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Modern approaches and methods of career guidance work in additional education classes

The relevance of the problem under study stems from the need to effectively utilize modern approaches and methods of career guidance not only with schoolchildren in English lessons but also in supplementary education classes within the “Aviation English” course. This article examines the experience of participating in the “Professionals” professional skills championship as a key method for increasing motivation for foreign language learning and early career self-determination. The leading research method is an analysis of real-world teaching experience in implementing supplementary education programs, which allows us to determine the quality and level of pedagogical support for students in grades 6–8. Increasing adolescent engagement in career guidance remains a pressing issue. It has been established that the effectiveness of professional development support significantly increases with a stronger practical component (trainings, master classes, professional trials) through the use of a competitive component. This article presents the results of the implementation of a new educational program at the “Children’s (Adolescent) Center” municipal budgetary educational institution, designed for 33 academic weeks (66 hours). The practical significance of this article is confirmed by the successful performance of the course team, which placed among the 11 participating teams in the municipal stage of the “Professionals” championship in the 2024–2025 academic year. The article’s materials may be useful for supplementary education teachers and English teachers to improve career guidance and prepare students for participation in the championship movement.

Keywords: supplementary education, career guidance, career self-determination, career guidance approaches, methods, pedagogical support, engagement, “Professionals” professional skills championship, competency, professional trials, English language.

Introduction

In recent years, the importance of finding new methods for career guidance activities has determined the development of all branches of science and pedagogy as a whole. The state is focused on increasing the number of qualified personnel, which is why several legislative acts have been adopted emphasizing the importance of career guidance. To enhance motivation in the formation of future specialists, supplementary education programs are used. Accordingly, questions arise about whether modern changes in this area will help solve personnel problems in the country and how to engage adolescents in the proposed career guidance activities.

The aim of our research is to study the effectiveness of methods and approaches to career guidance work in additional education classes on the course “Aviation English,” increasing their involvement in the proposed career guidance activities through pedagogical support, including trainings, master classes, internships, professional trials, practices, and participation in the championship of professional skills “Professionals”. Achieving the set goal involves solving the following tasks: analyzing Russian and foreign literature on this topic, using experimental research methods to justify the effectiveness of modern methods and techniques of career guidance work in additional education classes for the course “Aviation English.” It follows that the quality of practical career guidance depends on effective pedagogical support that utilizes new methods and approaches.

Zalivansky and Samokhvalova [1; 64] define profile orientation as a dual process: the internal professional self-determination of a young person and the external set of measures designed to foster market adaptation. Firsova [2; 5] expands this by focusing on the “competence of choice,” emphasizing the ability to analyze career information and acquire the practical skills necessary to minimize the risk of incorrect career paths.

Other researchers, such as Pecherskaya and Fomichev [3; 91], highlight the multidimensional nature of orientation, which integrates psychodiagnostics, elective courses, and psychological training. This individual-centric approach is supported by Shalaginova and Dekina [4; 13], who stress that personal characteristics

must remain the focal point of professional selection. Ultimately, while career guidance serves as the initial step toward labor market integration, its success depends on what Nechaev [5; 65] describes as systematic “pedagogical support.” According to Aryukova et al. [6; 22], this support functions as a vital information source that shapes the student’s overall worldview regarding the modern professional landscape (Table 1).

Table 1

Interpretations of the Concept of “Career Orientation”

Author(s)	Core Definition / Key Focus	Key Components
Zalivansky B.V., Samokhvalova E.V.	A dual process of internal self-determination and external support.	Professional self-determination; labor market adaptation; optimal employment choice.
Firsova A.I.	A complex process for developing the “competence of choice.”	Information analysis; theoretical and practical knowledge; professional path determination.
Pecherskaya S.Yu., Fomichev P.S.	A holistic educational and psychological framework.	Psychophysiological study; elective courses; mastery of practical skills; psychology classes.
Shalaginova K.S., Dekina E.V.	Person-centered professional selection.	Individual characteristics; psychological readiness; personalized choice.
Nechaev M.P.	Systematic instructional guidance.	Pedagogical support; continuity of the guidance process.
Aryukova E.A., Lyapina O.L., Bezrukova V.S.	An informational and worldview-forming tool.	Knowledge of the “world of professions”; source of vocational information.

