

DOI 10.18372/2786-5487.1.20258

УДК 373.5.017.4:331./01-057.874

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VOCATIONAL WORK FOR HIGH SCHOOL STUDENTS: PROBLEMS AND PROSPECTS FOR PRE-UNIVERSITY PREPARATION

***Annotation.** The paper presents an analysis of organizing career guidance work with applicants to Sumy State University at the stage of organizing and conducting pre-university training. The article reveals the problems associated with the formation of professional orientation, professional direction and profession choice by high school students. An analysis of the state, features and prospects for the development of the studied process was conducted. Relevant conclusions based on the identified problems of career guidance work with high school students - future university applicants were formed. Based on the results of the study, recommendations for the organizing and conducting of all stages of pre-university training were given.*

***Key words:** career guidance work, pre-university training, career guidance of a high school student.*

***Анотація.** В роботі представлений аналіз профорієнтаційної роботи із абітурієнтами Сумського державного університету на етапі організації та проведення довузівської підготовки. Розкрити проблеми, пов'язані із формуванням професійної орієнтації, професійної спрямованості та вибору професії старшокласниками. Проведений аналіз стану, особливостей та перспектив розвитку досліджуваного процесу. Сформовані відповідні висновки на основі виявлених проблем профорієнтаційної роботи із старшокласниками – майбутніми абітурієнтами університету. За результатами проведеного дослідження подані рекомендації до організації та проведення всіх етапів довузівської підготовки.*

***Ключові слова:** профорієнтаційна робота, довузівська підготовка, профорієнтація старшокласника.*

Introduction. The future profession choice affects the future life, determines the success of self-realization, career and professional growth, affects the formation of character traits, expands the of the individual's worldview. The relevance of organizing effective professional counseling aimed at helping a young person, a high school student in this matter, meets social requirements and makes this problem extremely important [1 - 3]. Often, the choice of a profession by young people is based on superficial information about it, external attractiveness, the experience of others, for example, by the level of salary, the image of the institution, the prestige of the specialty, following the example of parents, friends, etc. But at the same time, the qualities of the future specialist personality are often ignored, neglected. The latter happens because a person, as a rule, knows objective reality better (a study subject, his own clothes, workplace, etc.) than his subjective psychological properties. If you ask, for example, a schoolchild what his intelligence quotient (IQ), type of temperament or character, structure of interests, meaning of life, etc., in response you will hear a very sad and ghostly assessment of himself. At the same time, most modern professions are very complex and also require thorough in-depth knowledge, and their number reaches thousands of names. Therefore, it is so important to find your «native work», as G.S. Skovoroda said back in the day. And an unsuccessful profession choice in the future leads to dissatisfaction with oneself, ineffective work, unsuccessful career, unemployment and, moreover, suffering from occupational diseases. And if we add to this that the professions structure is rapidly changing, a modern specialist also needs mobility, flexibility, readiness for a timely change of specialty, the ability to adapt to the requirements of the labor market, then the problem of choice becomes much more complicated. That is why a significant part of people needs professional qualified help in solving this problem, which is provided by the career guidance system at the stage of choosing a future occupation. Part of this work is carried out by the university, which is interested in educating professionally motivated young people and training highly qualified specialists.

Relevance of the topic. The socio-economic and demographic situation in Ukraine has led to a sharp quantitative decline in the number of secondary education

institutions graduates, to increased competition in the field of educational services provided by universities. One of the main requirements for modern education is its continuity and maintaining continuity between its different stages. In solving this problem, pre-university training, as a connecting link between school and university, becomes particularly relevant. The state and effectiveness of pre-university education, its compliance with the needs and expectations of applicants, the formation of civic, everyday and professional competencies that an applicant must possess, is determined by the quality of pre-university training. Based on this, an important task of managing the quality of pre-university training is to find an applicant who is able to fit into student life easily and, relying on the foundation of school knowledge, become a specialist of the highest category. Therefore, much attention is paid to the implementing new functions of pre-university training. These include marketing, prognostic, compensatory, anticipatory, cultural, subject-personal, etc. Currently, there is a contradiction between the need to improve the quality of pre-university training, aimed at meeting the educational needs of applicants, their parents, the demands for the labor market and educational services, and the insufficient developing the system of marketing activities in managing the pre-university training quality, which ensures forming the strategies and tactics of relations between subjects of the labor market and educational services, which are performed by institutions of higher professional education at the pre-university stage.

