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CAREER'S AND COUNSELLING SERVICES IN UKRAINE SCHOOLS

In a situation where there are options for someone to choose from, one is likely to face the problem of choice. This is very common in the choice of career. This has been a very serious problem for most people, especially students who are faced with the task of choosing a career path. Most of the students that are found in the secondary schools fall within the ages of 10 and 17 years. Henceforth this period will be dubbed 'adolescence'. Due to the demanding nature of this period in people's lives, many end up being unable to make the appropriate choices. The resulting emotional and vocational misalignment causes a number of problems, including dissatisfaction in work, frustration, conflicts and failure in life [Madu 1996, Salami 1997, Ogunlade 2012].

The purpose of the present paper is to investigate career's and counselling services, compare different practices and approaches as well as their implementation in Ukrainian schools, review successful methods in other countries.

Problems of readiness to choose a profession have been investigated in the works of psychologists, educators, philosophers, sociologists [Herr 2004, Hui 2002, Madu 1996, Ogunlade 2012, Salami 1997, Watts 2000, Отрощенко 2012, Пономаренко 2013, Новосельський 2009, Шелестова 2006].

The concept of career guidance is often misunderstood and confused with other related concepts such as counselling. There is considerable similarity and overlap between them since "counseling skills underpin good guidance practice" [Watts & Kidd, 2000]. However, the two concepts are not the same. 'Guidance' is described as helping students in their whole-person development. In turn 'counselling' is defined as helping students to cope with distress and confusion [Hui 2002]. Counselling in fact denotes a more therapeutic and personalized intervention, whereas guidance "embraces a larger range of activities" [Herr 2004]. "Career guidance refers to services and activities intended to assist individuals of any age and at any point throughout their lives, to make educational, training and occupational choices and to manage their careers" [OECD 2004].

Broadly speaking, a career's service is a system to provide effective assistance to the labour self-determination of students, based on studying a person. A career's service should lead pupils to a conscious and correct choice of the profession, it is held during the whole period of schooling. The purpose of the final career's service is assistance in choosing a profession in accordance with the interests, aptitudes and physiological abilities of a student. Counselling in the senior school is conducted jointly with the teachers of the school [Новосельський 2009].

Record shows that the issue of career guidance in well-developed countries has been highly emphasized. For instance, the National Policy on Education of Nigeria states that, in view of the apparent ignorance of young people about career prospects guidance counselors will be appointed in the post-primary institutions [Ogunlade 2012; Ojirah 2004]. In Ukraine the situation is a little different. To describe it we have to explain the main point of the Ukrainian career's and counselling services.

In Ukraine career's and counselling services are often in a wide variety of institutions outside of schools; it could be carried out in secondary technical schools, universities, enterprises etc. The Ukrainian career's and counselling services include psychological, educational and medical aspects, as well as information, introductory and other reference material [Новосельський 2009, Пономаренко 2013].

The psychological and educational aspect is to assist students in realizing themselves as active participants in social and cultural activities.

The medical aspect determines the physical fitness of a student to the chosen profession according to their state of health and physiological characteristics. Information and introductory are aimed at expanding students' notions about different types of professional activities. Reference information is associated with specific information about the possibility of obtaining special education (the educational institution, its location, duration of study, requirements to students about employment opportunities, qualifying prospects and career development) [Новосельський 2009].

Theoretically, according to the regulations of the State Employment Service psychological counselling includes the following stages:

- preliminary conversation;
- psychological identification of abilities and inclinations;
- correction of students perceptions of themselves and a particular profession;
- developing a plan for a life's way and determining an occupational choice;
- "feedback" about the results.

It should be noted that various types of software has been developed to aid these stages, including career guidance tests and questionnaires and professional orientation games. These contribute to the structure of the professional plan of individuals, arrange and organise goals, tasks, opportunities and potential barriers.

According to the latest research [Пономаренко 2013], career guidance carried out in Ukrainian schools includes the following:

- forming students a positive attitude to work;
- conducting professional courses;
- providing relevant professional information (about professions, the labor market, etc.);
- analysing professional plans for high school students;
- detecting professional interests and aptitudes of students;
- counselling pupils;
- defining psycho and physiological capabilities;
- identifying deviations in health and determining students proficiency taking into account medical reasons;
- organizing excursions in enterprises, organizations.

Thanks to the clarity of counselling, students don't have to remember a big amount of information, they think more efficiently and creatively. After being consulted, a student works individually with a psychologist and improves his professional skills and competencies.

Training of professional self-determination helps a teenager to consolidate a number of knowledge, skills and abilities required for successful professional self-actualization. Realization of these goals will allow teenagers to be involved in the process of professional self-determination organically, without internal resistance [Новосельський 2009].

