THE ROLE OF THE STATE EMPLOYMENT SERVICE IN THE READINESS OF HIGH SCHOOL STUDENTS FOR THE CONSCIOUS CHOICE OF A PROFESSION

Abstract. The article highlights the role of the employment service in preparing high school students to choose a profession. School youth who are preparing to start an independent life need support and qualified assistance in solving problems related to choosing a future profession and determining ways to acquire professional education. And choosing a profession is a long process, covering the period from childhood to youth and early adulthood.

It was analyzed that one of the reasons for the instability of the choice of profession in adolescence is primarily the lack of awareness of children, caused by both imperfect teaching methods and the level of their readiness for educational activities, the inability to overcome difficulties, the state of health, etc.

It is emphasized that the task of career guidance is to acquaint students with professions and the rules of their choice, to foster a focus on self-knowledge as the basis of professional self-determination; formation of the ability to compare one's abilities with the requirements for acquiring a specific profession, to draw up a real plan for mastering the profession on this basis, as well as ensuring the development of professionally important personal qualities.

It was determined that career guidance work includes the following stages: 1) professional information; 2) professional diagnostics; 3) professional consultation; 4) professional selection; 5) psychological adaptation.

Forms of work with high school students, which are used by specialists of employment centers, were analyzed, namely: 1) conducting a diagnostic examination
of school students with the help of blank or computer tests and questionnaires; 2) individual consultations for students; 3) career orientation excursions to city enterprises; 4) consultations with parents regarding the construction of children's professional careers.

Keywords: professional self-determination, choice of profession, readiness for work, high school students, employment service.

Formulation of the problem. The problem of professional self-determination of student youth occupies an important place, as it concerns a decisive moment in the life formation of an individual. It becomes especially relevant in early youth. In connection with this, the central and rather difficult task of the state is the formation of students' ability to consciously and independently choose a profession and further master it. Solving this task largely depends on the active position of the students themselves, on the awareness of oneself as the subject of one's own life, the desire for personal self-realization, the ability to make balanced and responsible decisions independently.

The chosen profession should correspond to the personal qualities and capabilities of a young person, be interesting, and create opportunities for competitiveness in the labor market. The wrong choice of future profession is associated with the influence of many factors, namely: insufficient information about current professions, lack of understanding of one's abilities and adequate assessment of one's capabilities, psychological pressure from parents, teachers, etc. There is an insufficient coverage of career guidance work for schoolchildren, especially children in difficult life situations who often do not have support from their parents in choosing a profession. The key to the success of this process is effective, systematic and high-quality career guidance work with student youth, which, on the one hand, will contribute to the student's professional self-determination, and on the other hand, will contribute to achieving a balance between professional interests, human capabilities and the needs of modern society in specialists of certain specialties.

Analysis of recent research and publications. The analysis of the latest research shows that significant progress has been made in the domestic pedagogical and psychological science on the issues of professional orientation and professional self-determination of students. Attention is also paid to the economic and social aspects of this problem. The theoretical-applied base of modern studies of career guidance problems is made up of the works of domestic and foreign researchers V. Andriyashin, I. Voloshchuk, E. Holovakha, K. Gurevich, O. Melnyk, E. Klimova, V. Madzigon, S. Chistyakova, and others.

The theoretical prerequisites for the development of this problem were studied in psychological-pedagogical studies of the mental development of the individual by such scientists as H. Ball, I. Beh, M. Boryshevskyi, I. Zyazyun, G. Kostyuk, N. Nychkalo, P. Perepelitsa, V. Rybalka, O. Skrypchenko and others.
The purpose of the article – to analyze the role of the state employment service in the readiness of high school students to consciously choose a profession (on the example of the Uman employment center).

Presenting main material. Early youth is a period of searching for one's own "I", the basis of which is a structured individual system of value orientations. Thanks to it, a young person develops an adequate identity, which ensures readiness for vital choices, for personal and social self-determination, and the formation of life prospects. Adolescent age is sensitive to influence on the process of formation of value orientations as a stable element of life perspective [6].

