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CAREER PERSPECTIVE OF HIGH SCHOOL STUDENTS: STUDY OF ENGLISH EXPERIENCE FOR IMPLEMENTATION IN UKRAINE

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Abstract

The paper analyses the different scholarly views on conceptual definition of “career perspective” and highlights innovative techniques of career planning at high school. The research focuses on the Ukrainian and English resources devoted to improving careers education. The main objective of the study is to research theoretical conceptual foundations of the principles, organizational and pedagogical tools for the development of career perspective of high school students in England. Other supportive goals of the study are to analyze and generalize the forms and methods of teaching and learning, which positively influence the development of career perspective of high school students in England. The methodological concept reflects the relationship and interaction of different approaches to general scientific and empirical methodology to the study of the educational process of high schools in England. The theoretical concept determines the system of conceptual and categorical apparatus of the research which relates to careers education as an effective pedagogical phenomenon. The concepts of “perspective” and “career perspective” are determined and specified, the effective methods of career perspective development of high school students in England are considered. The scholarly originality of the results is that holistic approach to theoretical aspects of career perspective of high school students in

England is introduced with the view to further elaborating recommendations for implementing constructive ideas of the English experience in Ukraine in the sphere under research.

Keywords

Career perspective, High school, England, Curriculum, Work-related learning, Careers education

1. Introduction

Modern Ukrainian school requires significant reformation and modernization on the way to effective integration into the global educational environment. The intensive development of information technologies predetermines the prior directions of the educational reforms in Ukraine. Innovative learning tools, computer technologies and e-resources are gradually being introduced at all levels of secondary and higher education. New school courses have appeared, experimental curricula have been developed, preconditions and factors for the formation of a new education system have been studied, updating and improving the concept of education have also been focused on. However, in order to ensure the successful integration of our country into global educational system, such changes should be launched nationwide.

Nowadays special emphasis should be made on the modernization of high school in Ukraine: the basic principles of training students require rethinking and learning process needs to be directly linked to real needs of future specialist. Since the future career choice is one of the most important life decisions, its correctness can either constructively or destructively influence the further professional and personal life. And high school has become the place where future professionals are taking the first steps towards a successful career. Therefore, more and more teachers point out that school education should be not only academic but also vocationally focused and create the basis for choosing and mastering the basic skills of a particular job.

One of the strategic goals of educational reforms in Ukraine is the provision of personal and professional development for students. The high-quality vocational education of high school students will allow to start training of a qualified specialist, competitive on the international labor market. However, it should be noted that the existing model of career guidance in Ukrainian schools needs a lot of transformations to meet the needs of society and, above all, the students themselves. The reorganization of work-related learning will help to determine effective methods and means of training young people to choose the further career

path. It is extremely important to begin active planning of a future career in school years, which will ensure a high percentage of students' work readiness. Optimization of the process of solving basic pedagogical issues becomes possible only with a detailed study of the progressive pedagogical experience of foreign countries, England in particular. Theoretical analysis gives reason to conclude that high schools in England have successfully solved the problems of career planning through introducing careers education into school curricula and extracurricular activities.

2. Purposes of the study

The main objective of the study is to research theoretical conceptual foundations of the patterns, principles, organizational and pedagogical tools for the development of career perspective of high school students in England.

Other *supportive goals* of the study are as follows:

- 1) to explore the state of scientific development of the problem of developing the career perspective of high school students in the pedagogical theory of England;
- 2) to reveal the essence, structure, main characteristics of the career perspective of high school students in England;
- 3) to analyze and generalize the forms and methods of teaching and learning, which positively influence the development of career perspective of high school students in England;
- 4) to develop recommendations on the use of key elements of English experience on the development of a career perspective of high school students in Ukraine.

3. Literature Review

Over the past decades progressive English educators and psychologists have been concerned with the importance of modernizing careers education, finding new methods and tools for youth training in choosing a career path (Andrews, 2013; Barnes, Bassot, & Chant, 2010; Colley, James, Diment & Tedder, 2003; Hooley, Watts, & Andrews, 2014; Jenkin, 2013; Roberts, 2013), emphasizing the enhancement of specialised education standards and the creation of optimal conditions for the development of a professional outlook for students in secondary schools of England.