In the context of the above, pedagogical support acquires its special significance in career guidance work, provided that different methods and approaches are used, involving students in additional education’s extracurricular activities in professional skill competitions “Professionals” and professional trials.

Methods and Materials

Researchers identify several approaches used in the career orientation of adolescents. Let us consider several classifications.

According to Dus E.S., seven approaches are distinguished: pedagogical, psychological, sociological, economic, medical-biological, managerial-organizational, and the approach of legal regulation of career orientation [7; 8].

The goal of the pedagogical approach is to cultivate diligence, a respectful attitude towards professional labor, as well as the professional development of the individual. The psychological approach examines the psychological factors influencing career choice, the psychological characteristics of the individual, and issues of psychological preparation for labor activity. Within the framework, the managerial-organizational approach regulates the procedure for conducting career guidance work, starting from setting goals and ending with a detailed plan.

Scientific management implies the collection and processing of information, the development of action programs, control, and recommendations. Under the managerial-organizational approach, normative-legal regulation of career guidance activities is understood.

Klimov E.A. believes that the basis of profile orientation is career education (educational approach), followed by “career guidance diagnostics and career counseling (diagnostic approach), as a result of which the development of professionally important qualities in learners occurs (professional adaptation)” [8; 23].

In addition, the scholar distinguishes between a comprehensive and a differentiated approach. The former is related to considering career guidance in a complex manner, while the latter pertains to various classifications (by gender, by types of professions, etc.).

Pryazhnikov N.S. also identifies several approaches: testological (testing), rationalistic (calculating professional and life paths based on a clear scheme or model of such a path), humanistic (helping a person achieve full self-realization in professional labor), educational (forming and implementing a certain civic

position, usually associated with the ideological setting dominant in this society), activating (preparing a teenager for independent, conscious professional and life self-determination) [9; 29].

Thus, similarities in the classification of approaches can be highlighted. Firstly, the basis of pedagogical support for career guidance activities aimed at informing learners about modern professions, educational institutions, and organizations providing jobs, about the labor market, and about how to plan their careers is the informational approach.

The methods of implementing this approach include informational events to familiarize with modern trends in the professional world, such as multimedia exhibitions, "Laboratory of Future Professions," open days at higher education institutions and secondary vocational education.

Innovative informational projects are also applied: for learners in specialized classes of high school "Profigrad," as part of the "Professional Minimum," according to the Unified Model of Career Guidance; for students of additional education "Trial Room of Professions."

Secondly, diagnostics and consultation are applied. At the high school level, the method of diagnostics is used, according to the Unified Model of Career Guidance, included in the activities of the "Ticket to the Future" project. At the level of additional education, the methods of this approach include both psychological counseling by a staff psychologist and by a specialist from the Center for Advanced Professional Training.

Thirdly, the activating approach in career guidance is applied. It implies providing assistance to learners in self-determination, which is oriented towards acquiring skills of active choice, forming ideas about the world, as well as mastering new standards of thinking and activity.

Activation of internal readiness for independent and conscious construction of one's professional and life path is emphasized. For example, Pryazhnikov's game "Profession" or the consultation "Formula of Profession" was developed by the author specifically for high school students in grades 9-11 and students of all courses in higher and secondary specialized educational institutions [10; 214].

Activation of internal readiness is also possible through. Production Practice and Internship as for students of specialized classes, as well as for students and pupils of additional education. Based on these approaches and using the practices of well-known psychologists, Eysenck I.L., Bendukov M.A., Pryazhnikov E.Yu., Klimov A.E., several classical methods of career guidance can be highlighted [11; 56; 12, 13; 12]. In turn, Saraeva O.N. considers it necessary to take into account "trends that develop in parallel with each generation" [14; 3142]. The author also emphasizes the attention to the patterns of development and the main characteristics of each existing method of career guidance.

