

particular is offered freedom of choice, taking into account the characteristics of students in methods, forms, means, assuming the maximum manifestation of creativity of each educational worker[7].

In conclusion, it should be noted that in our opinion, today it is necessary to consider the concept of "self-realization" taking into account both the idealistic approach of "improvement" and the humanistic approach of "actualization". A teacher who is not able to fully realize the possibilities of Self-development in new conditions, to show individuality, as a rule, experiences discomfort, a feeling of dissatisfaction with his work, which negatively affects the educational process as a whole. Thus, there is a contradiction between the requirements for the teacher and his willingness to unleash his creative potential in new conditions. Therefore, more than ever, a teacher needs to constantly look for an opportunity for his own development, improvement, actualization of his potential, since on the one hand, "those who do not study themselves cannot develop a taste for learning, the "mental appetite" of others", are not able to transfer knowledge and skills in such a way that the student "wants and he could master them, was ready to use them in various situations and in his self-education and self-realization".

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#### PEDAGOGICAL DESIGN OF EARLY CAREER GUIDANCE IN THE PLAY ACTIVITIES OF OLDER PRESCHOOLEERS

*Career guidance for preschool children is the determination of the child's place in the professional world. Career guidance, choice of profession or orientation to a profession (Latin profession — occupation and French orientation — installation) is a set of classes conducted in order to identify a person's propensity*

*for a certain kind of activity, profession — this is one of the most common definitions. Professional orientation of unemployed citizens and other categories of the population in the state employment service (hereinafter referred to as career guidance in the employment service) is an integral part of the system of professional orientation of the population aimed at promoting professional self-determination and personality formation, providing practical assistance to citizens in choosing a profession, changing occupation and professional development, taking into account personal abilities, inclinations, as well as the needs of the labor market. The complex of career guidance measures includes testing.*

*Keywords: Preschool children, social, childhood, professions, Didactic games*

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## **ЕРЕСЕК МЕКТЕП ЖАСЫНА ДЕЙІНГІ БАЛАЛАРДЫҢ ОЙЫН ӘРЕКЕТІНДЕ ЕРТЕ КӘСІПТІК БАҒДАРЛАУДЫ ПЕДАГОГИКАЛЫҚ ЖОБАЛАУ**

*Мектеп жасына дейінгі балаларға кәсіби бағдар беру - бұл баланың кәсіби әлемдегі орнын анықтауы. Кәсіптік бағдар беру, мамандық таңдау немесе мамандыққа бағдарлау (лат. professio - кәсіп және фр. orientation-орнату) - адамның белгілі бір қызмет түріне, мамандыққа бейімділігін анықтау. Мектеп жасына дейінгі балалардың арасында мамандық туралы кеңінен ақпараттардың жеткілікті болуы және оның бүгінгі таңдағы балабақшаларда іс-жүзінде жұмыстардың өту формасы жөнінде тың мәліметтер қарастырылған.*

*Түйінді сөздер: Мектеп жасына дейінгі балалар, әлеуметтік, балалық шақ, кәсіптер, дидактикалық ойындар.*

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## **ПЕДАГОГИЧЕСКОЕ ПРОЕКТИРОВАНИЕ РАННЕЙ ПРОФОРИЕНТАЦИИ В ИГРОВОЙ ДЕЯТЕЛЬНОСТИ СТАРШИХ ДОШКОЛЬНИКОВ**

*Профориентация дошкольников – это определение ребенком своего места в профессиональном мире. Профориентация, выбор профессии или профориентация (лат. professio-профессия и фр. orientation-установка) - определение склонности человека к определенному виду деятельности, профессии. Достаточно обширной информации о профессии среди детей дошкольного возраста и ее актуальной форме прохождения практической работы в современных детских садах.*

*Ключевые слова: дошкольники, социальное, детство, профессии, дидактические игры.*

The renewal of the preschool education system poses to modern teachers the task of educating preschoolers with the prerequisites of a "new person", a competitive personality who successfully realizes himself in a professional environment, possessing the features of researchers, inventors, entrepreneurs, innovators. The child's entry into the social world is not possible without mastering the initial ideas of a social nature, including familiarization with professions.

