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CAREER GUIDANCE FOR SKILLED TRADES IN GENERAL SECONDARY EDUCATION: EUROPEAN EXPERIENCE AND UKRAINIAN PROSPECTS

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Abstract

Relevance: The relevance of the study is determined by ongoing transformations in the labour market, rapid technological development, and increasing demand for highly qualified skilled workers. Despite this, the attractiveness of skilled trades among young people continues to decline, leading to a mismatch between labour market needs and students' career aspirations. This highlights the need to modernise career guidance in general secondary education through effective international experience.

Aim: The article aims to analyse the methodological foundations of career guidance for general secondary education students towards skilled trades based on the experience of Germany and Austria, and to identify possibilities for adapting these approaches within the Ukrainian educational context.

Methods: The study employs a qualitative research design, including theoretical analysis of scientific literature, comparative analysis of German and Austrian vocational orientation systems, synthesis of pedagogical approaches, systematisation of dual education principles, and interpretative analysis of implications for Ukraine.

Results: The findings demonstrate that effective career guidance in Germany and Austria is characterised by early vocational orientation, continuous practice-based learning, structured workplace exposure, and strong cooperation between schools and employers. Key mechanisms include dual education systems, compulsory internships, career counselling centres, and enterprise involvement in training processes. The analysis shows that these integrated models support informed professional decision-making and strengthen the attractiveness of skilled trades.

Conclusions: The study concludes that Ukraine should move towards a more integrated, practice-oriented model of career guidance by adopting key elements of European experience. Priority directions include strengthening early and continuous vocational orientation, expanding students' workplace exposure, developing school–employer partnerships, gradually introducing dual education elements, modernising career counselling systems, and enhancing the social prestige of skilled trades, including through digital tools and public awareness initiative.

Keywords: *career guidance, skilled trades, vocational education, dual education system, Germany, Austria, Ukraine, school-to-work transition, vocational orientation, labour market.*

Introduction. The relevance of career guidance for general secondary education students

towards skilled trades is determined by ongoing transformations in the modern labour market, rapid

technological development, and significant changes in the structure of employment. Contemporary economies increasingly require highly qualified skilled workers who are capable of adapting to digitalisation, automation, green technologies, and continuously evolving production processes. In many European countries, vocational professions are becoming strategically important for ensuring economic sustainability, industrial competitiveness, and technological innovation. At the same time, demographic changes, labour shortages, and the ageing workforce further intensify the demand for qualified specialists in technical and industrial sectors.

Despite these tendencies, both in Ukraine and in a number of European countries, there is a persistent decline in the attractiveness and social prestige of working-class professions among young people. General secondary education students often demonstrate stronger orientation towards academic higher education pathways, while vocational education and training remains associated with outdated stereotypes regarding limited professional growth, lower social status, and insufficient career opportunities. Such perceptions contribute to an imbalance between labour market demands and students' professional aspirations, resulting in shortages of qualified workers in strategically important sectors of the economy.

Under these conditions, career guidance in general secondary education acquires particular importance as a mechanism for supporting students' conscious professional self-determination. Modern career guidance is no longer limited to informational activities or isolated vocational consultations. Instead, it increasingly involves practice-oriented approaches, early professional orientation, competence-based learning, individual career planning, and active cooperation between educational institutions and employers. Effective career guidance systems contribute not only to students' informed career choices but also to the formation of professional motivation, awareness of labour market realities, and readiness for lifelong professional development.

In this context, particular scientific attention is paid to the analysis of effective international experience in career guidance for skilled trades. Special interest is associated with the models

implemented in Germany and Austria, where vocational orientation is closely integrated with dual education systems and supported through institutional cooperation between schools, vocational education providers, enterprises, chambers of commerce, and local communities. These countries demonstrate stable mechanisms of early vocational orientation, practical immersion into professional environments, apprenticeship traditions, and systematic employer participation in the educational process. Such approaches contribute to increasing the attractiveness of vocational pathways and strengthening the connection between education and labour market needs.

