

THE DEVELOPMENT OF PROFESSIONALLY ORIENTED COMPETENCES OF UPPER SECONDARY SCHOOL PUPILS: CURRICULAR ASPECT

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Abstract. *The article presents the results of theoretical research on the development of professionally oriented competences of upper secondary school pupils. The authors described a set of competences reflecting*

the real willingness of a secondary school graduate to carry out professional self-determination. According to the authors, to assess the quality of education it is appropriate to determine the levels and criteria for the formation of competencies. On the other hand, at the present stage of the development of the education increasing demands to the development of some specific competences of teachers (tutors).

Profile education is defined as a means of differentiation and individualization of learning, which allows due to changes in the structure, content and organization of the educational process more responsive to the interests, aptitudes and abilities of pupils, to create conditions for upper secondary school pupils in accordance with their professional interests and intentions to continue to receive an education. The content of education in upper secondary school, first, must provide *General education pupils*, second – preparation for future professional activities. Modernization of curricula and textbooks, the variability of the content of education determine the necessity of improvement of modern technical, information and methodological support, design and definition of new goals and objectives of education in upper secondary school, update its content and technologies of educational process organization. These measures are needed to ensure that pupils develop professionally-oriented competence. And curricular aspect of the problems identified is important in the context of personality-oriented paradigm.

Analyzing the question of professional identity of students, it should be noted that this is especially true in the senior school age. Main activity of older adolescence and early youth is an educational profession-oriented activity, which determines the development of personal and cognitive spheres. The problem of the pupils' choice of future profession requires skills of self-search information from more sources, analyze it, predict, make decisions, has responsible for your choice [1-6]. It is necessary to consider the contradiction, characteristic of this age between the natural desire of a young person to self-knowledge and self-realization, the desire to take their place in life, in society and the lack of experience and internal readiness to implement this. Unfortunately, the analysis of theory and practice clearly shows that the efforts of secondary schools are not effective enough to resolve this contradiction. Some potential for solving this problem have secondary schools with specialized teaching at the senior level, where there are opportunities to implement various combinations of academic subjects and elective courses that provides the flexibility and variability of such training in a specially created professionally directed educational environment.

Professionally oriented competence is the ability of the pupils to design their further professional development through awareness of their interests and abilities, motivation of choice of future profession, ability to take responsibility for the results of self-selection [5].

A significant indication of professionally oriented competence is the ability to solve the problems associated with determining the future of the profession:

the choice of educational institution to continue education, ability of a choice of sources of educational information needed to prepare for the training in this institution, understanding and professional characteristics and values, readiness to learn at school a particular profile, the ability to assess their professional capabilities and personal qualities. In this aspect interest is the complex of abilities of upper secondary school pupils that reflect the real readiness of a upper secondary school graduate to exercise professional self-determination: a socio-organizational – goal-setting, planning, structuring, adjustment of its activities in the process of professional self-determination; intellectual – necessary level of development of intellectual skills and the mastery of methods of scientific cognition, the elements of modeling and forecasting; the subject is based on the fundamental scientific knowledge and practical skills in the field that is of interest to upper secondary school with which it intends to link further training and professional activity; search and research – ability to find information, determine the value of acquired knowledge use them for personal purposes to build individual educational way; communicative – ability, based on knowledge of the laws of communication, psychology of interpersonal interaction in the process of professional activities and labor relations experience gained in the process of training and project activities; motivational value – ability and desire of the student to understand the relationship of life and professional values with universal, humanistic, moral character; reflexive – the ability to do self-analysis, goal-setting, planning, continuous self-improvement and self-development with the aim of development of personal qualities to ensure suitability for their chosen professional activity; the healthy lifestyle – is the pupils knowledge of healthy lifestyles, the ability to organize their activities on the choice of employment and choice of the educational trajectory in accordance with the healthy lifestyle principles [1–6]. Therefore, the combination of these competences characterizes the professionally oriented competence of pupils, their ability to professional self-determination and activity in the implementation of professional choices. Formation of these competences is one of the educational meta-subject results.

