

THE PROSPECT IN BUILDING LIFE PLANS OF SENIOR STUDENTS

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Summary. The given paper dwells on the issue of building life plans of senior students. It shows that the main role plays the prospect as it gives a great opportunity to achieve a high level in personal development.

Key words: prospect, life plans, development, senior students, activity, life goals, social conditions.

The importance of building life plans in secondary education is associated with the school, which consistently supports progressive trends in social development. Society needs a school the graduates of which are able to live in today's market conditions. Moreover, they can make decisions in a situation of choice, are capable to cooperate and compete, are mobile, and ready for intercultural interaction.

In recent years, the study of the problem of life plans of young people is characterized by the emergence of a new trend in the study of life plans of young people associated with studying the features of life plans in specific social conditions for the development of modern society [1; 2; 5].

The uncertainty of the future, the disdainful attitude of the state towards the life problems of the younger generation, the change in the life values of young people force scientists to look for ways to change the current situation, overcoming the emerging difficulties, resolving the contradictions between society and the life plans of young people.

The problem of the building life plans for high school students – school leavers becomes especially urgent at the present stage of society development. Social conditions in which life plans are formed and implemented are ambiguous. Personality and its future depend on environmental, demographic, economic, military and political processes in the world. These processes directly affect young people, their consciousness, behavior, attitude to reality.

The greatest incentive in arranging all activities of the individual and the group is the prospect. According to A.S. Makarenko, "the richer is the life prospect of the individual and the richer is his inner world and culture, the less dependence on the environment he has" [3, c. 74]. A.S. Makarenko states that it is necessary to organize the educational process in such a way that for a learner the next day can necessarily seem better than today, so that his life is inspired by a personal dream, striving for the better. Moreover, this aspiration must be in an activity.

The works concerning prospect written by A.S. Makarenko were further developed in subsequent studies by Russian psychologists and educators S.M. Kosolapov, B.T. Likhachev, E.V. Tonkov, and others. This is the example to which all the thoughts of senior students can be directed. Influencing the personality of a senior student, the prospect gives an opportunity to make uninteresting work exciting, helps the organiza-

tion of the student's activity, and contributes to their moral advancement. According to Tonkov E.V., "it is through prospect that a person turns into activity and acts as a subject, joining in certain given examples and ideals" [4, c. 184].

The development of a system of target orientations for a high school student determines the close, medium and long – term prospects. The teacher helps the senior student to see in his environment an accessible close goal that will bring excitement (for example, a meeting, a game, a gift). Then the senior student sets himself a medium-range prospect that consists in striving for some event distant in time, the expectation of which creates an upbeat mood in him, encourages him to take an active part. This kind of prospects for a high school student can be: to join different clubs and societies, participation in research activities, scientific and practical conferences, expeditions, etc.

And, finally, as a long-term prospect, the student is offered a choice of professional directions. As a big goal is learning hard and acquiring a profession, high school students are stepping up their activity, striving to eradicate their shortcomings, are more easily engaged in the process of self-education. Therefore, the prospect helps to project the life plans of high school students.

Life plans is a broad program for the future and developed for themselves by man. The program reflects the prospects of behavior, activities for the future, and motives for this behavior, which are determined by both objective conditions and value orientations of the individual.

The implementation of plans ultimately leads to the realization of vital goals. Thus, life plans make up the immediate prospect of the individual, and life goals are distant.

Considering the pedagogical aspect of the building life plans of high school students, it is necessary to pay attention, on the one hand, on the purposeful educational influence, on the other hand, on the spontaneous influence of the closest associates of high school students on the process and the results of their self-determination.

Purposeful educational influences on the process of building life plans in general and its individual components have been studied in the works of M.D. Vinogradova, A.N. Volkovsky, N.N. Chistyakov, and others. The works of these authors and the practice made it possible to create a harmonious system of vocational guidance for school-children, which is constantly being improved and is becoming more widespread.

A great influence on the process of building life plans is provided by the teacher. It takes place against the background of the individual development of the personality of the senior student, and is based on the understanding the individuality of each student. Its meaning is reduced to helping the students define life plans in accordance with their abilities, on the one hand, and public interests, on the other. However, preliminary the teacher needs to reveal the whether young people are concerned about their plans, the degree of building their life plans, the certain content and completeness of these plans.

It is hardly advisable to consider that a teacher should be able to choose a profession for every high school student. The purpose is to help high school students define the sphere of human activity that would be most adequate to their capabilities. That is, to help young men and girls determine their inclination and their opportunities to realize themselves and achieve success in their future professional activities.

The influence on the process of building life plans of high school students can be seen as a correction of the social experience accumulated by high school students and the development of their creative individuality. Teachers can implement this adjustment through group teaching and extracurricular activities. The control of high school students' activities should pursue two goals: organizing the life of the group and indirectly influencing spontaneous processes in the youth environment.

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ПРОБЛЕМА МОНИТОРИНГА ФОРМИРОВАНИЯ СОЦИАЛЬНОЙ ИДЕНТИЧНОСТИ ШКОЛЬНИКОВ В УСЛОВИЯХ РЕАЛИЗАЦИИ ФГОС

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Аннотация. В статье затрагивается проблема мониторинга формирования социальной идентичности школьников как системы педагогически целесообразных действий учителя по сбору, обработке, анализу и интерпретации информации об усвоении учащимися социального опыта. Система мониторинга позволяет оценить процесс и результат достижений учащихся, осуществлять их прогноз и коррекцию.

Ключевые слова: мониторинг, социальная идентичность, школьники, социальный опыт.

THE PROBLEM OF MONITORING OF THE FORMATION OF SOCIAL IDENTITY OF SCHOOLCHILDREN UNDER CONDITIONS OF IMPLEMENTATION OF GEF

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Abstract. The article touches upon the problem of monitoring the formation of the social identity of schoolchildren as a system of pedagogically expedient teacher actions for the collection, pro-