

Teacher as mentor: professional competencies influencing students' career guidance

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Abstract. This article reveals the questions aimed at identifying the most important professional competencies that a mentor teacher should possess in order to directly positively influence the process of career guidance of schoolchildren. In the course of teacher survey the most important competences required for successful career guidance of schoolchildren in the scope of personal and professional qualities were identified. In the course of observation the most important competences for successful career guidance of schoolchildren were determined, concerning the formation of interest to professions, assistance in conscious choice and development of career guidance skills. In the course of diagnostics of pupils and parents the main professional competences of mentor teachers were determined. The obtained results confirm the teacher's role in career guidance of school students as a mentor with students and their parents. Teachers indicate that the most important functions of mentors are forming students' interest in professions and helping them to make an informed choice. At the same time, the issues of formation of specific career guidance skills in pupils are considered less important. The most important personal qualities of a teacher are empathy, patience, listening skills and ability to inspire, while important pedagogical skills are defined as mastery of modern teaching methods. Students' and parents' assessments of the mentor teacher's role generally coincide and characterize the mentor's importance positively in general, with some differences on some issues.



Keywords: career guidance, teacher, mentor, students, parents.



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Introduction

In modern conditions, leading to changes in the quality of education, the role of the teacher is changing. Since the teacher's functions go beyond the traditional teaching of individual subjects. This is due to the fact that the role of the teacher in society becomes much broader, as the functions of a mentor are added to the traditional ones. Therefore, the teacher as a mentor should help his or her students not only to learn

school subjects, but also to form the most important principles of life. And also mentors can help students to make the right professional choice[1].

Vocational guidance in school is considered one of the important tasks of the school education system as a separate and important process. Since career guidance of schoolchildren is designed to show its important impact on the future of society and each student individually. The success of career

guidance work, as an activity organized for students at school, and depends largely on how well developed the professional qualities of the teacher, especially if he acts as a mentor [2].

The relevance of the research topic is conditioned by the fact that the modern school education system meets the requirements of the constantly changing labor market. The labor market requires constant adaptation of the quality of education and existing approaches to career guidance. It is conditioned by the fact that traditional career guidance approaches are not always effective, professions and requirements of employers change rapidly [3]. Curricula in school education are not updated quickly. The relevance is also determined by the fact that more and more attention is required to individualize the process of school education, on this basis, the teacher should have a deeper understanding of each student and know his interests and professional inclinations of each student and be able to attract young people to the most promising sectors of the economy.

In modern conditions, which lead to changes in the quality of education, the role of the teacher is changing. The teacher's functions go beyond the traditional teaching of individual subjects. This is due to the fact that the teacher's role in society becomes much broader, as the traditional functions are supplemented by the functions of a mentor. As such, the mentor teacher should help his or her students not only to learn school subjects, but also to form the most important principles of life [4].

The main problems that need to be considered in the designated topic are: insufficient awareness of schoolchildren about the most demanded by the labor market modern professions; insufficient knowledge about the opportunities for professional development; lack of systemic support from the entire education system of career guidance regarding the choice of future profession at the school level. In addition, the influence of social and cultural factors in choosing a profession is forever given importance, and it is not taken into account that not all schoolchildren still

have critical thinking skills during the choice of profession and not all students have the ability to make informed practical decisions regarding their future.

The degree of study of problematic issues of schoolchildren career guidance is quite high. It is actively researched by scientists in the field of psychology and pedagogy. They should include the results of such famous authors as A.G. Asmolov, L.S. Vygotsky, E.A. Klimov and others. Since they reveal the issues describing the importance of career guidance, and also explain the role of the teacher in this process, especially regarding the formation of students' professional preferences.

Kazakh scientists also consider the issues of career guidance at school: for example, L.A. Butabaeva, S.K. Ismagulova, M. Kulesha, G.A. Nogaybaeva revealing the peculiarities of career guidance of students in Kazakhstan and note that it should be aimed at the personality of students, their readiness for independent activity. While in practice, the existing level of adaptation of students to the socio-economic situation in the labor market is often low. This is especially true for children with special educational needs [5]. Sh.J. Kolumbayeva, H.N. Zhanbekov, B.S. Saidakhmetov, A.S. Kosshygulova in their article point out the problem of forming interest in the profession of "Teacher" and propose in terms of career guidance to create special classes in schools: pedagogical, physical, mathematical and so on, they also point out that it requires mandatory scientific and methodological support of the process of pedagogical support for the preparation of students to choose their profession [6]. Another group of authors M.K. Sadykova, A.Sh. Ikramova, I.B. Yusupova investigate the modern possibilities of professional orientation in school on the conditions of the whole system of educational work as one of the most important components of the general orientation of personality in relation to professional orientation [7]. A.B. Shabdenova, E.S. Narymbetov, K.B. Kozhanov, who study career guidance patterns in choosing a teaching profession in Kazakhstan, consider the optimal option to implement such opportunities through an additional develop-

mental program created within one school, under the conditions of online communications [8].

