

УДК 377.3:316.477

THE FORMATION OF STUDENTS' CIVIC CONSCIOUSNESS AND IDEAS ABOUT CAREER AT VOCATIONAL SCHOOLS

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KEY WORDS:

students of vocational schools, future work, citizenship, professional school, the idea of career success, caree

Abstract

The article is devoted to the actual problem of forming ideas about professional success in vocational students. Particular attention is paid to the importance of this process, in particular its impact on the outlook of future workers, their ideas about future career. The article reveals the relationship and contradiction in perceptions of professional success and social and cultural position of a citizen in a society, where the free and full development of the future specialist is possible.

The author notes that in modern scientific discourse different approaches to understanding of citizenship and social position are grounded, the assessment of which can be various. It is doubtless reasoning that outlook of people is closely related to their perceptions of life and professional success, career prospects in social and economic conditions of the State.

The research of a person's progress in various spheres of human activity is conducted in the EU and Ukraine, but the phenomenon of establishing of social position in the context of idea of career success has not yet become the subject of scientific analysis integrated in the domestic pedagogy.

The results of the study suggest that the awareness of vocational schools students of career success depends not only on external factors (educational, social, economic, political, industrial, etc.), but also on the individual characteristics of the subject of professional achievements and his social position. But it is in the system of vocational education while designing their own career prospects, close to reality ideas about their own career success and beliefs about the level of individual achievement are formed. They are not in aimless fantasies any more, but in real contours of a specific working material, in specific production conditions, on specific parameters of gradual professional development. The presence of such beliefs encourages people to activity aimed at transforming the environment, change the world for personal success and for the development of the civil society.

Introduction The Relevance of the research problem as to the establishment of a close relationship between the formation of citizenship and perceptions of career success in the awareness of VET students is caused by the need to resolve the disputes which arise between the theory of personality's development of future professionals, their professional development, social demands regarding their citizenship and their views on the prospects of their own life path and career choices and future professional success and career.

Presentation of the main material. An important aspect in the professional development of a man as an expert is establishment of a personal position: settings the attitude to the profession and to himself as a member of civil society. The higher is the level of consciousness of the student, the more stable is his citizenship. Consequently, it results in human confidence in himself, natural desire for a better life, the search for perfection and self-realization as a professional and citizen. In these considerations we follow a conceptual and strategic thought of VG Kremen on education of "patriotism, not for the sake of patriotism but

for a better life."One of the priorities of education the President of the National Academy of Pedagogical Sciences of Ukraine calls the "formation of the human of innovation, the human of studies, for whom searching for new information is an essential feature of the way of life" [3].

The "Universal Declaration of Human Rights" emphasizes that everyone has duties to the community which provides free and full development of a personality. A citizen, who wants to live in a democratic society, seeks to be a master of his own life, he is distinguished by his social position, where personal and social interests are integrated and the awareness of his responsibility for carrying out public duties is of great significance.

Civic education definitely has to be directed to the development of patriotic feelings, to the formation of a sense of national identity and self-awareness, to the development of political culture, respect for the environmental surroundings, adequate perception of ethical virtues and use them as the basis of own behavior. However, these considerations for a long time have stayed only as declarative slogans promoted at the solemn

meetings and rallies. The realities of present day educational environment definitely show different phenomena: the public educational efforts crash to the ground when declarative pathos speeches are being implemented in real life space. It causes a number of problems, solutions to which is one of the highlights within the article.

In today's scientific discourse different approaches to civil duties and citizenship have been grounded, the assessment of which can not be unambiguous. It is doubtless reasoning that the outlook of people is closely associated with their ideas about life and professional success, career prospects in social and economic conditions of the State.

The Research of successful progress in various fields of human activity is conducted in various fields in the EU and Ukraine, but the phenomenon of strengthening of civil awareness in the context of the idea of career success has not yet become the subject of scientific analysis integrated in the national pedagogy.

The concept of vocational school for career success depends not only on external factors (educational, social, economic, political, industrial, etc.), but also on the individual characteristics of a student, his professional achievements, his civil awareness.

