# Professional and personal self-determination in the conditions of distance learning

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**Abstract**

Distance education (DE) has actualized the use of media resources for psychological support for schoolchildren and students. However, career guidance work with high-school-age children in a distance learning environment has not been well addressed in the research to date. This study aims to demonstrate the positive influence of cinema art on the attitudes, views, preferences, and motives of schoolchildren in their career choices. A total of 290 students from a humanitarian-technical college participated in the experiment conducted by this study. Based on this study's results, film education's effectiveness in forming the professional and personal self-determination of college students has been empirically confirmed. The study made it possible to analyze the process of professional and personal self-determination of college students, as well as to develop a program contributing to the successful professional and personal self-determination of high-school-age children.

*Keywords:* Distance education; film education; media; personal self-determination; self-determination; technology.

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### 1. Introduction

The category of professional and personal self-determination of high-school-age children has attracted the attention of specialists for several decades. It is considered in the field of educational psychology, in the context of both theoretical and practical tasks. Recently, the issue of career motivation among students has become particularly urgent. The number of graduates of general education schools and colleges without a stable career intention has increased. A significant part of graduates in Kazakhstan (about 67%) experience major difficulties in choosing a future profession due to incomplete knowledge of the work content of specialists in various fields, their place, and role in them, and their personal qualities (Mardanova et al., 2019).

Scientific and technological progress and, as a consequence, the deepening and expansion of the sphere of professional activity objectively determined the need for early, sustainable choice of the area of individual professional interests by young people. By the time students graduate from high school, they should have formed a conscious career intention and identified motivational and value orientations (Klimov, 2010). We believe that the use of information and educational technology dramatically increases the opportunities for successful professional self-determination. However, the very approach to the educational process is changing itself (Xavier & Meneses, 2022). This is related to the growth of students' independence, the development of their ability to get information from various sources, the formation of cognitive motivation, skills, and abilities to work in the information environment, and changes in the 'teacher-student' relationship system, reducing the amount of 'live' communication.

Distance education (DE), representing pedagogically controlled educational activities of students in the information educational space, is aimed at the formation and development of professionally important qualities of personality (Simonova, Faltynkova, Kostolanyova & Klimszova, 2022). Meanwhile, there is no data on conducting comprehensive research on the problem of the formation of professional and personal self-determination by students studying with the use of distance learning technologies. There are contradictions between the following: the need for early professional self-determination of students and their real state of readiness for the latter; the mediated nature of the educational process occurring in the distance education system (DES) and the need to form the professional self-determination of students studying with the use of DE technologies; the information educational technologies used in the DES and the processes of formation and development of professional skills and abilities in certain areas of professional training (technological profile), especially in secondary vocational education (SVE); and the potential opportunities of the DES SVE as a factor in the formation of professional self-determination and the lack of scientifically based methods for preparing students for professional self-determination in the process of their education using DE technologies. These contradictions identified the problem of increasing the effectiveness of the formation of professional self-determination by students studying at the DES SVE and determined the topic of our research paper.

Many authors argue that for older adolescents, the idea of themselves as future professionals occupying a certain social position is relevant, therefore, in the structure of personal self-determination, social and professional self-determination come to the fore. The peculiarity of the time perspective of high school students is the concentration of important events in the future, the content of these events is more normative and affects the structures of professional self-determination (Tugusheva, 2008). Chistyakova (2014) considers professional and personal self-determination as a dynamic process of personal formation of a system of basic attitudes, and basic professional and personal competencies, that allow a person to adapt to modern economic and cultural conditions and make decisions. Dementiev (2009) defines professional self-determination as the process and result of a person's choice of his or her positions and goals in the conditions of labor activity. Professional and personal self-determination is the selective attitude of an individual toward the world of professions in general and a specifically chosen path of self-realization (Ilyina, 2014; Aguayo, Eames & Cochrane, 2020). Thus, the foundations of professional self-determination are laid in primary and secondary school age, but their final formation occurs in the process of learning (including when

mainly directed by a teacher or a school psychologist) and practical work under the influence of a complex of factors of the social environment.