It should be noted and modern foreign scientists: B. Lee, E.J. Porfeli, A. Hirschi investigating the prerequisites of motivation at the interpersonal and intrapersonal levels related to career search [1, 128], O. Bersan, A. Luștrea, S. Sava, O. Bobic about the importance of considering the requirements and skills of the 21st century starting from primary and secondary education [2, 38]. T. Daryna point out the importance of students entering the labor market with the necessary skills [3, 94]. H. L. Zhou, H. H. Li and Y. M. Gao describe the experience of career guidance and counseling in China [4, 203].

It is also necessary to note the works on mentoring in career guidance, for example, methodological recommendations in the field of mentoring in career guidance in an educational organization, E.V. Ovchinnikova, E.A. Afonina, G.K. Parinova [9] and others.

Nevertheless, many aspects of the problem under consideration remain insufficiently studied, especially in view of the new forms of mentoring, determined by the modern requirements of the education system and the labor market. At the same time, it is important to note that most of the works of recent years point to the need to develop new approaches and methods of career guidance work, taking into account the special role of the teacher in it.

The purpose of the study is to identify the most important professional competencies that a mentor teacher should possess in order to have a direct positive impact on the process of career guidance of schoolchildren.

Objectives of the study:

1. To consider the basics of career guidance of schoolchildren and key factors that influence this process and existing methods and practices of career guidance work in schools.
2. To determine the professional

competencies of a mentor teacher necessary for successful career guidance of schoolchildren.

3. Develop recommendations for the development of these competencies in teachers.

The object of the study is the processes of vocational guidance of schoolchildren in general educational institutions.

The subject of the study is the professional competencies of the mentor teacher influencing the processes of career guidance of schoolchildren.

Research methods: literature analysis on the research topic; survey of teachers and schoolchildren; survey, observation; methods of analytical and statistical analysis.

Theoretical significance lies in the expansion of knowledge on the topic of research. Practical significance is the developed recommendations that can be used to improve the quality of vocational guidance work in schools.

Materials and methods

The materials of the study were scientific articles, monographs and textbooks on the topic of the study.

According to the research topic, the following types of action research are used:

1. A survey of teachers to find out which teacher competencies they consider important for successful career guidance of schoolchildren. Within the framework of which they were asked eight questions, with closed questions from which they had to choose one or several questions. Such a survey allows obtaining direct data from teachers themselves, in the scope of personal and professional qualities, which makes the research as effective as possible in relation to the real pedagogical practice.
2. Observation of lessons and extracurricular

activities conducted by teachers in high schools where career guidance is carried out. This method makes it possible to assess how effectively a teacher uses his/her competences to form students' interest in certain professions and helps them to make an informed choice.

3. Survey of students and parents to determine professional competencies of mentor teachers. The survey was conducted with the help of special questions, which were constructed in such a way that quantitative assessments on a Likert scale could be used.
4. Analytical and statistical methods that calculate results and make interpretations.

Results

Results of theoretical analysis. Vocational guidance of schoolchildren, as S.K. Ovsyanikova notes, is the organization of a set of measures of social, economic and psychological nature, which are aimed at helping a person to decide on a future profession in accordance with their interests and abilities. Comprehensive career guidance measures are aimed at developing a person's professional skills and abilities, as well as the further successful use of their abilities in their future work. They form a future professional who is able to freely choose his/her career and remain in demand and competitive in the modern labor market with the benefit for himself/herself and society [10].

Professional orientation realized at the school level is carried out in the course of education, during extracurricular and extracurricular activities. Out-of-school forms of activity include family, professional centers, employment centers with which schools interact [11]. The purpose of career guidance at the school level is to gradually form students to the internal preparation for understanding and independent planning of personal professional plans, as well as their adjustment and implementation. The specificity of school career guidance is considered to be the long-term career guidance impact on

students by individual subjects of the educational process, one of which is the teacher. It is this peculiarity, based on the implementation of career guidance throughout all years of schooling, and suggests a consistent and differentiated approach to ensure the continuity of existing experience in the process of managing the entire process of career guidance of schoolchildren [12].