Methodological basis of forming ideas about the individual professional success reflects the philosophical ideas of the meaning of being a human. In the Soviet times concept was considered to be a priority under which a person was positioned as a product of social impact in terms of public relations. In accordance with that concept the human right to self-determination is restricted in some way. The ability to subordinate personal interests to public, a sense of duty, responsibility to society are recognized to be the most universal values. Thus, the meaning of human life is service to the Fatherland. The value of man is measured by the level of his adaptation in a particular society, that is how this person is able to reconcile the personal needs to public ones. The mentioned above idea prevailed in the condition of complete absolute power. The concept of a scientific and philosophical phenomenon, based on theoretical analysis by MO Berdyaev, SL Frank GP Lossky and others stated that such "social concept" although declared human centrism, but in fact was characterized by loss of interest to a person

and human personality as a universal value. So this way the priority of technocratic thinking has been recognized and spread referring to collective forms of life as the only possible in competition with nature, in the struggle for technical progress. The Soviet period of development of the society was characterized by the dominance of the state that controlled all spheres of human activity. The state was considered to be the key value, consequently the government oriented a person for the progressive development of the country, and then on its own success.

The specificity of this trend in Soviet society was determined by S. Frank with the term "social bigotry" [5, p.23]. Teaching methodology oriented on mentioned above concept revealed significant limitations in solving problems of an individual and personal development of the student, the future specialist. Creative, individual and personal development and the need to create conditions for it were declared formally and are declared today, but practical implementation of "freezes" without appropriate methodological grounds, as well as theoretical and practical, specific solutions. The concept presented the basis of educational views, united within the discourse of "pedagogic formation" which ignored domestic needs and identity of the individual. Then there is "internal collectivization of souls" (by Frank S.). "Pedagogy of formation" carries out the order, which not only neglects the internal spiritual forces of a man as a source of stimulus of his activity, but also relieves responsibility off future specialists for their actions.

Alternative methodological principles of modern professional pedagogy are seen in areas of philosophy, which recognizes the uniqueness, individuality and exclusivity of each individual human being, every personality. These areas once were grounded in the works by NA Berdyaev, Camus, JP Sartre, Heidegger and other philosophers of the late XIX – early XX century. These methodological positions gave the beginning to the education systems of developed European countries. At present existentialism integrates various philosophical and psychological concepts which focus on the individual as a personality, to understand the meaning of human existence. Existentialists and representatives of psychology of humanism emphasize the importance of subjective experience as a major

phenomenon in the formation of civic consciousness. In that aspect the man realizes himself as a citizen and as a person to the extent that he can develop and maintain his natural uniqueness.

The conceptual idea of existentialist philosophy is embodied in the statement that a man is only what he makes of himself. Thus, citizenship in a man exists only as far as it carries itself. No other factors – like environment, heredity - can justify its failure to self-determination in life. Thus, a person is free to choose his way of life. A Man has to decide himself and choose the ultimate way to solve disputable situations.. "Man creates himself. He was not created originally, he creates himself, choosing morality ... "- Albert Camus argued [1, S.339].

The best conditions for the formation of citizenship and self-development of young citizens of Ukraine can be created exactly in the system of vocational education. Attracting students to the employment and economic process significantly speeds up the process of socialization and citizenship, in accordance with the conditions created by the society for professional development of a personality of future specialists. We emphasize that in competency oriented paradigm of vocational education a powerful basis for defining and designing own career development prospects is available. In the vocational schools "the relationship between acquired knowledge and success in life and work" (V.Kremen), is achieved much faster compared with secondary schools, it is much easier to explain to vocational school students what personal professional qualities are needed to be developed in order to succeed in the chosen direction of future professional activity. A Professional school student is more likely to be a "man of of innovative thinking, innovative culture and capacity for innovation of the type" [3] (V. Kremen).

In our opinion, in the system of vocational education the students, while designing their own careers, form a close to reality idea of their own career success and beliefs about the level of individual achievement and its influence on the development of the society.

The position of a citizen as a future specialist is evident in his understanding of career success as a combination of positive results accumulated throughout his career.