It should be emphasized that the most important aspect of career guidance work, or rather the pedagogical support of adolescents attending additional education courses, becomes its practical orientation, which serves as an activator of their involvement and gives them the opportunity to "try on" a particular professional sphere and acquire primary professional skills.

Results and discussion

Let us consider the results of applying modern approaches and methods of career guidance based at the Municipal Budgetary Educational Institution "Secondary General School No. 24 named after S.I. Klimakov" of the urban district "City of Yakutsk" within the framework of the implementation of the additional education course "Aviation English Club". Thus, within the framework of the federal project "Success of Every Child" of the national project "Education" and in accordance with the "Methodological Recommendations" and "Procedure for the Implementation of the Career Guidance Minimum", a career guidance minimum has been introduced for students in grades 6-11 in the 2023-2024 academic year. An innovative educational program has also been launched for vocational college students, enabling them to become highly qualified specialists at the region's leading enterprises.

In the 2023-2024 academic year, the S.I. Klimakov Secondary General School No. 24 implemented the "career guidance minimum" at a basic level for all grades, including two classes with a social sciences and humanities profile and two with a physics and information technology profile. The implementation of the basic level aimed to activate students' professional self-determination and build the foundations of career literacy, representing the instrumental aspect of professional self-determination.

At the administrative level, the following organizational and methodological conditions were established to implement the basic program and facilitate the participation of specialized classes in career guidance: A Deputy Director for Character Education was appointed as the head of career guidance, and dedicated specialists were designated to organize the process. A work plan for participation in career guidance activ-

ities was developed, taking into account the age-related and individual characteristics of students in the specialized classes.

Social partners of the school were also involved: GAPOU RS(Y) "Yakutsk Technological College of Service named after Yu.A. Gotovtsev," GBU Yakut city hospital-2, JSC International Airport "Yakutsk named after P.A. Oyunsky", MBOUDO "Children's (Youth) Center" of the city of Yakutsk RS(Y), Yakutsk Institute of Water Transport (branch) SGUVT, Yakutsk Aviation Technical School of Civil Aviation. The format of interaction involved organizing and conducting professional trials at the partner organizations, attracting participation in Career Day, Open House Day, Tenth Grader Day, organizing career guidance meetings, and organizing participation in the championship movement "Professionals."

In addition, the deputy director for educational work of the school developed a new competency "Flight Attendant Service," which was subsequently included in the list of competencies of the Regional stage of the professional skills competition "Professionals." The competition is held to determine the professional skills of students, to widely promote and popularize the competency "Flight Attendant Service" (Service in Air Transport). Any person aged 12 to 16 years inclusive, possessing skills, can participate in the competition. Specialists in the field of service in air transport must know the principles of organizing and managing processes and services in air transport. The main professional task of specialists who are part of the cabin crew of civil aviation, according to the existing profession of worker 11217 — "Flight Attendant," is to ensure comfortable conditions for passengers during their journey on board the aircraft. The profession implies teamwork, so a cabin crew member effectively communicates with colleagues, managers, and consumers, independently organizes their own activities, assesses risks, makes decisions in non-standard situations, and conducts search, analysis, and evaluation of information to solve professional tasks.

The competition is held to demonstrate and assess qualifications in this type of skill. The competition task consists of checking theoretical knowledge and performing practical tasks. The description of the professional competency in the direction of "Flight Attendant Service" (Service in Air Transport): the competition task of the competency "Flight Attendant Service" (Service in Air Transport) is a modular structure. Each module consists of a certain number of actions, which are, in turn, structured in such a way as to closely and naturally simulate the working day of a flight attendant. Tasks in the module are performed continuously.

50 % of the tasks in the module "Pre-flight Speech of the Flight Attendant" and 20 % of the tasks in the module "Theoretical Case" are performed in English (the tasks of this module are confidential). For creating a business Atmospheres in Interaction / Communication with Passengers, Contestants must adhere to the uniform dress code. The competition task for the age group of 14 to 16 years includes 4 modules.