3.1 Peculiarities of Careers Education in English Schools

Andrews (2013), an expert on professional counseling for schoolchildren, notes in his works that one of the main tasks of a modern school is to improve the ways of preparing students for a conscious choice of the future, and emphasizes the importance of integrating study with direct immersion into the chosen profession as a guarantee of the successful

development of career perspective. The scientist studies models of vocational training in English schools and reveals disadvantages and advantages of each of them. Experts on vocational training of students (Barnes, Bessot, & Chant, 2010) have developed a new concept for choosing a future career which according to the authors is more in line with the requirements of the time, since it focuses on learning and adapting to constant changes in the world of professions. A group of experts on vocational training (Hooley, Watts, & Andrews, 2014) explores the main practical aspects of vocational guidance in educational institutions and emphasizes on the importance of training that addresses real needs of students. They specify a range of skills that will ensure the development of a career perspective and further contribute to successful employment and optimal adaptation to rapidly changing requirements of modern employers. English scholars believe that this approach will allow finding the right benchmarks to understand one's own mission and succeed in life. They also emphasize on the importance of qualified vocational guidance with high school students, reveal the main challenges which the school staff face at present and explore in details the factors that have a positive effect on the development of career perspective.

3.2 Types of Schools in England

To reach the aim of the research we have investigated the types of schools in England to define those which provide the appropriate conditions for the development of career perspective of high school students. Historically, England has taken the leading place in providing top-ranked education with strong vocational traditions. Different aspects of education-to-work transition are highlighted by English scholars (Colley, James, Diment & Tedder, 2003; Roberts, 2013) The recent scientific works (Courtney, 2015) introduced the critical analysis of school diversity in England illustrating three major types based on legal status, curricular specialism and pupil selection. As the scientific and practical interest of our research focuses on the careers education it is aimed to identify the types of schools in England which make emphasis on work-related learning and support students with strong vocational background in order to simplify the process of career adaptation. The basic vocational training can't be limited by a certain profession therefore it is obvious that future specialists have to obtain transferable skills to become a versatile specialist flexible to a constantly changing labor market.

3.3 Work-related Learning

Regardless of the employment field the list of these transferable skills should include such characteristics as self-control and self-reflection, self-awareness and active planning, communication skills and ability to negotiate, teamwork skills, resilience to change and

uncertainty, etc. Since one of the primary tasks of school is to prepare students for adult professional life, English teachers and psychologists see the priority direction of work-related learning in improving students' ability to understand what they are learning and what for. A detailed study of the factors that have a positive effect on the internal motivation to plan a professional future is presented in a series of studies conducted by a group of psychologists (Corr & Mutinelli, 2016), who tracked the dependence of the success of professional self-determination on personal psychological characteristics focusing on career adaptability, professional optimism and perceived knowledge.

Most soft skills that students really need for their future career are not traditionally taught neither in school nor University. These drawbacks are suggested being eliminated through problem-based and student-centered learning considering whether students have clear understanding of what soft skills are (Ramlan & Ngah, 2015).

4. Conceptual Framework: Ukrainian Focus on Career Perspective of High School Students

The motivation to conduct this study presupposes the strong desire to improve the state of careers education in Ukraine through the positive experience of high schools in England. It should be noted that school-leavers in Ukraine do not clearly understand their career preferences and are not vocationally mature enough to make a career choice. At the same time little is done for preparing high school students to the challenges of employment nowadays. It is reported that entering the higher educational institution approximately 50% of school leavers take into account their career preferences whereas only 30% plan to build their career according to their specialty (CEDOS, 2016).

