

***Interconnection between intellectual development
levels and professional orientation
of adolescents with autism***

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Abstract

The article researches and analyzes the theoretical aspects of vocational guidance in a special education school. The structure and components of vocational guidance activities are outlined. The features of vocational guidance work of a psychologist and senior pupils of special education school are revealed. The results of studying the psychological features and guidance of adolescents with autism are presented. The system of knowledge, norms and values that enable to realize social and professional activity in the future, to form value orientations in professional self-determination is analyzed. The choice of profession is influenced by various factors: the perception of oneself, the availability of abilities and characterological features. In order not to make a mistake in professional self-determination, it is necessary to determine their aspirations, ideas, motives and to know their capabilities.

Keywords: autism; special education school; vocational guidance; self-determination

Professional orientation is considered as purposeful social psychological and pedagogical activity aimed at preparing the individual for a conscious and well-founded choice of profession, in accordance with personal inclinations, interests and abilities.

The process of professional targeting of adolescents with autism involves meaningful (ideas, knowledge, persuasion) and organizational (planning, organization of events, control, etc.) components. The first one is determined by the content of the components of labor socialization, for which the vocational guidance process is directed. The second one is based on well-known areas of professional orientation, among which distinguish: professional information; professional counseling; professional selection; professional adaptation; professional diagnosis.

The main groups of vocational guidance methods are defined by the following: information and reference (professional education, reference literature, professional advertising, meetings of students with specialists), diagnostic (closed and open conversations-interviews, questionnaires, personal tests, observations, professional tests), methods of moral and emotional support (methods of individual and group psychotherapy), as well as methods for making decisions and building prospects for professional development, the use of various spheres of career choice, at the educational institution and specialty at a particular institution.

Correlation relations between the indicators of mental development, independence, professional habits, functional communication are revealed. The high level of mental development is in the interconnection of development with autonomy and professional habits. The system of diagnostics of features of professional orientation of adolescents with autism and their professional suitability is offered. Key words: professional orientation, adolescents with autism, level of intelligence, socialization, autonomy, professional skills, communication, intellectual development.

Formulation of the problem. At the present stage of social development, the problem of socialization of the individual is extremely relevant. First of all, this concerns the socialization of adolescents with autism, because it is precisely in adolescence that the foundations of the person, its ability to adequately evaluate social processes, the ability to form to professional and personal self-determination, which is one of the most important conditions for successful socialization.

The idea of life and professional success of an individual is of particular importance today, therefore, it is necessary to start the formation of a successful, vital competent person already at the secondary school through the organization of work on professional orientation and professional self-determination of adolescents with autism, which will allow to determine their professional intentions, increase initiative, independence and responsibility.

Analysis of recent research and publications. The problem of organizing professional orientation as a factor of professional self-determination was considered

by Asmolov, V. Avanesov, V. Bodrov, O. Borisova, K. Gurevich, L. Mitina, A. Sazanov, B. Fedorishin, and others. Professional definition and professional orientation as a process of assimilation of social roles in the process of socialization were studied: M. Batyreva, S. Borovkina, T. Yekimova, N. Kasatkina, I. Merzlyakov, T. Rogachev, I. Chechel.

The purpose of the article: to determine the relationship between the level of intellectual development and the professional capabilities of adolescents with autism.

Presentation of the main research material. The study of intellectual activity is devoted to many works of prominent psychiatrists and psychologists: L. Vygotsky, V. Druzhinina, D. Isaev, V. Lebedinsky, V. Bronfenbrenner, E. Thorndike, J. Piaget, S. Freud and others. U. Bronfenbrenner, an American psychologist, has developed a "theory of ecosystems", in which the main role in the development of the intelligence of children is provided to the family (lack of communication with parents, increase in the number of divorces) and social institutions.

The word "intelligence" comes from the Latin "intellectus", which in translation means "cognition", "understanding", "reason". Initially, this term relates exclusively to the rational mental functions of the human psyche; Today it is generic term, which includes cognitive abilities in general (Kholodnaya, 2002, p. 154). G. Gardner suggested that the intellect is not unitary cognitive ability, and has allocated eight different types of intelligence: linguistic, logical-material, spatial, bodily-kinesthetic, musical, interpersonal and intrapersonal, natural-test. According to the author, all of them are hypothetically related to different parts of the brain.