Module A (Practical): Passenger Flight Preparation. This module involves performing a practical task: "Demonstration of a flight attendant's pre-flight announcement (in Russian and English)." Upon arrival, contestants receive a briefing from an independent expert. They are provided with the necessary equipment (oxygen masks, seat belts) to execute the task in full. The contestants then perform the pre-flight safety demonstration. To complete the module, participants restore their workspace by neatly folding and organizing the safety equipment.

Module B (Theoretical): Assessment Case Study. This module is designed to evaluate participants' knowledge of Russian Federation regulations and international legislative acts governing passenger transportation and aviation security. The assessment covers emergency response training, aviation medicine, occupational health and safety, and technical foreign language proficiency.

Module C (Practical): Emergency and Non-standard Situations. This module focuses on "Actions and Decision-making in Emergency and Non-standard Situations (Oral Response)." It assesses communication skills, customer orientation, and the ability to make rapid decisions in a dynamic environment. Participants must demonstrate their ability to identify potential security risks based on a passenger's psycho-emotional state, as well as their proficiency in verifying identity and travel documents.

Module D (Practical): In-flight Passenger Service. This module involves a practical task: "In-flight Service (Beverage Service)." It evaluates the contestant's ability to follow procedures for serving drinks (tea, coffee, juice, water). Key assessment criteria include communication skills, customer service orientation, and the ability to maintain professional performance and decision-making standards in rapidly changing or unconventional circumstances.

The competency "Flight Attendant Service" (Juniors) became the most popular championship competency in the republic in 2023. Every year, 100 students from schools and students from additional education courses participate in the competition for this competency. Interest is growing every year, which will positively affect the quality of transportation services in the future. The competitions also have significant pro-

duction value. Winners of the regional championship fully meet the level of requirements for professionals in a specific industry; they are ready young specialists with a wealth of necessary knowledge and professional skills. The emergence of new competencies stimulates professional growth and the discovery of new abilities. The development of the All-Russian Championship movement is one of the priority areas of career guidance work. Educators from additional education and schools in the republic are working to create conditions that meet the staffing needs of employers. Participation in such a prestigious competition as the “Professionals” championship provides additional motivation for students and educators, inspiring them for further achievements. This also contributes to the increase in the prestige of vocational education and the growth of interest among young people in training in this field.

The Ministry of Education and Science of the Republic of Sakha (Yakutia) supports socially significant projects and initiatives in this area. In this regard, at the level of the administration of School 24, a decision was made to prepare participants for the competition from among the students of the school by introducing a new additional education course “Aviation English” in the 7th grades (2 classes in parallel — 81 students, who, in turn, were participants in the project “Ticket to the Future”). A program and a calendar plan for implementation were developed.

As part of the cooperation with the Children’s (Teenage) Center, an additional education teacher was invited, who took on the task of training the students. According to the course program, the students studied the material theoretically for two hours a week and had one hour of practice at aviation industry enterprises. The students visited an aviation college, an airport, and airlines to increase motivation and involvement in production processes. The teenagers applied a foreign language for business professional communication and for mastering software in the aviation industry.

As part of the implementation plan of the course program in the 2023-2024 academic year, the students were to participate in the municipal stage of the “Professionals” championship in the “Service” direction in the competencies “Flight Attendant Service,” a competency included in the list of competencies of the Republican championship of professional skills “Professionals.” Thus, 24 students of the club were involved in championship activities. Six teams were organized, which competed not only against each other but also against students from different schools in the city of Yakutsk. A total of 28 teams participated in the competition across two age competencies: juniors 12–14 years, juniors 14+.

Upon completion of the “Aviation English” course, the students of the club underwent career orientation testing. According to the results of the diagnostics “Statistics of Educational and Professional Plans,” the course program met the students’ expectations regarding professions in the aviation industry, and they were ready to determine their choice of further professional path. The distribution of career trajectories among the course participants is reflected in the table (Table 2).

