



CONCEPTUAL MODEL FOR INTEGRATING SOCIAL AND HUMANITARIAN APPROACHES IN YOUTH CAREER GUIDANCE TOWARD VOCATIONAL PROFESSIONS

Lyudmila Yershova

Doctor of Pedagogical Sciences, Full Professor, Deputy Director of Institute of Vocational Education and Training of NAES of Ukraine, <https://orcid.org/0000-0002-2346-5842>, e-mail: yershova67@ukr.net

Abstract

The relevance of developing a conceptual model for integrating social and humanitarian approaches into the professional orientation of young people towards blue-collar professions is determined by the need to: form value-motivated professional choices, overcome social stereotypes, increase the prestige of blue-collar professions, reduce youth unemployment, and increase young people's satisfaction with their professional choices.

Objective: to substantiate a conceptual model for integrating social and humanitarian approaches into the professional orientation of young people toward blue-collar professions, taking into account the value, cultural, and communicative factors that contribute to the formation of value-motivated professional choices.

Methods: general scientific (theoretical analysis, synthesis, comparison, modeling – for analyzing sources and achieving research objectives); empirical (content analysis – for studying narratives in the media and educational discourse; case studies – for analyzing successful local practices; advocacy strategies – for developing recommendations for implementing the model).

Results: the source base was analyzed; the peculiarities of social and humanitarian approaches to youth career guidance were identified and compared; successful practices of socially and humanitarily oriented career guidance were summarized; a conceptual model for integrating social and humanitarian approaches was substantiated; recommendations for implementing the model were developed.

Conclusions: career guidance for young people needs to be rethought as a tool for social cohesion and cultural renewal; the integration of social and humanitarian approaches contributes to the formation of a responsible professional identity; the updated model of career guidance is a strategic resource both for stabilizing the labor market in wartime and for the sustainable development of Ukraine in the context of post-war recovery.

Keywords: vocational education, socio-humanitarian education, career guidance, social approach, humanitarian approach.

Introduction. The professional orientation of youth towards skilled trades in Ukraine is largely implemented through tools that ignore social and humanitarian approaches. The lack of a systematic interaction between family, school, business, and community, as well as the underestimation of value orientations, cultural images of professions, and moral support, leads to a formal choice, loss of motivation, and a mismatch between the

expectations of young people and the realities of the labor market. According to a 2022 survey (Bazyl et al., 2022, pp. 88, 129, 137), most vocational education institutions hold career guidance weeks, training sessions, and master classes, but these events are often one-off and not integrated into the educational process. Young people from rural areas, internally displaced persons, and people with disabilities have limited access to career guidance

programs. As part of the “Youth Pact-2025” initiative, over 45,000 jobs were created, and more than 100 forums and trainings were held; however, even such large-scale projects do not compensate for the general fragmentation of career guidance policy (Ministry of Economy, n.d.b.). This indicates the need for a new conceptual framework that will combine labor market analytics with humanitarian reflection, ensuring meaningful depth and social accessibility of professional choice.

Sources. The model proposed in the article was built using analytical studies of the domestic labor market (National Foresight Study "Ukraine-2035: Human Capital and Labor Market", 2021; Lesnikova, 2022; The Youth Segment of the Ukrainian Labor Market during the Full-Scale War, 2023; Kolesnikova, 2025). The development of the model's concept took into account foreign career choice concepts—ecological (Young, 1983; Özbilgin, Küskü, & Erdoğan, 2005) and social-cognitive (Lent, Brown, & Hackett, 1994; Hui, & Lent, 2018)—and theoretical approaches to career guidance developed by domestic scholars that emphasized the need to consider humanitarian and social aspects (Ye. Yehorova, O. Ihnatovych, V. Kobchenko, N. Lytvynova, H. Tataurova-Osyka, A. Shevenko, A. Shydelko). The instrumental component of the model was justified based on pedagogical innovations developed by scholars of the Institute of Vocational Education of the National Academy of Educational Sciences of Ukraine: D. Zakhatnov (identifying socio-psychological barriers, developing technologies for professional self-determination and methods of vocational education); V. Lozovetska (analyzing the influence of market conditions on career guidance, researching problems of social adaptation); O. Melnyk, L. Zlochevska, N. Honchar (using psychodiagnostic tools in the career guidance process with consideration of humanitarian factors); V. Kaloshyn (proving the role of positive thinking as a resource for professional self-determination in vocational education institutions). At the same time, the socio-humanitarian aspect of career guidance for youth in production professions in the context of war and post-war reconstruction requires additional study.

