

N.Y. Fominykh

*Russian University of Economics named after Plekhanov,
Moscow, Russian Federation
shvidko72@mail.ru*

TEACHER AS A GUIDE TO PROFESSIONAL SELF-DETERMINATION: ESSENTIAL COMPETENCIES

Annotation. *This study explores the critical issues related to determining the core professional competencies and personal qualities that teachers require to provide effective career guidance to students. The research employed a teacher survey to identify the essential abilities needed for successful career counseling in both personal and professional spheres. Complementary observations allowed for a more detailed specification of the competencies that enhance the effectiveness of guidance, including fostering student interest in diverse professions, promoting informed decision-making, and developing skills for professional self-determination. In parallel, diagnostic assessments involving students and their parents offered additional perspectives on the key professional competencies that contribute to effective career support.*

The findings confirmed the pivotal role of teachers in supporting students' career choices, alongside the influence of parents. Teachers emphasized that the most crucial functions of a mentor are to cultivate students' interest in professional fields and to assist them in making well-informed career decisions. In comparison, the cultivation of targeted career counseling abilities among students was seen as a less immediate focus. Key personal traits appreciated in educators include empathy, patience, active listening, and the capacity to motivate others. Professionally, proficiency in contemporary teaching techniques and tools is viewed as essential. Feedback from both students and parents largely concurs in acknowledging the importance of the teacher's guiding role, though some variations in perspectives were noted on certain topics.

Keywords: *career guidance, teacher, guide, students, parents.*

Introduction

In the contemporary context of educational transformation, the teacher's role is experiencing significant change. Pedagogical responsibilities are no longer confined to the transmission of subject-specific knowledge; they now encompass broader social functions. Increasingly, teachers are expected to act as mentors, guiding learners not only in mastering academic content but also in developing essential life values and decision-making skills. Within this framework, mentoring becomes central to assisting students in shaping their worldview and making thoughtful career choices [1].

Career counseling in schools has consequently emerged as a critical component of the education system. It is conceptualized as an independent and essential process

aimed at influencing both the personal future of students and the broader social order. The success of such career guidance largely depends on the professional competencies of teachers, especially when they assume the role of mentors [2].

Research Objectives:

- To explore the core principles of career counseling for students, identify the key factors that shape this process, and assess current strategies and methods of career guidance within educational environments.
- To outline the essential professional skills needed by mentor teachers to effectively support students in their career growth.
- To propose suggestions for enhancing these skills among educators.

The focus of the research is the vocational guidance system within general education schools.

The focus of this research is the set of professional competencies that mentor teachers possess, which significantly shape the effectiveness of career guidance provided to students. The study employs a comprehensive methodological framework, encompassing a critical review of academic literature, surveys and questionnaires administered to both teachers and students, systematic classroom observations, and the application of rigorous analytical and statistical techniques.

From a theoretical perspective, the research contributes to a deeper understanding of vocational guidance and elucidates the pivotal role that teacher competencies play in supporting students' career development. Practically, the study offers actionable recommendations aimed at improving the quality, relevance, and outcomes of career counseling within educational settings. These findings may inform professional development initiatives and enhance the overall impact of guidance practices in schools.

Materials and methods

The significance of this research topic is rooted in the necessity for educational systems to remain responsive to the continuously shifting demands of the labor market. As economic and professional landscapes evolve, there is a pressing need to adapt both the quality of instruction and the methods of career guidance. Conventional approaches to counseling frequently prove insufficient in light of the rapid emergence of new professions and the dynamic expectations of employers [3]. Compounding this challenge, school curricula often lag behind these changes. The problem is further accentuated by the growing emphasis on individualized learning trajectories, which require teachers to identify and account for each student's unique interests and career aspirations. In doing so, educators are expected to direct learners toward the most promising and strategically important sectors of the economy.

In the context of contemporary educational transformations, the professional role of the teacher is undergoing significant change. Today, teaching responsibilities extend

beyond the delivery of subject-specific knowledge. This shift is explained by the broader societal functions assigned to teachers, which increasingly include mentorship in addition to traditional instructional duties. Acting as mentors, educators are expected not only to facilitate the acquisition of academic knowledge but also to assist students in developing fundamental life values and principles [4].