The purpose of the article is to highlight the current issues of organizing career guidance work at the university, to identify the main problems that arise when implementing relevant measures, to present methods and approaches to solving these problems.

Research Results. Professional selection for a university is the process of selecting applicants with such qualities that would meet the requirements of the future profession even at the stage of entering an educational institution. Professional suitability is diagnosed on the basis of determining the presence of individual personality characteristics that affect the success of work and the effectiveness of its implementation. Thus, professional selection is the core of career guidance, which

performs the function of identifying and selecting from the initial contingent of applicants those individuals who will be most likely to successfully master a specific specialty and their own work responsibilities associated with it [4; 5].

Career guidance work today should be carried out continuously, especially in the «school-high school» system, since the selection of the best among the career-oriented high school students allows to provide the necessary initial conditions for an effective educational process in higher education institutions. Therefore, career guidance of high school students is always in the focus of admissions committee attention of higher education institutions [6]. In the practice of career guidance work, experience has been gained in «easy» attracting applicants: agitation for open specialties of the university by the departments, holding relevant events with involving future applicants, for example, «Open Day» and «Career Day» at Sumy State University (SumSU) (Fig. 1), consultations before admission, etc.

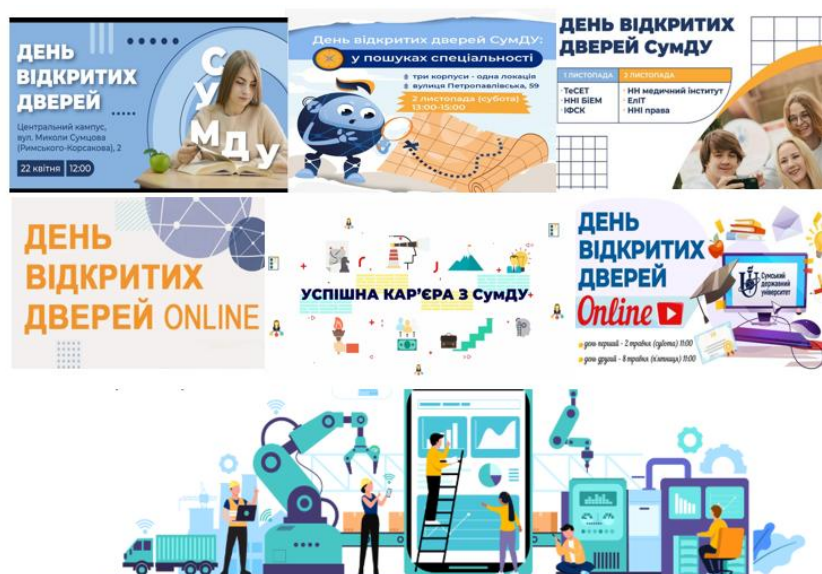


Fig. 1. Design of information stands for the «Open Doors Day» and «Career Day» at SumSU

Methods and features of organizing and conducting effective career guidance work have always been in the field of view of scientists. In the scientific aspect, the justification of career guidance work was carried out by scientists L. Yovaysha, E. Klymov, V. Sydorenko, V. Sinyavsky, B. Fedoryshyn, S. Chistyakova. Their studies

considered various issues, namely: the interaction of school and university during specialized training, professional self-determination of young people, the concept of professional orientation of students, the formation of schoolchildren's professional orientation [1; 4]. The authors of the work [7] identified the most effective methods of professional orientation in the system of continuing education: professional education, professional upbringing, professional selection of applicants, social and professional adaptation, professional and individual counseling. As stated in [7], the relevance of creating a holistic pedagogical system of career guidance work with students of different levels of education (general education, secondary education, vocational education), students of additional courses of educational programs is dictated by the following reasons: psychological and pedagogical (the need for young people for early professional self-determination, for a conscious choice of a profession in accordance with interests and inclinations is growing); educational (the demand for education aimed at developing human abilities, their creative ethnocultural potential); demographic (the number of admissions to 10 grades of general education schools is decreasing and, as a result, the competition for applicants is falling).