The purpose of the study is to substantiate a model for the integration of social and humanitarian

approaches to career guidance for youth in skilled trades, taking into account value, cultural, and communicative factors that contribute to the formation of a conscious professional choice, increasing the prestige of skilled professions, and strengthening social cohesion.

Methods: general scientific (theoretical analysis – for critical reflection on official and scientific sources and forming the conceptual basis of the model; synthesis – for combining social, psychological, pedagogical, and cultural components into a single integrative framework for career guidance; modeling – for constructing a conceptual model that reflects the interaction of social and humanitarian approaches, as well as the mechanisms of influence on youth motivation for skilled trades); empirical (content analysis of sources – for studying narratives about skilled trades in scientific publications, media, educational programs, and public discourse; case studies – for analyzing successful local career guidance practices with a humanitarian component; focus group interviews – for studying the opinions of youth, educators, employers, and community representatives regarding motivation, barriers, and expectations; advocacy strategies – for preparing recommendations on the implementation of the developed model at various management levels).

Results and Discussion. The professional orientation of youth towards skilled trades is a multidimensional social process that includes family, school, vocational education institutions, business, the state, civil society, and scientific institutions. The family provides emotional support, promotes independent career choice, helps overcome stereotypes, and orients towards labor market realities. The state coordinates inter-agency programs, implements digital platforms, and supports career centers and national projects. The general education school forms initial orientations but faces staffing, resource, and methodological problems. Vocational education institutions compensate for the shortcomings of school career guidance through career centers, dual education, collaboration with business, and infrastructure modernization. Business plays a key role in forming human capital through internships, mentorship, financial support, and participation in advisory bodies, although it faces limited resources, low

motivation, and weak coordination. Scientific institutions, including the IVE NAES of Ukraine, provide methodological support, labor market analysis, development of career guidance models, and popularization of innovations. Civil society implements local initiatives, partnership projects, and educational routes but needs systematic integration. During the pandemic and the war, the digitalization of career guidance intensified, which contributed to the creation of integrated platforms (CareerHub, SmartJob, "Passport of Abilities") that combine testing, mentorship, and educational routes. The "Youth Pact - 2025" Initiative became an example of effective public-private partnership.

Thus, the social approach to the professional orientation of youth towards skilled trades involves the formation of a system of actors with clearly defined career guidance functions, namely: the family (a fundamental resource for career support for youth), the school (forms initial career orientations); vocational education institutions (ensure the formation of primary professional skills and the practical start of a young specialist); business (implements the integration of the labor market and education by organizing internships, developing dual education, and strengthening the material and technical base of educational institutions); the state (creates support institutions, voucherization, and systematic career guidance design); scientific institutions (provide analytical and methodological support, develop educational programs and courses, model and popularize examples of successful practices).

From the perspective of the social approach, career guidance is a local social process that forms competent citizenship and stable labor practices, and involves a systematic combination of individual support, institutional coordination, technological innovation, and the development of professional identity, which together contribute to achieving the expected socio-economic result—a reduction in youth unemployment and an increase in effective employment.