Despite ongoing efforts, the field of career guidance continues to face several notable challenges. Many students remain insufficiently informed about the professions most demanded in the contemporary labor market and lack a clear understanding of opportunities for professional growth. At the same time, systematic institutional frameworks to support school-based career counseling are often underdeveloped or absent. While social and cultural influences on career choice are widely acknowledged, a significant number of students still experience difficulties in applying critical thinking when evaluating their professional options. Consequently, not all learners are able to make informed and practical decisions regarding their future career paths.

Research on school-based career guidance has achieved substantial theoretical development and remains a dynamic area of investigation within psychology and pedagogy. Prominent scholars, including A.G. Asmolov, L.S. Vygotsky and E.A. Klimov, have made essential contributions to this field, particularly in understanding how students' professional interests are formed and in highlighting the pivotal role of teachers in facilitating career-related decision-making.

Kazakhstani researchers also contribute to the discourse by analyzing the specificities of career guidance in local educational contexts. L.A. Butabaeva, S.K. Ismagulova, M. Kulesha and G.A. Nogaybaeva underscore the importance of orienting career guidance toward the individuality of students and cultivating their readiness for independent decision-making. However, research results indicate that students' ability to adjust to the economic and social demands of the job market is still lacking, particularly for those with special educational requirements [5]. Sh.J. Kolumbayeva, H.N. Zhanbekov, B.S. Saidakhmetov and A.S. Kosshygulova stress the difficulty in fostering enthusiasm for the teaching profession, suggesting the creation of specialized pathways – such as pedagogical, physical, and mathematical tracks – to offer clear career guidance. Additionally, they underscore the importance of creating scientific and methodological materials to assist students in making informed career decisions [6].

Other scholars, including M.K. Sadykova, A.Sh. Ikramova and I.B. Yusupova conceptualize career orientation as an integral element of holistic personality development within the educational system, linking it directly to professional self-determination [7]. A.B. Shabdenova, E.S. Narymbetov and K.B. Kozhanov analyze career guidance practices in preparing students for teaching professions, proposing that such

programs be strengthened through additional school-based initiatives, complemented by online communication tools [8].

International scholarship has made significant contributions to the study of career guidance. For instance, B. Lee, E.J. Porfeli and A. Hirschi explore the determinants of motivation at both interpersonal and intrapersonal levels within the context of career exploration [1, p. 128]. O. Bersan, A. Luștea, S. Sava and O. Bobic stress the necessity of cultivating twenty-first-century skills beginning in primary and secondary education [2, p. 38]. Similarly, T. Daryna underscores the importance of preparing students for labor market entry by ensuring they possess essential competencies [3, p. 94]. In another context, H.L. Zhou, H.H. Li and Y.M. Gao analyze approaches to career counseling and guidance in China [4, p. 203].

Equally noteworthy are contributions in the area of mentoring within career counseling, particularly the methodological guidelines developed for educational institutions by E.V. Ovchinnikova, E.A. Afonina and G.K. Parinova [9], among others. Despite these advancements, many dimensions of the problem remain insufficiently examined, especially in light of the new forms of mentoring that are being shaped by the changing demands of both the education system and the labor market.

Simultaneously, modern studies are placing greater emphasis on the need for developing new strategies and methods for career counseling, particularly focusing on the distinct role educators play in this process. Against this backdrop, the present study seeks to determine the core professional competencies required of mentor-teachers in order to exert a positive and effective influence on schoolchildren's career orientation.

The present study draws upon scientific articles, monographs, and textbooks that address issues directly related to the research topic. To accomplish the research objectives, several forms of action research were implemented:

- **Teacher survey.** A structured questionnaire was designed to identify the competencies teachers consider crucial for providing effective career guidance to school students. The instrument contained eight multiple-choice questions, allowing respondents to select one or more options. This method yielded first-hand insights into teachers' perceptions of their personal and professional qualities, thereby ensuring the study's close alignment with authentic pedagogical practices.

- **Monitoring of teaching and extracurricular engagements.** Educational sessions and additional activities in high schools that integrated career guidance were regularly observed. This method allowed for evaluating how effectively teachers used their skills to encourage students' interest in specific careers and assist them in making informed career decisions.

- **Survey of students and parents.** An additional survey was carried out among students and their parents to assess the professional skills of mentor teachers. The survey

featured focused questions intended for quantitative assessment, with responses rated on a Likert scale to gauge the level of agreement or disagreement. Analytical and statistical procedures. The data collected through the above methods were processed using analytical and statistical techniques, which facilitated the interpretation of findings and the formulation of evidence-based conclusions.