Let us consider the problems of *pre-university training* in the aspect of career guidance work with high school students. Additional education on the basis of a university today is not designed to supplement and expand pre-profile and profile training of high school students. Practice shows that additional education at university for schoolchildren is mainly focused on preparing for the national multi-subject test. Profile differentiation should help students make an informed choice of their future profession. The means and methods of career guidance work at universities are passive in nature and require updating, namely:

- conversations with applicants about areas and profiles, which are organized by teachers of the educational institution;
- invitations university teachers to school events;
- design of information stands, billboards and printed products about areas and profiles of university specialties;

- organization of «Open Day» and others.

Currently, despite the fact that career guidance work is one of the most effective means of forming the students' professional orientation, in most schools it is not conducted, or career guidance services are not an effective means of determining the students' life path, building their professional career. This fact is confirmed by a number of sociological and pedagogical studies, which show that the majority of graduates choose professions that do not correspond to their inclinations and abilities and are not in demand on the labor market. A similar trend is still observed in higher education institutions: applicants increasingly demonstrate a low level of professional motivation, insufficient awareness of the requirements for the chosen profession, which leads to a slowdown in the process of professional adaptation, giving rise to a feeling of dissatisfaction with themselves and the profession.

The profile differentiation necessary today requires the organization of career guidance work focused on taking into account the individual characteristics of a high school student, as is the case at Sumy State University (Fig. 2). Its effective implementation can increase the effectiveness of professional self-determination and make it more adequate to the individual's characteristics.



Fig. 2. Photos from the “Open Doors Day” for high school students, organized at SumSU

The prospects of pre-university training in terms of career guidance work with high school students can be distinguished in several directions. Pre-university training of students is a propaedeutic stage in direct professional development of the individual, the purpose of which is to develop the cognitive interests of high school students, increase the level of education and prepare for the conditions of higher education [8]. Career guidance work with high school students should be aimed at improving the quality of training specialists and developing additional competencies that are in demand on the labor market. It contributes to the students assimilation of new experience of activity, social roles, communication, professional behavior. Active methods of career guidance activities require special training of department specialists for university preparation and are aimed at indirectly involving future applicants in the world of science and students. Pre-university preparation is based on the following active methods of career guidance: involving high school students for work in university problem groups in various specialties; creating advertising videos at university that allow positioning the directions and profiles of the university; active participation of university teachers in state programs for advanced training and professional retraining; holding professional weeks of faculties, graduate departments; organizing Olympiads, competitions, and brain-rings for schoolchildren.

Today, it is necessary to organize career guidance work in pre-university education as a holistic management system based on the following principles: specificity - management based on reliable and scientifically substantiated information about the state of students readiness for professional self-determination; scientific - accounting for new achievements in the science of education, career guidance and management; systematicity - consideration of the object and subject of management as a holistic system; feedback - obtaining information about the results of influencing the management system by comparing the actual state of students readiness for professional self-determination; complexity - ensuring the unity of goals and content of preparation for professional self-determination; duration and continuity - ensuring pedagogical guidance in the process of preparing students for professional self-determination throughout the entire period of study at school;

optimality and efficiency - choosing the most effective forms and methods of preparing students for professional self-determination.

The principles of career guidance management are aimed at increasing a high school student readiness for professional self-determination and the formation of his professional orientation. The result of such work will be career guidance as a holistic system, which is represented by the following components: career information, career counseling, career selection and career adaptation.

Career guidance work of a higher educational institution will be effective if the following recommendations are followed: specifying the target audiences of applicants to optimize the activities and technologies of career guidance work; future specialists training should be carried out in an activity-oriented direction based on the use of interactive forms and methods of learning; expanding the interaction of students with representatives of the employer to analyze professional tasks and develop students' ability to adapt to working conditions when socio-economic conditions change.

Conclusions. Pre-university training of high school students ensures the specialization of education, creates conditions for life self-determination of school and technical school graduates. Joint work and professional communication of teachers of two pedagogical teams (school and university) mutually enrich students, it is then that the assimilation of knowledge by students is carried out in integrity, developing the creative activity of the individual, satisfaction of its requests, realizing the individual inclinations, abilities in various fields of activity, forming the motivation to obtain higher education. All this helps to create conditions for professional self-determination of schoolchildren, their successful entry into university. This system provides for a more active formation of profile classes taking into account the individual and psychophysiological characteristics of schoolchildren, which allows to the student successfully adapt to the educational process at the university.

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