In high school, the process of professional and personal self-determination is formed through several procedures, such as professional education, individual vocational counseling, information, and career guidance. Currently, the above activities should be conducted in full-time and distance learning formats, including media education tools (Reinhart et al., 2021; Frederick et al., 2022). The DES and a qualitative leap in the development of new technologies have actualized media education (Nisha, 2019). Baoill and Jenkins (2006) argue that technological developments have caused a cultural shift, expressed by a culture of convergence, synergies between industries, and creative practices that have allowed the connection of cinema, video games, literature, etc. Öze and Soyer (2021) note that digitalization and social media as mass media and communication provide great opportunities for the formation of socio-cultural identity. In this context, the tasks of the society include the creation and identification of media resources that ensure the formation of personality stability. As Toffler (2003) notes referring to Huntington's concept, the problem of humanity is not only getting used to change, it is how to preserve the value-psychological core of culture.

The study of specialized literature and scientific publications has shown that the problem of professional self-determination in the conditions of distance learning has not found a proper reflection to date. The issues of the formation of professional self-determination among schoolchildren and students studying with the use of educational technologies are not considered. This article raises a research question: can school cinema contribute to the professional and personal self-determination of students in the context of DE?.

Currently, there are various approaches to the allocation of criteria and indicators of the effectiveness of the formation of professional self-determination. Brown identifies the following indicators (Austin, 1994).

1) awareness of students on the essential aspects, circumstances, and grounds for career choice;
2) formation of professional interests and inclinations;
3) the emergence of specific relationships with parents, friends, representatives of various professions, and teachers;
4) formation of new qualitative syntheses in self-consciousness; and
5) building personal, and professional plans.

Some of these indicators characterize the information-oriented side of the learners' activities, and some of them characterize the practical side. Generally, the readiness of students to choose a profession significantly depends on the forms of professional information, and professional consulting work (Klimov, 1983). The above points to the need to search for and create specific approaches in SVE aimed at the formation of professional self-determination in students.

### 1.1. Purpose of study

In our opinion, new prospects for the formation of professional and personal self-determination among students are associated primarily with the use of video content. Here, a special task is the selection of videos that meet the content of the problems and the individual psychological, age, and personal, including ethnocultural features of the students. This study aims to demonstrate the positive influence of cinema art on the attitudes, views, preferences, and motives of schoolchildren in their career choices.

## 2. Methods
### 2.1. Participants

A total of 290 students from a humanitarian-technical college (Kaskelen, Kazakhstan, Almaty region) participated in the experiment.

### 2.2. Data collection tool

The research collected data through an experiment on the approbation of psychological and pedagogical cinematology as a method for forming professional-personal self-determination.

### 2.2.1. Diagnostics of professional and personal self-determination of college students

During professional diagnostics of college students, we applied the works of Gretsov and Azbel (2012), who developed a system of questions aimed at identifying the emotional aspirations of older teenagers in one or another area of activity. Each technique used represents a questionnaire. A Statistical analysis was used to process the responses received. The initial summary was done by grouping all the questions into blocks based on the following characteristics:

1. Emotional and motivational factors in choosing a profession.
2. The attractiveness factor of the future profession.

With the help of the system (developed by StatSoft), the statistical observation materials were converted into summary tables.

The tasks included the identification of internal motives influencing the professional choice of the student (for example, the desire to build a career within a specific scientific field; the desire to work remotely; the desire to work in a specific organization, etc.). Then the factors determining the attractiveness of the profession itself were determined: the opportunity to earn well; the opportunity to communicate a lot with people, etc. The analysis of indicators of professional guidelines (values, motives, expectations, and plans) reflects the following:

- focus on managing others: interpersonal and group communication skills, emotional intelligence;
- the need to do everything in one's way – the willingness to give up promotion to preserve one's independence;
- the need for security and stability: the need for a permanent place of work, organizational reliability;
- orientation towards service, helping people, etc.
- striving for competition, victory, and solving difficult tasks;
- the tendency to build an 'optimal' lifestyle: the desire
  to combine family affairs, career, and personal interests; and
- the desire for entrepreneurship: the desire to have one's own business.

### 2.2.2. Film education as a method for forming professional and personal self-determination

Further, our task was to consider the influence of school fiction cinematography on the professional and personal development of older adolescents. Such an experience, in our opinion, stimulates cognitive processes, generating various forms of cognition. As Vygotsky (2010) wrote in his writings: the real nature of art always carries in itself something transforming, overcoming the ordinary feeling, and the same fear, and the same pain, and the same excitement, when they are caused by art, contain in themselves still something beyond what is contained in them.