The humanitarian approach to career guidance involves a reorientation from the utilitarian choice of "profession as a means of earning a living" to a value-personal vision of "profession as a form of self-realization, service, and dignity." This approach is based on the principles of human-

centeredness, dialogue, reflection, and cultural integration. It allows not only to inform young people about professional development opportunities but also to form a deep understanding of the social significance of skilled trades and their role in creating a common good. The relevance of this approach is due to a number of challenges: stereotyping (skilled trades are often perceived as less prestigious, which demotivates young people and lowers the social status of vocational and technical education); a deficit of reflection (young people often choose a profession without realizing their own values, interests, and life goals); a lack of dialogue (the educational environment does not always provide a space for open discussion of career paths, life scenarios, and cultural models of success); and socio-cultural fragmentation (many communities lack resources for the humanitarian support of professional choice—libraries, cultural centers, mentorship).

The essence of the humanitarian approach lies in creating conditions for: understanding the profession as a cultural phenomenon (through success stories, literary figures, and artistic practices that form a positive image of work); narrative counseling (where young people talk about their dreams, fears, and experiences, and the counselor helps structure these narratives into professional scenarios); creative self-expression (using essays, collages, and projects that allow young people to see themselves in various professional roles); and forming and understanding value orientation (assisting in shaping ideas about dignified work, responsibility, and service to the community).

The humanitarian approach does not deny the importance of economic, technical, or psychological factors but complements them with a deeper dimension—the formation of a professional identity based on cultural codes, ethical guidelines, and social meaning. In this context, a skilled trade is seen not as an "alternative" to academic success but as an equivalent path to self-realization that requires intellectual, emotional, and moral resources.

Thus, the humanitarian approach to youth career guidance is not only a method but also a strategy for forming a new culture of work, where every profession has dignity, and every student has the right to a meaningful choice. Its implementation in the system of vocational and technical education

will contribute not only to increasing youth motivation but also to strengthening the social capital of Ukraine.

The social and humanitarian approaches in career guidance differ in focus, methods, and value orientations. The former is aimed at aligning youth choice with the needs of the labor market, useful for forecasting employment and educational policy, but risks depersonalizing the choice. The latter focuses on the inner world of the individual, their aspirations, and meanings, helping them find not just a job, but themselves in a profession. In combination, these approaches transform career guidance into a process of forming a mature, responsible personality.

The social demand for the integration of these approaches into youth career guidance arises as a response to the complex challenges of modern Ukrainian society—economic, cultural, demographic, and educational. Such integration is not only a methodological solution but also reflects a deep societal demand for the formation of a mature, responsible, and dignified professional choice for young people, especially in the context of skilled trades.

The demand for integration is justified by a number of factors: the need for social cohesion (in the post-war context, Ukraine needs to restore trust between generations, regions, and sectors; skilled trades are not only an economic necessity but also a social cement that unites communities through shared work, responsibility, and local identity; the integration of approaches allows combining social effectiveness with personal dignity, which strengthens social unity); the necessity of overcoming the gap between education and the labor market (young people often do not understand how their values, interests, and abilities relate to real professional opportunities; the social approach provides analytics, the humanitarian one provides meaning, and their combination allows transforming statistics into a life scenario, and a profession into a personal mission); the focus on forming professional identity (society expects that young people will not just be employed but consciously integrated into the professional environment; this requires not only knowledge of the labor market but also a deep understanding of oneself, one's values, motivations, and cultural codes); the awareness of the need to

form a new culture of career guidance (educational institutions should not only be a conduit for knowledge but also a space for meaning, dialogue, and reflection; the integration of approaches allows creating an educational environment where professional choice is not pressure but a process of self-discovery and social inclusion); the expectation of strengthening inter-sectoral cooperation (communities, business, the state, and education must work together, but often "speak different languages"); the integrative model creates a common framework where social indicators are combined with humanitarian meanings, which allows for effective communication between sectors).