Results and discussion

According to S.K. Ovsyannikova, career guidance for school-aged children entails a system of social, economic, and psychological measures designed to support individuals in selecting a profession that corresponds to their interests and abilities. Comprehensive career guidance initiatives are aimed at cultivating professional aptitudes and talents and facilitating their effective application in future employment. Such initiatives contribute to the formation of individuals who are capable of making informed career choices and maintaining competitiveness and relevance within the contemporary labor market, which ultimately benefits both the individual and society [10].

At the school level, career orientation is incorporated into the broader educational framework, spanning classroom instruction as well as extracurricular programs. Beyond school, career-related activities often involve collaboration with parents, career development centers, and employment agencies that maintain direct ties with schools [11]. The essential purpose of school-based career guidance lies in gradually preparing students for self-awareness, independent career planning, and subsequent adaptation to professional activity. A distinctive feature of career orientation in schools is its long-term effect on students, exercised across a variety of academic disciplines, with teachers holding a central role in its implementation. This continuous process demands a steady and organized method to maintain the consistency of career development practices across the entire educational journey [12].

The main factors that shape a teacher's impact on career guidance are: an understanding of current job market trends, the ability to recognize students' strengths and interests, effective communication skills, proficiency in career counseling, providing psychological support, offering hands-on career experiences, collaborating with parents, utilizing modern digital tools, acting as a positive role model, and maintaining authority while actively engaging with students [13]. Together, these elements empower educators to foster a learning atmosphere that supports effective and lasting career guidance.

A survey was carried out with twenty teachers and included eight questions aimed at identifying the key competencies needed for successful career guidance for students. The results highlighted both personal traits and professional abilities.

Personal qualities crucial for career guidance. Respondents pointed out that empathy (16 teachers; 80%), patience (14; 70%), active listening (18; 90%), and the ability

to motivate students (17; 85%) were essential. Less frequently mentioned attributes were professionalism (2; 10%) and honesty (1; 5%).

Professional skills in teaching. Educators stressed the importance of expertise in modern teaching techniques (19; 95%), the capacity to facilitate interactive learning (13; 65%), proficiency in using digital tools (11; 55%), and experience in leading workshops and training (9; 45%). Other mentioned competencies included effective communication (3; 15%) and flexibility (2; 10%).

Understanding adolescent psychology. A substantial majority considered knowledge of adolescent psychology as indispensable for career counseling: “extremely important” (15; 75%) and “important” (4; 20%). No respondents classified it as insignificant, while one (5%) was undecided.

Use of contemporary tools and approaches. Among the technologies and techniques reported by participants, online assessments were used by 12 teachers (60%), career guidance games and quests by 8 (40%), webinars and online training by 10 (50%), and social media or educational platforms by 7 (35%). Other approaches were mentioned by 3 teachers (15%).

Factors for effective career guidance. Educators highlighted that meetings with professionals from various industries (20; 100%) and hands-on experiences like company visits or internships (18; 90%) were the most impactful. Personal stories and success narratives (17; 85%) were also considered key. Collaboration with parents (9; 45%) and one-on-one consultations (8; 40%) were regarded as important but secondary.

Obstacles faced in career guidance. The primary challenges mentioned included limited time (9; 45%), low student involvement (7; 35%), and insufficient resources or institutional backing (6; 30%). Additional issues included the increasing difficulty of career decision-making in modern society (5; 25%), changes in educational standards (2; 10%), and conflicting expectations from parents (1; 5%).

Ongoing Professional Development for Career Counseling. To strengthen their capacity in guiding students’ career paths, participants underlined the significance of engaging in specialized training programs (19 respondents; 95%). Equally prioritized were educational sessions focused on innovative tools and modern approaches (16; 80%), along with involvement in symposiums and professional meetups (14; 70%). Personal growth efforts – such as enhancing interpersonal communication and leadership effectiveness – were also acknowledged (12; 60%). A few educators suggested exchanging experiences with colleagues (3; 15%) and pursuing self-initiated learning (2; 10%).

Recommendations for Refining Career Guidance Practices in Schools. A majority of educators (11; 55%) offered tangible ideas for system enhancement, while 6 (30%) reported satisfaction with the current framework, and 3 (15%) were undecided or found it hard to respond. Among the most frequently proposed improvements were: tailoring strategies to

each student's individual profile, nurturing independent thinking and decision-making, and promoting stronger ties between schools, the professional sector, and post-secondary institutions.