A person has everything laid down from childhood and professional orientation, including. As a rule, career guidance begins only in the upper grades of secondary schools. The child does not have time to make an informed choice, because the list of professions offered is small, knowledge about them is minimal and is given sporadically. But the hidden reserves of career guidance are hidden not only in the initial stage of education, but also at the stage of preschool childhood. The early start of preparing a child for choosing a future profession is not to impose on the child what he should become, according to parents (because, for example, many in the family work in this fieldsphere), and in order to introduce the child to various types of work in order to facilitate his independent choice in the future. Therefore, familiarization with the work of adults should begin already at preschool age, when children learn about different professions through accessible forms of knowledge. Depending on the abilities, psychological characteristics of temperament and character, on the upbringing of a child and instilling in him the value of work, children form a system of knowledge about professions, interests and attitudes to certain types of activities [1].

In order for a child to consciously make a choice in adulthood, he must be introduced to the maximum number of professions, starting with the immediate environment, with the professions of parents and people

well-known, whose work children observe from day to day. Basically, this activity should be informational in nature (general familiarity with the world of professions), and also include a joint discussion of the child's dreams and experience acquired by him in some types of work. It is necessary to develop students' self-confidence by supporting their endeavors, whether in creativity, sports, technology, etc. The more different skills and abilities a child acquires in childhood, the better he will know and evaluate his abilities at an older age. Of course, some elements of professional activity are still difficult for them to understand, but in every profession there is an area that can be represented on the basis of visual images, specific situations from life, stories, impressions of an employee. Therefore, in kindergarten at this stage it is necessary to create a certain visual basis on which further development will be based in the future professional self-awareness. Thus, in order to broaden the horizons of older preschoolers about the world of professions and systematize career guidance work already at the stage of preschool age, a pedagogical project "In the world of professions" was developed.

Tasks for the formation of elementary ideas in olderpreschool children about adult professions:

- development of an emotionally positive attitude towards a person of work;
- formation of ideas about the need for work in people's lives;
- development of cognitive activity, interest in adult professions;
- formation of generalized ideas about the structure of the labor process, understanding the relationship between the components of labor activity;
- fostering a careful attitude to the work of adults and the results of their work;
- formation of children's desire to learn how to perform labor actions of representatives of different professions;
- prepare children to participate in the municipal and city competition "Baby Skills"

Forms and methods of working with preschoolers:

- Excursions, observations during targeted walks;
- stories of educators and parents;
- directly educational activities;
- games, holidays and entertainment;
- independent artistic and creative activity.

The algorithm of familiarization with the profession.

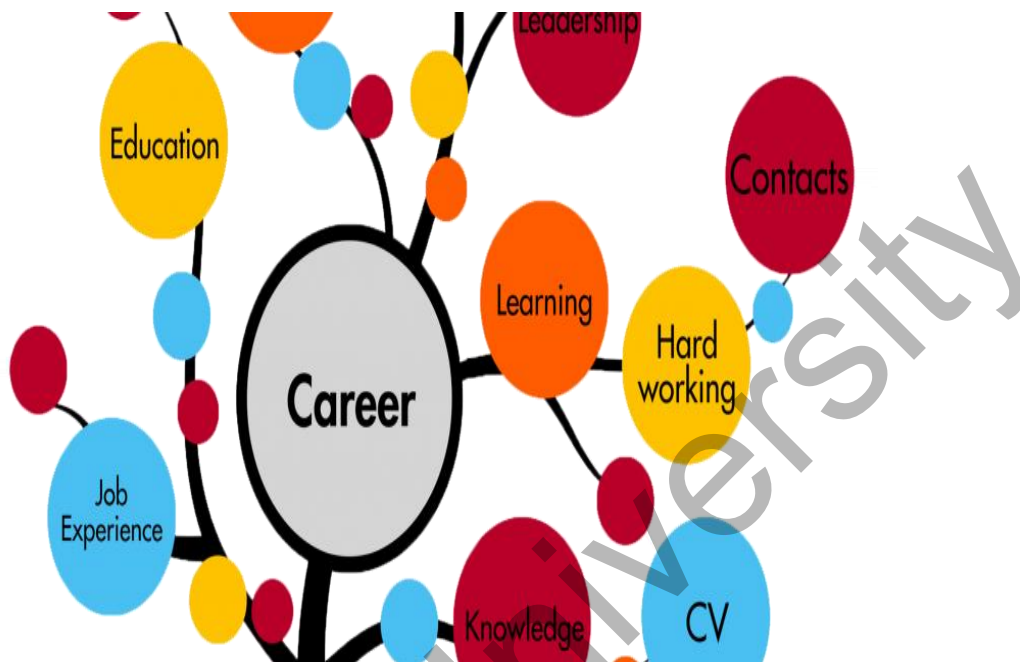
- Profession name
- Place of work
- Material for labor
- Uniforms
- Tools of labor
- Labor actions
- Personal qualities
- Result of labor
- The benefits of labor for society.

