

EDUCATIONAL TECHNOLOGY IN VOCATIONAL GUIDANCE OF SENIOR SCHOOL STUDENTS AS A CONDITION OF EFFECTIVE VOCATIONAL SELF-DETERMINATION

Ohrimenko Zarina

PhD in Pedagogy,

Head of the Laboratory for Education of Readiness for the Labor Market
Institute of Problems on Education of the of the NAES of Ukraine

Contemporary labor market is in the process of transformation and drastic changes, – that is the global world problem in the context of vocational guidance work with students. Some professions disappear, others have just arisen; many professions are undergoing modifications due to automatization and mechanization of professional activities. The previous experience of industrial revolution, namely a lot of new jobs, vacancies, new professions and business possibilities and high demand for new qualified workers, has not justified itself. Today's realities have proved that new technologies did not bring about new working places.

That is why the author of the article agrees that contemporary young people have to be ready to labor market changes as constant and unpredictable. As Sabina Žagar [1] argues, education system is stable, thus it is not ready to react to challenges so quickly. The researcher states that modern education faces a fundamental problem in terms of its tradition and mission in society: What should students study? For knowledge obtained in school should be useful all lifelong. Thus, school vocational guidance has a new challenge – to prepare students to an effective creative professional life under contemporary conditions.

In this light, the need of vocational guidance for students seems to be of high importance. Vocational guidance remains one of the most efficient mechanisms of assistance for a person in terms of his\her choice of profession, profession change, or looking for a job.

Vocational guidance can also be viewed as an important instrument of forms, methods, and means that takes into account a person's individual characteristics, interests, and potential. Besides, labor market needs and requirements, and professional career management are also included in the list of vocational guidance.

Vocational guidance work at school in Ukraine is an integral part of the educational process aimed at:

- formation of skills of choosing a professional career that corresponds to his\her abilities and inclinations, psychological features and labor market needs,
- increasing a person's competitiveness on the labor market,
- high productivity of the labor market.

However, it should be noted that vocational guidance of late in Ukraine is marked by old content, is mostly fragmentary and sometimes formal. These vices can be attributed to a number of factors, in particular:

- lack of academic hours in curricula,
- teachers are not prepared to vocational guidance work with students
- Etc.

The factors noted above has a negative impact on the process of students' self-determinations, the consequence of which being retardation of vocational self-determination. Senior school students are trying to go to any higher educational institution in order to understand their professional interests better, get a better orientation in the labor market, and only then make a conscious choice of an activity. It often results in a change of professional activity after graduation or an aspiration to get another education.

The empirical research has proved the abovementioned facts. The results of the questionnaire on individual vocational self-determination of senior school students are as follows:

Among 230 students of general educational establishments –

14% – have a completely formed system of knowledge on future profession,

29% – have an insufficient system of knowledge on future profession,

57% – have a superficial and non-systematic system of knowledge on future profession.

Among the interviewed, 67% respondents answered “go to higher educational institution” when asked “What should you do in order to achieve success in your career development?”, Besides, majority of students do not correspond their future working activity with their own individual characteristics; they do not know their future profession's requirements to a person's individual and psychological features; the students do not think about career values; they do not take into consideration the labor market needs in representatives of the chosen field. These results testify the fact that vocational self-determination of senior school students as for today requires a sufficient and effective vocational guidance support.

In the author's of this article view, the problem outlined can be solved through creation of a vocational guidance space aimed at assistance for a student to get a better orientation in a huge informational field under labor market instability and values transformation.

A system of educational impacts in such a space should be modelled with the students' individual and age characteristics taken into account.

Thus, school vocational guidance has to be composed of some educational technologies as a set of psychological and pedagogical suggestions that define a selection and a composition of forms, methods, and means of educational activities. The content of these forms, methods, and means should be aimed at a certain vocational guidance result. Therefore, any vocational guidance technology can be viewed as a set modes, ways, principles and methods of vocational guidance stipulated by its goals and tasks, an order of their implementation, and necessary instruments.

Diagnostic procedures, which contain criteria, indices and instruments of measuring the results of a student's vocational guidance activity results are an important element of a vocational guidance technology.

A student's position, a student's attitude, a student's activity in own self-determination are to be included in a vocational guidance technology described above.

As academician Ivan Bekh [2, p. 123] argues, a technology should include a simultaneous development of education and self-education processes.

Now, a technology in vocational guidance work should be based on the methodic spectrum of a personality-oriented approach. A personality-oriented approach is composed of forms, methods and ways corresponding to:

- dialogic character of communication,
- activity and creativity,
- individual development support,
- a freedom space for a child to make independent decisions, be creative, to choose education content and means, to choose a behavior.

In Oleh Morin's point of view [3, p.12], a vocational guidance technology should perform functions such as:

- educational,
- psychological,
- developmental.

Educational function includes: future professional activity content, self-assessment of own individual peculiarities, knowledge on career algorithms.

Psychological function comprises: motives to self-development and stimuli to self-regulation of behavior.

Developmental function envisages: formation of a positive attitude to own professional future.

As we argue, the basis of the development process of a vocational guidance technology has to be an activation (actualization) of a person's value sphere. For, value orientations, on the one part, are the most important elements of a person's inner structure forming a person's stability in requirements, needs, interests and inclinations. On the other part, every professional activity is linked, to a certain extent, with requirements to a person's value orientations. It is also an environment for a person's needs to be satisfied.

As follows, a choice of one's future professional field can be an image of a person's future predicted. It can be said as well that a choice of one's life lines and self-realization vectors is foremost a choice of dominant life values. Life goals and aspirations defining a person's future career will be formed after dominant life values have been formed. It is a development of reflection process in the context of career values content that makes possible formation of dominant life values.

As Ivan Bekh states, a student should be aware of his/her own personality that is constantly changing: "I was yesterday", "I am today", "I will be tomorrow".

In order for a subject to keep a stable aspiration to deed-activity based on positive emotional experience of ethic content (spiritual regulation), the subject has to experience this spiritual regulation, to link it with a notion about oneself, with formation of "I-image". Such a connection can be secured with help of self-consciousness mechanism [2, p. 127].

However, one of the abovementioned technologies is an inclusion of the students' reflexive mechanisms appealing foremost to human self-consciousness and to a person's conscious creative attitude to professional values.

It is such conditions that secure a student's self-determination as conscious knowledge of oneself, knowledge of a profession requirements and skills of corresponding one's individual features with a profession's requirements that invoke a senior student's value experiences and motivate to self-changes.

Thus, it is important for scientists and teachers to create such a technology in vocational guidance work that through interaction of the inner (a student's aspiration to self-perfection with requirements of future profession taken into consideration) and the outer educational impact (a system of vocational means) will create conditions for the determination of the inner processes of a person aimed at formation of readiness to choose a future profession.

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