The key factors that show the teacher's influence on the process of career guidance of schoolchildren are the following: knowledge of the labor market; ability to identify the interests and abilities of students; communication skills; methodological training in career guidance; psychological support skills; creation of conditions for practical career guidance experience; interaction with parents; use of modern technologies; own example and authority among students; proactive approach and others [13]. All these factors allow teachers to create a favorable atmosphere in their classes for successful career guidance.

The results of the survey of 20 teachers on eight questions on what teacher competencies they consider important for successful career guidance of schoolchildren were obtained in the scope of personal and professional qualities:

1. Which teacher's personal qualities are most important for effective career guidance work: empathy: 16 (80%); patience: 14 (70%); listening skills: 18 (90%); ability to inspire: 17 (85%); others (indicated: professionalism: 2 (10%) and honesty: 1 (5%).
2. What pedagogical skills are key for successful career guidance activities: mastery of modern teaching methods: 19 (95%); ability to organize interactive classes: 13 (65%); skills in using information technologies: 11 (55%); experience in conducting trainings and master classes: 9 (45%); others (indicated: communication skills - 3 (15%); flexibility in approach - 2 (10%).
3. How important it is for a teacher to have a deep knowledge of adolescent

psychology when conducting career guidance work: very important: 15 (75%); important: 4 (20%); not very important: 0 (0%); not important at all: 0 (0%); difficult to answer: 1 (5%);

4. What modern technologies and methods do you use in your career guidance work; online tests: 12 (60%); career guidance games and quests: 8 (40%); webinars and online courses: 10 (50%); social networks and educational platforms: 7 (35%); other: 3 (15%).

5. Degree of importance of each of the following factors for the success of career guidance work: personal examples and success stories: 17 (85%); meetings with professionals from different fields: 20 (100%); practical activities (excursions to enterprises, internships): 18 (90%); work with parents: 9 (45%); individual consultations: 8 (40%);

6. What is the main challenge in career guidance work with pupils: lack of time: 9 (45%); low interest of pupils: 7 (35%); lack of resources and support: 6 (30%); complexity of choosing a profession in the modern world: 5 (25%); others (indicated: changes in educational standards - 2 (10%); contradictory expectations of parents - 1 (5%).

7. What kind of experience or training a teacher needs to undergo to become a successful guidance counselor: professional development courses: 19 (95%); participation in conferences

and seminars: 14 (70%); training in new technologies and methods: 16 (80%); personal development (communication, leadership): 12 (60%); other (indicated: sharing experience with colleagues - 3 (15%); self-education - 2 (10%).

8. Are there any suggestions to improve the vocational guidance system at school: yes, there are specific ideas: 11 (55%); no, everything is satisfactory: 6 (30%); difficult to answer: 3 (15%).

Comments and additional suggestions: more attention should be paid to individual approach to each student; it is important to develop children's critical thinking and independent decision-making; schools should cooperate more actively with employers and educational institutions.

Results of observation of teachers on what competencies they consider important for successful career guidance of schoolchildren. The observation was carried out for 20 teachers. The obtained results were formed in three previously defined areas:

- how effectively the teacher uses his/her competencies to develop students' interest in certain professions;
- how effective the teacher is in helping students make informed career choices;
- how effective it is in developing the necessary vocational skills in students.

These results, by number and percentage, are shown in Table 1.

Table 1 - Results of observation of teachers on what competencies they consider important for successful career guidance of schoolchildren

Direction	High level	Medium level	Low level
Formation of interest in professions (number/%)	12 (60%)	6 (30%)	2 (10%)
Assistance in making informed choices (number/%)	11 (55%)	7 (35%)	2 (10%)
Development of career guidance skills (number/%)	8 (40%)	7 (35%)	3(15%)

The results of the survey of high school students to determine the professional compe-

tencies of mentor teachers are reflected in Table 2.