The work on the project involves the division of activities into three stages: stage I (organizational): monitoring, development and approval of a thematic plan, selection of methodological support, preparation of visual material, meetings with parents of pupils on organizing excursions to their place of work, establishing contacts with the nearest social organizations. Stage II (practical): implementation of the thematic plan through visits to social structures, organization of joint and independent activities of children, "immersion" of pupils in real practical situations, involvement of parents who do not have the opportunity to visit their enterprises for the production of presentations of "My parents' profession". Stage III (final): repeated monitoring, analysis and generalization of experience. The result of the project implementation The result in the process of the project implementation turned out to be quite interesting. The children not only broadened their horizons and increased the level of knowledge about professions, but already at this age stage they began to choose professions for the future, moreover, not only focusing on the professions of their parents, they became more interested in what skills and knowledge a specialist in his field should have. Thus, the children's cognitive activity has significantly increased, the desire to carry out 5 work assignments, and the children have become more respectful of the work of adults and the results of their work[2].

The development of new technologies by teachers in preschool education is the key to the successful development of a child's personality. After the introduction of FGT into the preschool education system, the educator should be engaged in the development of the child, based on the complex-thematic principle of building the educational process; solve educational tasks not only within the framework of direct educational

activities, but also during regime moments in accordance with the specifics of preschool education; build educational processes on age-appropriate forms of work with children.

At preschool age, the emotional component of a child's psychological readiness for professional self-determination develops as a harbinger of its cognitive and motivational components. Gaming technologies are largely capable of realizing this task. They help to expand the knowledge of preschoolers about the diversity of professions, enrich the ideas of the actions of representatives of a particular profession, about materials and tools.



1 picture: Early career guidance

We want to share with colleagues our experience in implementing the project "Early career guidance for preschoolers" using gaming technologies.

Due to the specifics of the production of ore mining, it is not easy to form an idea of the miner's work in children. Without the use of special techniques, we cannot create a complete picture of the functioning of a quarry or a section. Therefore, when introducing children to the work of miners, we widely use didactic games. One of the advantages of the game is that it always requires active actions of each child. Therefore, with its help, in direct educational activities, the educator can organize not only mental, but also motor activity of children, since the performance of game tasks in many cases is associated with various movements.

Currently, in connection with the construction of the pedagogical process taking into account the FGT, didactic games organically fit into all types of educational and educational work with children. Didactic games are of great importance for enriching the "repertoire" of story-role-playin.

Didactic games include a large amount of visual material: objects of labor, toys, models, models, designer parts, with the participation of different analyzers (visual, auditory, tactile), so that children can get real ideas about the professions of miners and metallurgists.

For children of early and younger preschool age in a didactic game, the game process is fascinating, but they are not interested in the result yet. Therefore, the game actions are simple and of the same type.

For children of middle and older preschool age, more complex game actions are provided, as a rule, consisting of several game elements. Children 5-6 years old, participating in a didactic story game, perform a set of game actions related to the realization of a certain role.

In the games of older preschoolers, game actions of a mental nature prevail: to be observant, compare, recall previously learned, classify objects according to certain characteristics, etc.

All didactic games can be divided into three main types: games with objects, board-printed and word games.