The study of German and Austrian experience provides an opportunity to identify effective organisational and methodological approaches that may be adapted to other educational systems, including Ukraine. In particular, the European experience demonstrates the importance of combining theoretical learning with practical professional experience, introducing career guidance activities from earlier stages of schooling, developing regional partnerships between schools and enterprises, and promoting the social prestige of skilled trades through state and institutional support.

The scientific problem of the study lies in the insufficient effectiveness of traditional career guidance practices in general secondary education. Existing approaches often remain fragmented, predominantly theoretical, and weakly connected with real labour market conditions. In many cases, they demonstrate limited employer involvement, insufficient practical orientation, and inadequate opportunities for students' direct professional exposure. As a result, students may lack realistic understanding of vocational professions, labour market demands, and potential career trajectories within skilled trades.

Accordingly, there is a growing need to explore how proven European approaches, particularly those of Germany and Austria, can inform the modernisation of career guidance systems in Ukraine. Such exploration is especially relevant under current socio-economic conditions, which require the preparation of a competitive workforce capable of contributing to national economic recovery, technological development, and sustainable labour market growth.

Materials. The problem of career guidance for general secondary education students towards skilled trades has been widely discussed in international and Ukrainian scientific literature. According to Shen et al. (2024), this problem is mostly centred on the conceptual frameworks for professional development, the dynamics of market shifts, and the role of educational institutions in enhancing one's readiness for the labour market. Apart from being a pedagogical phenomenon, career pathing is a socio-economic process that balances industry demands and professional aspirations of young people. It helps reduce youth unemployment rates and prepares the workforce for current technological and economic paradigms.

A detailed review of studies published in respectable journals illustrates a focus on such issues as a) the transition from school to the workplace, 2) the cultivation of vocational identity, and c) the impact of career guidance on students' career choices (Stanimirović et al., 2025; Rashid et al., 2025; Zuo et al., 2025; Wang et al., 2024). One can also observe a particular focus on psychological readiness for choosing a profession, the understanding of the labour market situation, and the formation of career planning skills. At the same time, career guidance is frequently examined in the interdisciplinary context.

Many studies recognise the role of ongoing career guidance (Lassnigg, 2023; Alnajjar et al., 2024). Career guidance is considered more effective when it is introduced at different stages of secondary education. In leading European countries, they actively integrate career counselling into the school curriculum (Cedefop, 2022; McKay et al., 2021). This strategy allows students to better understand the professional environment and its expectations, as well as to gain the necessary practical skills.

Special attention is given to dual education systems, where theoretical learning is directly connected with enterprise-based training (Abdeen et al., 2025). These models are frequently analysed in relation to Germany and Austria, where cooperation between schools, employers, and vocational institutions is considered a key factor in successful career orientation (Graf, 2016; Euler, 2024). Researchers highlight that the effectiveness of these systems is largely determined by stable institutional partnerships, active employer participation, state

support, and the social prestige traditionally associated with skilled trades. Moreover, dual education models are viewed as effective instruments for reducing the gap between educational outcomes and labour market requirements.

At the same time, global literature identifies several persistent challenges. Among them are the low prestige of vocational education in some societies, insufficient early exposure of students to real working environments, and limited involvement of employers in school-based career guidance activities (Coman et al., 2026; Haasler, 2020). In addition, scholars increasingly discuss the influence of social stereotypes and parental expectations on students' career choices, particularly the tendency to prioritise academic higher education over vocational pathways. Researchers also emphasise the need for digital transformation of career counselling, including the use of online platforms, simulations, and data-driven career decision tools (Staunton, 2025). Digital technologies are considered especially important for increasing accessibility to career information, individualising vocational guidance, and improving students' engagement through interactive learning environments.

Ukrainian scholarly sources primarily focus on methodological and pedagogical aspects of career guidance within general secondary education (Khoruzha et al., 2024). These studies underscore the significance of shaping students' professional interests, improving information support, and strengthening cooperation between schools and vocational institutions (Kovalchuk et al., 2022). Particular attention is devoted to the development of students' motivation for professional self-determination, the formation of labour values, and the enhancement of vocational awareness within educational environments. At the same time, Ukrainian researchers increasingly emphasise the need to modernise career guidance systems in accordance with current labour market transformations and European integration processes.

