can be called the processes of social adaptation of personality that ensure the needs of the individual in this group or social environment, at the same time the expectations of other participants of the process are not met by such behavior³.

Characteristics of social maladjustment are deviant behavior, the deformation of family values and school interactions, suicidal behavior, teenage alcoholism and drug addiction, mental deviation, violation of moral and legal norms.

The main features of marginalized teenagers are availability of highly expressed primitive needs and poverty spiritual needs. Poverty interests and needs in turn leads to narrowing of friends.

Many researchers rightly pointed out that social maladjustment is a process that can be improved therefore, it is important not only to prevent maladjustment of children and teenagers, but also to control the process of implementing the "maladjusted" youth⁴. One of the challenges that occur when rehabilitating teenagers is a professional self-determination.

I. P. Komova⁵ considers professional self-determination as one of the stages for professional development of a person, including professional orientation and self-knowledge (correlation of their individual perceptions elected by the profession to their capabilities). The author notes that professional self-identification of a personality of a student depends on the following factors:

- evaluative orientations and installation;
- the level of forming representations about the profession;
- the level of developing self-esteem;
- availability of abilities, aptitudes and interests;
- the level of developing professional motivation;
- personal characteristics;
- social environment, real-life conditions (family relationships, health, material security and other).

¹ Cf. E. C. Morodenko, *Socio-psychological adaptation and maladjustment in the process of socialization*, "Herald of Tomsk state pedagogical University" 2009 no. 8 (86), p.108.

² Cf. A. Y. Varlamov, *School adaptation*, Volgograd 2005, p. 23.

³ E. C. Morodenko, *Socio-psychological adaptation...*, op. cit., p. 110.

⁴ Cf. A. Y. Varlamov, *School adaptation*, op. cit.; A. C. Katkov, *Features of professional self-determination of addictive Teens*, "Vestnik of the Moscow University" 2011 no. 2, p.119-120; I. P. Komova, *Help of the class teacher in professional self-determination of students*, "Class leader" 2010 no. 8, p. 16-19; I. A. Cherepanova, *Help to maladjusted teenagers in professional self-determination*, <http://si-sv.com/publ/> [online: 12.04.2014].

⁵ Cf. I. P. Komova, *Help of the class...*, op. cit., p. 16.

It is difficult not to share the view of E.V. Morodenko, who believes that one of the sources of social maladjustment is the low level of psychological readiness to get the profession⁶. The choice of profession among youth with the deviant behavior is limited by social maladjustment and low level of knowledge. This connects with the fact that young people can have a great break in their studies. In turn, the lack of choice leads to reluctance to make a career as a protective reaction. The implementation of this reaction can be considered as a lack of desire to assimilate new knowledge and choice of future profession, this reaction is perceived by teenagers and their parents as a sign of sociality generating aggression from both sides.

Very often teenagers believe that it is important to work as a manager and get money only for the presence at the workplace. The author thinks that these are mistakes which were made in their upbringing. That is why the teacher, preferably with the participation of parents, should explain the teenagers that the work should always match the abilities of the person, and the higher his salary and the position, the greater his responsibility. In addition, it is important to explain that the prestige of work depends on the availability of physical and real intellectual abilities of a person. If low self-esteem, poor school performance, and also other reasons affect negatively the choice of the graduates, it is important to consider the emotional and moral acceptability of work within existing capacity⁷.

To be the "main" means to be a manager (a manager, a supervisor, a head, a director), it means to be able to organize and control the work of other people. "Difficult" teenagers can be shown that the scope of manager application activity is various. These are financial sphere, IT-sphere, tourism, sports, industry, foreign economic activity, etc. Focus on work as a manager is particularly attractive to teenagers, so nowadays to be a manager is to have not only prestigious, but also highly demanded profession in the labor market. Forming interest of teenagers with deviant behavior to the professional activity to be the "main", in our opinion, will contribute to the development and introduction of the course "Professional self-determination and career of a manager", educational course is presented in the table.

Table 1. Educational course "Professional self-determination and career of a Manager"

No.	Theme	Total hours	Including		Form of training
			theory	practice	
1.	What is "management" and "managing" (Introduction)	4	2	2	interactive lecture; training-introduction; discussing the video film "What is management/E. M. Korotkov – SPb: CJSC "Solution: training video, 2011; participants' videos of the competition "I am a Manager; outcomes
2.	Origin and management development	4	2	2	electronic presentation; video collection "Chronology of Manager development; personalias: F. Taylor, G. Ford, D.

