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CAREER GUIDANCE INNOVATIVE APPROACHES CONDUCTED BY SPECIALISTS IN SECONDARY SCHOOLS OF UKRAINE

Key words: vocational guidance, occupation, educational conditions, structure, secondary schools, pupil, person.

The questions of career guidance necessity in secondary education and training of future specialists are highlights in this article. The system of training of qualified professionals is the main task of practical vocational education.

The purpose of article is to review achievements in the process of training the qualified specialists in the educational system of vocational guidance in Ukraine.

Well-planned and well-organized career guidance services are increasingly important to improve career guidance for young people. The process of training the qualified specialists is one of the main problems of the professional-practical education. Therefore, the above-mentioned problem in the article is considered the major among the problems, which the secondary school meets.

Formulation of the problem. Vocational guidance with youth is a priority work of the modern school. The correct choice of profession – an important step in everyone's life. At this stage, it is a specific role for the teacher. On how he would be able, to orient students in the wide world of professions depends their future professional definition. To show all the sides of a profession, its demand on the labor market, to help the child to know himself and his opportunities are the basic tasks of the teaching staff. Finished school pupil should be clearly aware that he can, that capable, and knows where to go to learn.

If we observe the following principles as: regularity and continuity, as it should not be restricted to work only with high school students and begins much

earlier, from the kindergarten; differentiated and individual approach to students based on their age, progress level, interests, values, life plans, the optimal combination of mass, group and individual forms of career guidance to students and their parents, the relationship of the school, family, vocational schools, career guidance centers for youth, employment services, community of youth organizations, connection of career guidance with life-society's need in certain specialties, the Career Guidance will be efficient at school [1].

Analysis of recent research and publications. An analysis of recent research and publications devoted to the study of problems of vocational guidance with young people, allows to assert that it is being studied by experts of various disciplines and in its various aspects is revealed through professional values (I.N.Vasylyev, N.V.Heyzhan, M.I.Ivanyuk) motifs (T.M.Schehlova, A.P.Seyteshe) professional interest (S.P.Kryahzhde, V.V.Rimkyavichenye, P.A.Shavir) procedural side of professional orientation (N.Y. Tkachev), the attractiveness of the profession (A.A.Rean, M.H.Tytma), professional plans (Y.O.Klymov, F.Z.Kabirov, A.V.Suharyev). Relative to vocational guidance studied issues: vocational guidance of pupils (O.Ye.Holomshtok, Ye.O.Klymov, M.K.Kotylenkov, S.S.Martynova, S.V.Osadchyy, Ye.M.Pavlyutenkov, D.O.Thorzhevskyy, V.K. Sydorenko, B.O.Fedoryshyn, S.M.Chystyakova), the formation of vocational school students focus on trades (N.F.Heyzhan, M.I.Ivanyuk, NHNychkalo, V.V.Rimkyavichenye, T.V. Skrypchenko), vocational teacher (M.V.Viktorova, N.V.Volodina, O.R.Hanopolskyy, N.Yu.Zubanova, N.V.Kuzmina, H.V.Makovets, L.O.Myhaylova, E.M.Nikiryeyev, I.H.Stotyka, O.P.Tomaschuk, Yu.D.Sheluhin, T.M.Schehlova) and vocational psychological (S.V.Yaremchuk) guidance of students in higher education institutions and young professionals (O.H.Moroz, A.P.Seyteshev) agricultural occupations (M.I.Bardizh, H.H.Bas, H.P.Manheyeva, N.Yu.Matyash, M.P.Minkurova, V.S. Saliyenko). Pedagogical aspects of vocational guidance considered by several authors in connection with the investigation of issues of polytechnic education, employment training and

guidance on the basis of agricultural production (P.R.Atutov, V.M.Madzigon, P.M.Oliynik, D. Smets) [8].

Problem. The purpose of the article is to disclose the main components and implementation of career guidance at schools.

The main material. Ideally, the education system in Ukraine should include a system of vocational guidance, which should be comprehensive and multi-stage, accompany a person during the professional development and training. Therefore, it is important to carry out career guidance in training the youth at school, implementing a focused support, and logically complete career guidance assistance at the end of training in the process of employment or further study at university.

This system includes: the organization of assistance in selection the profile of training, future profession, providing teaching materials, the Commission of career guidance, assistance in choosing a specialization within their school, work career centers, employment services for vocational guidance of pupils, students and graduates, employment assistance, choosing the direction of knowledge, options for further study at college, university, work with companies, employers and universities.

Due to the integrity of the system should to carry the vocational monitored and conduct a person career support from the moment of choice of profession and finish at the employment stage. At the initial stage in the implementation of such system, it is important to conduct a series of informational and promotional activities to increase interest in it among pupils and students, reduces fear and uncertainty increases the credibility of this service. At the same time, there may be different approaches to career counseling itself, which in combination give the maximum effect:

For example, the purpose of activating approach is – to form human installation of vocational self-induce an active search, choice and self-solving existing problems. Tests, games, discussions and other methods will be effective in this approach.

The diagnostic-consultative approach includes conducting psychological testing and consultation their results. It can be carried out both individually and in groups. The aim is to identify the vocational guidance of man based on objective test data, and in the process of consultation to solve the fundamental human vocational guidance request using the obtained information. In this approach, you can diagnose the severity of certain competencies professionally important in getting profession.

The developmental approach includes trainings solving various career guidance issues, and develop skills and personality traits that can be useful in their future professional life. It is important to realize and secure the results, as well as to develop the necessary competencies in the learning process.

The aim of informational approach is to highlight the general trends in the labor market, and the situation of students choosing professions - where and by whom they can work on the modern labor market, and conduct lectures on career planning, company presentations, information on trends in the labor market, job fairs, etc. [7].