However, the analysis of national literature shows that the implementation of systematic, practice-oriented models inspired by leading European countries remains insufficiently developed (Hryshchenko et al., 2025). Existing career guidance practices in many schools still

demonstrate limited practical orientation, insufficient interaction with employers, and inadequate integration of vocational counselling into broader educational strategies. Furthermore, the issue of strengthening the prestige of skilled trades among Ukrainian youth remains highly relevant, particularly under conditions of economic transformation and post-war recovery, which increase the demand for qualified specialists in technical and industrial sectors.

Thus, the literature review reveals a strong theoretical and empirical foundation for studying career guidance systems. However, there is still a lack of comprehensive research focused on the adaptation of German and Austrian dual and practice-oriented approaches to the Ukrainian educational context. Existing studies often examine separate aspects of vocational orientation but insufficiently address the possibilities of transferring integrated European models into Ukrainian educational practice. This gap justifies the need for further investigation of effective methodological models that can enhance the prestige of skilled trades and support students' informed professional self-determination.

Accordingly, the **aim** of this article is to analyse the methodological foundations of career guidance for general secondary education students towards skilled trades. This analysis is based on the experience of Germany and Austria, where vocational orientation is closely integrated with dual education systems and practice-oriented learning. The study also seeks to determine the possibilities of adapting these approaches within the Ukrainian educational context. Particular attention is paid to how European experience can inform the improvement of national career guidance practices, strengthen cooperation between educational institutions and employers, and contribute to the formation of a more effective and socially responsive system of vocational orientation for young people.

Methods. The study includes the following methods: 1) theoretical analysis of scientific literature on vocational education and career guidance; 2) comparative analysis of German and Austrian vocational orientation systems; 3) synthesis of pedagogical approaches to identify common principles of effective career guidance;

4) systematisation of key features of dual education and practice-oriented learning; and 5) interpretative analysis to define implications and prospects for Ukraine.

Results and discussions. The results of this study are structured in accordance with the applied qualitative methodology, including theoretical analysis, comparative analysis, synthesis of pedagogical approaches, systematisation of dual education features, and interpretative analysis of implications for Ukraine. The findings demonstrate that effective career guidance towards skilled trades is based on an integrated model combining early orientation, practice-based learning, and strong institutional cooperation between educational systems and labour market actors. The obtained results also indicate that successful vocational orientation systems function not as isolated educational initiatives but as components of broader socio-economic and institutional mechanisms aimed at ensuring sustainable workforce development and reducing the mismatch between education and labour market demands.

The theoretical analysis of scientific literature confirms that career guidance in Germany and Austria is embedded within broader vocational education systems and is closely linked to labour market regulation (Lassnigg, 2023; Cedefop, 2022; McKay et al., 2021; Abdeen et al., 2025; Graf, 2016). In both countries, career orientation is not treated as a separate pedagogical activity but is systematically integrated into secondary education (Euler, 2024; Haasler, 2020). This supports the study aim by demonstrating that methodological foundations of career guidance are inseparable from dual education structures and workplace learning environments. The analysed literature further demonstrates that vocational orientation in these countries is characterised by continuity, institutional coordination, and long-term interaction between students, schools, employers, and state employment structures. Such integration contributes to the formation of stable professional trajectories and facilitates smoother transition from school to employment.

The comparative analysis of Germany and Austria reveals a shared structural principle: the integration of school-based education with enterprise-based training. In Germany, the dual

system (Duale Ausbildung) is based on learning in two institutional settings – vocational schools and companies – where apprentices are formally recognised as participants in both educational and working processes (Bundesinstitut für Berufsbildung (BIBB), 2020). The system includes more than 300 regulated occupations under the Vocational Training Act (BBiG), covering engineering, healthcare, logistics, and skilled crafts (Federal Ministry of Education and Research (BMBF), 2020). Career orientation begins early through structured school programmes (Berufsorientierung) supported by the Federal Employment Agency, including compulsory short-term internships (Schülerpraktikum), which provide students with direct exposure to workplace environments and professional tasks (Bundesagentur für Arbeit, 2025). This practical immersion enables students to develop realistic perceptions of occupational requirements, understand the social significance of skilled trades,

and evaluate their own professional interests and competences before making educational choices.

