CAREER-ORIENTED APPROACH IN EDUCATION

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Abstract

The improvement of modern higher education is possible through filling it with of all courses with content that has a career orientation. The career-oriented approach will be realized through the system of adaptation of courses and proper education of teacher to work with an outlook for the future profession of students and requirements of labor-market.

Key words: career-oriented approach, career-oriented discipline, professional training

ПРОФЕССИОНАЛЬНО-ОРИЕНТИРОВАННЫЙ ПОДХОД В ОБРАЗОВАНИИ

Аннотация

Усовершенствование современного высшего образования возможно через наполнение всех курсов содержанием, которое имеет профессиональную направленность. Профессионально-ориентированный подход реализуется через систему адаптации курсов и соответствующей подготовки преподавателя работать с перспективой на будущую профессию студентов и требований рынка труда.

Ключевые слова: профессионально-ориентированный подход, профессионально-ориентированная дисциплина, профессиональная подготовка

Article

The modern stage of scientific and technical progress is characterized by the increase of information in all areas of vital functions of human. It began to show up clearly from the end of the last century, since doubling of information takes place every year. Certain intercommunication was set between increase of information and reformation of the system of education.

The first informative sudden changes resulted in the necessity of providing of mass character for educating of growing up generation, there was the class work and lesson system. Further step was to pass on from the increase of amount of educational objects to realization of specialization of educational establishments on training of specialists for certain type of activity. Thus constantly there is an increase of term of compulsory education and complication of content of educational disciplines.

At complication of the system of career training the topical question is how to increase its quality. The multidimensionality of training of future working men requires complex consideration of all process of the vocational training in integrity, in intercommunication of its all tools. In full measure it relates to the content of professional training, which quality depends not only on success of mastering the students of highly specialized courses but also on the results of study of social-economical disciplines, doing practical work, doing research work.

Thus, for training of highly skilled professionals every educational course, practice, different aspects of independent work must be maximally filled with the content close to future professional activity. To date, the hidden reserve of such improvement is concentrated in the block of socio-economic disciplines. It is necessary to underline that today career-oriented approach is widely used for the learning of foreign language (C. Peverati [1], I.  

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Slesarenko and I. Astaf’eva [2], O. Ivanova and P. Obraztsov [3]), legal disciplines (T. Mon’ko, Z. Zhukovskaya [4]), physical culture (A. Kuznetsov [5]) and other articles of the system of higher education. However, it is just the special cases of realization of above-mentioned approach.

Today the theoretical training is directed on the forming of the core and breadth of encyclopedic knowledge (that have recently been the primary objective of educational process), it must become only the tool on the way of the professional becoming of personality. It is necessary to cast aside the model of training in which the knowledge was acquired for the sake of itself, id est the accumulated theoretical base could not be applied in professional activity. Only after graduating from higher educational establishment student could start labor activity, actually conducted an adaptation of the obtained knowledge to the real labor conditions. This period showed that the considerable scope of information didn’t find practical application, though it has a fundamental character. This fact is conditioned, foremost, that the knowledge orientation of the high school is replaced by the competence-oriented education. The aim of professional education has changed under such conditions.

Thus, a necessity to use all potential of educational disciplines in the context of future professional activity is actualized. Introduction of career-oriented approach in the system of higher professional education corresponds to this condition.

The career-oriented approach supposes organization of educational and training process-oriented to professionally meaningful task, which consists of forming of knowledge, skills, and personal internals necessary for effective implementation of professional responsibilities effectively. Within the bounds of this approach the analysis of educational material is actively used from positions of "conformity and non-conformity" to the specific of future professional activity.

Introduction of career-oriented approach causes the substantial change in education, because not the logic of development of certain area of knowledge, not the historical traditions of forming of this knowledge goes out on the foreground but the "value" of knowledge for professional activity.

Within the framework of the career-oriented approach, education is studied as a basic component of development of society through deep professional training of personality. The increase of level of professional training of laborers in the system of education influences the labor productivity both on individual and on public level.