Table 2

Educational and Professional Plans of Students after Completing the “Aviation English” Course

Career Trajectory / Educational Path	Percentage of Respondents (%)	Key Motivation / Location
Enrollment in Aviation Vocational School (after 9th grade)	12 %	Preference for practical education over specialized school subjects
Enrollment in Yakutsk Aviation Technical School of Civil Aviation (after 11th grade)	15 %	Perceived as the fastest way to master a specialty
Enrollment in Higher Education Institutions (Universities)	63 %	Planning to study outside their hometown
Direct Employment in the Specialty (after short-term courses)	10 %	Transition to work following secondary general education

Let us consider the results in more detail. After finishing the 10th grade, 12 % of the respondents intended to enroll in a secondary vocational institution with an aviation focus based on their certificate of basic secondary education, realizing that for further development, they did not need specialized education in school, but rather a practical component of education. Despite this, 15 % of those participating in the statisti-

cal diagnostics decided to enroll in Average Vocational Institution after completing 11th grade in the city of Yakutsk (Yakutsk Aviation Technical School of Civil Aviation)

As they believe, this is the fastest way to master a specialty. The majority of respondents, which is 63 %, still planned to enroll in higher educational institutions outside their hometown.

It is also necessary to note that the goal of additional education is to provide conditions for a full general education in accordance with the individual needs and capabilities of students, their professional self-determination, and ensuring readiness for transition to vocational training. In this regard, 10 % of respondents decided to work in their specialty after completing short-term courses following secondary general education.

Thus, within the framework of additional education for adolescents, significant work is being done to study the profession from the inside and to increase motivation to learn the English language. Therefore, we can conclude that additional education and career guidance play an important role in modern society, especially in the context of a rapidly changing labor market. These two aspects are interconnected and help people develop, find their calling, and adapt to new challenges.

The advantages of additional education courses based on the experience gained from the course “Aviation English” allow us to assert that in the context of constant technological updates and employer requirements, additional education helps remain competitive, expands career opportunities, teaches new skills, and contributes to self-development and increased self-confidence.

Logically structured pedagogical support for profile orientation leads adolescents to a conscious choice of profession. The use of modern approaches and methods, such as information-search systems “Your Future Profession,” “Electronic Museum of Professions “ProfVybor.ru,” “Alphabet of Professions and Specialties — Description and Educational Institutions,” “Time to Choose a Profession,” materials on the “Proektoria” website, psychodiagnostic materials on the project portals “Ticket to the Future” and “Professionalitet,” and additional education courses is not only a measure of support but also an activating factor in revealing potential and enhancing mastery.

At the same time, the activities conducted with different categories of adolescents lead to different results. Thus, let us consider the summary data of professional diagnostics conducted in 7th grades (81 students) who studied under the additional education course “Aviation English,” and in 8th grades of the school (121 students) who did not undergo such training. The Table 2 highlights the differences in professional orientations between students in the “Aviation English” club and those not involved in specialized additional education (Table 3).

Table 3

**Comparative Analysis of Interest Profiles and Abilities:
7th Grade (Additional Education) vs. 8th Grade (General Education)**

Interest / Ability Profile	7th Grade (Additional Education, n=81)	8th Grade (General Education, n=121)	Observed Differences
Social / People-Oriented	High	Lower	28 % higher in 7th grade due to increased communication with adults
Research / Scientific	Decreased interest	Higher relative to 7th grade	7th graders prefer practical application over theory
Production / Technical	Significantly Higher	Lower	Additional education students are more ready for professional implementation
Aesthetic / Creative	Higher	Lower	Focus on qualitative results within extracurricular activities
Extreme Activities	Extremely Low	Extremely Low	No significant interest in either group
Planned-Economic	Extremely Low	Extremely Low	No significant interest in either group