Toys and real objects are used in games with objects. Playing with them, children learn to compare, establish similarities and differences of objects. The value of games is that with their help children get acquainted with the properties of objects and their characteristics: color, size, shape, quality. The games solve problems of comparison, classification, and sequencing in solving problems. A variety of toys are widely used in didactic games. They clearly express the color, shape, purpose, size, and material from which they are made.

This allows the educator to exercise children in solving certain didactic tasks, for example, to select all toys carrying loads.

Using didactic games with similar content, the educator manages to arouse children's interest in independent play, to suggest to them the idea of the game with the help of selected toys.

Board-printed games are an interesting activity for children. They are diverse in types: paired pictures, lotto, dominoes.

Word games are based on the words and actions of the players. In such games, children learn, based on existing ideas about subjects, to deepen knowledge about them, since in these games it is required to use previously acquired knowledge in new connections, in new circumstances.

Children independently solve a variety of mental tasks; describe objects, highlighting their characteristic features; guess by description.

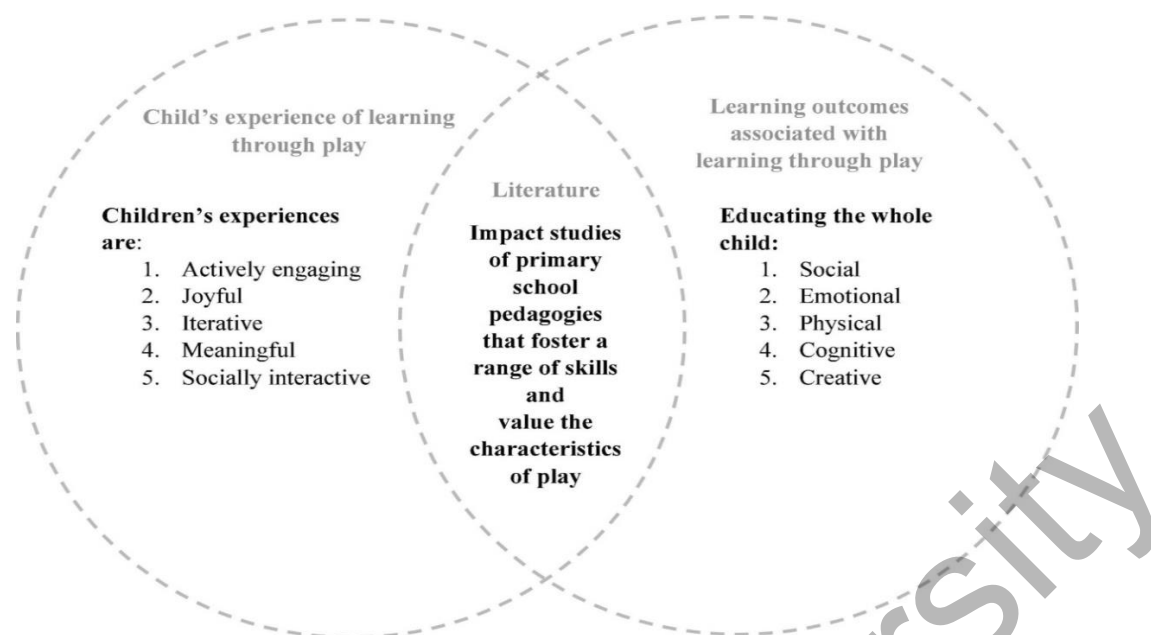
Games or game exercises used by the teacher provide an interested perception of the material being studied by children and attract them to mastering new knowledge. It helps to focus the children's attention on the educational task. The game allows you to make more accessible complex learning tasks and contributes to the formation of conscious cognitive motivation of preschoolers.

Didactic games are easily integrated into the structure of directly educational activities in various fields and allow you to diversify it, making it more emotionally intense. We believe that such games allow kids not only to learn about the world around them, but also contribute to their development as a whole.

We continue to work on the introduction of gaming technologies for early professional orientation of preschoolers, we integrate this technology with information and communication, health-saving, design and research, personality-oriented, educational technologies.

