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## **Vocational guidance in the context of basic training youth to agricultural activity in the „school – university”**

The purpose of article is to review achievements and problems in the Ukrainian educational system of vocational guidance. This article highlights the relationship between educational and vocational guidance provision, and emphasizes the theoretical and practical imperative to renew and refocus educational and vocational guidance services in Ukraine.

Educational and vocational guidance, or career guidance as it is referred to in many countries, refers to a broad range of activities which are designed to assist individuals make and implement informed choices related to their career development. These activities include career education programs, career information and career counseling. The changing nature of the world of work and career has led to a changed focus in the practice of guidance which traditionally emphasized the expert guiding or prepare individuals to jobs. As we know, the activities incorporated within the practice of career guidance aim to enhance individuals own decision-making based on their own understanding of their abilities, skills, interests and values, and of the options open to them. With the ongoing and repeated nature of decision-making which will increasingly be part of individuals' working lives, this focus on learning outcomes from guidance aims to equip the individual with the necessary skills to deal with other decisions in the future.

Issue of forming the professional competence as a component of the agricultural vocation in the professional training of students considered at different levels and from different angles such native and foreign scholars as V. Anischenko, Sh. Amonashvili, Ye. Bovdarevska, V. Bolotov, A. Bermus, A. Vasylyuk, O. Hazman, N. Yefremova, V. Kovalchuk, N. Kopylova, K. Korsak, Natalya Kuzmina, and A. Myhaylychenko, A. Markov, O. Ovcharuk, V. Syerykov, V. Slastonin, I. Taranenko, T. Ulasova, A. Khutorskiy, E. Short, Ye. Shyyanov and others.

Career Education defines career education as being concerned with the development of knowledge, skills and attitudes through a planned program of learning experiences in education and training settings which will assist students to make informed decisions about their study and effective participation in working life [Endaltsev 1982: 149]. Career information is a very inclusive concept

and consists of job and occupational descriptions, information about employment trends and consequent opportunities or declines in opportunity, details about courses and qualifications, and information about costs, remuneration and financial assistance associated with educational and vocational options.

The theoretical basis of the organization of the Vocational Guidance Unit may best be summarized therefore as follows: to help pupils to discover themselves; to prepare pupils for their eventual place in the working world ensuring that the precise facts are known about a particular career: its scope, promotion ladders, rights, duties; to help parents and pupils in decision-making regarding careers and providing them with all relevant information; to provide the physical space, apparatus and time for conducting a regular series of interviews with every pupil, yet having the system so flexible as to allow immediate help to be given should a crisis arise; to obtain all relevant information regarding the background, academic potential, abilities and aptitudes, personality interests and health of the pupil; to provide the physical space for the storage of all information and to ensure purposeful recording; to provide information on all possible and suitable careers, efficiently and simply catalogued and suitably revised; to provide a continuous source of pupil information to the Headmaster, his Staff and all other involved persons [Zakatnov 2001: 26–31].

Social-economic changes taking place in the transition to a market economy in Ukraine require new approaches in forming the student personality. Increasingly at becoming the state's role in creating the conditions for self-determination of citizens, their entry available knowledge and professional skills, self in an area that can fully display their talents. The successful solution of this problem depends mainly on positive results in the formation of future employees at all stages of school life. One of the tasks of specialized schools to help high school students in choosing a future profession as preparing the student to select a profile learning – this is actually the first major stage career choices. The cooperation of teachers in the educational system „School – University” is very important.

In modern conditions of Ukrainian society in the process of tackling enhance professional training of specialist agricultural direction focuses on the intellectual, moral and cultural development, creative autonomy future specialists of agricultural profile, as well as the formation of professional orientation and improve their professional competence. Thus, we can say that professional competence – the ability to specialist to set professional goals and to choose how to achieve them independently with minimal errors for a long time to carry out their professional activities in various conditions to determine and assess the specific conditions, events and processes that have place in his profession, and to adequately affect them.

The concept of competence is very relevant at the moment among scientists working on improving the training of future specialists of agricultural profile, particularly in the system „School – University”. Professional expertise covers

a wide range of professional characteristics: its professional and personal characteristics, knowledge and skills, making valuable foundations profession, possession of facilities, all of which should provide quality and efficient solution professional tasks.

Vocational guidance – a comprehensive scientifically grounded system of forms, methods and means of influencing the person to optimize her professional identity based on consideration of personal characteristics of each individual and the needs of the labor market. It aims to achieve a balance between professional interests and abilities and the needs of human society in particular types of professional activities. Vocational guidance contributes to the development of abilities and talents a person increase its professionalism, efficiency, preservation of health and are one of the most important elements of public policy in the field of social protection and employment. This activity provides efficient use of labor potential of the person improves its social and professional mobility, plays a significant role in the prevention of involuntary unemployment. Professional presentation stimulate human search the most effective means of improving own professional qualifications, developing socio-economic initiatives, intellectual independence and employment [Zinchenko 1998: 4–15].

