

Lesia HUTSAN

Innovational approaches of vocational guidance and career training of high school students in educational district

Quality education introduced today does not mean merely accumulation of certain knowledge, skills, and competencies that correspond to the state standards. Quality education can be possible if there are conditions created for children in order to build their own individual educational trajectory that depends on their abilities, inclinations, and preferences, envisages development, self-determination and successful self-realization of students. Such education is impossible without profilisation of high school.

For the last years, reformation processes in the educational branch have taken place aimed at achieving the best world standards' level. The important breakthrough in this field is the approval of the strategical educational normative documents, namely the Conception of State System of Vocational Guidance and the updated version of the Conception of Subject Oriented Instruction in High School. These documents outline the bases of the new educational paradigm oriented on the new type of

humanistic innovational education, its competitiveness in Europe and the world.

In the context of our research, the works of E. Zeyer, L. Yovaishy, I. Ulychnyi, M. Piddiachyi, O. Melnyk, O. Pylypchuk, V. Sydorenko, M. Yantsur investigating the peculiarities of subject oriented school organization and the specific of vocational guidance of youth under contemporary conditions are of high theoretic and practical importance. The research of foreign scientists reveals the essence of the issue in different aspects: providing conditions for a person's reasonable choice of a profession (A. Adler, E. Berne, L. Boncori, E. Ginsberg, F. Parsons, D. Super, K. Horney et al.), impact of value orientations system on a person's self-determination (D. Berliner, P. Bell, B. Ball, D. Bruper, C. Walter, P. Williams, P. Inglehart, M. Kon, N. Keidas, S. Keini, A. Maslow, S. Newman, K. Rodgers, B. Skinner, T. Terman, E. Thorndike, G. Hipd et al.); forms and methods of educational process organization aimed at the student's training to vocational self-determination (D. Adame, R. Bruner, A. J. Watts, J. Killen, J. Konang, W. Niklis, M. Ritluk, R. Slippery, H. Fuks, W. Cyfound et al.); strategies of vocational self-determination of students through development of value-moral basis (W. Bennet, L. Kolberg, T. Likon, W. Peri, K. Reaen, D. Frenkel et al.). Researchers such as D. Deikun, Yu. Lukovenko, A. Mazak, S. Solohub and L. Yurchak have studied the issues of organization and activity of educational districts under optimization of general educational institutions. Some modern research of T. Bobko, M. Kolianovska, A. Nazarchuk, W. Tuliayev discovers effective vocational guidance technologies in the training of students to vocational self-determination in the contemporary school.

Scientists in their research argue that a student gets usually acquainted with his/her future profession due to its external features, for example salary, prestige, parents or friends' advice etc. In this case, the student ignores his/her own psychological qualities. This fact can be attributed to a human being's better knowledge about the objective reality (educational subject, work place etc.) rather than his/her subjective psychological characteristics. However, most professions are very complicated and need a deep comprehension; moreover, their number amounts to thousands. The teacher should take into account that under contemporary conditions "... in our society, prestigious are those professions that meet the requirements of new forms of economy. Besides, traditional professions such as teacher, therapist, soldier, and policeman become less attractive. It leads to turnover of stuff in different activity spheres, disqualification

of non-required specialists and their resort to other fields. That results in a shortage of highly qualified specialists in the most important for society professional areas: health care, education, social protection and others" [3, p. 274].

That is why a contemporary high school student needs professional quality assistance in solving the problem of his/her future carrier activity. The corresponding facilities and resources (including software) are one of the necessary preconditions that secure the high quality of vocational training. Nevertheless, these facilities and resources are very weak in most schools, especially in rural areas. Thus, there is an obvious contradiction: on one hand, the need to train school graduates in conscious choice of profession and further education, and on the other hand – incorrespondence of conditions for this task's fulfillment.