The rationale for our choice is the numerous works of famous scientists: the use of cinema for educational purposes has become possible almost since its inception. At the beginning of the last century, the question of the educational and training value of cinema was raised. In the first half of the 1930s, Soviet psychologists Teplov and Nikiforova widely researched the role of cinematography in the development of children and adolescents (Schneider et al., 2017).

Within the framework of the personal-activity approach, knowledge is a reflection of reality in a person's consciousness, the result of a person's cognition of this reality. Leontiev (1999) defined the representation of the objective world in the human psyche, mediated by objective meanings and corresponding cognitive schemes and amenable to conscious reflection as an image of the world. It should be noted that the image of the world in a modern child is largely built through art.

In line with the research of the theory of social learning Bandura (1977) proved that the plot of a movie can act as a model of difficult life situations for the band members, and in some cases even as an algorithm for their resolution. It has been convincingly shown that a child can copy the behavior of a character he or she likes under a set of certain conditions, namely when the onscreen behavior is shown to be reasonable or rewarding when the character is charismatic or appealing to the child, and when the situation reflects real-life close to the child's personal experience.

According to Meneghetti (2014a), everything that works within us is an image; only an image – a trace of individual experience – can cause sensations and organic and emotive changes. That is, the image of the world formed in the human mind is a system of 'registered, photographed, classified, programmed' images in the human mind. The system of accumulated images determines our behavior and our desires.

Within the framework of our research as didactic film material, we prepared and applied the author's film dedicated to the profession of a school teacher 'Little Big Story' (directed by Sitora Mustafayeva, 2019) (Lebedeva, 2019). Its plot is based on a real story about teachers' everyday life.

The description of the film was proposed by the reviewer Lebedeva (2019), a Ph.D., Professor, in Kyiv, Ukraine.

*"The film begins very picturesquely: a close-up of the snow coming in outside the window, snow on the yellow leaves that have not yet fallen from the trees; a close-up of a pigeon whose feathers are also covered with snow. The voice-over matches the image of a teenager looking out the window, slowly walking around an older woman: 'Once upon a time, there was a strange man who lived on our street. His name was Efim, but all the people called him 'Yushka', and the beginning of Platonov's story 'Yushka' unfolds before the viewer in an animated form.*

*After the animation, we see an old teacher walking through the snow to work... High school girls come in: young and fashionable, beautiful and proud, or maybe they are the embodiment of pride. They did not study homework, and did not read the 'Yushka'. The teacher understands everything, which is why she continues reading the story to them herself, so as not to 'notice' the girl killing the fly on the windowsill with her book, the boy sleeping on the desk, the student eating the candy, and the two teenagers arguing in whispers. . .*

*The culmination lies in the fact that wanting to fake marks in the Journal, the children spill the tea on it, dirtying the most fashionable girl. In anger, she throws the teacher's boots out the window. . . The teacher didn't say anything, went home barefoot. . . The main character of the film caught up with her with the words: 'Nina Andreevna, your boots'. To which the teacher replied, 'No need, my dear, I'll go this way'. . .. Naturally, the next literature lesson was canceled."*

### 2.3. Ethics

This study ensured the anonymity of all the participants of the experiment. The procedure for the experiment was safe and the results of the study posed no harm to the participants of the organizations involved.

## 3. Results
### 3.1. Results of diagnostics of professional and personal self-determination

The data obtained at the end of the first stage of the study allowed us to determine the key factors of professional and personal self-determination among college students. Table 1 displays the factor indicator that reflects the arithmetic mean for each variable

**Table 1**
*The Factor of Emotional and Moral Guidelines*

| Variables | Factor indicator |
|---|---|
| Interest in work | 23.4 |
| Family | 50 |
| The meaning of life (A high social goal) | 49.8 |
| Patriotism | 16 |

The first factor includes the following indicators: interest in work, family, the meaning of life, patriotism, reflecting philosophical and ideological categories. The factor can be interpreted as a factor of emotional and moral life guidelines. Table 2 reflects the factor of the Emotional and Pragmatic Orientation of the Individual

**Table 2**
*The Factor Indicator Reflects the Arithmetic Mean for Each Variable*

| Variables | Factor indicator |
|---|---|
| Managerial position | 23 |
| Autonomy/entrepreneurship | 28.6 |
| Stability | 34.6 |
| Adventure/risk | 31.6 |
| Free schedule/freelance/lifestyle | 30.3 |

The second factor includes indicators of external motives in choosing a professional path and the value of work. The factor can be identified as a factor of the emotional and pragmatic orientation of the individual, which involves the combination of material security and general satisfaction from the activity performed the importance of material motivation, a tendency to risky behavior, etc.