The scientist argued that between types of intelligence there is only a very weak correlation. In his model of intelligence there are two types of intelligence (interpersonal and intrapersonal), which are personal and social in nature. G. Inner personality intelligence defined Gardner as the ability of an individual to gain access to his inner life, to understand himself, his ability and desire, the reaction to different things, as well as the aspirations and motives of avoiding. Concerning interpersonal intelligence, the scientist was more concise and defined it as the ability to distinguish between other individuals (Gardner, 2007, p. 253).

V. V. Kovalev substantiated the notion of "boundary intellectual deficiency" (Kovalev, 2017), in medical practice the term MMD is used - minimal brain dysfunction. In order not to make a mistake in professional self-determination for adolescents with autism, it is necessary to determine their aspirations, ideas, motives; their capabilities. Correctional educators and psychologists need to pay due attention to the professional self-determination of adolescents.

E. Klimov under the professional orientation understood the scientifically grounded system of forms, methods and means of influence on students, which facilitates their timely involvement in social production, rational placement, effective

use and consolidation in the workplace on the basis of objective assessment and taking into account the inclinations, abilities and other individual qualities (Klimov, 1996, p. 126).

K. O. Ostrovska notes that the factors of professional burnout at the teachers of the special school are: emotional; characterological; psychological. The teachers at the special school have a higher level of professional burnout than the teachers at the secondary school. Correctional educators are better aware and control their emotional experiences than teachers of general education. In addition, there is a correlation between empathy and emotional stresses of correctional teachers and between emotional recognition and their communicability (Ostrovska, 2012, p. 400).

Researchers M. Priazhnikov and V. Gladkov among the stages of vocational guidance allocate professional information (prophylactic), professional counseling, professional selection and adaptation. The implementation of vocational guidance work with adolescents with autism requires the use of well-defined forms, methods and tools aimed at optimizing this process, mastering certain social competences (Priazhnikova, & Priazhnikov, 2007, p. 143).

O. N. Surgund notes that vocational guidance is a complex of psychological and pedagogical and medical measures aimed at optimizing the process of employment in accordance with desires, inclinations, abilities and taking into account the needs of the community in specialists (Surgund, 2006, p. 126).

Shcherbakova G. N. distinguishes two forms of professional orientation:

- on a broad base, which is to familiarize young people who have not yet made their choice with the world of professions;
- on a narrow base, which consists in the fact that in an educational institution, which prepares specialists, students disclose all the peculiarities of their further activities, indicate the best ways to engage in this profession, etc. (Shcherbakova, 1992, p. 70).

O. V. Tyapta notes that vocational guidance is a long-term process that includes three main points:

- process of influence of the social environment on the personality being formed;
- process of awareness of the necessity of work, knowledge of its specific sphere;
- the transformation of labor according to the laws of the development of modern reality (Tyapta, 2004, p. 168).

For A. D. Sazonov's professional orientation, as a system, contains several interrelated stages: professional information and education, professional counseling, professional selection, vocational training and professional adaptation (Sazonov, 2004; Samoukina, 1990).

Professional recruitment involves several successive and interconnected stages:

- the previous one, where the selection is based on methodological indicators, the state of health;
- carrying out a psycho-diagnostic examination using various test complexes, an imitation experiment that reproduces fragments, situations, stages of real work activity, when strictly registering the indicators of the functional stage, motivational-emotional manifestations, performance indicators;
- forecasting the success of mastering the profession on the basis of comparing its requirements with psycho-diagnostic data, taking into account the possibility of some underdeveloped qualities due to higher development of others (Shadrykov, 1982, p. 118).

Professional adaptation is the process of active inclusion of the student in the profession, adapting it to the content of their professional duties, the regime and organization of work, to the requirements of production.

In other words, professional adaptation is an achievement of a certain qualification level in the optimal time frames. In the course of the implementation of the psychologist's career-oriented function, the concept of school vocational guidance, which contains a certain number of components, is formed.