⁶ Cf. E. C. Morodenko, *Socio-psychological adaptation...*, op. cit., p. 110.

⁷ Cf. I. A. Cherepanova, *Help to maladjusted...*, op. cit.

					Rockefeller, and other outcomes
3.	Specifics of Russian management	4	2	2	interactive lecture; electronic presentation and discussion on "Successful Russian managers"; analysis of specific situations; outcomes
4.	Quality effective Russian management	4	2	2	electronic presentation; discussion "Aphorisms of Rockefeller"; diagnostics of management qualities; outcomes
5.	Image and ethics of a modern Russian Manager	2	1	1	electronic presentation; round table "Ethics of a Manager"; outcomes
6.	Computer technologies in Manager's activity	4	1	3	electronic presentation; workshop: writing E-mail or SMS; outcomes
7.	Business game "If I was a Manager..."	2	-	2	business game; outcomes
	TOTAL:	24	10	14	-

The relevance of this course is that it will facilitate the preparation for the choice of profession and successful social adaptation of teenagers with deviant behavior. The program implementation will allow forming knowledge and skills, objectively realize self-analysis, and the development level of their professional skills and relate them to the requirements of a Manager.

It is important that the lessons are conducted by the students of specialty "Management" under the guidance of a teacher. They are closer in age to high school pupils and social status of the student, in contrast to the teacher - tutor will help them to communicate on the same level, "on equal terms". Thus "difficult" teenagers will believe the students more than the teacher.

What students can communicate effectively with difficult teenagers and help them in professional self-determination? For example, in Kemerovo State University of Culture and Arts there is a tradition since 2012 to conduct the competition of students' creative works «I am a MANAGER»⁸. In February, 2014 there was a competition of reports and electronic presentations on career guidance for students of specialty "Management" and "Management of social and cultural activities". The organizer of the competition is the Department of management of social sphere, Institute of social and cultural technologies, Kemerovo State University of Culture and Arts. The aim of the competition:

- expanding views and knowledge of pupils on the profession of a "Manager" and "Manager of social and cultural activity";

⁸ Cf. I. N. Ivleva, *Competition "I am a MANAGER" a form of organization of research work for students*, "Bulletin of Kemerovo state University of culture and arts" 2013 no. 24, p. 309-315; eadem, *Competition "I am a MANAGER" is gaining momentum*, "Bulletin of the Kemerovo state University of culture and arts" 2014 no. 126, p. 289-292.

- demonstrating professional advantages of the students - future managers;
- improving professional competence of students in the field of management and information technologies.

Objectives of the competition:

- improving the image of the profession of a Manager;
- developing interest to the future profession;
- increasing the competitiveness of future managers in the labor market;
- developing and improving the students' skills in public speaking on professional topics and using multimedia technologies;
- disclosing personal and creative potential of students;
- developing a database of the best students for recommendations to employers;
- providing assistance in a professional self-determination of pupils;
- developing skills for creating computer presentations;
- developing ICT competences of students.

The students of different courses of full-time and correspondence forms of training took part in the competition. The winners of the contest can successfully conduct classes with maladjusted teenagers. In addition, the videos of the competition «I am a MANAGER» can be used in the course program.

The foundations for the developing the program of the course were the organizational principles, forms, and teaching technologies aimed at maximum activation and involvement of "difficult" teenagers into the educational process. Thus different interactive forms and teaching methods such as business games, electronic presentation, discussions, round table discussion, case analysis, reflection and other are used during the implementation of this course. In the framework of implementation of the course programme the meetings with successful managers, businessmen, entrepreneurs, excursions to educational institutions, providing training on management specialty are provided.

The result of the course: "difficult" teenagers should believe that the choice of profession is connected with future professional life, success, career, income, etc.

Thus, the introduction of the course "Professional self-determination and career of a Manager" will help teenagers with deviant behavior in professional self-determination and social adaptation, i.e., realizing socially useful standards of behavior and values, convergence of attitudes and orientation of the individual with the expectations of the social environment.

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