Table 2 - Results of students' survey to determine professional competencies of mentor teachers, n=52), in %

Survey questions	Totally agree.	I rather agree	Neutral	I rather disagree	Totally disagree.
My mentor teacher is always willing to listen to my doubts and help me find a solution.	34.6	53.8	7.7	3.8	0
I feel supported by my mentor teacher for career guidance.	42.3	46.2	7.7	3.8	0
The methods and tools my mentor teacher uses for career guidance help me to better understand my interests and abilities.	23.1	61.5	11.5	3.8	0
I trust the advice and support of my mentor teacher when it comes to choosing my future career path.	38.5	50	7.7	3.8	0
The interaction with my mentor teacher made it easier to make decisions about my future professional path.	38.5	50	7.7	3.8	0
My mentor teacher has qualities such as empathy and patience, which helps me feel comfortable discussing my doubts.	38.5	50	7.7	3.8	0
Excursions, master classes and other activities organized by my mentor teacher helped me to better understand what I want to do in the future.	92.3	3.8	3.8	0	0
My mentor teacher is able to inspire me to achieve my goals and help me believe in my own strength.	76.9	15.4	7.7	0	0

Average values of pupils' answers: readiness to listen and help solve problems: 44,05%; support in career guidance: 47.31%; effectiveness of methods and tools: 41.77%; trust in advice and support: 45.85%; ease of decision making: 45.85%; empathy and patience:

45.85%; usefulness of excursions and workshops: 95.19%; inspirational role: 91.54%.

The results of parents' survey to determine professional competencies of mentor teachers are reflected in Table 3.

Table 3 - Results of parental survey to determine professional competencies of mentor teachers (n=20), in %

Survey questions	Totally agree.	I rather agree	Neutral	I rather disagree	Totally disagree.
You feel that your child is getting the support they need from a mentor teacher in career guidance.	30	40	10	10	10
Your child shares with you the tips and advice he or she received from the mentor teacher, and you see that they are helpful.	50	40	10	0	0

You have noticed a positive change in your child's attitude toward choosing a future career path after beginning work with a mentor teacher.	30	50	10	10	0
You are confident that the mentor teacher has a positive influence on your child's vocational self-determination.	70	10	20	0	0
You are pleased with the way the mentor teacher interacts with your child and helps them with career guidance.	60	20	10	5	5

The mean values of parents' answers regarding mentoring are expressed in support of the child, in usefulness of recommendations, in changes in attitude towards career guidance, in positive influence and satisfaction with interaction.

Discussion

The analysis of the survey on what competencies teachers consider important for successful career guidance of schoolchildren showed that most teachers consider important such personal qualities as listening, empathy and ability to inspire, as well as possession of modern teaching methods and deep knowledge in the field of adolescent psychology. Among the important problems noted are lack of time, low student interest and lack of resources. To improve the guidance system, many teachers suggest strengthening the individual approach and cooperation with external organizations.

Analysis of the results of observation of teachers on what competencies they consider important for successful career guidance of schoolchildren made the following conclusions:

- the competence of forming interest in professions is the most significant for teachers, as the majority of respondents (60%) assessed its importance at a high level, which indicates that teachers attach great importance to attracting students' attention to various professional spheres. At the same time, 30% consider this competence to be average and 10% - low;

- assistance in making informed career choices is also rated high, but slightly lower than the previous competency, as more than half of teachers (55%) consider this competency important, indicating their commitment to helping students make informed decisions about their future career path. While 35% consider it average and 10% consider it low;
- development of career guidance skills is considered to be a lower priority competence among surveyed teachers. While a significant proportion (40%) rate its importance at a high level, just over a third (35%) consider this skill to be of medium importance, and every fifth teacher (20%) gives it a low priority.

The obtained data show the difference in teachers' approaches to the development of practical skills among schoolchildren in relation to their professional orientation.

Analysis of the students' results allows us to draw the following conclusions

- more than a third of students report a high degree of support from their mentor teachers, overall more than 88% of respondents strongly (34.6%) or rather agree (53.8%) that their mentor teacher is willing to listen to their doubts and help them find solutions, and support them in career guidance;
- a significant proportion of students express full confidence (42.3%) or partial confidence (46.2%) in the advice and support of their mentor teachers in choosing a career path. In addition,

about 23.1% strongly agree and 61.5% rather agree that interaction with their mentor teacher has made it easier for them to make decisions about their future;

- about 89% of students (38.5% postnatally and 50% partially) evaluate their mentor teacher as having such qualities as empathy and patience, which contributes to creating a comfortable atmosphere for discussing career guidance issues.
- despite the fact that the majority of students (84.6%) fully or partially positively evaluate the methods and tools used by the mentor teacher for career guidance work, there is a small group (about 16%) that is neutral or skeptical about these methods. However, excursions, master classes and other activities were almost unanimously positively evaluated (96.1%).
- almost all students (92.3%: 76.0% fully and 15.4% partially) indicated that their mentor teacher was able to inspire them to achieve goals and build their self-confidence.