Information sources on the choice of profession. This part of the concept is designed to teach students how to obtain and manage information.

Factors that determine the choice of profession: the effect of the stage of development of society on the choice of profession; the influence of friends and family; influence of socio-economic status; regional peculiarities of education; sex selection.

Own idea of professional expectations and individual abilities. A conscious approach to choosing a profession requires discussion with a single person. Therefore, senior students should be given the opportunity to demonstrate their professional inclinations, interests and expectations so that they can identify their concept of choosing a profession and be able to form it.

Preparation, conduction and analysis of industrial practices. In order to give students the opportunity to realize their own experience, it is expedient to conduct practice within the limits of vocational guidance. Individual knowledge, hopes and expectations from a particular profession can be compared in this way with concrete experience during work.

Professional education and professional planning. It is necessary to familiarize students with the labor law of the country and to learn how to obtain information about the training and its benefits (Samoukina, 1990; Simonenko, & Traiger, 1992).

To succeed in solving responsible tasks, the correctional teacher in working with adolescents with autism should have personal qualities, without which

it is impossible to work with students with special educational needs. Namely: pedagogical sensitivity, which manifests itself in the ability to capture the changes in mental activity, behavior, the general condition of the child and react adequately to such changes in the most insignificant and least visible manifestations; patience and perseverance in achieving the goals (Saiko, 2012, p. 404–405).

Thus, the professionally oriented psychological work of the psychologist is constructed and implemented correctly in the school, it expands the possibilities of adapting the student to the labor market and is a guarantee of successful self-realization.

Methodology and organization of research. 40 psychiatric adolescents aged 13 to 14 participated in the psychological study. These were students of the day care center for children with a high level of autism in the Regional Collapse Case (Lviv) and the Lviv Special Secondary School № 6 for children with severe speech impairment (22 boys and 14 girls). In the course of work, the following methods were used: "Psychological and educational profile" of the AAPEP; Binet Simone mental health test scale.

Research results. According to the results of the methodology "Psychological and Educational Profile" AAPEP, it was found that in 38.9% of adolescents with autism prevails a high level of professional skills, 56.4% average level of manifestation of this trait, and 4.7% low. This suggests that adolescents with autism have a habit of constantly repeating uniform movements and are able to carry out professional duties carefully if these movements are a mere labor activity. In 40.3% with a low level of autism prevailing high level of autonomy, 45.7% average, and 14% low level of this characteristic. In most adolescents with autism, the average level of autonomy prevails. Also, high level of functional communication prevails in 30.4% with a slight level of autism, 54.8% is average, and 14.8% is low in this characteristic. This suggests that in the majority of adolescents with autism, the average level of functional communication prevails. See figure 1.1.

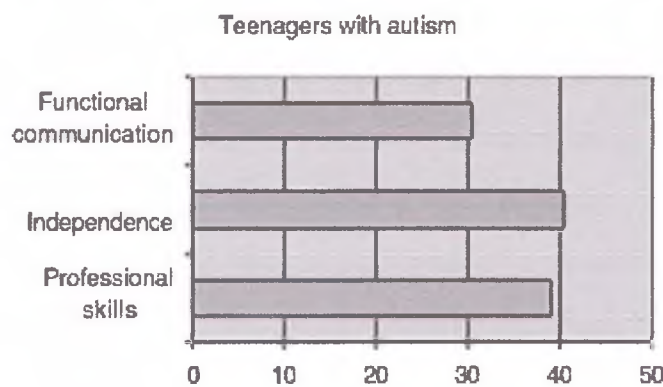


Figure 1.1. The results of the method "Psychological and educational profile" of AAPEP for adolescents with autism.

According to the results of the correlation analysis, a direct correlation between the level of mental development and self-esteem ($r = 0.32$), professional habits ($r = 0.41$) was found in the group of adolescents with autism. The high level of mental development is in the interconnectedness of development with autonomy and professional habits. See figure 1.2.