More and more educators and psychologists are turning to the concept of “career perspective” as an important component of life prospects and a successful career. Problems of constructing a career perspective are of interest to Ukrainian scientists. In particular, Boyko, Holovakha, Zakatnov, Lukianenko, Melnyk, Pryazhnikov highlight the issues of professional self-determination of youth, its essence, structure and practical realization. Popova analyzes different approaches to the interpretation of the concept of “career perspective” and justifies the importance of its development. Kochneva and Orlova study the factors that influence the development of career perspective.

Optimization of the process of becoming a future specialist is the core subject to the study of the progressive pedagogical experience in England, which is constantly in the center of attention of scholars both in terms of historical aspects and features of the reform process. General characteristics and problems of reforming the English education system were studied

by such scholars as Litsenko, Lokshina, Matvienko, Ogienko, Rybak, Ryabov, Sbrueva, Fedorenko and others. The coverage of vocational education problems was reflected in the scientific works of Gavrish, Garashchuk, Lyashenko, Sinenko, Fedorchuk, Shutova. Various aspects of contemporary career guidance in English schools are dedicated to the research of Avschenuk, Alexeyevich, Voloshina, Glazunova, Gogua, Kostenko, Kukaych, Puhovskaya and others.

5. Research Methodology

The research is based on the three interrelated concepts that contribute to achieving the main objective:

1) *The methodological concept* reflects the relationship and interaction of different approaches to general scientific and empirical methodology to the study of the educational process of high schools in England;

2) *The theoretical concept* determines the system of conceptual and categorical apparatus of the research which relates to careers education as an effective pedagogical phenomenon.

3) *The technological concept* involves generalization and systematization of all resources available on careers education in different types of high schools in England to be researched (made it possible to compare the organizational and pedagogical conditions for the development of career perspective of high school students in England and Ukraine; method of document analysis (state educational documents, curricula, plans of pedagogical process in high school) to study the peculiarities of career perspective of high school students in England.

6. Findings

The originality of the results is that holistic analysis of the scholarly and theoretical aspects of career perspective of high school students in England is introduced for the first time, the concepts of “perspective” and “career perspective” are defined and specified, and the methods of career perspective development of high school students in England are highlighted. The increased attention is paid to personal characteristics of young people in order to shape their vocational values and career expectations. The significance of the study gives new pedagogical technologies and the most optimal conceptual approaches to the modernization of vocational education in the Ukrainian high schools. The educational process in a modern school is the object of criticism for poor preparation for adult life and raising the awareness that “learn to earn strategy” requires a detailed analysis. In this context, special attention is paid to the problem of career perspective, the construct which contributes to

building a successful career and withstanding the job challenges. The vitally important components of career perspective are employability skills, career values and interests, motivation through training. The research has proven that career perspective is extremely important for acquiring career readiness and professional development as well as the ability to design one's own live aims at professional growth and optimistic future plans perception that are the important components of successful career building.

Findings identified that career perspective can be modified experimentally, however, the question of effective methods for a career perspective development and an assessment scale require a long-term research. We would like to emphasize on the urgent need not only to revise the content of education, but also to reload the psychological climate to fill the school atmosphere with a welcoming and encouraging attitude to every child. It is worth noting that positive and creative equipping future specialist with all necessary competencies and skills will allow them to step up and steadily build their career.

7. Conclusion

Hence, the analysis of recent resources has proved that positive planning of a professional life makes a career perspective development possible, an important factor is the ability to set achievable short-term and long-term goals. In the age of information technology, the school should not provide students with knowledge only, it is crucially important to make them feel self-confident, shape career values, help them discover career interests and fulfil their potential.

The practical significance of the study is to provide the pedagogical process in the Ukrainian institutions of secondary education with theoretical material on the peculiarities of the development of career perspective of English high school students. The research results can be used to follow the recent tendencies in transformation of global educational environment, to deepen teachers' and students' knowledge on comparative pedagogy, to update educational programs, plans, courses and bibliographic databases. The scope of future research involves the development of the concepts of successful integration of Ukrainian high education into the world educational environment on the basis of the elaborated recommendations for implementing constructive ideas of the English experience on the state, institutional and individual levels.

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