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SUCCESSFUL EXPERIENCE OF ENGLISH SCHOOL VOCATIONAL GUIDANCE IN THE CONTEXT OF ADVANCED EDUCATIONAL APPROACHES

УСПІШНИЙ ДОСВІД ПРОФОРІЄНТАЦІЙНОЇ РОБОТИ В ШКОЛАХ АНГЛІЇ В КОНТЕКСТІ ЗАГАЛЬНИХ ОСВІТНІХ ТЕНДЕНЦІЙ

УСПЕШНЫЙ ОПИТ ПРОФОРИЕНТАЦИОННОЙ РАБОТЫ В ШКОЛАХ АНГЛИИ В КОНТЕКСТЕ ОБЩИН ОБРАЗОВАТЕЛЬНЫХ ТЕНДЕНЦИЙ

Annotation

The article depicts the main aspects of vocational guidance in English schools where the problem of choosing future profession by young people has been successfully solved for many years. Good results in this educational sphere are achieved thanks to close cooperation between schools and businesses which are interested in bringing up future employees for their enterprises. In the article we also focus on new trends in vocational guidance and its impact both on various cohorts. Upgrading training is defined as a means of extending occupational proficiency in order to perform qualitatively higher grade occupational functions and achieve career advancement. Yet another popular and efficient vocational and educational guidance technique nowadays is distance education aimed at increasing the stimuli for people with higher education to achieve the positive impact in the current work system.

Стаття розглядає основні аспекти профорієнтаційної роботи в школах Англії, де проблема вибору професії молоддю успішно вирішена. Хороші результати у цьому напрямку досягнуто завдяки тісній співпраці між школами та компаніями, які зацікавлені у підготовці майбутніх фахівців для свого бізнесу. У статті ми також розглядаємо нові тенденції у розвитку профорієнтаційної роботи та її вплив на різні вікові групи. Підвищення кваліфікації є засобом удосконалення професійної підготовки з метою покращення професійного та освітнього рівня і отримання можливості для кар'єрного росту. Ще одним популярним і ефективним методом

надання орієнтованої допомоги щодо вибору майбутньої професії і освіти є дистанційна освіта, метою якої спонукати людей з вищою світою до розширення професійних горизонтів в існуючому робочому середовищі.

В статье рассматриваются основные аспекты профессионально ориентированного направления английских школ, где проблема выбора профессии молодыми людьми была успешно решена. Хорошие результаты в этой образовательной сфере наблюдаются благодаря тесному сотрудничеству между школами и бизнес компаниями, которые заинтересованы в том, чтобы воспитывать будущих работников для всех предприятий. В статье также освещаются новые направления и программы, которые успешно используются в английских школах.

Key words: vocational guidance; develop skills and abilities; vocational practice; vocational guidance programs; training and retraining; labour market; assess knowledge and skills.

Ключові слова: профорієнтація, розвиток умінь і навичок, професійна практика, профорієнтаційна програма, підготовка і перепідготовка, ринок праці, здобуття знань і навичок.

Ключевые слова: профориентация, развитие умений и навыков, подготовка и переподготовка, рынок труда, профориентированные программы, оценивать знания и навыки.

The main capital of modern developed countries is the intellectual potential of a nation. Nowadays it is not enough to invest money in industrial development, buying new modern equipment and machinery, it is necessary to have well-educated specialists who will be able to work at these facilities. Besides, new sophisticated equipment (electrical engineering and robots) requires new knowledge and skills: abilities to analyze computer data, summarize the information, code and decode it. At the same time a new stage of scientific-technological revolution which is characterized by quick shift of industrial technologies, permanent improvement of sophisticated equipment requires from specialists everlasting training and retraining. The main feature of a modern specialist is the ability to learn all life long, to be flexible and adaptable to any economic and social changes, especially at economic crises and unemployment, to be ready to change a profession if it is necessary. The modern generation will have to learn all life long and will change at least 3-4 professions.

That's why a school should help a child to recognize and find abilities to some professions. Vocational guidance has always been the main element of learning and bringing up which has laid the foundations for personal development and self-actualization and relations with other people as well. The main task of any school is not only to give some set of knowledge but rather to prepare pupils to different aspects of life. In this context it is necessary to have a look at progressive experience of other countries, specially England. Vocational guidance is included in curricula of English schools and is considered to be one of the main subjects. It is begun from such subject as "Citizenship". It gives the basis for being informed and responsible citizens who can play active role in the society. This subject provides pupils with the opportunity to be engaged in political, economic, social, environmental and cultural matters at local, national and world level. English pupils develop their abilities to take active part in democratic decision-

making firstly at school and then in the society. It is very closely connected with choosing their future profession, because socialized person will be more knowledgeable and adaptable to different social and life circumstances. Professional activity is one of the means of self-actualization and vocational guidance together with the subject "Citizenship" is directed to pupils' adherence to norms and rules of social-production life.