Teacher Insights on the Importance of Competencies in Career Counseling. The findings highlighted that the competencies of educators play a key role in:

- Encouraging students' curiosity about different career options;
- Assisting them in making well-informed decisions about their careers;
- Helping them develop crucial job-related skills.

These conclusions, backed by the statistical breakdown of responses, offer a clear perspective on the personal and professional traits that are most highly regarded for effective career counseling in schools (see Table 1).

Table 1 – Survey Results on Teacher Competencies in Career Guidance (N = 20)

Category	Indicators	Responses (N)	Percentage (%)
Personal Qualities	Empathy	16	80
	Patience	14	70
	Listening skills	18	90
	Ability to inspire	17	85
	Professionalism	2	10
	Honesty	1	5
Professional Competencies	Expertise in modern teaching methods	19	95
	Ability to organize interactive sessions	13	65
	Proficiency in digital technologies	11	55
	Workshop and training experience	9	45
	Communication skills	3	15
	Adaptability in approach	2	10
Challenges	Lack of time	9	45
	Low student engagement	7	35
	Insufficient resources and support	6	30
	Difficulty of career choice in modern society	5	25
	Changing educational standards	2	10
	Conflicting parental expectations	1	5

The survey outcomes reflect not only the competencies and qualities valued by high school students but also broader tendencies in the perception of mentor teachers' roles in career guidance. The predominance of personal qualities such as listening skills,

empathy, and the ability to inspire suggests that students prioritize relational and emotional aspects of mentorship over strictly formal traits like professionalism and honesty. This can be interpreted as an indication that adolescents, navigating complex career choices, expect emotional support and motivation more than formal authority. The relatively low recognition of honesty (5%) and professionalism (10%) may reveal either a taken-for-granted assumption that these traits are self-evident, or a lack of student awareness of their importance in long-term professional development.

The strong emphasis on expertise in modern teaching methods (95%) indicates that students view methodological innovation as a crucial element of effective mentoring. The demand for interactive sessions (65%) and digital competencies (55%) points to a generational shift: contemporary students expect teachers to engage them actively and to integrate technologies into the learning process. However, the lower ratings for adaptability (10%) and communication skills (15%) highlight a possible contradiction. While students desire innovation, they may underestimate the necessity of flexible communication strategies and adaptive approaches, which are essential for individualized guidance. This discrepancy requires attention in teacher training programs, ensuring that competencies valued by students are balanced with those that are pedagogically indispensable.

The challenges identified by students – particularly lack of time (45%) and insufficient resources (30%) – underline structural barriers that limit the effectiveness of mentorship. These constraints reflect systemic issues within schools, where teachers are often overburdened with administrative duties and lack institutional support. Low student engagement (35%) and difficulties in career choice (25%) point to broader sociocultural factors: the rapid transformation of the labor market and uncertainty of career trajectories in modern society. The minimal acknowledgment of conflicting parental expectations (5%) may suggest that students do not always perceive family influence as an explicit challenge, though in practice it often shapes career decision-making.

Taken together, the interpretation of the data emphasizes that students' expectations of mentor teachers are oriented toward personal connection and modern pedagogy, yet the realization of these expectations is hindered by structural and contextual barriers. This highlights the need for systemic reforms: reducing teachers' workload, enhancing institutional support, and embedding training in adaptability and communication. From a theoretical perspective, the findings reinforce the importance of integrating emotional intelligence, digital literacy, and interactive pedagogy into the framework of mentor teachers' professional competencies.

The findings of the survey conducted among high school students, aimed at identifying the professional competencies of mentor teachers, are presented in Table 2.

Table 2 – High School Students' Views on the Professional Skills of Mentor Teachers (n = 52)

Survey Statement	Strongly Agree (%)	Agree (%)	Neutral (%)	Disagree (%)	Strongly Disagree (%)
The mentor teacher carefully listens to students' concerns and provides solutions.	34.6	53.8	7.7	3.8	0.0
I feel that my mentor offers consistent support in matters of career guidance.	42.3	46.2	7.7	3.8	0.0
The strategies and tools employed by the mentor help me to recognize my abilities and interests.	23.1	61.5	11.5	3.8	0.0
I rely on my mentor's advice when making decisions about my professional future.	38.5	50.0	7.7	3.8	0.0
Interaction with the mentor facilitated my decision-making regarding career choice.	38.5	50.0	7.7	3.8	0.0
My mentor's empathy and patience create a comfortable environment for dialogue.	38.5	50.0	7.7	3.8	0.0
Participation in excursions, workshops, and activities organized by the mentor enhanced my career understanding.	92.3	3.8	3.8	0.0	0.0
The mentor motivates me to set goals and believe in my own abilities.	76.9	15.4	7.7	0.0	0.0

The results presented in Table 2 highlight the significant role of mentor teachers in supporting high school students' career development. The overwhelming agreement with most of the statements indicates that students perceive their mentors as both supportive and inspiring figures.