Given this, a conceptual model that integrates social and humanitarian approaches to youth career guidance for skilled trades is particularly relevant for Ukraine's professional education system, with its relevance determined by the tasks of post-war reconstruction. The purpose of this model is to ensure a holistic process of youth career guidance that simultaneously takes into account socio-economic realities and the inner world of the individual, contributing to a conscious, dignified, and viable career choice.

The structure of the model provides for the presence of analytical, value-personal, and integration blocks (Fig. 1).

The analytical block (social approach) includes: labor market monitoring (determining relevant professions, regional needs, employment dynamics, etc.); sociological research (identifying youth expectations, the peculiarities of the influence of family, community, media, etc.); outlining educational and professional routes (ensuring the accessibility of educational programs, expanding employment opportunities).

The value-personal block (humanitarian approach) includes: narrative counseling (discussing life stories, reflection, defining meanings); career counseling (determining professional goals, planning professional development); cultural practices (selecting literary images of work, preparing artistic projects, creating essays, etc.); dialogue formats (group discussions, mentorship, analysis of ethical dilemmas).

The integration block (synthesis of approaches) contains: forming professional identity (combining social demand with personal beliefs);

modeling life scenarios (building an image of "myself in the profession" considering economic realities and values); creating educational modules

(integrated lessons that combine labor market analysis with a humanitarian understanding of various aspects of professional activity).



Fig. 1. Conceptual model of integrating social and humanitarian approaches to youth career guidance for skilled trades

The integrative model also allows for a harmonious combination of practical tools from both approaches to career guidance for vocational students. Four key career guidance tools can be distinguished: a professional map of the region, an individual career guidance plan, group training sessions, and mentorship. Each of these tools is revealed through social and humanitarian

components. This approach allows combining the structural logic of the labor market with a personal understanding of career choice, which is especially important in a unstable social environment and the transformation of educational demands.

In the construction of a professional map of the region, the social component includes employment statistics, a list of current vacancies,

and information about educational institutions that train specialists in the relevant field. This creates a realistic picture of the labor market and allows young people to navigate local career opportunities. The humanitarian component complements the dry data with living success stories and cultural images of professions, which form emotional perception and motivation. This helps overcome stereotypes and build a positive image of skilled trades.

In the process of creating an individual career guidance plan, the social component involves testing, competency analysis, and identifying strengths and areas for development. This makes it possible to create a personalized professional development trajectory. The humanitarian component includes writing essays, reflective practices, and building a value matrix, which helps young people realize not only "what I can do" but also "what is important to me." This approach forms internal motivation and resilience to professional challenges.

When preparing and conducting group training sessions, the social component is realized through role-playing games, case studies, and situation modeling, which allows participants to feel themselves in real professional conditions and develop communication and adaptation skills. The humanitarian one includes discussions, creative tasks, and ethical dilemmas that stimulate critical thinking, moral evaluation of professional situations, and the development of emotional intelligence.

In the implementation of a mentorship program, the social component covers professional consultations, familiarization with market requirements, assistance in resume writing, and interview preparation. The humanitarian one involves narrative counseling, moral support, and discussion of life scenarios, which allows young people not only to receive information but also to feel support, trust, and understanding.

Thus, effective career guidance cannot be reduced to just tests and statistics. It must include a value, emotional, and cultural component that forms not just an employee but a conscious citizen capable of self-realization, adaptation, and social contribution. This approach is especially relevant for Ukraine, where youth career guidance is not only an

educational but also a strategic tool for economic recovery and strengthening social cohesion.

To implement this model, a number of conditions must be met: create interdisciplinary teams (educators, sociologists, cultural specialists); develop integrated training modules for vocational education institutions; involve local cultural institutions in career guidance work, and implement a mentorship system with a humanitarian component.

The expected results of the implementation of this model are: the formation of a mature professional identity, increased motivation for skilled trades, reduced influence of stereotypes and social pressure, strengthened connection between education, culture, and community, reduced youth unemployment, and an increase in professional success stories.