Similarly, the Austrian vocational education system (Lehrlingsausbildung) is characterised by a dual structure in which approximately 80% of training takes place in enterprises and 20% in vocational schools, depending on the occupation (Bundesministerium für Wirtschaft, Energie und Tourismus (BMWET), 2026). Apprenticeship training covers around 200 regulated occupations across industrial, commercial, and service sectors. This confirms the systematisation of practice-oriented learning as a core methodological principle of career guidance. The Austrian model additionally demonstrates a high level of institutional flexibility and regional adaptation, allowing vocational training programmes to respond more effectively to local labour market conditions and economic priorities. Such adaptability strengthens the relevance of vocational orientation and supports students’ employability in dynamically changing professional environments (see Table 1).

Table 1

Comparative Characteristics of Career Guidance Systems in Germany and Austria

Criterion	Germany	Austria
Main model of vocational orientation	Duale Ausbildung (dual education system)	Lehrlingsausbildung (apprenticeship-based dual system)
Institutional structure	Combination of vocational schools and enterprise-based training	Combination of vocational schools and enterprise-based training
Beginning of career guidance	Early secondary education through Berufsorientierung programmes	Early secondary education through vocational orientation activities
Practical orientation mechanisms	Schülerpraktikum (short-term internships), enterprise visits, workplace exposure	Schnuppertage (trial days), practical observation, workplace immersion
Employer involvement	Strong participation of enterprises in training and mentoring	Strong participation of enterprises and chambers of commerce
Number of regulated occupations	More than 300 occupations under BBiG	Approximately 200 regulated occupations
Role of state institutions	Federal Employment Agency coordinates vocational guidance support	Public Employment Service (AMS) coordinates career counselling
Career guidance centres	School-based and regional vocational guidance services	Berufsinformationszentren (BIZ) career information centres

Main methodological principle	Integration of theory and workplace practice	Practice-oriented experiential learning
Labour market connection	Strong alignment between education and labour market needs	Strong regional adaptation to labour market demands

Source: developed by the author based on BIBB (2020), Cedefop (2020; 2022), Euler (2024), Lassnigg (2023), and BMWET (2026).

The synthesis of pedagogical approaches reveals several shared principles of effective career guidance in both countries, including early vocational orientation, experiential learning, and sustained interaction between students and employers. In Austria, these principles are implemented through Berufsinformationszentren (BIZ), career information centres operated by the Public Employment Service (AMS). These centres offer structured career counselling, aptitude testing, and labour market information, thereby supporting students in making informed vocational decisions (Cedefop, 2020). In addition, trial days (Schnuppertage) enable students to temporarily engage in workplace environments, enhancing experiential learning and promoting more realistic career decision-making (Pintsuk-Christof & Moritsch, 2022). Overall, these mechanisms strengthen students' awareness of professional expectations and help reduce uncertainty in relation to future career choices. They also contribute to the development of professional motivation and improve students' understanding of the relationship between educational achievement and future employment opportunities.

The systematisation of dual education features highlights that both Germany and Austria rely on strong employer involvement as a structural component of career guidance (Lassnigg, 2023). Enterprises are actively involved in apprenticeship training, providing mentoring and offering real working environments for students. This ensures alignment between educational content and labour market needs, which in turn contributes to the effectiveness of vocational orientation. This finding corresponds with the methodological assumption that practice-oriented learning is a key determinant of successful career guidance systems. Moreover, employer participation increases the practical relevance of vocational education and strengthens

students' confidence regarding future employment prospects. The findings also indicate that long-term cooperation between educational institutions and enterprises contributes to the formation of stable regional vocational ecosystems that support workforce sustainability.