At modern English schools there are several vocational guidance programs which are oriented the teenagers of 14-16 years old. At the age of 14 a pupil may choose any direction of education which he or she wants. Academic curricula are for those pupils who prefer to enter prestigious universities. If a pupil chooses vocational program, then a school issues certificate of some profession and assigns National General Profession Qualification. A pupil can enter higher educational establishments as well having Profession Certificate. One of the most popular vocational guidance program is "Technical and Vocational Educational Initiatives" (TVEI) which was begun by the government of Margaret Tether in 1982 and having passed through many changes and amendments it is still widely used in modern English schools because of good results it has brought.

The main objectives of vocational guidance program are as follows:

1. the program provides pupils with the information which will be necessary for them at an enterprise, that means it helps pupils to develop their abilities, skills and attitudes required at employment;
2. it provides pupils with the information about enterprises, helps young people understand the professional, production relations, teach them marketing, finance, business management;
3. "Initiatives" can give pupils education organizing production practice at enterprises, brining such personal qualities like ability to communicate with others, be initiative and responsible.

The head of vocational guidance commission David Yang gave such definition of the "Initiatives" main objectives:

1. "Our main task is to widen and enrich the curriculum so that it can help young people to prepare to professional activity and develop skills and interests, including creative abilities.
2. We have to learn pupils to study. In the period of quick technological shifts the requirements to professional skills will be changed all the time."

The main aspect of this program is that pupils will get the education that will help them to adhere to educational environment which will change.(308)

A National Steering Group of the "Initiatives" defined such criteria for the program:

- the equal access opportunities to educational program of all national minorities and sexes;
- four- year long program for all pupils at the age of 14-18 years old and the disciplines become more complicated every year;
- fostering to bringing up initiatives, abilities to solve different problems and to work at self-improvement;
- balanced approach to provision of general, technical and professional education by the program;
- the elements of professional specialization which are directly connected with employment;
- planned vocational practice which is introduces to all pupils at the age of 15:

- periodical appreciation of achievements with awarding some certificate at finishing the corresponding course:
- permanent vocational guidance of education;
- preparing pupils to one or more professions;
- free access to further education at obtained qualification depending on acquired knowledge and skills;
- close interconnection of all disciplines which are taught within the program. (235)

One of the requirements put by the program was the necessity to have any form of vocational practice to get work experience. It will give the pupils opportunities to develop their skills, widen knowledge and interests, including creative abilities, which will help them to have more interesting professional life and bring the benefit to the society.

Firstly, “Initiatives” varied widely depending on the school. In some schools only the best pupils took part in it. In others, it was considered that pupils with bad grades should have vocational practice. But gradually the program became more and more popular and the financing for it had increased as well. And it was decided to expand the pilot program to national scope. It became the obligatory program at every English school at the end of the 20th century.

The Director of Educational Department at Vocational Guidance Agency Ann Jones gives such definitions of “Initiatives” objectives:

1. **Cognitive**, which is based on the process of getting wide range of knowledge when curriculum is related to the professional activity.
2. **Developing**, which includes the development of personal and social skills of pupils.
3. **Social**, which means setting the corresponding relations between the industrial, local, national and international surroundings. (248)

“Technical Initiatives” is directed to learning technology, business and some branches of industry. The main disciplines of the program are English, math, natural and humanitarian disciplines, physical training, vocational guidance, counseling, technology, basics of business, vocational practice and so on.

So, the program “Initiatives” has demonstrated good results for many years and has become used in many English schools.

Approximately at the same time Employment Ministry together with Education Ministry organized another program “Youth Training Scheme”. The tasks of the “Scheme” coincided with the tasks of the “Initiatives”: to foster connection between schools and industry. The program “Schemes” was organized like additional means of support to the “Initiatives”. Besides, the program “Scheme”, founding different training agencies at enterprises, had to prepare the youth to professional activity after finishing complimentary education at school at the age of 16. The program has training course of mastering some profession for 13 weeks, direct vocational practice at an enterprise, additional group and individual classes. Every pupil has his or her individual teacher who assess his or her knowledge, gives advice as to chosen profession. A pupil has a grand of 25 euros per week.

To become more popular and demanded the program firstly was oriented at new and not well-known enterprises which needed new employees and advertising. These companies hired would-be specialists who were engaged in this program and invested some money in the development of “Scheme”. Due to such approach the benefit was received by both participants. The program was implemented getting money from employers who were interested in having

well-qualified specialists, the schools had the opportunity to provide pupils who wanted to get some vocations with necessary training courses. Thanks to the program “Youth Training Scheme” there was organized the whole empire of successful agencies among which was “Community Task Force” which has been training youth for professional activity for many years. These agencies closely cooperate with schools. In addition to these agencies there have always been many other organizations which have been taking active part in vocational guidance of English schools, such as Vocational Guidance Services and Trade Unions. But the membership of the last ones has diminished lately because more and more people begin to be engaged in service rather than industry. Private companies substituted trade unions and they are more interested in bringing up and teaching labour which will directly work at the enterprise.