In the context of the transformation of the education system and challenges in the labor market, youth career guidance requires significant updating—not only in its tools but also in its value approaches. The social and humanitarian components of career guidance play a key role in forming a conscious, responsible career choice based not only on economic expediency but also on personal meaning, civic motivation, and cultural identity. In this regard, the preparation of recommendations for improving these components is necessary for: ensuring equal access to career guidance resources; forming the dignity of work as a social value; integrating humanitarian practices into the professional self-determination of youth; strengthening inter-sectoral cooperation between education, culture, social policy, and the market.

The target audience for the recommendations can be: government structures (Ministry of Education and Science, Ministry of Social Policy, Ministry of Economy, Ministry of Youth and Sports) – to help in shaping policies and regulatory frameworks; regional and local authorities – to adapt the tasks of professional guidance for vocational students to the community context; vocational education institutions – to implement humanitarian approaches in career guidance work; career consultants, educators, social workers – to apply the recommendations as a practical tool for daily work with youth; cultural and youth institutions – to create joint career guidance formats; public organizations

and analytical centers – to develop, monitor, and evaluate the effectiveness of the social and humanitarian components of career guidance.

Given this, we propose recommendations for the implementation of the conceptual model of integrating social and humanitarian approaches to youth career guidance for skilled trades, with their distribution by management levels.

At the national level, it may be expedient to: normatively consolidate the model (include provisions on the socio-humanitarian component of career guidance in strategic documents that affect the implementation of youth career guidance; develop standards for career guidance activities with consideration of humanitarian approaches); form inter-agency coordination (create an inter-ministerial working group to coordinate the policies of the Ministry of Education and Science, Ministry of Social Policy, Ministry of Economy, Ministry of Digital Transformation, Ministry of Culture regarding the organization of youth career guidance; introduce a unified digital platform for career guidance with the integration of analytics, cases, and cultural resources); invest in the training of personnel for career guidance and career counseling (include humanitarian modules in advanced training programs for career consultants; create grant programs for innovative career guidance projects).

At the regional level, one can ensure: the adaptation of the model to the regional context (conduct regional studies of the needs of youth, the labor market, and cultural resources; create regional road maps for youth career guidance); networking of institutions (unite vocational education institutions, employment centers, cultural institutions, and youth spaces into regional career guidance clusters; organize inter-institutional training and experience exchanges); public communication (organize regional campaigns to popularize skilled trades through systematic cultural narratives; involve local opinion leaders, artists, and successful graduates of vocational education institutions as regional ambassadors for career guidance for skilled trades).

At the local level, it is proposed to: integrate career guidance tools and practices into community youth policy (include career guidance in youth, education, and culture development programs; create local career guidance hubs based on libraries, leisure centers, and career centers of vocational

education institutions); involve youth in joint activities (conduct workshops, surveys, and focus groups with youth regarding their expectations and needs; create youth councils at career guidance hubs); support innovative formats (introduce career guidance theatrical performances, exhibitions, and podcasts; organize competitions for the best professional choice story).

At the institutional level, it is important to: in vocational education institutions—ensure the renewal of the educational environment (implement interdisciplinary modules with humanitarian content on the history of work, professional ethics, etc.; create spaces for reflection—clubs, workshops, creative laboratories), strengthen partnerships with employers and cultural institutions (organize joint events—"Day of the Profession," "Master Class with a Master," "Profession in Culture," etc.; create case studies based on real success stories of graduates); in higher pedagogical education institutions and postgraduate pedagogical education institutes—organize the training of educators and consultants (conduct training sessions on humanitarian methods of career guidance, introduce the principles of narrative counseling and cultural cases; implement mentorship between experienced and young educators on the problems of career guidance for students); in scientific institutes—ensure scientific and methodological support for the career guidance activities of career centers in vocational education institutions (develop pedagogical innovations to improve the social and humanitarian components of youth career guidance for current skilled trades, ensure their advocacy and popularization in the scientific and educational environment).