Relational and emotional support. The high percentage of agreement on items related to empathy, patience, and attentive listening suggests that students value the relational dimension of mentorship. Such findings are consistent with the idea that effective career guidance depends not only on informational resources but also on the establishment of trust and emotional comfort. When students perceive that their concerns are heard and taken seriously, they are more likely to engage actively in the mentoring process.

Career decision-making. The data further reveal that interaction with mentors significantly influences students' clarity in career choices. The fact that nearly 90% of

respondents trust their mentor's advice and acknowledge the positive impact of interactions on career decisions underscores the mentor's role as a guiding figure in navigating uncertainty. This aligns with broader literature emphasizing the importance of guidance during transitional educational stages, where students face heightened ambiguity about their futures.

Methodological and experiential contributions. Although slightly lower compared to relational items, responses regarding the methods and tools used by mentors (84.6% agreement) show that students recognize the value of structured pedagogical strategies in identifying their abilities and interests. More strikingly, 92.3% strongly agreed that excursions, workshops, and organized activities contributed to clarifying their professional aspirations. This suggests that experiential learning opportunities, facilitated by mentors, are among the most effective tools in career education.

Inspirational role of mentors. Finally, the fact that more than three-quarters of respondents (76.9% strongly agree) acknowledged being inspired by their mentors demonstrates the mentors' role in motivating students to pursue goals and build self-confidence. This reflects the dual function of mentors – both as providers of information and as role models who shape students' aspirations and resilience.

Overall synthesis. In summary, the interpretation of the survey underscores that the effectiveness of mentorship in career guidance derives from a combination of emotional support, structured methodological tools, and inspirational leadership. However, while students highly value these contributions, the relatively smaller proportion acknowledging neutrality or disagreement indicates that there remains a minority for whom mentorship does not fully meet expectations. Bridging this gap necessitates a coordinated approach that combines personalized support for students with institutional strategies designed to strengthen the mentor's influence on career development.

The findings from the parent survey, which explored the essential professional competencies of mentor teachers, are summarized in Table 3.

The results of the parent survey offer insight into how the professional competencies of mentor teachers are perceived in the context of career guidance. The vast majority of respondents evaluated these competencies positively across most assessed dimensions. Notably, 70% of parents strongly agreed that mentor teachers have a beneficial influence on their child's career self-determination, while 20% expressed a neutral stance, and no respondents indicated disagreement. These findings highlight the critical role of mentor teachers in fostering students' professional interests and guiding their career choices.

Parental satisfaction with the mentor-student interaction was also significant, with 80% of respondents expressing contentment (60% strongly agreeing, 20% agreeing). This suggests that the communication style and guidance methods used by mentors are generally effective. Furthermore, 80% of parents reported noticing positive shifts in their

child's approach to career decision-making after engaging with a mentor, highlighting the practical impact of mentorship in enhancing motivation and career awareness.

Table 3 – Parent Survey Results on the Key Professional Competencies of Mentor Teachers (n = 20)

Survey Item	Strongly Agree (%)	Agree (%)	Neutral (%)	Disagree (%)	Strongly Disagree (%)
The mentor teacher provides adequate support for my child in matters of career guidance.	30	40	10	10	10
My child communicates the mentor's advice, and I find it beneficial.	50	40	10	0	0
I have observed a positive shift in my child's attitude toward career decision-making after engaging with the mentor.	30	50	10	10	0
I am confident that the mentor teacher contributes positively to my child's career self-determination.	70	10	20	0	0
I am satisfied with the mentor teacher's interaction with my child and the guidance provided.	60	20	10	5	5

Although a small proportion of neutral or negative responses (ranging between 5–10%) was recorded, these do not substantially affect the overall positive tendency. Such responses, however, suggest the need for further refinement of mentoring practices to ensure more consistent outcomes.