The legislatively approved Art. 9 of the Law of Ukraine "On General Middle School Course" and the Regulation on Educational District approved by the Resolution of the Cabinet of Ministers of Ukraine" dated as of August 27, 2010 No 777 constitute the legal basis of activity of educational districts.

The full educational services provision on a full scale is an important criterion of selection of territories to be integrated into an educational district. There should be everything in the educational district area needed by the educational system, which covers preschool institutions and higher educational establishments of II, III, and IV accreditation levels. The aim of educational districts' activities is improvement of education quality and increasing of its correspondence to modern standards based on the effective usage of every educational institution's resources. In other words, efficient functioning of the educational district will provide for educational process participants the equal access to quality preschool, general middle, out-of-school, pre-higher, pre-professional training. It will also promote coordinated interaction of the district's subjects on the implementation of state policy in education, rational use of stuff potential, creation of modern educational methodic facilities and resources.

Educational district is a component of the state social system of education, its territorial subsystem. Educational districts are differentiated within this system due to the needs and requirements of local inhabitants, their urgent and prospective goals, social economic and cultural development of the region. The world experience has proved that the reasons for distinguishing the educational districts can be different. For example, sociocultural (preserving and development

of national and cultural traditions, native language, confessional varieties (Belgium)), economical (equalization of taxes in the USA), organizational (decentralization of education management and creation of an autonomous educational system within educational districts with one higher educational institution (usually a university (France)) that dominates. Traditional for the local industry needs in qualified labor personnel ("professional educational districts" in the USA) are the cause of such a variety. However, some territory is divided into educational districts after many criteria. In most cases, the borders of educational districts match those of administrative territories. Educational districts in the system of Ukrainian education are formed according to administrative-territorial principle.

In its essence, educational district is an innovational structure, the activity of which is set going through integration of educational institutions within a corresponding administrative-territorial unity in order to carry out educational process and to implement pre-profile training and subject oriented instruction, to develop children's creative abilities.

The center of subject oriented instruction in the educational district is a basic general educational institution that secure: educational studies (according to its speciality, subject); elective courses, special courses; cultural and educational work with parents; methodological support of educational institutions' activity; educational services provision. One or several basic institutions can function in the district controlled by the regional (city) Curriculum Office of Department of Education.

We will consider some models of educational districts in order to determine the most effective subject oriented instruction: model "Interschool Association", model "School-Resource Center", model "Educational Center", model "Social-Educational Center", model "Regional Resource Center", and model "Resource Center of Regional (City) District".

Model "Interschool Association" is expedient when there are several schools capable of exchanging educational resources and stuff by mutual agreement. In this case, two-three subjects instruction in each school is possible.

There are several parameters that compose the essence of the model: a) schools located not far from one another form a territorial unity if there is at least one general educational establishment that provides complete secondary education (is basic), transport for teachers and students; b) the basic school of the district realizes one or several instruction subjects; c)

subject oriented instruction is provided, as a rule, by the basic school, nevertheless, it can be performed on the base of other participants of the educational districts depending on the instruction subject chosen (out-of-school, vocational educational institutions, inter-school work training center etc.); d) students study the subjects in the basic school of the district on the basis of a legal agreement on cooperation between district subjects (participants) compiled according to the legislation in force and registered at the Department of Education; e) council of the district manages scientifically and organizationally the educational process; f) in order to organize subject oriented instruction, at the district council's request, the Department of Education of Regional State Administration or City Council decides on curriculum, working hours, staff, library acquisitions, facilities and resources of district subjects etc.; g) a united single educational environment is created, which reduces the effect of social alienation of small schools, promotes introduction of modern educational technologies, rational use of scientific and methodic literature, integration of educational institutions' activity with that of establishments of social sphere, culture etc.

Model "School-Resource Center" is advisable for rural areas, where the number of schools is insufficient and these schools lack facilities and resources. Under such a model, all educational resources are located on the base of one school, which becomes basic. This school functions as a resource center and is better provided with educational equipment, has qualified staff. School, additional education establishment, vocational institution can be the base of the resource center under co-management.

