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Professional Orientation Of Students Of Cadet Educational Institutions.

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ABSTRACT

Throughout its history, the Russian state took part in many wars, defending the country's geopolitical interests and deterring threats of military aggression. From the first half of the 18th century, in order to prepare the basic structure for the army and navy and to ensure the security of the state, military schools were opened - cadet corps. State leaders created the conditions and supported the system of education, training and training of young people in the cadet corps, solving the task of replenishing the country's security and management structures with the necessary number of officer cadres and civil servants. The fundamental principles of patriotic education in the cadet corps of the beginning of the 20th century were in the ideology of Orthodoxy, autocracy, and nationality. Educational work was carried out in three directions - in the militaryphysical direction, spiritual, moral and patriotic. The modern national strategy for ensuring Russia's military security is aimed at realizing the national goals of controlling the foreign policy situation in the world, managing the internal life of the state and creating conditions for the formation of a staff of military and civil servants capable of ensuring military security. To perform such tasks in various conditions, the country needs well-trained, trained and educated military personnel who possess the latest technologies of warfare in all conditions, military specialists capable of making decisions in difficult circumstances. To create such a staff, it is necessary to begin appropriate training as early as adolescence, which is ensured by a system of cadet educational institutions that prepares junior specialists in military affairs and public service. The success of modern Russian military educators is connected with the precise implementation of their formulated thoughts about the influence of the human factor on the outcome of hostilities, which was confirmed by the theory and practice of military affairs and is now used as the basis for training military personnel in cadet corps and higher military schools.

Keywords: professions, vocational orientation, cadets, Cossack corps, upbringing, cadets.

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INTRODUCTION

The implementation of the functional reserves of the body is able to provide a sufficient level of its adaptation in any conditions of existence [1-10]. It becomes clear that increasing the currently available biological potential can enhance life support mechanisms [11–13] and increase the resistance to the occurrence of any diseases [14–20]. It is possible to increase the quickly mobilized capabilities of the organism in various ways [21-24]. In the arsenal of modern science there are various effective ways for this process [25-31]. These are biological effects [32-35], pharmacological effects [36,37], use of psycho-correction and consistent education [38-41]. All these methods are actively used in the training of various specialists who are able to work in the difficult conditions of modern reality [42-43] and especially in military service.

Currently, Russia is in the process of reforming the military education system. Using the experience of organizing the educational process in the cadet corps is strategically important for ensuring the security of the state and the development of our society. In the modern educational space of cadet corps there is an urgent need to develop a professional component of education and the concept of cadet education in general. The main provisions of this concept should be formulated, developed and scientifically substantiated based on the functions of the 21st century cadet corps - high-quality training of military personnel for service in the armed forces, civilian civil service specialists, education of patriots of their country and spokesmen for an active life position [44].

From the provisions of the National Strategy of Russia and the decisions adopted by the Security Council of the Russian Federation in 2008, it follows that the priority task of the state and society is to create a system for the formation of national elites in Russia. The upbringing of the national elite as a layer of Russian society must be connected with the most successful, from a historical point of view, educational and educational system in our state — cadet corps that passed the centuries-old test of tsarist Russia and the Soviet Union and received support in modern Russia [45]. The elite system of cadet educational institutions is accessible to all categories of citizens, and primarily to citizens from socially disadvantaged groups of the population, orphans and the poor. Studies of cadet corps and cadet boarding schools in Russia in 2017, conducted by the Foundation for Assistance to the cadet corps to them. Alexey Jordan found out that out of 38.4 thousand pupils, 28.3% are children from single-parent families, 12.4% from poor and 9.6% from large families.

The main approaches of the concept of cadet education and the state educational standard of cadet education are contained in the Federal Target Program for the Development of Cadet Education for 2010-2020 within the framework of the National Project. As early as 2008, a model for the concept of cadet education was developed at the All-Russian Congress of Cadet Associations "Commonwealth of Suvorov, Nakhimovtsev and Cadet of Russia" and proposed basic mechanisms for regulating the system of education, selection, qualified personnel, compliance with ethical standards of behavior and social security in the cadet corps. From the adopted concept, it follows that cadet education is the initial professional (profile) public education of the military and civil service [46]. Institutions of cadet education on the basis of humanitarian general secondary education provide an opportunity to receive a complete secondary education with primary (primary) vocational education of state (civil and military) service in the Russian Federation. The difference between cadet educational institutions and general education schools lies in the educational program of the cadet component [47].

The place and role of cadet education in the systems of military and civil service in comparison with other types of education is invaluable. Pupils of cadet educational institutions have always been distinguished by a good level of professional training, education, discipline, patriotism and responsibility. Today, graduates of the cadet especially the Cossack corps are in demand and competitive in the national labor market.