As shown by the interpretative analysis, the system of career guidance in Ukraine is rather theoretical and knowledge-oriented. Kovalchuk et al. (2022) believe that its effectiveness can be enhanced through the systematised workplace experience and fruitful cooperation between stakeholders. Students should be familiarised with the real working conditions to make informed career choices, especially in the field of skilled trades. At the same time, career guidance in most schools remains episodic and is not included into educational policy. As a result, students lack a well-informed understanding of vocational professions and labour market requirements.

In this regard, the experience of Germany and Austria provides evidence-based methodological benchmarks for reform. The most relevant directions for Ukraine include: 1) introduction of structured school internships based on Schülerpraktikum and Schnuppertage models; 2) development of institutional career guidance centres similar to Austrian BIZ; and 3) gradual implementation of dual education elements supported by systematic employer engagement. Additional areas include strengthening regional partnerships between educational institutions and potential employers, updating methods of vocational guidance, and digitalising the very process. The European experience also demonstrates the importance of state support mechanisms aimed at increasing the social prestige of skilled trades and promoting vocational education as a competitive educational pathway (see Table 2).

Prospective Directions for Modernising Career Guidance in Ukraine Based on German and Austrian Experience

Identified Problem in Ukraine	European Practice	Proposed Direction for Adaptation
Predominantly theoretical career guidance	Practice-based vocational orientation	Introduction of structured workplace exposure programmes
Limited employer participation	Active enterprise involvement in dual education	Development of partnerships between schools and employers
Weak institutional coordination	Integrated vocational guidance systems	Establishment of regional career guidance centres
Insufficient early vocational orientation	Career guidance beginning in lower secondary education	Early professional orientation programmes in schools
Low prestige of skilled trades	Strong social recognition of vocational professions	Public campaigns promoting vocational careers
Limited practical experience for students	Schülerpraktikum and Schnuppertage models	Introduction of compulsory short-term internships
Fragmented career counselling	Continuous and systematic guidance	Integration of career counselling into school curricula
Weak adaptation to labour market needs	Close alignment between training and economic demands	Labour market monitoring within vocational guidance systems
Limited use of digital tools	Digital career counselling platforms	Development of online vocational orientation resources
Insufficient institutional support	State-supported vocational education frameworks	Strengthening national vocational education policies

Source: developed by the author based on comparative analysis of German and Austrian vocational orientation systems.

Overall, the findings confirm that effective career guidance is characterised by early intervention, continuity of vocational exposure, and institutional integration between education systems and labour market actors. These characteristics ensure that career orientation is not a one-time informational activity but a sustained developmental process that accompanies students throughout their educational trajectory and supports informed, realistic, and flexible professional decision-making. The study demonstrates that the German and

Austrian models provide a coherent methodological framework that can inform the modernisation of career guidance in Ukraine and strengthen the social recognition and attractiveness of skilled trades (see Fig. 1). In particular, these models illustrate how systemic coordination between schools, enterprises, and public employment services contributes to stable school-to-work transition pathways and reduces the gap between educational outcomes and labour market expectations.