Model "Association of Schools (Educational Center)" is a unity of educational, financial, informational resources of educational institutions of different types and accreditation levels created in order to meet pre-vocational and vocational requirements of students. This model includes educational institutions of different degrees: pre-school educational institutions, general educational institutions of I, II or III degrees of education, III, II-III, I-III degrees of education, gymnasiums, liceums, collegiums. Under such conditions, the most provided school undertakes the function of basic one.

Model "Social-Educational Center" is structurally regulated network of educational institutions, social and psychological services, territorial groups and associations, help services for families and children aimed at social protection of every citizen, successful physical, psychological, and social development of personality. The tasks of social-educational center cover creation of conditions for effective social education of minors; early diagnostics, correction, and

rehabilitation; quick social assistance; coordination of efforts in work with families and in microcommunity; social-educational support of persons with specific needs.

Model "Regional Resource center" is created on the base of regional establishments of out-of-school education for rural schoolchildren who have inclinations to different activities the training to which is not provided by regional schools. The main forms of work of such a center: term exams during holidays, individual tasks under educational and methodic support and consulting, remote learning.

Model "Resource Center of Regional (City) District". Preliminary chosen specialists-educational subject teachers organize on-site and off-site training for gifted children [6, p. 27].

The efficiency of educational district depends on its readiness to secure access to the widest set of educational services. Educational district subjects (participants) can interact between themselves and with the community. Cooperation of educational institutions promotes rationalization of the educational network and strategical planning of their development. Educational institutions that successfully interact enjoy confidence of parents and community, thus they have more possibilities to attract additional resources and provide quality education.

We agree with Ukrainian scientists who argue that educational districts should become pioneers of a new approach to quality education provision, important elements of the state and community participation in the educational process. It will contribute to effective use of state finance and attract additional resources, promote development of educational strategies in a certain administrative-territorial unity with all the subjects' interests taken into account. Moreover, it will increase economic efficiency of educational institutions' work, diversify educational services.

The function of various educational institutions in the educational district is training of students to adequately perceive social norms of further adult life, to be engaged in the interactive spheres of human activity, to be ready to instability of labor market and social transformations, and to be capable of vocational self-determination. Thus, vocational guidance with youth is the basis of solving the above-mentioned problems.

In order to secure necessary conditions, resource centers of vocational guidance should be created in the educational districts. It will make possible the cooperation with psychological service, coordinate vocational guidance work of educators, parents and community. In its activity, specialists of resource centers of vocational guidance have,

besides psychological and educational subject oriented diagnostics and consulting, to introduce educational means of practical control over the middle school students' self-determination level. Subject oriented tests are an important part in forming self-determination of students.

Scientists define the functions of a resource center of vocational guidance in the educational district as follows:

- Vocational informing on professions and specialities that are most required in the labor market;
- Presenting the technologies and the rules of vocational choice recommended by the Ministry of Education and Science of Ukraine, education of self-cognition and personal activity as the basis of vocational self-determination;
- Individual, informational-inquiry, and vocational consultations with elements of psychological support and in-depth diagnostics aimed at forming the ability of students to compare their own individual qualities with the chosen profession's requirements to the person;
- Training of main school students to conscious choice of a subject oriented instruction line in high school;
- Vocational psycho-diagnostics aimed at determining the students' interests, features and professional suitability and the use of the obtained data when educational groups are formed;
- Psychological support and correction of vocational self-determination, promotion of vocational adaptation of persons who has found their first employment [80, p. 17].

If we consider the aspect of elective and additional courses, the introduction of program-methodological unit "People and the World of Professions" for students of 8-9 grades and "Carrier Building" for students of 10-11 grades into the activity of general education establishments of the resource center of vocational guidance is advisable. It will create organizational and educational conditions for an integral system of subject oriented instruction and vocational guidance of student youth.