Researchers consider this integrative combination in terms of psychological and objective professional achievements [7], [4]. The origin of understanding in the mechanism of career success is found in the work by E. Hugo [6] where the author differentiated objective and subjective types of careers. The classification at present is relevant, but not used in practice. The levels of career success also happen to be differentiated, and presented by combination of factors joined within a complex hierarchical structure: the degree of perfection of personal professional skills, personal merits, professional and life success.

Complexity of career success research is caused by the contradictory nature of the phenomenon. On the one hand, the success is subjective as it concerns individual and personal criteria of success / failure of a specialist within a society. On the other hand, success is objective for success is driven by social stereotypes, the desire to be recognized in the social environment.

Strategic options for forming ideas about life and professional success is determined by specific values. There are significant differences in value orientations and beliefs about the success of the students and teachers of vocational schools, which focus on "Western" model of success from those who appeals "Soviet "or" compromise "models" [2]. To Explain the differences was possible by understanding different factors: age characteristics, social origin and status, the special features of the profession, gained in a particular school. Also an important role is played by individual life position which has already been formed and by his professional mentors.

Percentage of respondents – representatives of different courses and different schools on adherence to specific models differs. For example, students of senior courses, unlike freshmen tend to deny the "old" (traditional) understanding of success and how to achieve it, the ways long practiced in the context of the culture. However, the dependency on the choice of profession has been mentioned.

Supporters of "Western" model pay great importance to independence, responsibility and commitment, to the ability to set and achieve the goal due to implementation of competence and professionalism. For these respondents it is important not only to achieve personal success,

but also to gain recognition of specific professional social environment. For individuals who are guided by other models of success mentioned above values are less important.

Although the idea of vocational students about their professional success correlate their axiosphere (value system), as a result of empirical research different attitude of vocational students to success was revealed as well as the number of problems concerning the formation of ideas about career success.

The problems were caused by the following factors:

- lack of modern methodological approaches to understanding of the processes of civic consciousness formation and ideas about career success, lack of planning their career development and formation of ideas about professional success in the management of the vocational training at the Department of Education of Ukraine, regional and local administrations, directors of schools;

- insufficient theoretical and methodological training level of the teaching staff of vocational schools in order to form the idea of professional success and motivation necessary to create appropriate conditions for teachers;

- significant slowing down of the movement of generalization and scientific substantiation of experienced professional school teachers to introduce the best achievements in the educational process.

Conclusions and prospects of problem solutions.

1) First of all, solution of these problems means the development and implementation of humanistic approach – according to which understanding of the process of selecting a profession, career planning, forming ideas about professional success is connected with civic position and consciousness, but carried out in accordance with the interests and capabilities of a particular student, and then to the needs of specific industries and society as a whole;

2) prospective direction includes students training improvement on the selection and implementation of a professional career and its monitoring.

3) significant reserve is to improve psychological and pedagogical support that involves the following tasks:

- providing educational and psychological support in shaping perceptions of student about professional future and assistance in professional identity;

- formation of students' and teachers' career competencies based on their personal knowledge about opportunities for professional and personal development and their successful professional activities;

- development of the ability to identify life and professional prospects, stages of professional growth and career plan;

4) systemic planning of personal career development is of great importance and the formation of his ideas about professional success is methodically justified;

6) the establishment of a professional education counseling centers for career coaching has been proved to be effective;

7) profession advertising information in the Net, books, posters, brochures, prospectus, leaflets is also valuable;

8) solution of the problem is provided by timely chosen personality-oriented technologies forming student's ideas about professional success, correcting undesirable personal traits that include:

- diagnostic professionally important characteristics;

- use of active corrective methods; arrangement of professional and pedagogical discussions, reflexive and innovative workshops;

- introduction of technologies enriching social and professional orientation;

- intensive group work, counseling, organizational-activity games, trainings of personal and professional growth, business communication.

