VOCATIONAL GUIDANCE AT SCHOOL – A PART OF PROFESSIONAL AND PRACTICAL TRAINING IN UKRAINE

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Abstract
Well-planned and well-organized career guidance is increasingly important to improve career skills of young people.
The process of training the qualified specialists is one of the main problems nowadays. Therefore, the above-mentioned problem in the article is considered the major among the problems that the high and secondary school meets.

Key words: career guidance, profession, vocational information, agitation, professional competence, pupil.

The purpose of article is to review achievements and problems in the Ukrainian educational system of career guidance. This article highlights the relationship between educational and vocational guidance provision, and emphasizes the theoretical and practical imperative to renew and refocus educational and career guidance services in Ukraine.

In Ukraine vocational education was traditionally focused to create conditions for citizens to get working professions according to their interests, abilities and physical condition; improve their production skills and retraining at the level of science and technology community.

The components of the academic professional education in Ukraine are: humanitarian, social and economic education (20%), natural sciences (20%), which are fundamental and practical and vocational education (60%).

Issue of forming the professional competence as a component of career guidance in the professional training of students considered at different levels and from different angles such native and foreign scholars as V.Anischenko, Sh.Amonashvili, Ye.Bovdarevska, V.Bolotov, A.Bermus, A.Vasylyuk , O.Hazman, N.Yefremova, V.Kovalchuk, N.Kopylova, K.Korsak, Natalya Kuzmina, and A.Myhaylychenko, A.Markov, O.Ovcharuk, V.Syerykov, V.Slastonin, I.Taranenko, T.Ulasova, A Khutorskiy, E.Short, Ye.Shyyanov and others.

Based on the current level of engineering and technology when managing certain machines and mechanisms requiring higher engineering education, the management of farm production - higher Agrobiological training as well as educational activities require a higher level of social and
psychological training, we come to the conclusion to step professional training for the harmonious development of society.

The interaction of pupils at the stage of career guidance activities with different institutions occurs at different levels: micro (interaction of teachers, students, customers, sociosphere specialists from the questions of education development, science, culture and production); social context of activity (directions and stages of reform of education, culture, ideology, education); macro level (economic, social, political, environmental and cultural conditions of the individual) [4].

In Ukraine there is no clearly structured system of vocational guidance, but performed partial assignments of professional guidance direction of employment centers, career guidance centers, school psychologists, subject teachers, class teachers through vocational information, agitation and professional selection. Also there is an organization of individual units of employment centers in the regions, cities and districts. A gradual strengthening ties with the life of the school, working with businesses, organizations, institutions, and universities. Works on creating packages of methodological, organizational materials for planning and creating career guidance information banks. A new concept of career guidance within the profile education in high school through professional self-teaching, support students during the learning profile of 8-9 classes of secondary school (selective study subjects on the basis of differentiated, selective courses, electives, information work, profile orientation, profile samples). Vocational guidance bureaus are established at the enterprises and the city Councils of career counseling [2].

There are four stages of career guidance in schools: propaedeutic phase of career guidance (primary school age) – to familiarize children with the most common professions, training a positive attitude towards different types of work and professions; cognitive – search stage (middle school age) – the formation of values guidance, a systematic review of the professions, the formation of skills of self-esteem, self-examination; base (determining) stage (high school) - the study of the scientific basis for career choices, developing individual professionally important qualities, enabling testing capabilities of students in different types of work.

The pre profile support of students training in 8-9 grades is conducted for determining the child's interests, goals and abilities of a particular professional activity, ways to overcome specific problems. Pupils are consulted on career choices and educational institutions, staff recruitment for graduates of educational institutions, professional diagnosis of pupils that explore interests, professional intentions, aptitudes, abilities and enforcement of occupational selection (selection) based on professional diagnostic. Work on employment of graduates of schools carried out and their professional and social adaptation [1].