Analysis of the parents' results revealed that the majority of parents (70%) strongly or somewhat agree that their children receive the necessary support from the mentor teacher, about 10% expressed a neutral attitude, 10% doubted and 10% disagreed. This indicates that other measures are needed in the school to improve the provision of individualized support for each child. Parents also appreciate the usefulness of the advice and guidance their children receive from mentor teachers. 90% strongly or somewhat agree that this advice is useful, while 10% agree that it is neutral, which may indicate quality interaction with pupils. The majority of parents (80%) also noted positive changes in children's attitude towards choosing future profession, while 10% are neutral or doubtful, which indicates that the work of mentor teachers has a noticeable impact on pupils' professional self-determination. The high level of agreement (80%) with the statement that a mentor teacher has a

positive influence on a child's professional self-determination (with 20% neutral) also confirms the significance of this role in the learning process. The majority of parents (80%) are satisfied with the mentor teacher's interaction with their child and assistance with vocational guidance. However, a small percentage (about 10%) expressed partial or complete dissatisfaction, which also indicates the need to take into account in the school an individual approach to each child and necessarily take into account the opinions of parents.

A comparative analysis of the results between the evaluations given by students and parents showed that students demonstrate less homogeneity of opinions on this issue, in contrast to parents, who are more unanimous in evaluating the usefulness of recommendations and activities conducted by the mentor teacher. Parents are more likely to indicate full support and satisfaction with the interaction with the mentor teacher, while students' opinions are more evenly distributed between "strongly agree" and "rather agree". While with regard to career guidance, parents' opinions are less unambiguous than students', which may indicate a difference in perceptions of the results of interaction with the mentor teacher. In addition, students rate the personal qualities of their mentor teachers (empathy and patience) higher than parents, possibly because direct interaction allows students to better assess the personal qualities of the mentor.

Our results largely correspond to the conclusions of other authors (F. F. Belova, on the role of teacher-mentor in the career guidance of schoolchildren [14] and A. V. Maltsev, T. I. Kasyanova, O. V. Zakrevskaya on the teacher's view of career guidance in a modern school [15] and others), confirming the importance of support and attention from mentor teachers in the process of career guidance. However, this study is more comprehensive as it covers the opinions of teachers, students and parents. It also emphasizes the importance of both personal and professional qualities of mentor teachers.

Conclusion

According to our study it is found that there is a valid role of mentor teacher in career guidance of school students.

Teachers point out that the most important functions of mentors in the field of career guidance of schoolchildren are the formation of students' interest in professions and assistance in making an informed choice. While the issues of formation of specific career guidance skills in pupils are considered by them as less important.

Regarding the most important competencies teachers consider important for successful career guidance of schoolchildren, a combination of personal, pedagogical and psychological competencies. The most significant personal qualities of a teacher are empathy, patience, ability to listen and ability to inspire. Important pedagogical skills are defined by the possession of modern teaching methods.

The main factors of success of career guidance work are considered to be personal examples of meeting professionals and practical activities.

The main challenges identified were: lack of time, low student interest and lack of resources and support.

In order for a teacher to become a successful career guidance counselor, they consider it necessary to attend professional development courses, participate in conferences and seminars, learn new technologies and methods, and develop personal qualities.

Pupils' and parents' assessments of the mentor teacher's role generally coincide and characterize the mentor's importance positively. However, there are some differences in the degree of agreement on certain issues, which should be attributed to their different attitudes to this issue.

To develop mentor teachers in the field of career guidance in educational institutions should:

1. Create conditions for professional development of mentor teachers;
2. Maintain access to teachers' use of current career guidance techniques and technologies;
3. Organize joint activities with employers;
4. Expand the scope of career guidance activities, starting in the lower grades.

Thus, the implementation of the proposed recommendations should allow the mentor teacher to develop his/her professional competencies in order to really influence the career guidance of schoolchildren.