According to statistics on profiles of interests and abilities, the tendency to work with people among adolescents of nearly the same age but different forms of education differs by 28 %. Students in additional education are much more open to interacting with people because, within their professional orientation, they

have more communication with adults. As for the tendency towards research activities, we see a decrease in interest among 7th-grade students. Probably, they like the practical component of their profession more than its scientific side. They have already had the opportunity to “try on” the profession for themselves and are more ready to realize their professional potential. The tendency to work in production is, accordingly, much higher among them than among 8th-grade students. At the same time, they are more ready for aesthetic types of activities. It is obvious that students engaged in extracurricular activities spend more time in production and are focused on quantitative and qualitative results, but not on aesthetics. Extreme and planned-economic types of activities are not interesting to the surveyed adolescents; the diagnostic results are extremely low for these indicators. Therefore, when conducting pedagogical support for the professional orientation of adolescents of different educational levels, with the condition of using various modern methods and approaches, the results will differ. Students in extracurricular education are more practice-oriented compared to those who have not undergone training in similar programs.

As a direct practical outcome of this research and the successful pilot phase, a new extracurricular educational program was officially launched at the Children’s (Adolescent’s) Center. Specifically designed for students in grades 6–8, the program aims to provide comprehensive preparation for the “Flight Attendant Service” competency competition while facilitating the advanced study of Aviation English. The curriculum is structured as a 33-week course, with two instructional hours per week, and was fully implemented during the 2024–2025 academic year.

The effectiveness of this educational model was clearly demonstrated in the competitive arena. A representative team formed from the program’s participants successfully entered the ranks of prize-winners at the municipal stage of the “Professionals” championship. Competing against 11 experienced teams, the students showcased high levels of technical proficiency and language competence, confirming that the integration of specialized English training with practical vocational skills is an effective strategy for modern career guidance.

Conclusions

Professional orientation for adolescents is a multifaceted process requiring a coordinated approach from educational institutions, parents, and society. Effective guidance not only facilitates informed career choices but also fosters a well-rounded personality prepared for the challenges of the modern global landscape. Consequently, the quality of this process depends on systematic pedagogical support utilizing innovative methods within the framework of additional education.

In an era of rapid technological shift, additional education has become an indispensable tool for career success. It often serves as a logical extension of initial guidance: once a student identifies a professional direction, they can engage in specialized programs to deepen their expertise. For instance, the high performance observed in the school’s career guidance initiatives resulted from the integration of modern methodologies, which significantly boosted student motivation and, as a result, enhanced the prestige of vocational training.

Our research confirms that pedagogical support for specialized orientation is most critical during adolescence, as this is the stage where students begin to consciously define their educational and career trajectories. The relevance of this study was validated through direct interaction with students, highlighting three key factors: first, the necessity of systematized data acquisition; second, the profound influence of socio-economic conditions on professional choice; and third, the need for a comprehensive support model—including psychological testing, career consultations, and practical workshops—to align student interests with realistic industry expectations.

A primary practical outcome of these pedagogical principles was the launch of a specialized extracurricular program at the Children’s (Adolescent’s) Center during the 2024–2025 academic year. Designed for students in grades 6–8, the curriculum provides 66 instructional hours (2 hours per week for 33 weeks) focused on the “Flight Attendant Service” competency and advanced Aviation English. The efficacy of this model was demonstrated when the program’s representative team secured a prize-winning place among 11 competing teams at the municipal stage of the “Professionals” championship. This success illustrates that integrating targeted language studies with early vocational training acts as a powerful catalyst for professional self-determination.

Furthermore, active cooperation between schools, colleges, and employers is essential to provide a comprehensive understanding of the labor market. Future research should explore the impact of innovative technologies, such as AI-driven platforms and distance learning, on career guidance methodologies. Monitor-

ing shifts in the labor market and the emergence of new specialties will remain crucial for adapting professional preferences among youth.

Ultimately, fostering an informed and conscious approach to career selection is a priority for all educational stakeholders and the state. By ensuring that adolescents are equipped with the right tools for self-realization, we contribute to the development of a more successful, stable, and satisfied workforce.