As you can see, the content of process of formation of professionally oriented competencies of pupils can be implemented as in the study of invariant subjects and variable components. Directly to provide career-guidance work in educational institutions need practical psychologists, subject teachers, class teachers, master teachers, teachers and heads of circles, librarians, methodologists and medical professionals. It must be interschool industrial practice combines, professional educational institutions, and the position of clinical psychologists-professional counselors or Methodists vocational guidance should be introduced in staffing schools [2; 3; 5]. Based on the experience of developed countries in private secondary schools of many countries introduced the position of a tutor, who is the designer and coordinator of the pupils movement of his individual educational way. Tutor (teacher-consultant) provided coordination for the work with a practical psychologist, teachers and parents, helping to create an educational environment conducive to development and socio-professional definition

of a disciple. New educational technologies with professional orientation has recently widespread introduction. In particular since 2010, Ukraine launched the implementation of the innovative project „professional orientation terminal”, which provides for the formation of interest of pupils to professional self-determination with the help of hardware-software complex and information about labor laws, the contents of occupations in demand in the labor market, the rules and methods for their preparation, and the like.

For quality evaluation it is advisable to define levels and criteria of professionally oriented competencies formation of pupils. So, the elementary level is characterized by the presence of only some of the qualities of a professionally oriented educational activities (knowledge of basic knowledge for performing the specified actions and program material selected profile), however in the absence of appropriate motivation the productivity of educational activities is low. Basic level – there is a clear direction professionally oriented action, their high quality of dialogic interaction in communication; characterized by independent planning and organization of their activities for a long period of time, based on the motive of self-development; manifested a desire of active participation in professionally oriented activities; shows a high level of knowledge on the profile of training, working on obtaining additional information from special courses, electives. Creative level – a manifestation of active, initiative and creative approach to self-organization and self-development; during a specially organized collective of professionally oriented activities independently designs appropriate methods of interaction; activity is supported by reflex analysis has a clear vision for the future of the profession; takes an active part in professional projects; pupil has formed subject competence at a high level. The achieved level of competency of professional identity is seen as fundamental to effective professional self-identification and design of further professional growth.

Oriented on the basis of planned results, it is possible to decide on the criteria of content selection of educational material that will be used for formation of the necessary qualities of upper secondary school pupils.

The main criteria of selection of content of educational material aimed at the development of professionally oriented competencies can be set as follows: given the philosophical and psychological-pedagogical bases of formation of a new content of education in general education and in specific educational areas, features of transition to 12-year training period, create a prediction system of learning goals for specialized instruction, the design content of profile education (based on the selected direction) which will be determined by the curriculum and program in this format: invariant component will be 50% of the training time variable (profile) component to 30% of elective (free choice of schools, teachers, students, parents) component is 20%, the content of the competence-oriented cooperation in the system wide profiling of pupils, the definition of principles, models acmeological space, creation of a system of monitoring and evaluation results of the competence-oriented cooperation of upper secondary school pupils [1–6].

Taking into account modern requirements to the development and implementation of modern curriculum, the development of professionally oriented training of upper secondary school pupils requires some specific competences of the teachers (Tutors), among which there should be, for example: curricular (with emphasis on the study of the modern foundations of education, ability to develop and implement training programs with the status model, the improvement of pedagogical technologies in socialization); cybernetic-combinatorial (requires a high-level operation of scientific and educational information, the ability to process simulation implementation of modern forms and methods, the ability to modernize and develop educational technology); psychodidactics (organization and implementation of training and educational (educational) activities with the help of educational (including pedagogic) technology), auto didacticism (increase of professionalism in teaching, and building technologies of self, knowledge of modern ICT); acmeological (reaching peaks of pedagogical skills, motivation of students to learn throughout life); axiological („ecology” reflection on individual and social manifestations, values, attitudes, orientation); socionomical (the professional operation knowledge of the physical, physiological, intellectual, emotional, volitional etc. of the personality structure, as well as in the sphere of implementation of social interactions, which are determined by these structures); vitality (vitality values and the ability to implement a genetically based program of development of the individual).

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