The results of the initial survey showed that students consider the most important factors in choosing a profession to be family issues and values, as well as the search for a high social goal – purpose. The least attention is paid to patriotic ideas and leadership positions. Stability plays a significant role in the value system of college students (34.6), the need for new experiences, and a sense of risk (31.6). Generally, the analysis of the motives for the professional choice of older adolescents indicates that they are guided primarily by the non-material side of the issue.

### 3.2. The results of the experiment

After watching the proposed film, college students were again asked to answer the previously asked questions. As the results of the second part of the study showed, watching an educational film influenced the attitude of college students to choose a profession.

1. After watching the educational film, the participants had the desire to continue working in their chosen specialty, despite potential offers from other fields of activity. (According to the primary survey, 93% were willing to change their specialty in case of interesting alternatives). The factor indicator 'Interest in work' increased from 23.4 to 57.3 (Table 1).

2. The number of those wishing to become the first head of the organization has decreased from 28% to 10%. Factor indicator 'Managerial position' decreased from 23 to 8.3 (Table 2).

3. The number of people willing to work at home has increased, despite potential offers of promotion from abroad. Factor indicator 'Patriotism' increased from 16 to 21.8 (Table 1).

4. The number of respondents who identified competitiveness and competition as important factors in the profession decreased. Factor indicator 'Adventures/risk' decreased from 31.6 to 26.5 (Table 2).

The change in factor indicators in professional and personal self-determination testifies to the positive dynamics of the formation of college student's ideas about the future profession and the qualities necessary for its implementation. Analysis of the data obtained during the control stage testifies in favor of the effectiveness of pedagogical cinematology in the formation of the subjective quality of the individual, which is expressed in a stable formed need to achieve a professional goal.

A comparison of the data obtained from surveys conducted before and after the screening confirms the effectiveness of the use of professional and pedagogical cinematology. College students who have undergone cinematic training show a greater degree of dissatisfaction with their knowledge, skills, and abilities, which suggests developed cognitive and searching abilities and students' aspirations for personal and professional growth. The use of professional and pedagogical cinematography contributes to the formation of the subjective quality of personality, which is

expressed in the desire of students to occupy a social position, actively apply themselves in future professional activities, create, and work.

**Table 3**

*The Growth of Motivation to Use an Artistic Film as a Means of Self-Determination*

| Results | Students of the humanities and technical college (290 people) | |
|---|---|---|
| | Number of people | Qty. in % |
| Noticed minor changes | 28 | 10 |
| Didn't notice any changes | 23 | 8 |
| Noticed significant changes | 237 | 82 |

Following the experiment, we conducted a survey, the purpose of which was to establish feedback from respondents, that is to identify the attitude of college students toward our work and evaluate its results. The growth of educational motivation for the use of a feature film as a means of teaching is reflected in Table 3. To the question of whether career-oriented art cinema helps to better understand the psychological characteristics of a particular profession and its representatives, we received answers indicating the effectiveness of psychological and pedagogical cinematography used as a means of professional and personal development. According to the questionnaire, students are motivated to use the feature film as a teaching material, recognize its great personal and formative potential, and their professional self-determination is characterized by a high degree of awareness.

Thus, the feature film can be applied in high schools and colleges for the professional and personal development of students. Its professional and personal formative potential is realized if the selection of films is conducted considering the interests, psychological age, and social characteristics of students, the specifics of their future profession, and their existing adequate base of general professional knowledge, skills, and abilities. Properly selected films serve as a source of context for making professional and personal meanings. By integrating works of art into the pedagogical process of professional training of college students, we provide an organic fusion of artistic and cognitive activities. The student becomes a subject of these two types of activity, and the totality of abilities cultivated in their unity becomes the basis for the formation of conscious creative transformative activity.