The great interest of private companies to these matters has increased the number of vocational guidance programs which are applied at schools. One more program of such direction is “Training Credit”. It has been widely used along the other vocational programs. The program “Training Credit” was started in 1991 in 11 regions of England and Scotland, in 1993 it was widened and was applied in 9 more regions and in the summer of 1995 it became the national, the name was changed into “Youth Credit”. Since that time it has become one of the most popular vocational guidance program with young people at the age 14-16 years old. The program provides every school leaver with a credit, that is some amount of money which is required for getting some profession. Such approach to obtaining future profession demonstrates the main feature of vocational guidance in English schools, it is the privilege of individualism in making decision as to the future profession and the belief into rational choice. The young people are taught to be responsible for their decisions and self-development in modern society. This can be achieved in such ways:

1. By individual assessing personal qualities, knowledge and skills;
2. Thanks to highly-qualified vocational guidance services provided by the teachers of schools and the specialists of Profession Promotion Services;
3. By financial credits which gives young people the opportunity to be active participants at the labour market and be able to choose the future profession by themselves.

Comparing the most widely used vocational guidance programs, we have to admit that in the programs “Technical and Profession Education Initiatives” and “Compact” a pupil was proposed some vocational guidance methods and mechanisms and he or she was passive in choosing forms required for this kind of the activity. As opposed to them, the program “Youth Credit” has completely changed the pupil’s role. He became an active participant of this process and has been a partner for both teachers and employers. This promotes the pupils’ initiative, teaches them to make correct decision and be responsible for them.

It is important to note that English schools have begun to apply the vocational guidance education for the younger pupils as well. Lately the Program “Young Enterprise” has been widely used in schools for children at the age of 4-12 years old. It provides the basis for development of knowledge, skills and understanding the world of labour relations. The program consists of several modules depending on the pupils’ age. You can see them in the table.

So, analyzing the main modules of the program it is possible to say that the vocational guidance at English schools are started from the youngest years and the leading motive is to bring up responsible, social active person who will be ready to make rational decisions in personal life and professional activity and will adhere to different economical surrounding, will be able to change several vocations during professional life.

Let's look how the vocational guidance works for the seniors and analyze its role as a stepping stone towards university education. Initial vocational training combined with a recognized upgrading training program is one of the possibilities for career advancement. Upgrading training is defined as a means of extending occupational proficiency in order to perform qualitatively higher grade occupational functions and achieve career advancement.

Another very frequent option is vocational training without vocational qualification that equally applies to male and female, but as statistics says, the proportion of female is higher than that of male. naturally, the low rather is among those under 35 year olds, and their preferences are slightly shifted in favour of university degrees. Yet, initial vocational training remains the most popular qualification and the tendency is not going to change in the near future. The cohorts aged 40 and above are interested in the upgrading training programmes for higher-level training with over 10% of male and only 5% of female. This causes the "male" domain in production-related occupations and skilled crafts, and much lower female's share there. So, as we see, the proportion between male and female involved in the upgrading training seems equal in the younger cohorts.

The term "dropout rate" is used when we speak about the proportion of people beginning advanced vocational training and drop it out at some point before final examinations. Consequently, they are not assigned a qualification rate. The latter is applied to those who successfully complete their advanced vocational training programme. Higher-level vocational qualifications improve individuals' labour market opportunities, while people without initial vocational qualification run the highest risk of unemployment. On the contrary, both advanced vocational qualifications and university degrees result in a further reduction of unemployment risk, in some cases to below 3%. The differences between men and women in this regard are comparatively minor. Also, the incomes of employed people with different educational pathways considerably vary from one another. High-level vocational qualifications generally lead to distinctly higher incomes, both for men and for women. There is very clear evidence that an absence of vocational qualifications results in strikingly low incomes.

Young people often face the problem of career choice and as a result, hasty, offhand and wrong decisions with negative consequences in future for an individual on the first hand, and for the society, on the other hand, either from an economic and social point of views. The career choice of young people, that is, foremost, the selection of learning subject(s), is significantly affected by the media which distort and mislead the view of reality and instigate the youngsters to impulsive decision-making, often without analyzing the real opportunities and their pros and cons. The uncertainty of young people, namely, school leavers, about their career path results from a lack of efficient guidance services and support in secondary schools. Therefore, to tackle the problem many institutions currently set up professional units and centres supporting in careers advice, the development of key skills including literacy, mathematics, computing and study skills.

Yet another popular and efficient vocational and educational guidance technique nowadays is distance education aimed at increasing the stimuli for people with higher education to achieve the positive impact in the current work system. The learners are offered a wide range of services during the whole educational path, concerning, in particular, curriculum choice, study plan, exams order, postgraduate studies, internship possibilities etc. They apply the whole range of communication channels either "in presence" and "distance mode" through digital tools and the web to guarantee a high quality level of education and to favour the learning process

Summing up, we'd like to highlight the main points of vocational guidance activity to be taken into consideration at the institutions of higher education:

- Vocational guidance among school leavers and their parents;
- Development and implementation of vocational guidance programs (pedagogical, educational, research);
- Applicants attraction from remote regions;
- Complex interaction with local teachers;
- Facilitation of market-oriented career guidance.

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