Choosing a profession is one of the most important strategic decisions in a person's life and a complex problem. This is a complex act of self-determination – a conscious choice by the subject of a life position, which becomes a decisive factor in choosing ways to solve certain life problems.

Professional self-determination in pedagogy is understood as self-knowledge and an objective assessment of one's own individual characteristics, comparing one's professionally important qualities and capabilities with the requirements necessary for mastering a specific profession. This is the process of making a decision by an individual regarding the choice of future work activity (choice of profession, professional educational institution, place of employment) [1].

Pedagogical management of professional self-determination involves the organization and implementation of a managerial influence on the psychological sphere of the student's personality with the appropriate arsenal of pedagogical tools in order to prepare the student for a conscious and independent choice of profession.

Professional self-determination consists in an individual's awareness of himself as a subject of a specific professional activity and involves:

1) a person's self-assessment of his own individual psychological qualities and comparison of his capabilities with the psychological requirements of the profession for a specialist;

2) awareness of one's role in the system of social relations and one's responsibility for the successful performance of activities and the realization of one's abilities;

3) self-regulation of behavior aimed at achieving the set goal [3].

Contradictions in the process of professional self-determination are distinguished:

- between a young person's desire for independence and the need for qualified help from adults or teachers;

- between the social orientation of young people mainly towards prestigious professions and the state's need for specialists;

- between the desire to continue education after finishing school and the decrease in interest in learning among the majority of today's youth;

- between the professional intentions of schoolchildren and the possibilities of their realization;
- between professional intentions and abilities;
- between young people's desire for independence and the lack of ability to reasonably make a decision regarding the choice of profession;
- between the desire to try one's strength and the lack of such an opportunity at school;
- between the state of health and the medical and physiological requirements of the profession;
- between modern requirements for a specialist and current forms and methods of professional training;
- between the professional intentions of young people with a high level of education and a significant share of low-skilled manual labor [4].

If we talk about the readiness to choose a profession, then this is a complex structural formation of interconnected and united by beliefs moral and volitional qualities of the individual, ways of behavior, knowledge about professions, practical skills and abilities, formed in accordance with the requirements of society and the possibilities of the educational process in school [9].

Readiness to consciously choose a profession includes: moral, psychological and practical readiness.

Components of readiness for a conscious choice of profession are:
1) general positive attitude to work;
2) knowledge of a certain range of professions, their content, requirements, ways of obtaining a profession and prospects for professional growth;
3) formation of professional interests;
4) adequate self-esteem;
5) formation of the motivational sphere;
6) the presence of special abilities;
7) practical experience;
8) balance of interests, abilities and inclinations, their compliance with the requirements of the profession to the individual;
9) appropriate state of health;
10) the formation of moral qualities that meet the requirements of the profession;
11) professional suitability - a set of psychological-pedagogical and psychophysiological characteristics of a person, necessary for achieving satisfactory success in work from the point of view of society in the presence of special knowledge, abilities and skills, as well as obtaining personal satisfaction from the work process itself [7].

It should be noted that the professional choice of the future profession of a young person is influenced by external and internal factors, which are interpreted as a basis that affects any process, changing its degree and nature, revealing the dynamics of its productivity. External factors (social, which are not controlled) are
related to the influence of the environment: the judgment of parents, friends, peers, the desire to achieve external success or with certain doubts, fears of judgment, etc. Internal (psychological, controllable) factors inherent in a specific person determine personal abilities, inclinations, habits, character, etc. [13, p. 15].

An important prerequisite for successful professional self-determination is also the formation of professionally important qualities in a person – individual mental, psychological and physical properties that meet the requirements of a certain profession and contribute to its successful mastery. Preparation for a conscious choice of a profession involves the active formation of such psychological qualities as abilities, interests, value orientations, orientations, aspirations, professional plans, ideals, beliefs.