Conclusions. In the current conditions of the development of professional education in Ukraine, especially in the context of post-war reconstruction, youth career guidance for skilled trades requires rethinking in both its content and methodological dimensions. The analysis of social aspects shows that effective career guidance must be based on the realities of the labor market, regional needs, inter-sectoral interaction, and the accessibility of resources for all categories of youth. At the same time, the humanitarian foundations of guidance open up space for the formation of professional identity,

value-based choice, reflection, and a cultural understanding of work.

The proposed conceptual model for integrating social and humanitarian approaches to youth career guidance for skilled trades allows for the creation of a holistic system of professional orientation in which labor market analytics are complemented by a meaningful, ethical, and cultural dimension. This approach contributes not only to employment but also to the formation of a mature, responsible personality capable of consciously choosing a professional path and participating in the reconstruction of society.

The recommendations for implementing the model at the national, regional, local, and institutional levels outline specific steps for integrating social and humanitarian components into career guidance practice. Their implementation requires political will, inter-agency coordination, pedagogical readiness, and the participation of youth as the subject of their own professional choice. Thus, updating career guidance based on an integrative approach is not only an educational task but a strategic investment in human capital, social cohesion, and the cultural resilience of Ukraine.

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КОНЦЕПТУАЛЬНА МОДЕЛЬ ІНТЕГРАЦІЇ СОЦІАЛЬНОГО Й ГУМАНІТАРНОГО ПІДХОДІВ ДО ПРОФЕСІЙНОЇ ОРІЄНТАЦІЇ МОЛОДІ НА РОБІТНИЧІ ПРОФЕСІЇ

Людмила Єршова

докторка педагогічних наук, професорка, заступниця директора Інституту професійно-технічної освіти Національної академії педагогічних наук України, <https://orcid.org/0000-0002-2346-5842>, e-mail: yershova67@ukr.net

Реферат:

Актуальність розроблення концептуальної моделі інтеграції соціального й гуманітарного підходів до професійної орієнтації молоді на робітничі професії зумовлена потребою: формування ціннісно вмотивованого професійного вибору, подолання соціальних стереотипів, підвищення престижу робітничих спеціальностей, зниження рівня молодіжного безробіття, підвищення задоволеності молоді професійним вибором.

Мета: обґрунтування концептуальної моделі інтеграції соціального й гуманітарного підходів до професійної орієнтації молоді на робітничі професії з урахуванням ціннісних, культурних та комунікативних чинників, що сприяють формуванню ціннісно вмотивованого професійного вибору.

Методи: загальнонаукові (теоретичний аналіз, синтез, порівняння, моделювання – для аналізу джерел і досягнення мети дослідження); емпіричні (контент-аналіз – для вивчення наративів у медіа та освітньому дискурсі; кейс-стаді – для аналізу успішних локальних практик; адвокаційні стратегії – для розроблення рекомендацій щодо впровадження моделі).

Результати: проаналізовано джерельну базу; виявлено особливості соціального і гуманітарного підходів до професійної орієнтації молоді, здійснено їх порівняльний аналіз; узагальнено успішні практики соціально і гуманітарно орієнтованої професійної орієнтації; обґрунтовано концептуальну модель інтеграції соціального й гуманітарного підходів; розроблено рекомендації щодо її впровадження.

Висновки: професійна орієнтація молоді потребує переосмислення як інструменту соціального згуртування та культурного оновлення; інтеграція соціального й гуманітарного підходів сприяє формуванню відповідальної професійної ідентичності; оновлена модель профорієнтації є стратегічним ресурсом як для стабілізації ринку праці в умовах війни, так і для сталого розвитку України в умовах повоєнного відновлення.

Ключові слова: *професійна освіта, соціогуманітарна освіта, професійна орієнтація, соціальний підхід, гуманітарний підхід, інтегрований підхід.*

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