The main goal of early career guidance for preschoolers is to develop the child's emotional attitude to the world of professions, opening up opportunities for him to manifest himself in various activities. If all this is implemented successfully, children develop appropriate skills, as well as respect for work in any field, broaden their horizons, identify abilities, hobbies and interests. Thus, the main task of familiarizing preschool students with professions is to prepare for conscious self-determination, further independent planning, analysis and implementation of their work path. Among other tasks of early career guidance in kindergarten, the following are distinguished: Modeling of a professionally oriented environment, which helps to form a basic idea of the diversity of professions among preschoolers and arouse interest in work. Development of a system of primary vocational guidance for children of different age groups. Formation of the basic concepts of the branches of the economy of the native land, the working processes in production, the modern equipment used. Creation of a holistic information space on the basis of a kindergarten dedicated to the professional self-determination of its pupils. Development of a system of criteria and evaluation of the effectiveness of early career guidance for preschoolers. Organization of cooperation with relatives of pupils in the formation of children's basic ideas about various types of activities, their importance for society as a whole and each person in particular, a positive attitude to any legitimate professions[3].

The main goal of early career guidance for preschoolers is to develop the child's emotional attitude to the world of professions, opening up opportunities for him to manifest himself in various activities. If all this is implemented successfully, children develop appropriate skills, as well as respect for work in any field, broaden their horizons, identify abilities, hobbies and interests. Thus, the main task of familiarizing preschool students with professions is to prepare for conscious self-determination, further independent planning, analysis and implementation of their work path. Among other tasks of early career guidance in kindergarten, the following are distinguished: Modeling of a professionally oriented environment, which helps to form a basic idea of the diversity of professions among preschoolers and arouse interest in work. Development of a system of primary vocational guidance for children of different age groups. Formation of the basic concepts of the branches of the economy of the native land, the working processes in production, the modern equipment used. Creation of a holistic information space on the basis of a kindergarten dedicated to the professional self-determination of its pupils. Development of a system of criteria and evaluation of the effectiveness of early career guidance for preschoolers. Organization of cooperation with relatives of pupils in the formation of children's basic ideas about various types of activities, their importance for society as a whole and each person in particular, a positive attitude to any legitimate professions.



**2 picture: Children's professional departments**

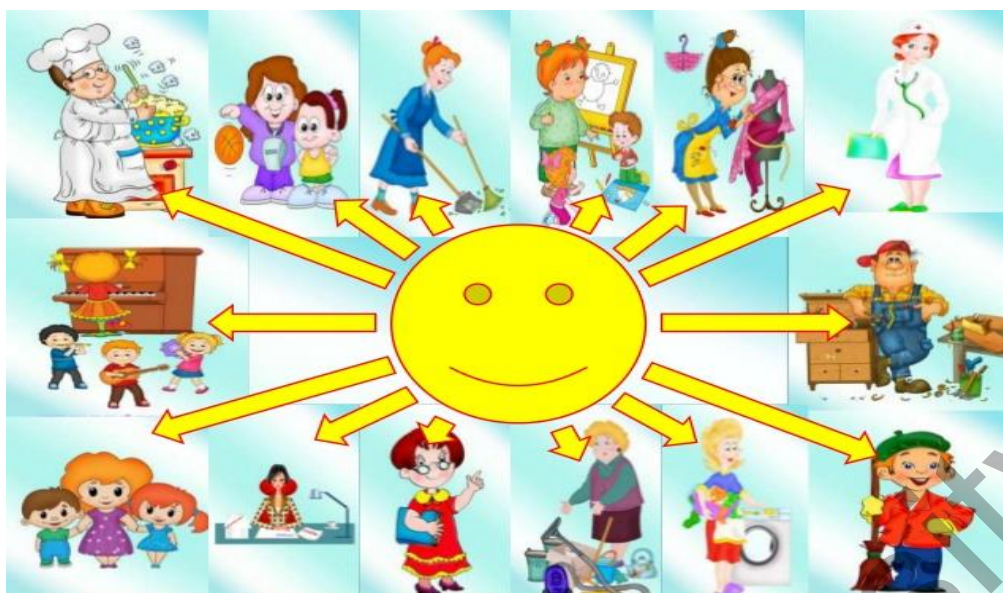
Interaction with a personality orientation (the foundation of the educational process is deep respect for the child as a conscious, full-fledged participant, taking into account the individual nuances of his development). Availability and reliability of information about professions. Openness (every child has the right to participate in career guidance activities, demonstrate the results of their work or refuse all this, the right to provide personal achievements at their discretion, as well as independently decide whether to continue work or finish it). Dialogic (discussing with children the progress of the tasks set, the results obtained, the prospects for continuing work, as well as analyzing situations that helped or prevented success). Activation of practical activities (preference for such forms as a game, an entertainment event, a conversation, a work assignment, observation and an excursion). Reflexivity (every child should be aware of himself as the subject of his own actions and relationships with peers). Regional component (when conducting career guidance work with preschool students, it is necessary to take into account the peculiarities of their region of residence, the demand for professions on its territory and social demand).