The time required for the formation of professional aptitude depends not only on the working conditions, but also on the natural data of the individual, his professional motivation and the level of professional training.

Considering the problem of professional suitability, it should be noted that it is very difficult to determine the degree of correspondence between professional requirements and individual characteristics and abilities of a person, especially according to the criterion of his personal characteristics, value orientations and worldview. Therefore, it would be more appropriate not to select a person for a profession, but on the contrary, to look for a profession for a person, that is, to carry out professional selection.

The main tasks of career guidance work are:
- promoting the development of students’ thinking;
- promoting the development of benevolence;
- promoting the development of readiness for life activities;
- promoting the development of responsibility;
- promoting the development of individual independence;
- development of adaptation and integration skills in a changing environment;
- increasing the level of self-esteem of the child;
- promoting the development of self-respect and acceptance of another person as he is, his views, traditions, habits;
- education of respect and love for oneself and one's surroundings [11, p. 14].

The effectiveness of the organization of career guidance activities consists in the use of active forms and methods of work. Depending on the purpose, tasks and content, they are divided into: informational and educational, during which pupils are told about employment channels, conditions of hiring and training, information is provided about the world of professions and requirements that apply to a person; diagnostic, which are aimed at studying the personality of the student, his interests, inclinations, abilities in order to identify their correspondence to the chosen profession. Among such forms of career guidance work, the following are distinguished: situational role-playing game, plot-role-playing game, play-dramatization, dramatization,
game-conversation, game-express, game-journey, quiz, guessing riddles, puzzles, crosswords, excursion to enterprises, virtual excursion, a conversation, a story, an hour of communication, a kaleidoscope, an oral journal, an imaginary journey, a creative competition, modeling life situations, an exhibition of creative works, a school of professional skills, a presentation of professions, watching documentaries, videos, a stationary form of work, a game with letters and words, game program, city of funny masters, press show, meeting with people of different professions, profession fair, club of funny and smart people, action, theatrical performance, master class, questionnaire, testing, projects, training, kaleidoscope of professions, professional living room, collage, debate, briefing, modeling of developmental and educational situations, brain-ring, drawing up of individual self-development programs, thematic dialogue, internet trip, internet forum, etc. [2].

Along with the main forms of professional and informative work, additional forms are used, such as: thematic reports, debates, creative works of students (abstracts, diaries, exhibitions, newsletters and stories), competitions for better knowledge of the world of professions and their psychological structure, independent research activities of students, etc. [10].

The main methods in professionography are methods of interviewing, observation, experiment, self-observation, which are complemented by analysis of documentation, analysis of critical situations, labor results.

Specialists of employment centers carry out significant work with high school students. They familiarize future graduates with the list of vacant professions, diagnose the professional inclinations of each of them, and give competent recommendations.

In order to systematize knowledge about the world of professions, specialists in the social sphere use such well-known technologies for career guidance of school youth as E. Klimov's questionnaire, Jovaisha's method of studying motivation for activity, the "Map of Interests" questionnaire, the Jones and Crandall personal orientation questionnaire, the method of identifying communicative and of organizational abilities "KOS-2", the methodology "Profile of thinking" (V. Hansen, K. Malyshev and L. Ogynets, etc.).

The State Employment Service, which has sufficient human resources, information, technical and material resources to carry out such work, acts as the main subject of vocational guidance work with school youth.

Tasks of career guidance work at the State Employment Service:
- provision of conditions for optimizing a person's professional self-determination, choosing or changing the type of work, profession, qualification, work and/or direction of further education;
- promoting the achievement of a balance between professional qualities, preferences and individual characteristics of a person and the needs of the labor market in employees of the relevant professions and qualifications;
- promoting the increase of social and professional mobility of a person, motivation for legal employment in Ukraine, realization of the individual potential of a person;
- formation of constructive behavior of a person in the labor market [8].