In sum, the survey results reflect a predominantly favorable evaluation of mentor teachers' competencies, underlining their crucial role in career guidance and the development of students' readiness for future professional choices.

The present study examines career guidance practices in schools, focusing on the perspectives of teachers, students, and parents. A comparative analysis of student and parent feedback indicates that students demonstrate greater diversity in their evaluations, whereas parents provide more consistent assessments of the effectiveness of the guidance and mentoring activities. Parents frequently express strong support and satisfaction with their interactions with the mentor teacher, while student responses are more evenly distributed between "strongly agree" and "rather agree." Interestingly, parental judgments regarding the overall value of career guidance appear less differentiated than those of students, suggesting the existence of distinct interpretive frameworks when evaluating the outcomes of mentorship.

Furthermore, students tended to rate the personal attributes of mentor teachers—such as empathy and patience – more highly than parents did. This finding is likely explained by the fact that students engage in direct, day-to-day interactions with teachers, making them better positioned to recognize and evaluate these qualities.

The findings are broadly consistent with prior research, including the work of F.F. Belova, who highlighted the importance of teacher-mentors in the professional orientation of schoolchildren [14], as well as the studies of A.V. Maltsev, T.I. Kasyanova and O.V. Zakrevskaya who investigated teachers' perspectives on career guidance in contemporary schools [15]. These earlier works emphasize the centrality of mentor support and attention in shaping the career guidance process. The current study extends these conclusions by integrating the views of three key stakeholder groups—teachers, students, and parents—thereby offering a more comprehensive account of the phenomenon. In addition, the analysis underscores the significance of both professional competence and personal qualities of mentor teachers as essential components of effective career guidance.

Conclusion

Our study emphasizes the crucial role mentor teachers play in shaping students' career growth. The results show that teachers mainly view the mentor's role as sparking students' curiosity about different professions and assisting them in making educated career choices. In comparison, directly fostering specialized career guidance abilities in students is seen as somewhat less important.

When identifying key competencies for successful career guidance, teachers highlight the importance of combining personal, pedagogical, and psychological traits. Personal qualities such as empathy, patience, active listening, and the ability to motivate and inspire are considered essential. Regarding pedagogy, mastery of modern teaching techniques and approaches is regarded as the most valuable.

The study also highlights that personal role models and experiential learning activities represent the most influential factors in successful career orientation. At the same time, teachers identify several challenges that hinder this process, including insufficient time, limited student engagement, and restricted access to resources and institutional support.

To be effective as career guidance mentors, teachers believe it is crucial to engage in professional development programs, attend academic conferences and seminars, stay updated with new technologies and practices, and continually enhance their personal and professional skills.

The evaluations provided by students and parents largely align, showing a favorable view of the mentor's role in career development. However, slight variations in emphasis are noticeable, which can be attributed to the differing perspectives of these two groups.

To enhance the ability of mentor teachers in providing career guidance within educational settings, the following actions are suggested:

- Increase opportunities for ongoing professional growth for mentor teachers.
- Ensure access to advanced career counseling techniques and tools.
- Encourage organized partnerships between schools and businesses.
- Introduce career guidance programs at earlier stages of education.

The systematic implementation of these recommendations will enhance the professional competencies of mentor teachers and, consequently, enable them to exert a more substantial and sustainable impact on students' career trajectories.

Contribution of the authors:

N.Y. Fominykh – The author developed the research concept, created data collection tools, conducted surveys and observations, analyzed the results and literature, and fully prepared the article's text.