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Қосымша білім беру сыныптарында кәсіптік бағдар беру жұмыстарының заманауи тәсілдері мен әдістері

Зерттеліп отырған мәселенің өзектілігі мектеп оқушыларымен ағылшын тілі сабақтарында ғана емес, сонымен қатар «Авиациялық ағылшын тілі» курсы аясындағы қосымша білім беру сабақтарында да кәсіби бағдар берудің заманауи тәсілдері мен әдістерін тиімді пайдалану қажеттілігінен туындайды. Мақалада шетел тілін үйренуге және мансаптық өзін-өзі анықтауға деген ынтаны арттырудың негізгі әдісі ретінде «Мамандар» кәсіби дағдылар чемпионатына қатысу тәжірибесі қарастырылған. Зерттеудің жетекші әдісі — қосымша білім беру бағдарламаларын енгізудегі нақты оқыту тәжірибесін

талдау, бұл бізге 6-8-сынып оқушыларына педагогикалық қолдау көрсетудің сапасы мен деңгейін анықтауға мүмкіндік береді. Кәсіби бағдар беруге жасөспірімдердің қатысуын арттыру өзекті мәселе болып қала береді. Кәсіби дамуды қолдаудың тиімділігі бәсекеге қабілетті компонентті пайдалану арқылы практикалық компоненттің (тренингтер, шеберлік сабақтары, кәсіби сынақтар) күшеюімен айтарлықтай артатыны анықталды. Мақалада «Балалар (жасөспірімдер) орталығы» муниципалдық бюджеттік білім беру мекемесінде 33 академиялық аптаға (66 сағат) арналған жаңа білім беру бағдарламасын енгізу нәтижелері ұсынылған. Мақаланың практикалық маңыздылығы курс командасының табысты жұмысымен расталады, олар 2024–2025 оқу жылында «Мамандар» чемпионатының муниципалдық кезеңінде 11 қатысушы команданың қатарына енді. Сонымен бірге мақала материалдары қосымша білім беру мұғалімдері мен ағылшын тілі мұғалімдеріне кәсіби бағдар беруді жақсарту және оқушыларды чемпионат қозғалысына қатысуға дайындау үшін пайдалы болуы мүмкін.

Кілт сөздер: қосымша білім беру, кәсіби бағдар беру, кәсіби өзін-өзі анықтау, кәсіби бағдар беру тәсілдері, әдістері, педагогикалық қолдау, тарту, «Мамандар» кәсіби дағдылар чемпионаты, құзыреттілік, кәсіби сынақтар, ағылшын тілі.

С.Ю. Квашина

Современные подходы и методы профориентационной работы в классах дополнительного образования

Актуальность исследуемой проблемы обусловлена необходимостью эффективного использования современных подходов и методов профориентационной работы не только со школьниками на уроках английского языка, но и на занятиях дополнительного образования в рамках курса «Авиационный английский». В статье рассматривается опыт участия в чемпионате профессионального мастерства «Профессионалы» как одного из ключевых методов повышения мотивации к изучению иностранного языка и раннего профессионального самоопределения. Ведущим методом исследования является анализ реального педагогического опыта реализации программ дополнительного образования, что позволяет определить качество и уровень педагогического сопровождения учащихся 6–8 классов. Одной из острых проблем профориентации подростков остается повышение их вовлеченности в предлагаемую деятельность. Установлено, что эффективность сопровождения профессионального развития значительно возрастает при усилении практической составляющей (тренинги, мастер-классы, профессиональные пробы) через использование соревновательного компонента. В статье представлены результаты внедрения новой образовательной программы в МБОУДО «Детский (подростковый) Центр», рассчитанной на 33 учебные недели (66 часов). Практическая значимость подтверждается успешным выступлением сборной команды курса, которая вошла в число призеров муниципального этапа чемпионата «Профессионалы» среди 11 команд-участниц в 2024-2025 учебном году. Материалы статьи могут быть полезны педагогам дополнительного образования и учителям английского языка для совершенствования профориентационной работы и подготовки учащихся к участию в чемпионатном движении.

Ключевые слова: дополнительное образование, профориентация, профессиональное самоопределение, подходы в профориентации, методы, педагогическое сопровождение, вовлеченность, чемпионат профессионального мастерства «Профессионалы», компетенция, профессиональные пробы, английский язык.

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