In accordance with the Unified Technology of Providing Social Services to the Population, career guidance work is also carried out by the Uman City Employment Center. Schoolchildren are provided with information about professions and specialties that are relevant in the labor market, psychological testing of students is conducted, and a sense of confidence in their own abilities is formed in the younger generation.

Specialists of employment centers help to find out a person's professional inclinations and abilities, circle of interests, life goals and orientations with the help of specialized tests and individual consultation. Seminars and trainings teach how to search for vacancies from various information sources, write a good resume, prepare for an interview with a potential employer, and thus speed up the search for a decent job.

An individual interview with a specialist will help to deal with the difficulties that prevent you from finding a new job in the shortest possible time. Together with the person, the specialist will determine the sequence of steps to overcome these difficulties, help to decide on the most suitable profession and work.

For older schoolchildren, employment centers conduct interesting career orientation classes and excursions to enterprises of the city and district. Students have the opportunity to undergo in-depth testing in order to choose a future profession and an educational institution for obtaining it. Qualified specialists consult with them and their parents, form recommendations on building a professional career [12].

On the basis of the Uman city employment center, vocational guidance work is carried out with students of grades 9-11 of the city of Uman.

Among high school students, a number of methods were conducted to study the personal ability of students to choose a profession. Yes, they were asked to complete the "What I like" questionnaire. The questionnaire contains 150 questions and is aimed at researching the interests and aspirations of the individual as components of a potential or actual vocation.

After that, specialists conduct a psychological examination with the students on the professional orientation of the graduates. This makes it possible to find out the student's professional intentions, professional values that are important to him, the meaning of the psychological structure of the chosen profession and his personality. Schoolchildren who do not yet have professional intentions, as well as those whose intentions do not correspond to individual abilities, were identified.

The following circumstances influence the choice of the professional future of young people:
1. The influence of senior family members (or authoritative persons who replace them, following family traditions).
2. The role of peers, the influence of the reference group.
3. The importance of the characteristics and opinions (regarding this student) of teachers, class teachers, school psychologists, social pedagogues, etc.
4. The influence of idols (athletes, politicians, artists, etc.) on the choice of a profession.
5. Personal professional plans of the student (in this case, we mean formed ideas about the stages of mastering the profession).
6. Abilities, preferences, which are revealed not only in the learning process, but also in the most diverse types of activities on which most of the free time is spent.
7. Reliable information about the profession chosen by the individual (so that the information does not turn out to be distorted, incomplete, one-sided, etc.) [13, p. 37].

Also, social specialists work with parents of graduates.

In order to work with the student, the career counselor needs to know what their parents think about the children. A characteristic questionnaire can provide significant help in learning about the business, characterological and moral qualities, interests, and inclinations of schoolchildren. It records the position of the parents regarding the direction of the child's activities and the way he will obtain a future profession. Practice has shown that parents usually take an active part in determining the life and professional plans of their children. At the same time, the issue of choosing a profession and determining the ways to obtain an appropriate education represent a difficult task both for children and adolescents themselves, and for their parents. Parents do not always know and objectively assess their children's interests and abilities. In many cases, the wishes of parents and the professional intentions of children and adolescents do not coincide. All this makes it necessary to organize special work with parents, aimed at providing assistance to the family in preparing children for work and choosing a profession. When conducting career guidance work, the question of the prestige of professions among the parents themselves arises, which often becomes of primary importance.