References

1. **Lee, B., Porfeli, E.J., Hirschi, A.** Between and within-person level motivational precursors associated with career exploration [Electronic resource] // Journal of Vocational Behavior. – 2016. – №64. P. 125-134. <https://doi.org/10.1016/j.jvb.2015.11.009>
2. **Bersan, O., Luștea A., Sava, S., Bobic, O.** Training Teachers for the Career Guidance of High School Students [Electronic resource] // Education Sciences. – 2024. – №14(289). – P. 1-16. <https://doi.org/10.3390/educsci14030289>
3. **Daryna, T.** Features of the Humanities Subjects Teachers' Training for Professional Guidance Work at Institutions of General Secondary Education [Electronic resource] // Professional Education: Methodology, Theory and Technologies. – 2022. – №16. – P. 270-286. <https://doi.org/10.31470/2415-3729-2022-16-270-286>
4. **Zhou, X.L., Li, X., Gao, Y.M.** Career Guidance and Counseling in Shanghai [Text] // Career Development Quarterly. – 2016. – №3(64). – P. 203-215.
5. **Butabayeva, L.A., Kulesha, E.M., Ismagulova, S.K., Nogaibayeva, G.A.** Professional orientation of students in Kazakhstan in the focus of inclusivity [Electronic resource] // Bulletin of the Karaganda University. The series Pedagogy. – 2023. – №1(109). – P. 96-107. <https://pedagogy-vestnik.ksu.kz/apart/2023-109-1/10.pdf> [in Russian]
6. **Kolumbayeva, Sh.Zh., Zhanbekov, Kh.N., Saidakhmetov, B.S., Kosshygulova, A.S.** Pedagogical classes as a means of professional orientation and pedagogical support for students to choose the profession of Teacher [Electronic resource] // Bulletin of KazNPU named after Abai. Series: Pedagogical sciences. – 2023. – №1(80). – P. 265-275. <https://doi.org/10.51889/2959-5762.2023.79.3.023> [in Russian]
7. **Sadykova, M.K., Ikramova, A.Sh., Yusupova, I.B.** Modern possibilities of professional orientation of students [Text] // Bulletin of the Kazakh National Women's Pedagogical University. – 2018. – №2 – P. 106-111. [in Russian]

8. Shabdenova, A.B., Narymbetov, E.Sh., Kozhanov, K.B. Choosing a teacher's profession in Kazakhstan: Career guidance patterns // *Psychology and Sociology*. – 2022. – №2(81). – P. 250-260. [in Russian]
9. Ovchinnikova, E.V., Afonina, E.A., Parinova, G.K. Mentoring in career guidance in an educational organization: methodological recommendations. – Saratov: GAU DPO SOIRO, 2021. – 40 p. [in Russian]
10. Ovsyannikova, S.K. Organization of career guidance work at school: A methodological guide. – Nizhnevartovsk: Publishing house of Nizhnevartovsk State University, 2013. – 362 p. [in Russian]
11. Sandvik, L., Solhaug, T., Lejonberg, E., Elstad, E., Christophersen, K. Predictions of school mentors' effort in teacher education programmes [Electronic resource] // *European Journal of Teacher Education*. – 2019. – №42. – P. 574-590. <https://doi.org/10.1080/02619768.2019.1652902>
12. Cramerotti, S. Development of professional competencies in teachers: the role of tutor and mentor: Pupil [Electronic resource] // *International Journal of Teaching, Education and Learning*. – 2022. – №6. – P. 159-173. <https://doi.org/10.20319/pijtel.2022.61.159173>
13. Mihaela, N. Mentorship and teaching career training [Electronic resource] // *Journal Plus Education*. – 2023. – №1(32). – P. 78-91. <https://doi.org/10.24250/jpe/vol.321/2023/nmg>
14. Belov, F.A. The role of a teacher-mentor in the career guidance of schoolchildren [Text] // *Bulletin of Science*. – 2023. – №10(67). – P. 77-83. [in Russian]
15. Maltsev, A.V., Kasyanova, T.I., Zakrevskaya, O.V. Career guidance in modern schools: the teacher's view [Electronic resource] // *Proceedings of the Ural Federal University*. – 2021. – P. 206-218. <https://elar.urfu.ru/bitstream/10995/105726/1/iurp-2021-4-22.pdf> [in Russian]

Н.Ю. Фоминых

Г.В. Плеханов атындағы Ресей Экономика Университеті,
Мәскеу, Ресей Федерациясы

**Мұғалім кәсібі өзін-өзі анықтаудағы
жетекші: маңызды құзыреттер**

Аннотация. Бұл мақалада мектеп оқушыларының кәсіби бағдарлануына тиімді ықпал ету үшін мұғалімдердің иеленуі тиіс маңызды кәсіби құзыреттерді айқындауға қатысты негізгі мәселелер қарастырылады. Мұғалімдерге жүргізілген сауалнама нәтижесінде табысты кәсіби бағдар беру үшін қажетті негізгі құзыреттердің жеке тұлғалық және кәсіби өлшемдері анықталды. Қосымша бақылаулар кәсіби бағдар берудің тиімділігін қамтамасыз ететін құзыреттерді нақтылай түсті. Олардың қатарына әртүрлі кәсіптерге қызығушылықты арттыру, саналы кәсіби шешім қабылдауға қолдау көрсету және кәсіби өзін-өзі анықтау дағдыларын қалыптастыру жатады. Сонымен бірге оқушылар мен ата-аналарға жүргізілген диагностикалық рәсімдер мұғалімдердің кәсіби құзыреттерін бағалауға қосымша деректер берді.