The program-methodic unit on vocational self-determination of main school students under pre-profile training "People and the World of Profession" for students of 8-9 grades has been approved by the Ministry of Education and Science of Ukraine (letters of the Institute of Innovational Technologies and Educational Content No 14.1/12-Г-948-950 as of June 23, 2014) and consists of programs (9, 17, 35, 70 hours) and five manuals "Practice Book".

The set of educational programs "People and the World of Professions" includes an explanatory note, educational programs (70, 35, 17, 9 hours), which determine the content and volume of knowledge, skills, and experience obtained by 8-9 grades students in the choice of an instruction profile in high school, orientative criteria of evaluating the student's preparedness to conscious choice of an instruction profile in high school; and addendum.

The program-methodological set on vocational self-determination of high school students under subject oriented training "Carrier Building" for 10-11 grades students has been also approved by the Ministry of Education and Science of Ukraine for using in general educational establishments (letters of the Institute of Innovational Technologies and Educational Content No 14.1/12-Г-954, No 14.1/12-Г-953, No 14.1/12-Г-952, No 14.1/12-Г-951 as of June 23, 2014). This set includes educational programs (9, 17, 35, 70 hours), an educational-methodological manual to these programs for educators, practice-book "Carrier Building" for high school students and an educational-methodological manual to the practice-book for educators.

The program-methodological set of educational programs "Carrier Building" consists of an explanatory note, educational programs (70 hours for 10-11 grades; 9, 17, 35 hours for 11 grades), variable modules "Carrier Building" of 9 and 35 hours for 10 grades, addendum (orientative criteria of evaluating the level of a high school student's competency in choice of professions and his/her readiness to carrier), a list of recommended main and additional literature.

The program envisages realization of the content to an extent of one hour per week. Programs of 9, 17, 35 hours can be included into the curriculum and the list of educational programs for 10 or 11 grade. The program "Carrier Building" of 70 hours has been developed for boarding schools. The educational institution can decide whether this program should be complemented with a variable module, depending on the region's peculiarities, the educational institution's type. The teacher can change the time of studying some topics, add practical, independent, project, and research tasks for students considering the students' individual educational needs (within 20 %). Variable modules for general educational institution students (9, 17, 35 hours) can be used separately or with the programs "Carrier Building" of 9, 17, 35 hours in 11 grade. Such differentiation and variableness enlarge the spectrum of applying the educational program in the educational districts, basic schools, and

resource centers.

As O. Melnyk, O. Morin, L. Hutsan, and Z. Ohkrimenko argue, the key to solving the problem of vocational self-determination under the educational district is a process of purposeful and consequent changes in the personality itself, which take place under the impact of vocational guidance of educational district subjects whose activity is coordinated by a single structural unit. This unit allows the students to get knowledge about the structure and the content of the person's professional activity, to form the skills of coordination and comparison of own needs and the requirements of the profession and the ability of training in the carrier field.

The students' readiness to vocational self-determination under the educational district has to be formed integrally in the process of class, out-of-class, and out-of-school transformative activity during pre-profile training and subject oriented instruction provided by the all resources of educational subjects (participants). Vocational guidance in the educational district can be viewed as an organic part of the whole system of educational work. It should be tightly connected with the process of all-round development of a person, training of students to adult life and work. Moreover, it should be planned and realized through educational, out-of-class, and out-of-school activities.

Vocational guidance work with students can conventionally be divided into two stages: pre-profile education and profile training. Each stage covers almost all components of vocational guidance, namely vocational informing, diagnostics, consulting, selection, education, development, adaptation.

The specifics of each stage is determined by the students' age and the peculiarities of educational institutions and establishments. Vocational guidance work in the educational districts should be carried out by specialists in teaching methods on vocational guidance, psychologists, social workers, and form masters. However, educators-organizers, teachers of subjects, club or circle leaders, and librarians can be engaged. Vocational guidance issues should be included into the work plans of educational councils, methodics associations.