An important condition for the effectiveness of career guidance is the continuity of its separate stages, each of which has its own guidance tasks, their methods: 1) Career Guidance at school. The main task of vocational guidance at this stage – Vocational education and identify skills and professional intentions of students; 2) vocational work in preschool education. This stage is characterized by systematization of experience, knowledge and skills acquired in the first stage; 3) Vocational guidance in a professional environment. Its feature is primarily professional adaptation.

The basis of vocational guidance activities on the following principles: comprehensive career guidance services: organization of career-oriented activities should be done in the socio-economic, psychological, educational, medical, physiological and professional directions for versatile readiness of young people to career choices; reconciling the interests of individuals and society through the labor market; activity approach to the definition of professional competence; equal opportunities for career guidance services to the citizens of Ukraine and foreign nationals, with which Ukraine has the appropriate agreements, regardless of the place of work or study, age, sex, nationality, religious belief; access to professional and other information on choices or change of profession, learning and employment; voluntary and free of charge receive career guidance services to all population groups on guaranteed state level; confidential and conclusions are advisory in nature and professional consultation and selection, compliance staff career guidance professional ethics; the relationship of school, family, manufacturing and the public in the implementation of career guidance activities; regularity and continuity in career counseling; the need for vocational guid-

ance and in grade school graduation, provided mandatory continuity of this work from class to class [Klimov 1995: 224].

Basic approaches to vocational guidance activities:

- Socio-economic approach involves an analysis of the needs of society in different occupations, determining their prospects in the labor force. Work vocation for maximizing the value of the employee and, therefore, gives the best economic benefit;
- Psychophysiological approach provides for the selection of such a profession that is most suitable for human physiological characteristics;
- Psycho-pedagogical approach includes education of the students love to work, the formation of interest in the future of the profession.

The process of transformation of the economic system from a planned to a market requires not only changes in the economic structures. The basic nature and complexity of this process is the proper training of agricultural professionals directly to carry out this transformation. Ensuring the proposed requirements raises the problem of quality training modern specialists of agricultural sector (agronomists, chemists, specialists in plant protection, etc.)... On the one hand, production practice puts the specialist requirements for high intellectual level, mastery of certain professional, practical skills and abilities, and on the other hand – is a good professional experience [Zakharov 1988: 270].

In modern scientific literature to carry out a professional activity defines the term professional competence. Under this understanding complex integrated quality of the individual and it is not certain knowledge or skill or even a set of specific procedures, but the property that allows a person to operate as a whole. This idea is expressed in the definition Dzh.Berhoun: competence – ability and willingness to perform tasks, it may cover knowledge, skills, understanding and will.

So, in preparation of professionals' urgent task today is the training, the result of which is the ability to perceive market reforms and easily adapt to changes in life, develop their own competence. Prepared for professional activities specialist with established high-level professional competence will be able to flexibly analyze different situations, respond quickly to changes in the social, cultural and economic life of society, to make effective business communication, consider the basic economic laws in the profession, to cultivate for life.

„Professional Competence” means a set of professionally-related requirements, in this case, the experts of agricultural sector (agronomists, chemists, soil scientists). The main objective of vocational education is to train qualified, to be capable of effective professional work specialist according to his specialty in a competitive labor market.

Today in Ukraine educational outcomes are considered final grades in the graduate certificate or diploma. In practice, there are often differences between records in Diploma and actual competencies graduate: other things being equal (age, education, grade point average degree, position), some experts are making outstanding progress, while others, on the contrary, show a clear mismatch posi-

tion. The fact is that, apart from duties required as a specific set of professional skills. Professional competence, in our view, reflects the unity of theoretical and practical preparation of a future specialist (agronomist, chemists, a specialist in plant protection, etc...) to the profession. It is a personal quality of specialists, describes their ability to make better decisions and be able to implement them in a specific area of practice for a socially defined and expected result.

As we know, choosing a profession for every young person – a selection of his place in life, the future path of study and work. Vocational guidance shall be performed on all age stages, but it is the period of early adolescence is the most sensory for forming the youth to professional self. Vocational guidance is to serve one purpose – to strengthen the student to form his desire for an independent career choices based on knowledge about themselves, their abilities and their development prospects. Parents, teachers and professors must help youth in this difficult choice. Therefore, close cooperation between teachers of different educational institutions to help young people consciously come to a reasonable choice of profession.

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### **Abstract**

Well planned and well organized career guidance services are increasingly important to improve career guidance for young people.

The process of training the qualified specialists is one of the main problems of the professional-practical education. So the above-mentioned problem in the article is considered the major among the problems which the high and secondary school meets.

**Key words:** vocational guidance, profession, pedagogical conditions, structure, professional competence, pupil.