### 3.3. The formation of an emotional attitude towards the profession by using cinematography

The result of the study is not only empirical data but also the data of theoretical analysis, which revealed a positive emotional impact of the educational film on the attitude of older adolescents toward their future profession. After conducting a theoretical analysis of the literature, we concluded that the professional choice of a person is based on his/her emotions. Emotions activate and organize the perception, thinking, and aspirations of a person. The key role of emotions in the workings of human consciousness, in controlling choices and behavior becomes possible if one can understand the mechanism of information perception. Emotions have a direct influence on perceptual processes, filter the information a person receives through the senses, and actively intervene in its subsequent processing.

### 4. Discussion

According to Meneghetti (2014b), there is something rooted in the individual and collective psyche that influences perception even before the viewer's contact with the image. In other words, the presence of a defense mechanism, a filter that prevents the whole variety of stimuli from entering consciousness was discovered: only approved psychological mechanisms activated at the moment of perception are allowed. The continuous selection process forces each of us to choose strictly defined data. Before we perceive the image, we already unconsciously choose what we will see in it (selective exposure). The message we do not approve of is overlooked or interpreted by already existing perceptions (selective perception), we may forget it or, conversely, remember it particularly vividly (selective remembering).

According to Orme (2003), 'Our interaction with the outside world occurs on an emotional level, and emotions give us useful information about what is happening. By focusing on emotions, we can understand facts faster, easier, and more effectively. Damasio (2018), the head of the Department of Neurology at the University of Iowa College of Medicine, found that 100% of our decisions are influenced by feelings. In this regard, Izard (2009) says: 'Emotion can be represented in consciousness very weakly, and its influence can be almost imperceptible, but this influence is there, and it is constant, it manifests itself in the transformation of cognitive processes or even in concrete actions'.

The above gives us the right to conclude that the emotions of interest and joy are at the heart of the formation of positive, stable motivation for professional activity. The results of our study show that a feature film creates psychological and pedagogical conditions for the emergence of positive emotions about a particular profession: the motivational basis of professional and personal self-actualization.

## 5. Conclusion

Vocational guidance, as a system of interaction between the individual and society at all stages of human development, is aimed at meeting the needs of the individual in professional and personal self-determination and the needs of society in providing a socio-professional structure. The formation of professional and personal self-determination involves a combination of collective and individual forms of work with schoolchildren and students, considering their characteristics and intentions in preparation for career choice. Nowadays, it is necessary to complete the process of professional self-determination earlier to successfully realize oneself in labor activity.

The formation of the professional self-determination of students is influenced by a variety of factors, includingfamily, educational institutions, institutions of additional education, informal communication groups, etc., including the educational information space. The resultant indicators of professional self-determination for students of DES SVE institutions are the formation of stable professional intentions and aspirations. Exploring the professional and personal self-determination of students, we have identified the life guidelines that students of the Humanities and Technical College distinguish for themselves. Emotional and moral guidelines are determined to be the most important for them, and pragmatic guidelines  are the least important. As the research conducted has shown, the life values of children of high school age are inextricably linked with their goals and motives for choosing a profession.

This research aimed to identify, develop, theoretically justify, and experimentally test the effectiveness of the use offeature films as a means of professional and personal development for college students. The solution to these problems required the development of principles for the selection of feature films, forms of work with students, and ways to monitor changes occurring in their professional and personal development. As a result, conceptual ideas for the professional and personal development of students were determined by using a feature film.

The data from the psychological experiment allow us to formulate the following conclusions:

• a necessary condition for successful professional self-determination of students of high school age is the implementation of a system of career guidance activities, one of which may be career guidance film education;

• career guidance through film education has a positive impact on improving the effectiveness of the formation of professional self-determination of students in the process of their distance learning, and

• emotional perception of artistic meanings allows the forming personality to answer inner questions: 'Do I like this job?', 'Do I want to do this job?'

Generally, the use of cinematography in the professional training of students of the humanities and technical direction is justified, which is confirmed by the results of the experiment. The results of our work indicate the need to train film/media educators and media psychologists in Kazakhstan. Based on the fact that UNESCO defines media education as a priority area of cultural and

pedagogical development in the 21st century, media pedagogy and media psychology have great prospects today.

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