Educators of the main and the high school face various tasks. The tasks of the main school include:

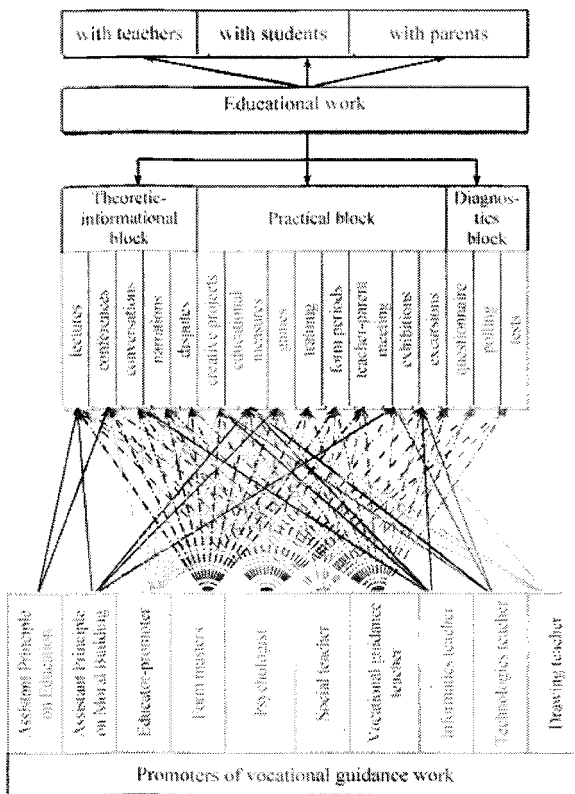
- development the students' abilities of defining life goals, vocational self-determination as a significant part of life self-determination;
- formation of self-cognition and self-appraisal skills;
- support of the students' interests in certain spheres of activity;

- enlargement of knowledge about professions, the specifics of the regional labor market, educational institutions;
- creation of students' positive inclinations to activities of their interest.

The tasks of high school:

- development of the skills of reflection, self-cognition, and self-appraisal, assistance in forming a positive adequate self-esteem;
- support of the student's activity aimed at the development of his/her cognitive interests, defining the current and future life prospects, creation of the individual educational trajectory that promotes vocational self-determination, formation of qualities required by the future profession.

Model of vocational guidance and carrier study with age and individual psychological features of students taken into account



Thus, in conclusion one can say that creation of an educational district and providing subject oriented instruction in it is a multi-aspect problem that covers several tasks: formation of a single normative basis, development of corresponding software, creation of web-sites of districts with effective educational content. In the author's point of view, such content is presented in the program-methodological unit "Carrier Building" for students of 10-11 grades approved by the Ministry of Education and Science of Ukraine for usage in general educational institutions (letters of the Institute of Innovational Technologies and Educational Content No 14.1/12-Г-954, No 14.1/12-Г-953, No 14.1/12-Г-952, No 14.1/12-Г-951 as of June 23, 2014). Besides, the research scientists of Labor Education Laboratory of the Institute of Problems on Education of the National Academy of Educational Sciences of Ukraine in cooperation with specialists of the Ukrainian Scientific and Methodological Center of Applied Psychology and Social Work of the National Academy of Educational Sciences of Ukraine have developed the programs of vocational guidance courses "My Future Profession: Rules of Choice" (52 hours) [elective course for 9 grade students of general educational institutions (52 hours)] and "My Future Profession: Way to Success" [elective course for 10 (11) grade students of general educational institutions (52 hours)] approved by the Ministry of Education and Science of Ukraine (letters of the Institute of Innovational Technologies and Educational Content No 14.1/12-Г-165 as of May 15, 2013). These vocational guidance courses aimed at formation of high school students' competency in choosing and realization of their professional carrier are recommended for introduction into general educational institutions.