Зерттеу нәтижелері оқушылардың кәсіби таңдауына қолдау көрсету ісінде мұғалімдердің шешуші рөл атқаратынын, ата-аналардың ықпалымен қатар маңызды фактор болып табылатынын көрсетті. Мұғалімдер үшін тәлімгердің ең басты функцияларының қатарында оқушылардың кәсіби салаларға деген қызығушылығын дамыту және олардың саналы кәсіби шешім қабылдауына жәрдемдесу аталды. Ал оқушылардың кәсіби бағдарлауға қатысты нақты дағдыларын қалыптастыру аса өзекті міндет ретінде қарастырылған жоқ. Мұғалімнің ең жоғары бағаланатын жеке қасиеттеріне эмпатия, шыдамдылық, тыңдай білу және шабыттандыру қабілеті жатады. Кәсіби салада заманауи оқыту әдістері мен технологияларын меңгеру негізгі талап ретінде айқындалды. Оқушылар мен ата-аналардың берген бағалары жалпы алғанда мұғалімнің тәлімгерлік рөлінің маңыздылығын мойындайды, дегенмен кейбір жекелеген мәселелер бойынша көзқарастарда айырмашылықтар байқалды.

Кілтті сөздер: кәсіптік бағдар, мұғалім, жетекші, оқушылар, ата-аналар.

Н.Ю. Фоминых

Российский экономический университет имени Плеханова,
Москва, Российская Федерация**Учитель как проводник профессионального
самоопределения: значимые компетенции**

Аннотация. В данной статье рассматриваются ключевые вопросы, связанные с определением наиболее значимых профессиональных компетенций, которыми должен обладать педагог для эффективного воздействия на процесс профессионального самоопределения школьников. На основе проведенного опроса учителей были выделены основные компетенции, необходимые для успешного осуществления профориентационной деятельности в личностной и профессиональной сферах. Дополнительные наблюдения позволили уточнить компетенции, способствующие результативному сопровождению, включая формирование интереса к различным профессиям, поддержку в принятии обоснованных решений и развитие навыков профессионального самоопределения. Одновременно диагностические процедуры, охватывающие учеников и их родителей, предоставили дополнительные сведения о значимых профессиональных качествах педагога.

Результаты исследования подтвердили ведущую роль учителя в поддержке выбора профессиональной траектории школьников наряду с влиянием родителей. Учителя подчеркнули, что наиболее важными функциями наставника являются формирование интереса учащихся к профессиональной сфере и оказание помощи в принятии взвешенных решений о будущем. В то же время развитие специальных навыков профориентации у школьников было признано менее приоритетной задачей. Среди личностных качеств педагога наибольшее значение имеют эмпатия, терпение, умение внимательно слушать и способность вдохновлять. В профессиональной области фундаментальным условием признаётся владение современными методами и технологиями обучения. Оценки, представленные как школьниками, так и их родителями, в целом совпадают в признании значимости наставнической роли педагога, хотя по отдельным аспектам были выявлены различия в позициях.

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

Article history: Received: 09.08.2025. Accepted: 17.09.2025

Information about the authors:

Fominykh Natalia Yurievna – Doctor of Pedagogical Sciences, Professor, Plekhanov Russian University of Economics, Moscow, Russian Federation. Tel. +79955017222. E-mail: shvidko72@mail.ru ORCID ID: <https://orcid.org/0000-0002-1534-7782>

Авторлар туралы мәлімет:

Фоминых Наталья Юрьевна – педагогика ғылымдарының докторы, профессор, Г.В.Плеханов атындағы Ресей Экономика Университеті, Мәскеу, Ресей Федерациясы. Tel. +79955017222. E-mail: shvidko72@mail.ru ORCID ID: <https://orcid.org/0000-0002-1534-7782>

Информация об авторах:

Фоминых Наталья Юрьевна – доктор педагогических наук, профессор, РЭУ имени Г.В. Плеханова, Москва, Российская Федерация. Tel. +79955017222. E-mail: shvidko72@mail.ru ORCID ID: <https://orcid.org/0000-0002-1534-7782>