The purpose of the study is to identify the features of the vocational orientation of the Cossack corps cadets at the age of 16-17 years

MATERIALS AND METHODS

The study was conducted in 2017-2018 on the basis of the Belokalitvinsky Cossack Cadet Corps named. M.I. Platova, Belaya Kalitva, Rostov Region and the Social College of the Russian State Social



University. All subjects were male, aged 16-17. The concept of pedagogical research consisted in identifying personal qualities expressed in individual inclinations and abilities that determined the professional orientation of the cadets and in the future in the correct choice of profession.

The definition of vocational orientation was carried out using a differential diagnostic questionnaire in accordance with the classification of types of occupations according to EA Klimov, intended for the selection of 5 grouped types of professions - technonomic ("Man - Technique"), bionomic ("Man - Nature"), signonomic ("Man - Sign system"), artonomic ("Man - Artistic image"), socionomic - ("Man - Man"). The questionnaire consists of 20 questions, when answering each question you need to express your attitude to the type of activity, "0" - if it is a negative attitude and "1" - if positive. The sum of positive answers according to graphs is calculated vertically and characterizes the attitude to the type of activity from 0 to 8 points, 0-2 points - no interest, 3-6 - average degree of expression of interest, 7-8 points - correspond to a pronounced professional orientation. The results reveal which type of professional activity or professional sphere the respondent is inclined to and shows interest.

The results were processed with a standard statistical software package.

RESEARCH RESULTS AND DISCUSSION

The classification of occupations according to the objectives of the professional activity is divided into groups of Gnostic, transformative and exploratory professions, while the objectives of the professional activity or labor are professional tasks. For a group of survey professions, these are the tasks of invention, inventing, searching for a new version of a device or structure; for a group of gnostic professions - the task of checking, determining, evaluating, recognizing, discriminating; for a group of transforming professions - the tasks of organizing, influencing, processing, organizing. Technonomic professions of the "Man-Technique" type integrate the activities caused by the interaction with devices, machines, mechanisms, complex structures, and are characterized by the manifestation of preferences and aptitudes towards exact mathematical and technical sciences [48].

The functions of professionally important qualities can perform and replace not only the mental properties of the individual, but also constitutional, neurodynamic, somatic and typological [49,50]. For example, physical qualities endurance and strength for most activities and professions are professionally important qualities [51,52]. The system of cadet education in Russia which has historically been established since the middle of the 18th century, and today serves as the training of junior specialists for military and public service [53-55]. The process of reforming the education system, as well as the adoption of a new law on education, revealed the need to approve the concept and design of the educational, educational and professional components of the cadet education.

The results of the study of vocational orientation of the cadets are presented in Table 1.

Nº Indicators Average value, points Level **Emotional stability** 9.43±0.6 Tall 2 Degree of anxiety 3.45±0.5 Low Presence of internal stresses 3.08±0.3 3 Low The level of development of self-control 8.90±0.5 4 Tall 9.76±0.2 The degree of social normalization and Tall organization

Table 1. Socio-psychological characteristics of the personality of the Cadets

In the study of the vocational orientation of the cadets of the Belokalitvinsky Cossack Cadet Corps, the orientation towards two types of professions - technonomic and socionomic; such types fully satisfy the requirements for the professional activities of the military.

The results of the career guidance activities of the pupils' training period in the cadet educational institution are confirmed by the data of studies conducted in Russia by the Assistance Foundation for the

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Cadet Corps to them. Alexey Jordan. Graduates of cadet educational institutions of Russia find application of the acquired knowledge and skills that are professionally significant for them and affect the choice of a future specialty. So in 2017 in Russia, 82% of graduates of the cadet corps entered universities. Of these, 50% in higher military educational institutions, 32% in civil service universities, more than 16% signed an employment contract with ministries and departments, and only about 2% were unable to continue their studies or find employment due to various circumstances.

According to the results of a survey of teenagers 16–17 years old - graduates of the Belokalitvinsky Cossack Cadet Corps, it turned out that 92.5% of cadets decided on their future profession while studying at school and this was not a difficult problem for them. Of the graduates of 2017, 64.7% entered higher military educational institutions and continued training in the chosen specialty, 14.7% of graduates entered civilian higher education institutions and 20.6% became employees of the Ministry of Emergency Situations and special forces of the Federal Security Service of Russia.

CONCLUSION

Advanced pedagogical experience and the results of scientific research show that only an integrated approach in solving the problems of vocational guidance, professional education and self-determination of students of cadet educational institutions in Russia contributes to the timely development of theoretical knowledge, the acquisition of practical skills and abilities, the development of professionally important qualities and abilities, awareness the correctness of the choice, approbation of skills and abilities, in preliminary practice. Based on the study, it can be said that in the process of working on the vocational guidance of students of Cossack cadet corps, the outlined tendency to choose to get a profession in a Cossack cadet corps should be further developed through its detailed familiarity with the requirements and standards for military-technical professions.

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