

Tymenko M. M.
candidate of pedagogical sciences, Researcher
department of comparative pedagogy
Institute of Pedagogy of NAPS of Ukraine,

***PROFESSIONAL COMPETENCE OF A SPECIALIST OF VOCATIONAL
AND CAREER GUIDANCE IN SECONDARY SCHOOLS IN ENGLAND***

Helping a young person make the right choice is one of the main tasks that is accomplished through the work of the family, society and the modern school. Therefore, a vocational guidance and career specialist is an integrating link between the realization of society's demands for labor resources and the individual, taking into account his or her abilities and interests, and should be ready for vocational guidance in secondary schools. The issues of vocational training and competence of vocational guidance and career specialists are addressed by such British scientists as: D. Andrews, B. Bessot, N. Rowe, D. Kid, E. Barnes, A. Watts; among ukrainian scientists are: P. Dmitrenko, I. Kosyak and others.

The position of guidance and career specialist is a full-time, statutory endorsement, since according to the National Curriculum and the Education Department, all UK secondary school students must be able to receive career guidance and career guidance services. All schools are required to include a vocational guidance program in the secondary school curriculum, and the ways in which the program may be implemented may vary depending on funding, type of school, and facility management [4].

Only a person with an academic background can be appointed as a career counselor. For the most part, a career and career development specialty is the second professional qualification to be acquired through a first psychological, pedagogical or even economic education. Typically, in the schools of England, the responsibilities of a vocational guidance and career education specialist are fulfilled by the PSHE Education teacher, which includes a planned set of educational material aimed at personal, social and moral development of the individual. The responsibilities of teaching this module are shared by several teachers, from two to seven. Such a teacher usually has a higher professional education and certificate, which entitles him to teach

this module, which is part of the National Curriculum. Such a specialist may be a career guidance and career coordinator provided that he (she) regularly attends career guidance and career training seminars and conferences hosted by local educational and career management agencies [3].

It should be noted that career and career guidance professionals have different qualifications, training and memberships in career guidance and career development. At the same time, all professionals, with the exception of teachers of the module "Personnel-Social Education, Health Education and Economics" (PSHE), working in secondary educational institutions in the field of vocational guidance and career development, have a qualification diploma in vocational guidance and career training and are members of the Institute for Career Orientation and Career Development and the Association for Careers Education and Guidance. In most secondary schools, the basic responsibilities for vocational guidance at school are fulfilled by one person who can hold the post of subject teacher in the module Social and Social Education and Health and Economics and Citizenship (PSHE), career counselor, career guidance coordinator, professional consultant [1].

Thus, the professional competence of a specialist in career guidance and careers involves: knowledge of the legal and regulatory documentation, rules and regulations of labor protection; social psychology; knowledge of the basics of psychology and physiology of work and management; sound knowledge of career guidance, career development and psychological counseling; knowledge of classifications of professions and specialties; awareness of the requirements of the profession to the person, socio-economic situation in the labor market. Quite important in the work of a career guidance and career specialist is his / her quality as a person. A true vocational and career specialist should love children, be interested in their problems, be indifferent to students' choice of further education, future profession and career path, be fair and attentive, keep confidentiality, respect the student's personality, pay attention to the student in the process of career guidance, etc. Career guidance and career training should also be well-versed in the modern computer and information technology that is

widely used in most UK secondary schools. This is especially true of software used in secondary schools for the purpose of psychodiagnosis and occupational diagnosis [2].

References:

1. Andrews, D. (2011). *Careers Education in Schools*. Staffordshire: Highflyers Publishing.
2. Bassot, B., Barnes A., Chant, A. (2014). *A practical guide to career learning and development*. Oxon: Routledge.
3. Rowe N. *Mapping of Seminal Reports on Good Teaching: NFER Research Programme: developing the Education workforce / Naomi Rowe, Anne Wilkin, Rebekah Wilson*. – Slough: NFER, 2012. – 34 p
4. Watts A. G. *Evaluating the effectiveness of careers guidance: a review of the British research / Watts A. G., Kidd J. M. // British Journal of Guidance and Counselling*. – 2011. – August. – P. 3–6.