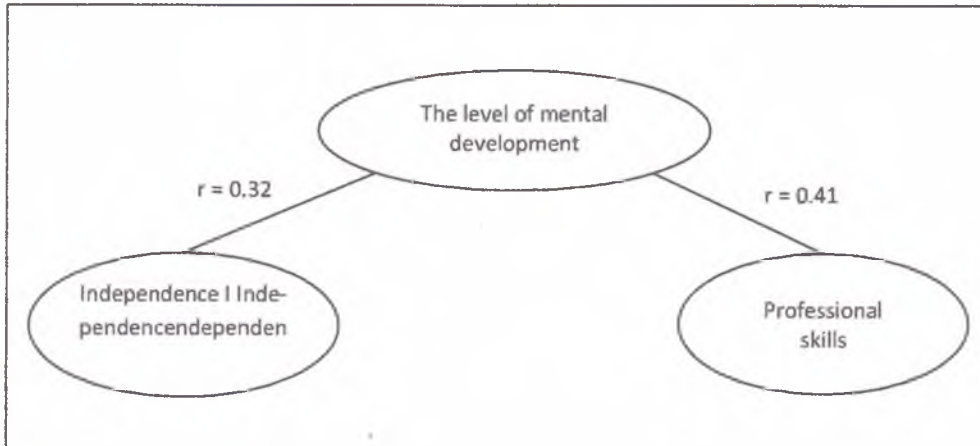


Figure 1.2. Interrelation of the level of mental development with autonomy and professional habits.

The direct correlation between the indicators of functional communication and the level of mental development ($r = 0.42$), professional habits ($r = 0.36$) was obtained. The high level of functional communication is interrelated with the level of mental development and professional habits in adolescents with autism. See figure 1.3.

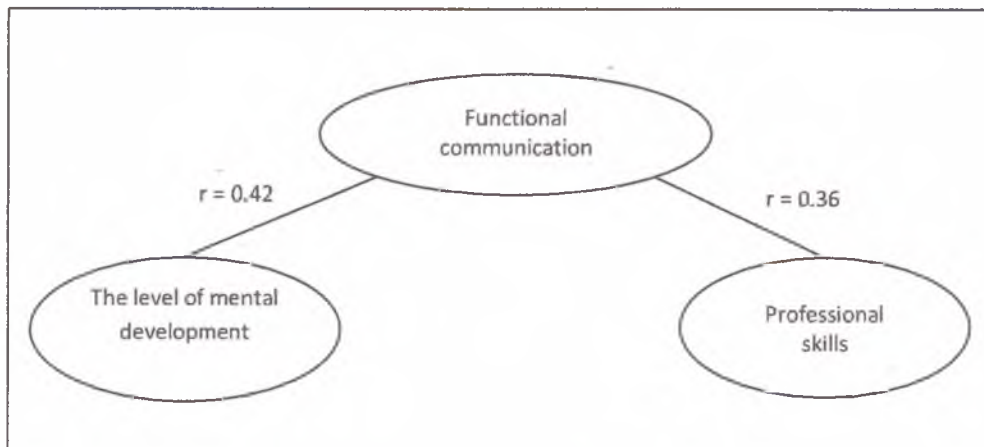


Figure 1.3. Interaction of functional communication with the level of mental development and professional habits.

Conclusions

Properly chosen profession allows an individual to realize themselves as a person. The important condition of this is professional orientation, which is a complex of psychological, pedagogical and medical measures aimed at optimizing employment in accordance with desires, inclinations, abilities and taking into account the needs of the community in the specialists. Professional orientation work is one of the vectors of work that a school psychologist is engaged in. In the process of forming the readiness of students to choose a profession, it is necessary to pay attention to the individual characteristics of the individual. First of all – these are the interests, inclinations of students. Professional interests are characterized by specificity and purposefulness. This is an interest in the profession chosen by a senior student. The development and formation of professional interests are directly related to cognitive. These interests are aimed at mastering the knowledge of the profession, understanding its essence, mastering not only the practical but also the theoretical foundations of the profession.

An important component of socialization processes is vocational guidance technology, through which adolescents with autism acquire social competence as a personal factor contributing to their readiness in society. The components of the technology of organization of professional orientation work are: conceptual (purpose, task, form, methods, means), diagnostic (indicators and criteria of effectiveness, diagnostic tools) and content (structural components, their content).

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