For career guidance work with preschool students, thematic story-role-playing games, excursions (real and virtual), visits to exhibitions, observations and conversations are best suited. They involve active interaction between the teacher and the preschooler, as well as children among themselves. Regardless of which form is chosen, acquaintance with the profession should be as informative and complete as possible. It is desirable that the information about it consists of the following components: the name of the type of activity; place of work; tools and materials for it; work clothes (uniform); duties of the employee; character traits and personal qualities; fruits of labor and its benefits for people. It is necessary not only to focus children's attention on each of these information blocks, but also to encourage them to feedback. To do this, you need to push them to independent reasoning and conclusions with the help of leading questions (for example, "Why do you think the doctor has a white robe, and not black?").



**3-picture: Types of professions**

For a career-oriented excursion, preschool teachers usually choose an enterprise or institution. For example, you can take your children to the nearest store or supermarket and introduce them to the professions of a sales consultant and cashier. If this is not possible (due to quarantine or other restrictions), you can arrange an excursion within the kindergarten: to visit the kitchen, the nurse's office, the workplace of the caretaker and the director in an organized manner with the pupils. Here are some examples. Preschoolers from Michurinsk (Tambov region) visit the Progress instrument-making plant. After a brief story about the history of the enterprise, they are introduced to the professions of workers (milling, assembly fitters, installers, balancers, economists, programmers, dispatchers and controllers), they are told what labor dynasties are. An excursion to the Institute of Genetics and Breeding of Fruit Plants and the I. Michurin House Museum (located in the same city) allows children to learn about the famous breeder- naturalist who was engaged in improving plants and improving their natural qualities. The pupils are told about the achievements of the scientist, which we are currently using, as well as about the varieties of fruit crops created by him. By the way, gardeners from the VNII continue the work of the outstanding breeder today. They are happy to answer children's questions, if such a format is agreed in advance and agreed upon. If it is not possible to organize a real tour, you can conduct a virtual one. This form of training involves observing the activities of a real-life enterprise or organization through an Internet broadcast or watching a video. For example, a fire station in the city is not always available for visiting with a group of preschoolers 5-6 years old. In case of refusal, the teacher can arrange a virtual tour so that the children can see what the firefighters are doing, or show the pupils a pre-recorded story about the work in the unit. During the excursions, preschoolers should focus on the personality of a representative of a particular profession, on how he treats his work and his relationships with colleagues. After returning to kindergarten, it is necessary to arrange a discussion of what they saw – let the children tell them what they liked and remembered the most. Observation is an auxiliary form of career guidance work. It is always used in conjunction with the main one – an excursion, an exhibition or a game. It is a process organized by the educator of preschool children's perception of objects and subjects that surround them. To achieve the desired results, it must be sufficiently long and regularly repeated. The main purpose of observation in the framework of professional orientation is to obtain practically significant information about the profession and tools of labor, their purpose and application. For example, directly in the preschool, children can observe the work of a nurse right in her office during the performance of duties. Conversation is one of the most frequently used forms of career guidance work in the preschool educational institution. Discussion with children of a particular profession takes place in an organized and purposeful manner. The teacher acts as a moderator and thinks out a list of questions in advance in order to encourage pupils to independent reflections and conclusions. Children can talk not only with their teacher, but also with representatives of various professions. For this purpose, the event "Meetings with interesting people" is usually held. Personal acquaintance and communication of preschoolers with them helps to better imagine the specifics of a particular type of activity and understand whether you like it or not. First of all, the teacher asks for the assistance of parents (guardians) of pupils who can visit the preschool and tell about the peculiarities of their profession in an accessible way. The thematic exhibition is an excellent help in the career guidance work of the educator, as well as a way to publicly demonstrate the achievements of children and teachers of the preschool. Participation in such an event allows you to gain experience of independent activity, learn how to present the results of your work. The smallest ones can be offered to draw or sculpt agricultural products (vegetables, fruits) or make a farm for animals out of a constructor. All works must be presented in the exposition with a brief information support from the educator and then used during the game. Exhibitions on the theme "Vernissage of professions" or "Who I want to become" should be held regularly (at least once a year) in order to track the inclinations of pupils and their level of awareness about the types of activities. The game is the main activity of a preschooler, to which he devotes the lion's share of his time. So, it is ideal for the formation of children's concepts of different professions. Among the many types of games, it is worth preferring a story-role-playing one, since it allows you to fully reproduce the realities of the adult world. Preschool students can independently or with the help of an educator simulate situations "in the workplace", reincarnating as their parents, close relatives or acquaintances. Story-role-playing games vary depending on the level of difficulty and age of children of different groups. The space for them should be organized competently and contain: play equipment to simulate elementary labor actions (attributes of professions: screens modeling the exterior of different enterprises, working uniforms and toy tools); toys and tools for creativity and creation (designers of different types, car tracks, mass for modeling, magnetic boards and so on); modern technical means of modeling game situations with the help of a teacher (projector, interactive whiteboard and others).