Tasks of parents in career guidance work:
1. To acquaint teenagers with various professions, revealing their features using vivid examples from life and popular literature.
2. To create conditions in the family for the development of diverse interests of children in the field of mental, physical and socially useful work, involving young people in various types of work.
3. To orient children to the choice of professions in demand in the modern labor market.
4. To take into account the personal inclinations, desires and interests of teenagers, tactfully advising them to choose a business to their liking, to involve children in socially useful work; conduct consultation work with students [5].
The topics of career orientation events that the Uman Employment Service conducts in schools are diverse. In particular, the following topics are discussed with schoolchildren: "Choosing a profession – the second birth of a person", "Where to go to study?", "Through the profession – to success", "Let's step together to the heights of professionalism", "You will find yourself - you will find the future", "100 professions, 100 roads, yours is one, so choose her from them" and others. Employers, representatives of city and district enterprises, personnel services, educational institutions, and youth public organizations are invited to participate in thematic meetings and seminars. The purpose of such events is to popularize professions that employers need, as well as to acquaint students with a wide range of targeted social services of the employment service.

One of the elements of vocational guidance work is the vocational diagnostic examination of school students using form or computer tests and questionnaires. Professional consultants use this toolkit to help students orient themselves in their intellectual and characterological features, psychophysiological properties, types of professions, etc. [10].

The psychodiagnostic computer program "Instrument Scale" can serve to ensure high-quality professional selection for the professions of "driver", "electrical gas welder", "boiler plant operator". It is designed to study the visual perception of device information and the ability to quickly and accurately evaluate them.

An integral component of career orientation work with schoolchildren is the organization of "Vypusknyk" promotions by employment service employees, lessons of real working life, as well as professional tours to local enterprises.

Along with the traditional ones, innovative forms and methods of career guidance work are being actively initiated and developed.

Let's dwell on them in more detail.

Marathon of relevant professions is held for a wide range of participants: unemployed youth, social partners, school students and their parents. The purpose of the event is to restore the prestige of working professions, to form a positive attitude in the public towards the acquisition of those crafts that are relevant in the local labor market, and also to promote the return of young people after receiving professional education to work at the place of permanent residence of their parents. For two weeks, that's how long the marathon usually lasts, at the same time in all city and district employment centers Days of relevant professions are held, specialties in demand on the labor market and educational institutions where they can be obtained are presented, professional tours to enterprises are organized, meetings with representatives of various professions and employers.

Day of professional self-determination – a mass career guidance event for schoolchildren who are on the threshold of choosing their future profession and with the help of the right career guidance tips, they will be able to not only reveal their abilities in the best possible way, but also objectively solve the current problem of
staff shortage. The career orientation event, the slogan of which is "Working profession – stability today, confidence tomorrow, success always", aims to focus the attention of participants on the advantages of acquiring working professions. The day of professional self-determination consists of a number of events: presentations of educational institutions, firms and companies, individual consultations, interviews with representatives of educational institutions and enterprises, etc.

**Career guidance and career development platform - "My profession: consulting network".** The purpose of the career guidance and career development platform is to provide career guidance services remotely.

The registered user is given the opportunity to take professional diagnostic testing in an online format for free without visiting the employment center, if there is a need to:
- choosing or changing a profession;
- choosing the future direction of professional training;
- self-development;
- determination of entrepreneurial tendencies.

**Mobile career guidance center.** This innovation is based on a vehicle and equipped with special equipment. The mobile career guidance center allows you to activate field service for young people in rural areas, to conduct career guidance work in the most isolated places of study and residence, to reach the maximum number of students with career guidance activities and to provide effective assistance to young people in professional self-determination [12].

Along with this, informational and explanatory work is constantly carried out to increase the motivation of young people to choose professions that are relevant in the labor market. This is facilitated by Internet guides, where you can find the necessary information about the world of professions, pass an express diagnosis to identify your own abilities and professional inclinations, familiarize yourself with the directory of educational institutions of Ukraine, on the basis of which you can acquire the desired profession, watch videos about the professions you like, and also learn a lot of other information.

**Conclusions.** So, summing up the above, it should be emphasized the need to introduce a comprehensive approach to the professional orientation of school youth, which should include all interested participants in this process: students themselves, parents, education workers, employment service workers who have up-to-date information about the state, needs and prospects of the market labor; employers who are interested in qualitative replenishment of personnel of enterprises, institutions or organizations.

**References:**