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The Author

Hutsan Lesia

PhD in Education, Senior Research Scientist,

Head of Labor Education Laboratory,

Institute of Problems on Education of the National

Academy of Educational Sciences of Ukraine,

Kyiv, Ukraine

E-mail: lelyag@ukr.net

Abstracts

LESIA HUCAN. **Innowacyjne podejścia w organizacji doradztwa profesjonalnego oraz edukacji zawodowej uczniów starszych klas w warunkach okręgu edukacyjnego.** Artykuł dotyczy innowacyjnych podejść do organizacji edukacji profilowanej oraz przygotowania zawodowego uczniów w placówkach oświatowych. Autor przedstawia analizę przesłanek społecznych i wielopoziomowych powodów, które stały się bodźcem aktywizacji działalności okręgów edukacyjnych jako nowego systemu społeczno-pedagogicznego. Tutaj zostały opisane modele nauczania profilowanego w ramach interakcji sieciowej instytucji edukacyjnych

w okręgu edukacyjnym, ujawniono możliwości działalności okręgów edukacyjnych jako gwarancji równego dostępu do jakościowej edukacji dla każdego dziecka.

Słowa kluczowe: edukacja profilowana, przygotowanie zawodowe, model innowacyjny, interakcja sieciowa, okręg edukacyjny, równy dostęp do edukacji o wysokiej jakości.

ЛЕСЯ ГУЦАН. Інноваційні підходи організації профорієнтаційної роботи та кар'єрного навчання старшокласників в умовах освітнього округу. У статті розглянуті інноваційні підходи до організації профільного навчання і професійної підготовки учнів в освітніх установах. Здійснено аналіз суспільних передумов і різнорівневих причин, які стали поштовхом до активізації діяльності освітніх округів як нової соціально-педагогічної системи. Описано моделі профільного навчання при мережевій взаємодії навчальних закладів в освітньому окрузі, розкриті можливості діяльності освітніх округів як застави рівного доступу до якісної освіти для кожної дитини.

Ключові слова: профільне навчання, професійна підготовка, інноваційна модель, мережеве взаємодія, освітній округ, рівний доступ до якісної освіти.

ЛЕСЯ ГУЦАН. Инновационные подходы организации профориентационной работы и карьерного обучения старшеклассников в условиях образовательного округа. В статье рассмотрены инновационные подходы к организации профильного обучения и профессиональной подготовки учащихся в образовательных учреждениях. Осуществлен анализ общественных предпосылок и разноуровневых причин, которые стали толчком к активизации деятельности образовательных округов как новой социально-педагогической системы. Описаны модели профильного обучения при сетевом взаимодействии учебных учреждений в образовательном округе, раскрыты возможности деятельности образовательных округов как залогов равного доступа к качественному образованию для каждого ребенка.

Ключевые слова: профильное обучение, профессиональная подготовка, инновационная модель, сетевое взаимодействие, образовательный округ, равный доступ к качественному образованию.

LESIA HUTSAN. Innovational approaches of vocational guidance and career training of high school students in educational district.

The article deals with innovative approaches to organization of subject oriented instruction and vocational training of students in educational institutions. The author presents an analysis of social preconditions and multi-level reasons that have become an impetus to more intensive activity of educational districts as a new social and educational system; describes subject oriented instruction models under network interaction of educational institutions in the educational district, reveals the potential of educational districts' activities as a pledge of equal access to the best education for every child. To create an educational district and fully provide it methodically and technologically is extremely difficult. To this end, educators should perform many tasks: formation of a common normative base, development of software and web-sites of educational institutions. Network cooperation of educational institutions within educational district with all the participants' effort coordinated will enlarge the spectrum of forms of increasing one's professional level, and promote new technological innovations and effective relationships.

Key words: *vocational self-determination, subject oriented instruction, vocational training, innovative model, network interaction, educational district, equal access to quality education.*