**4-picture: Types of professions 2**

Among the technical equipment for vocational guidance in the preschool are most often used: interactive whiteboard; multimedia projector; TV. It is very convenient to demonstrate videos and animated fragments on an interactive whiteboard, to create illustrated slides. This device brings variety to classes, gives them brightness and attractiveness, helps to convey important material to each pupil more clearly. The whole group can approach such a board at the same time. Thus, interaction with new information turns out to be active and comprehensive. In addition, objects can easily change and move on it, allowing you to quickly form logical connections. The projector is usually used to show preschoolers multimedia presentations and a pre-recorded or downloaded video. For example, during an excursion to a farm where rabbits are bred, children are introduced to the farmer and slides show them the whole process of raising these animals: feeding, care, treatment. The TV is mainly used to watch fragments of educational TV shows and career-oriented cartoons with pupils. After viewing, it is necessary to discuss with the children what they have seen in order to consolidate the knowledge gained. Note to the teacher: the animated series "Kaleidoscope of Professions", created as part of the Navigatum project, received good reviews.

For high-quality career guidance work with children, it is recommended to use play complexes. They are represented by separate thematic modules ("workshop", "factory", "fire station", "police station", "laboratory", "hospital", "restaurant", "shop" and so on). If it is not possible to purchase, you can make them from improvised means. The use of such a means of visibility helps to get to know the profession more deeply and transform into its representative. In story-role-playing games using modular game complexes, the educator also participates in the beginning, and then his wards move on to independent modeling of situations[4].

Navigatum is considered to be one of the most popular and interesting interactive educational projects on career guidance for preschoolers. This is a set of practical tools for the systematic work of teachers and psychologists in this direction. Their application ensures its completeness and consistency, and also takes into account the needs and peculiarities of the development of preschool students. For example, for the youngest, the creators offer educational cartoons and fairy tales, games and programs about professions in different industries and work in general. The main objectives of the project: laying the information foundation for a full acquaintance with the types of activities; the formation of diligence and its encouragement; orientation to creation and creativity. Here are the results achieved by preschoolers who are already engaged in "Navigatum": a formed comprehensive concept of the world of adult work (knowledge of the structure of significant spheres and activities, understanding the relationship of different professions within the same industry); good awareness of the functions of at least 200 professions; recognition of the profession by tools, uniforms, accessories; manifestations of diligence, kindness, empathy, the desire to help others and the ability to accept help.

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