Holding of a thematic unit depends mainly on the particular circumstances and needs of the institution. For example, work with students may not begin with testing but from information lectures to generate interest and understanding of career guidance necessity and career counseling.

The choice of method for career guidance depends on the expert level of his or her qualifications and experience. It is very important to rely on indicators such as reliability, validity, reliability and the ability to solve the task - accordance to today and people needs.

The main task of vocational guidance at schools is to define the professional orientation of the student.

Procedures of career guidance should comprehensively diagnose interests, abilities and personal qualities of the person, correlating them with the choice of profession and education profile. The result of a certain methods discussion with

a psychologist allows the client of career guidance counseling to pay attention for the most important internal factors of occupational choice.

The correspondence between the person psychological characteristics and the relevant characteristics of the profession is very important choosing a profession. The technique allows combining the analysis of the interests, abilities and personal qualities of students within their professional intentions diagnosis.

Doing the complex of testing and discussing its results with psychologists of career guidance, pupil can better understand the nature of the self and determine which occupations and professions he can choose according to his interests, supported by relevant personal qualities and the development of appropriate skills. Therefore, the test material is focused on the interests and abilities that are important for education in the relevant professional field [5].

Testing complex includes various types of tasks: it is the solution of problems, and selection of the most attractive alternatives, evaluation of objects for the given parameters, estimation of behavior in certain situation. According to the results of the test, receive a list of professions that best meet their individual characteristics.

Therefore, in order to choose a profession, students need to not only understand the world of existing jobs, but also have to recognize themselves, their individual mental properties.

An effective vocational guidance of young people is one of the most important public issues. Career guidance not only acquaint graduate of educational institution with the world of professions that he selects and his professional way, socialization of labor, but also affects the formation of the country's workforce, employment system and ultimately on the socio-economic development of society. That is why guidance career with young people given special attention in developed countries [4].

Vocational guidance includes scientific and practical components, has systemic base and constantly performed, reflecting the changing needs of the economy and society in the professional staff.

Socio-economic changes in the world and the modernization of the labor market, lead to the rapid aging of occupations while the steady growth of the qualification requirements for the employee. The main task of vocational guidance at schools is not only to create conditions and to assist in the conscious choice of profession, but also in teaching students the ability to evaluate themselves adequately to labor market demands and build their professional trajectory, understanding the need for continuing education that accompanies professional qualification growth and successful adaptation at work [3].

Active methods of vocational guidance are developed in pedagogy gradually last time. The main difference between these methods from traditional is in follow: the pupil of a secondary school from the object is gradually turning into a subject of their professional identity. Speaking about the main characteristics of the active methods in vocational guidance, we can distinguish the following: active methods in vocational guidance suggest shift of focus from guidance information and diagnostic on analysis and solution of problems of vocational guidance, as setting problems before teenager can stimulate of his own activity to solve it; activation of self-determination provides inclusion of value semantic component in vocational guidance.

With help of the active methods we can develop new and previously formed existing pupil personal qualities; active methods include activating diagnosis, which not only obtain information about the teenager but consider the possibilities to stimulate his thinking about the prospects for personal and professional self-determination; active techniques include the use of online forms work, such as training, discussion, role and business play. As you know, these forms of work are the most effective, especially at school age. In the school environment we can successful use such forms of career guidance: questioning, testing, including computer diagnostics aptitudes and interests of

future students; activate career questionnaires, consultations for students and their parents; vocational games, including customized and specialized "quests", consultation meetings of teachers and students with pupils, parents and teachers, individual support students [5].

Activities focused on vocational guidance: subject Olympiads, themed festivals, intellectual games, gaming advice; games consultation methods and vocational questionnaires, counselling for students and their parents, days and weeks of open house tours in educational institutions, businesses, thematic competitions (such as "Best in Profession") at the level of school, college and at the district level, organization of specialized groups and clubs, creativity laboratories, pre-professional training classes – specialized classes with the assistance of teachers of vocational colleges, additional training programs; courses at the college, "Labor samples" (practical activities in the profession), promoting temporary employment during vacation time, projects of social partnership of professional educational institutions with businesses, educational institutions, presentations at schools, specialized exhibitions, fairs, vocational workshops on professionals, workshops, seminars and other forms of practical training, skills of students with an invitation to students of secondary schools, participation in the celebration of Ukrainian professional holidays, themed online contests and quizzes, organization of professional competition "Best Occupation", "open lessons", speaking on class hours and parents' meetings at schools, meetings of professions experts with students, specialized exhibitions and fairs professions (with the Employment Centres) action campaign to recruit training at vocational training institutions, the work of the "mobile teams" in remote and sparsely populated areas to give a hand [2].

Information support of career guidance, through the media; distance vocational assistance, distribution of information on the demand in the area of specialty; distribution of collections of articles on the profession; thematic interview with professionals of schools; publishing materials about education establishments, including current events; publication of results of market

research according to the situation in the region, industry; organization of counseling centers for pupils and students at exhibitions and fairs educational services; lectures, conferences and round tables; store the information on schools sites, including career guidance materials; information support of collaborative projects between schools, businesses, organizations; vocational diagnosis, career guidance, vocational agitation and others are very important nowadays [2].

Conclusions and recommendations for further research. in our opinion The above forms and methods of teaching activities within vocational guidance, are effective primarily because they help youth to become the examined person of their professional identity. This means that in this case they may be internal readiness to undertake independent and informed choice, both in the professional field as well as in all other important areas of their life.

In modern terms the social order in vocational services emerged in our society because of the emergence of such phenomena as unemployment, which recently acquired a mass character. The solution of this problem defined assumptions of definite training. Its goal is to create an enabling environment to ensure sufficient level of general and specific training, which will enable the younger generation to compete in the labor market.

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