The component part of the career-oriented approach in education is the development of educational model of specialist that is conformed to the requirements put forward by the labor-market. Thus, there is an opportunity of early exposure of need in educational services, based on the dynamics of changes of the market. In such terms, an enterprise, but not educational establishment that often trains specialists "pulled off reality", becomes an authentic owner at the market of educational services. The meaning of the career-oriented approach in education is to actualize the necessity of minimal interference of the government into the system of education and underline close intercommunication between educational establishment and an enterprise. Thus the state must come forward a mediator between an enterprise and educational establishment, as it owns resources necessary for realization of the programs of development.

Thus, the aim of career-oriented approach is to set rational links between the labor-market, the marker of educational services and mechanisms of government control of the indicated intercommunications. To form new knowledge, skills, personality internals, certain style of thinking that will allow specialist to have the necessary professional adaptation to the labor conditions, and the most important to guarantee a competitiveness at the labor-market.
The example of implementation of career-oriented approach in educational establishment is adaptation of the content of educational courses according to the content of professional activity of the future specialist. Professionally-oriented courses allow to extend and deepen student’s knowledge at different sections of the curriculum on professional training, which aspects have not been affected in the special-purpose courses.

Adaptation of courses to the range of problems of the professional activity of future specialists, id est introduction of the professionally-oriented courses, can cardinally change students’ attitude toward how and what they are taught in higher educational establishment. Unfortunately, as an analysis of V. Sharonin showed, that today up to 80 per cent of proposed courses in higher educational establishment reflect scientific interests of chairs, teachers and are not always directed to the necessities of students, priorities of their professional adaptation at the labor-market [6].

The value of independent work of students rises at the process of studying professionally-oriented courses, as the role of students in determination of necessary knowledge to them in a professional sphere increases, student has the large scope of knowledge from a professional area and that is why he is easily heads for the frontier areas of knowledge, to a great extent it promotes the role of student, to his active, creative position with respect to courses he studies. These aspects (independence and creative work) are the most valuable in forming of specialist and meet the modern requirements of the market.

It is possible to talk about the course as about career-oriented one if the following tasks are solved when studying it: students are provided with the system of knowledge and skills necessary for solving professional tasks; if the interest to the future profession of students is developed; if the vision of the future profession is formed as an integral many-sided object in which subject knowledge occupies an important place; the prospects of increase of efficiency of the future professional activity are exposed by the improvement of elements related to the subject.

Taking into account the importance of use of the career-oriented approach in modern educational system and on the basis of foregoing tasks it is necessary to work out the professionally-oriented program of training the future laborers. It is supposed to specify educational and teaching material on every section or theme of the course of the program of professionally-oriented content. It is also necessary to specify and to realize inter subject relations with special courses, practice etc.

An important role in realization of career-oriented approach at teaching of students belongs to the teacher of higher educational establishment. Developing and organizing the of study professionally-oriented courses the teacher must: to ground the elements of the content of educating starting from the context of future professional activity of students; to set intercommunication and integrate traditional content of training course and professionally-oriented constituents; to work out the outgoing and final levels of mastering professionally-oriented educational material and its intercommunication with the traditional levels of training and estimating students; to accomplish the grounds of the professionally-oriented system of tasks on the basis of use of inter subject relations; to choose organizational forms, methods and facilities of educational activity of students; to choose methods of control and estimation of quality of mastering of professionally-oriented educational material.

It is necessary to underline that the scope of the indicated tasks is large enough and even teacher who has a high level of theoretical grounding and has quite a lot of practice work at higher educational establishment may not cope with it. It is therefore recommended to carry out the above mentioned tasks by the group of lecturers of higher educational establishment.
who teach these or contiguous courses, and also this group necessarily must include the teacher of graduating chair on the specialty.

Thus, the aim of career-oriented approach is to set rational links between the labor-market, market of educational services and mechanisms of government control of the indicated intercommunications. To form new knowledge, skills, personality internals, certain style thinking him for student that will allow him to have the necessary professional adaptation to the conditions of labor, and the most important, to guarantee competitiveness at the labor-market. It should be marked that the career-oriented approach in education it is formation and all-round development of laborer during a training and educational process. At this possibilities and prospects of professional education are disclosed in close connection with a type, character and level of development of different spheres of vital functions of man and the level scientific and technical progress.

Literature

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