An important conceptual role of the class teacher in vocational guidance who used the active methods such as 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 for observation of the students of his class, study their individual characteristics, interests, abilities and aptitudes, in close contact with parents; use of the most effective forms of career guidance (excursions, meetings with experts, school leavers, parties, debates, conferences, class hours, classes in clubs, optional classes) to study the development of students' professional interests; use the professiogram of separate profession (effectively inform students about the features of a profession by answering specially selected questions); lesson, discussion about the profession, diverse practical tasks, competitions, theme nights, theoretical conferences, exhibitions, oral Journal - basic forms of career guidance; creating opportunities disclosure of scientific and professional foundations of work, the formation of practical skills in the training programs; functioning elective courses with the aim of targeting high school students for a specific profession [3].
These forms of work are the most effective, especially at school age. In the school environment should to use such forms of career guidance: questioning, testing, including computer diagnostics aptitudes and pupils interests; activate career questionnaires, consultations for students and their parents; vocational games, consultation meetings of teachers and students with pupils, parents and teachers, students individual support.

We conducted a theoretical analysis of the scientific researches of problem of pupils preparing to professional self - demonstrates difficult way of development and becoming of the theory and practice of students career guidance. It was determined a gradual shift, according to the social order, to ensure the economy of mass trades specialists to prepare students for self-employment after graduation.

In modern conditions of the social order in vocational services emerged in our society because of the emergence of such phenomena as unemployment, which recently gained mass character. Solving this problem, we believe, has identified definite initial positions preparation. 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.

The task of professional self of pupils, in our opinion, are displaced from the formation of the young professional interests, motives, intentions to address the staffing industry and agriculture to create optimal conditions for the opening and development of the creative potential of everybody. Under these conditions, the result of quality criteria preparing young students for future employment is to get young people in the future, jobs that best reconciles the personal needs and demands of the professional environment

Therefore, the authors developed a new concept of career guidance in our country had a vision of the individual as the subject of primarily self. When it is noted that the means of educational and employment of students must be considered in the plane of the improvement of traditional forms and methods of preparing pupils towards stimulating the individual to self-knowledge and self-improvement [5].

Successful career choice also means optimal coordination of social needs at work on plans for professional and personal development of students. So if the professional choice is in congruence with the structure needed professions in modern society, the more successful work was carried out with career guidance. Thus, a measure of balance staffing needs and real choice serves is one of the most important performance criteria of vocational guidance.

If students have planned in advance and coordinated plans of life and professional self, the percentage of students who have implemented their ideas, determined from the performance indicators career guidance, provided that the previously outlined plans to meet the needs of the region, countries in the frames of certain professions and required skill level [4].

A central task of youth at school is to develop a sense of oneself as autonomous individuals. For most children this is an exciting time of growth and development, it is a time of declining motivation, mental health, and involvement with schools. The suitability between the individual’s psychological needs and the opportunities provided by the family, the school, and other participants of career guidance contributes significantly to an individual child’s response to the pressures of this period. For example, if there is a mismatch between the young person’s desire for autonomy and the amount of independence offered at school or in other program settings, children and youth are likely to develop a more negative view of these contexts and of themselves as participants. Accordingly, if these settings produce stressful or superficial social relationships between youths and adults, children and youth will not look to the adults in these settings as a source of emotional support and guidance.
We know that the right choice of profession has a positive effect on productivity and the quality of work. Thus, employment of graduates of schools and vocational schools, working in enterprises is another important criterion for successful career choices.

The main measure of an effective career choices and place of work is the satisfaction of human choice. Success comes where youth turns out well prepared for a particular work, has similar life orientation, trained professions, united by friendship, which is achieved as a result of prolonged correctly set career guidance. Conversely, the failure appears where emphasis on appeals, promises and other material wealth.

Should be noted that the main criterion for effectiveness of career guidance serves the standard balance the number of students who come to work and study at the college and university in professions of actual needs of the city, district, region and society as a whole.

To choose an appropriate profession for every young person - a selection of his place in life, the future path of study and work. Respectively, conducting career guidance of pupils at school at the appropriate level, we will create a prosperous society conscious builder who receives a quality education and a good job in the future. Thus, need of career guidance performed more than one functions: connects personal and professional important properties of the individual; acted the same time as the motive and regulator of professional activities; managed the pleasure of leading needs and interests of the individual.

**Literature**


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