Unfortunately, in Ukraine the idea of a career's service and counselling service is relatively novel and hence it is still at an early stage that requires for it to be developed and improved. A significant brake of the career's and counselling service development is that it is usually intended for an average student; there is no individual, differentiated approach to the individual choosing a profession; it is used primarily verbal, declarative methods, without providing any possibility to try themselves in various activities. Many cities and regions are not provided with current information on staffing requirements; the specialists of the career's counselling services are poorly qualified [Шелестова 2006].

The inefficient career's and counselling services in Ukraine schools show contradictions associated with students' professional self-determination [Шелестова 2006]. They are as follows:

- contradictions between their inclinations, abilities and requirements of the chosen profession;
- between self-development, lifelong learning and opportunities to make money as an unskilled worker;
- between their claims and actual realities of being applied for vacant positions;
- between a desire to try themselves in advance in chosen careers and the lack of such a possibility near the school and/or their environment;
- disparity between health, character, habits, that a profession requires.

However, it's equally important social and economic contradictions. We define the main of them:

- between increased requirements of a modern specialist and effective methods established on the basis of extensive ideas about ways of economical development;
- requirements of professional high-qualified specialists of career's and counselling services in comprehensive schools and other social institutions and the lack of their complex training in higher education institutions;
- necessity to coordinate and integrate career's and counselling services and decision of its bureaucratic ways and means.

According to the experience of well-developed countries, it is important to emphasize the main idea of the career's and counselling services [Debono 2007, p. 8]. The career services should be composed of two main complementary mechanisms, one operating within the educational system, and one complementary to it. Within the educational system, a new structure for career professionals should be developed. At the highest level, this system should be administered by the head of the Career Guidance Services. At College level, there should be College Career Coordinators who integrate within multi-disciplinary teams to offer support services to schools. At the school level, there should be Career Advisors who coordinate guidance provisions and organise career-oriented activities.

There should be a developmental career education programme beginning in early childhood and continuing throughout life. Career education should be delivered in all primary and secondary schools, starting in Year 4. It should be a subsumed programme included in Personal and Social Development, which should be transformed into Personal, Social and Career Development (PSCD). The PSCD lessons in the Third, Fourth and Fifth Forms should be increased to 2 lessons per week per form.

High quality standards are needed to ensure that students get the best possible service. In order to achieve this, there needs to be adequately qualified and experienced staff possessing professional competencies. Career service providers should develop and maintain a Quality Assessment System. National Career Guidance Centre should regularly monitor career-related services at national (not school?) level. This can only be effective if it is complemented and sustained by other related policies and strategies. The proposals should be connected to a lifelong learning policy that directs all education and training [Debono 2007, p.8].

In conclusion, Ukrainian career's services need to be further developed and strengthened so as to effectively match citizens' interest, needs and potential, within the context of the challenges presented by the society we live in. Career guidance services need to be further professionalized and their identity strengthened as they currently tend to be marginalised in favour of personal counselling.

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ПРОФОРІЄНТАЦІЙНІ ПОСЛУГИ В УКРАЇНСЬКИХ ШКОЛАХ

У статті розглядаються основні теоретичні питання консультативних та професійних послуг. Також описуються проблеми та протиріччя, які мають місце в українських школах. У статті також сконцентрована увага на досвіді розвинутих країн у цій сфері та коротко описані основні положення. Автори статті наголошують на тому, що в Україні профорієнтаційну роботу серед учнів середньої школи слід розвивати та удосконалювати.

Ключові слова: кар'єрна служба, консультативна служба, профорієнтація, професійний вибір, самореалізація.

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ПРОФОРИЕНТАЦИОННЫЕ УСЛУГИ В УКРАИНСКИХ ШКОЛАХ

В статье рассматриваются основные теоретические вопросы консультативных и профессиональных услуг. Также описываются проблемы и противоречия, которые имеют место в украинских школах. В статье также сконцентрировано внимание на опыте развитых стран в этой сфере и кратко описаны основные положения. Авторы статьи отмечают, что в Украине профорієнтаційну роботу среди учеников средней школы следует развивать и совершенствовать.

Ключевые слова: карьерная служба, консультативная служба, профорієнтація, профессиональный выбор, самореализация.

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The article considers the main theoretical notions of career's and counselling services. It is described problems and contradictions of this issue in Ukraine schools. The paper also focuses on the career's and counselling services experience of well-developed countries and briefly describes the main idea. It emphasized that Ukrainian career's services in secondary and high schools need to be further developed and strengthened.

Key word: career service, counselling service, career guidance, professional choice, self-actualization.

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