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Мұғалім тәлімгер ретінде: оқушылардың кәсіптік бағдарлануына әсер ететін кәсіби құзыреттіліктер

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Аңдатпа. Бұл мақалада мұғалім-тәлімгер Оқушылардың кәсіптік бағдар беру процесіне оң әсер етуі керек ең маңызды кәсіби құзыреттіліктерді анықтауға байланысты негізгі аспектілер қарастырылады. Мұғалімдердің сауалнамасы негізінде тиімді кәсіптік бағдарлау жұмысы үшін қажетті маңызды құзыреттер анықталды. Басты назар жеке және кәсіби қасиеттерге аударылады, бұл оқушылардың әртүрлі кәсіптерге деген қызығушылығын сәтті қалыптастыруға, оларды саналы түрде таңдауға және кәсіби бағдар беру дағдыларын дамытуға ықпал етеді. Бақылау барысында мұғалім-тәлімгердің оқушылардың кәсіби өзін-өзі анықтауына ықпал етуге бағытталған маңызды құзыреттері анықталды. Мұндай құзыреттерге оқушыларды әртүрлі кәсіптердің ерекшеліктерін зерттеуге ынталандыру, кәсіби жолды таңдау процесінде қолдау көрсету және кәсіптік бағдар беру үшін қажетті дағдыларды дамыту мүмкіндігі жатады. Оқушылар мен олардың ата-аналары арасында жүргізілген диагностика педагог-тәлімгерлердің негізгі кәсіби құзыреттіліктерін, сондай-ақ олардың кәсіптік бағдарлау процесінде мұғалімнің рөлін қабылдауын анықтауға мүмкіндік берді. Зерттеу нәтижелері мұғалім-тәлімгердің мектеп оқушыларының кәсіби өзін-өзі анықтауына әсер ететін және осы процессте олардың ата-аналарына қолдау көрсететін негізгі тұлға ретіндегі маңыздылығын растады. Мұғалімдер тәлімгерлердің негізгі функциялары мектеп оқушыларының мандықтарға деген қызығушылығын қалыптастыру және кәсіби жолды саналы түрде таңдауға ықпал ету екенін атап өтеді. Бұл ретте нақты кәсіптік бағдарлау дағдыларын дамыту онша маңызды емес аспект ретінде қарастырылады. Мұғалімнің маңызды жеке қасиеттерінің ішінде эмпатия, шыдамдылық, тыңдау қабілеті және шабыттандыру қабілеті ерекшеленеді. Педагогикалық дағдылардың ішінде оқытудың заманауи әдістерін меңгерудің маңыздылығы ерекше атап өтіледі.



Түйінді сөздер: кәсіптік бағдар, мұғалім, тәлімгер, оқушылар, ата-аналар.

Учитель как наставник: профессиональные компетенции, влияющие на профориентацию школьников

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Аннотация. В данной статье рассматриваются ключевые аспекты, связанные с определением наиболее значимых профессиональных компетенций, которыми должен обладать учитель-наставник для позитивного воздействия на процесс профориентации школьников. На основе опроса учителей были выявлены значимые компетенции, необходимые для эффективной профориентационной работы. Основное внимание уделяется личностным и профессиональным качествам, которые способствуют успешному формированию у школьников интереса к различным профессиям, поддержке их в осознанном выборе и развитию профориентационных навыков. В процессе наблюдения определены наиболее важные компетенции учителя-наставника, направленные на содействие профессиональному самоопределению школьников. К таким компетенциям относятся умение мотивировать учащихся на изучение особенностей различных профессий, предоставлять поддержку в процессе выбора профессионального пути и развивать навыки, необходимые для профориентации. Диагностика, проведенная среди учащихся и их родителей, позволила выявить основные профессиональные компетенции педагогов-наставников, а также их восприятие роли учителя в профориентационном процессе. Результаты исследования подтвердили значимость педагога-наставника как ключевой фигуры, оказывающей влияние на профессиональное самоопределение школьников и поддерживающей их родителей в этом процессе. Учителя отмечают, что главными функциями наставников являются формирование у школьников интереса к профессиям и содействие осознанному выбору профессионального пути. При этом развитие конкретных профориентационных навыков рассматривается как менее значимый аспект. Среди наиболее важных личностных качеств педагога выделяются эмпатия, терпение, умение слушать и способность вдохновлять. Среди педагогических навыков особо подчеркивается значимость владения современными методиками обучения.



Ключевые слова: профориентация, учитель, наставник, учащиеся, родители.

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