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Реферат

Формування громадянської свідомості та уявлень про кар'єру в учнів ПТНЗ

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КЛЮЧОВІ СЛОВА:
учні ПТНЗ, майбутні робітники, громадянська позиція, професійна школа, уявлення про кар'єрний успіх, кар'єра

Статтю присвячено актуальній проблемі формування уявлень про професійний успіх в учнів ПТНЗ. Особливу увагу зосереджено на значущості цього процесу, зокрема його впливу на світоглядні установки майбутніх робітників, їхні уявлення про майбутню кар'єру. Показано взаємозв'язки і суперечності між уявленнями про професійний успіх, громадянською позицією, прагненнями щодо соціокультурного обов'язку, в якому можливий вільний і всебічний розвиток особистості майбутнього фахівця.

Автор звертає увагу на те, що у сучасному науковому дискурсі обґрунтовано різні підходи до розуміння громадянськості і громадянської позиції, оцінка яких не може бути однозначною. Беззаперечним є міркування, що світоглядні позиції людей тісно пов'язані з їхніми уявленнями про життєвий і професійний успіх, перспективи кар'єрного зростання в соціальних і економічних умовах конкретної держави.

Дослідження успішності людини у різних сферах діяльності проводяться в країнах Євросоюзу і в Україні, однак феномен утвердження громадянської позиції в контексті формування уявлення про кар'єрний успіх ще не став предметом цілісного наукового аналізу у вітчизняній педагогіці.

Результати проведеного дослідження свідчать, що уявлення учнів професійної школи про кар'єрний успіх залежать не тільки від зовнішніх чинників (освітніх, соціальних, економічних, політичних, виробничих тощо), а й від індивідуальних характеристик суб'єкта професійних досягнень, його громадянської позиції. Але саме у системі професійної освіти в людини під час проектування траєкторії кар'єри формуються максимально наближені до дійсності уявлення про власний кар'єрний успіх і переконання щодо рівня індивідуальних досягнень. Вони виявляються не у безпредметних фантазіях, а в реальних обрисах на конкретному робочому матеріалі, у конкретних виробничих умовах, за конкретними параметрами поетапного професійного розвитку. Наявність таких переконань стимулює людину до активної діяльності, спрямованої на перетворення довкілля, зміни світу для її особистого успіху й розвитку громадянського суспільства.

Реферат

Формирование гражданского сознания и представлений о карьере учащихся ПТУЗ

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КЛЮЧЕВЫЕ

СЛОВА:

учащиеся ПТУЗ,
будущий рабочий,
гражданская позиция,
профессиональная
школа, представление
о карьерном успехе,
карьера.

Статья посвящена актуальной проблеме формирования представлений о профессиональном успехе в учащихся ПТУ. Особое внимание сосредоточено на значимости этого процесса, в частности его влияния на мировоззренческие установки будущих рабочих, их представления о будущей карьере. Показано взаимосвязи и противоречия между представлениями о профессиональном успехе, гражданской позицией, стремлением социокультурного долга, в котором возможно свободное и всестороннее развитие личности будущего специалиста.

Автор обращает внимание на то, что в современном научном дискурсе обоснованно различные подходы к пониманию гражданственности и гражданской позиции, оценка которых не может быть однозначной. Несомненным является соображение, что мировоззренческие позиции людей тесно связаны с их представлениями о жизненном и профессиональном успехе, перспективе карьерного роста в социальных и экономических условиях конкретного государства.

Исследования успешности человека в различных сферах деятельности проводятся в странах Евросоюза и в Украине, однако феномен утверждения гражданской позиции в контексте формирования представления о карьерном успехе еще не стал предметом целостного научного анализа в отечественной педагогике.

Результаты проведенного исследования свидетельствуют, что представления учащихся профессиональной школы о карьерных успехах зависят не только от внешних факторов (образовательных, социальных, экономических, политических, производственных и т.п.), но и от индивидуальных характеристик субъекта профессиональных достижений, его гражданской позиции. Но именно в системе профессионального образования у человека при проектировании траектории карьеры формируются максимально приближенное к действительности представление о собственном карьерном успехе и убеждения относительно уровня индивидуального достижения. Они оказываются не в беспредметных фантазиях, а в реальных очертаниях на конкретном рабочем материале, в конкретных производственных условиях, по конкретным параметрам поэтапного профессионального развития. Наличие таких убеждений стимулирует человека к активной деятельности, направленной на преобразование окружающей среды, изменению мира к его личному успеху и развитию гражданского общества..

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