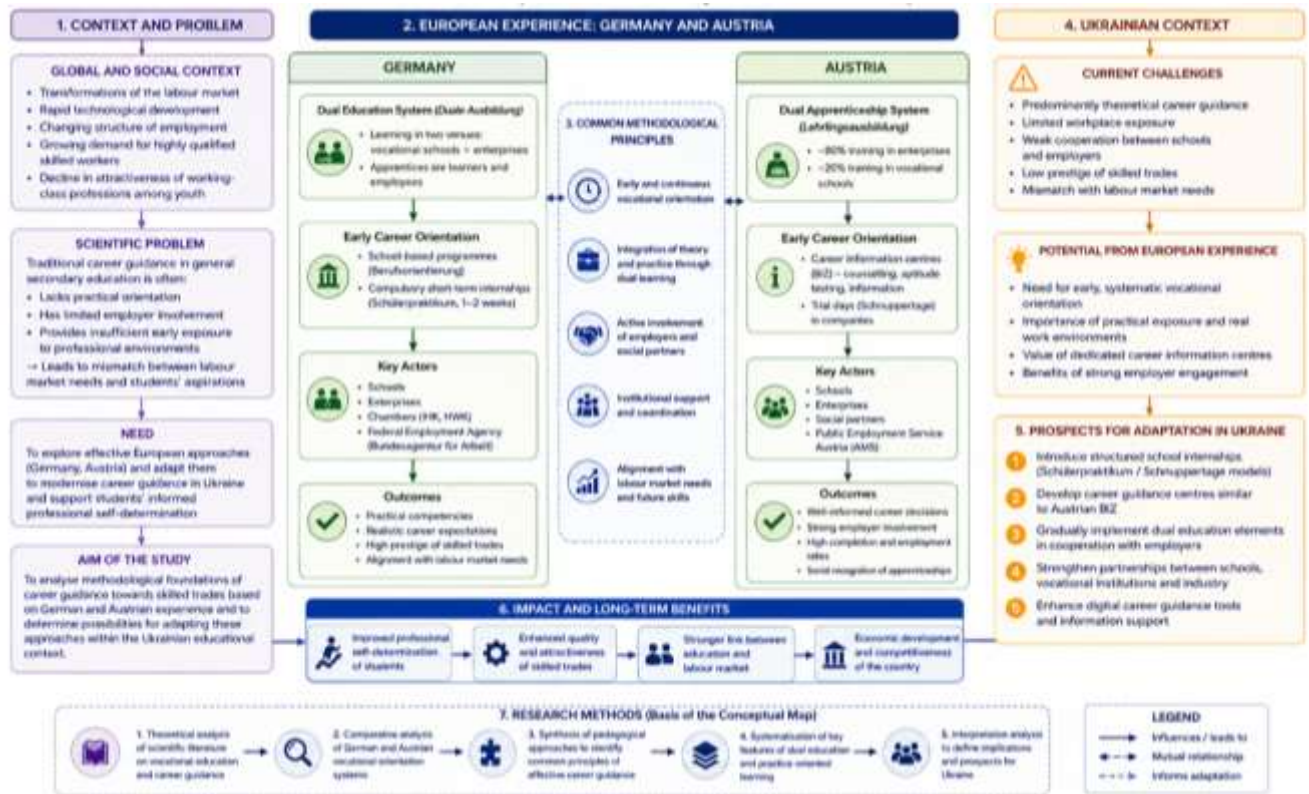


Figure 1. A conceptual map: Methodological foundations and adaptation of career guidance for general secondary education students towards skilled trades (based on the experience of Germany and Austria) and prospects for Ukraine

Source: The author's own contribution

The obtained results additionally indicate that the successful adaptation of European approaches requires not only methodological transformation but also broader institutional cooperation, policy support, and long-term strategic development of vocational education in Ukraine. This involves creating sustainable governance mechanisms that connect educational institutions with regional labour market needs, alongside well-defined institutional responsibilities for career guidance at multiple levels. Effective implementation also depends on targeted investment in teacher training and the professional development of career counsellors, as well as on building supportive infrastructure for practice-oriented learning, including cooperation with enterprises and vocational training centres.

Digital tools are particularly important for ensuring equal access to high-quality vocational information for students in both urban and rural areas, as well as for supporting evidence-based

career decision-making in conditions of rapidly changing labour market demands.

Finally, the results emphasise that strengthening the prestige of skilled trades in Ukraine requires a coordinated approach combining educational, institutional, and socio-cultural interventions. Such an approach should integrate European methodological principles with national contextual specificities, ensuring gradual but consistent transformation of career guidance practices. In this regard, the German and Austrian experiences offer not only structural models but also strategic guidelines for building a more responsive, inclusive, and future-oriented vocational orientation system capable of supporting Ukraine's socio-economic development and workforce sustainability.

Conclusions. For Ukraine, the development of career guidance towards skilled trades should build on the successful experience of Germany and Austria, where early vocational orientation, dual education elements, structured workplace exposure,

and strong employer engagement form an integrated system supporting informed professional choice. In order to adapt these evidence-based practices to the Ukrainian context, career guidance reform may be structured around the following priorities. These priorities should also be considered within the broader framework of post-war recovery, labour market restructuring, and the need to strengthen human capital for industrial and technological development.

First, it is necessary to integrate the positive aspects of the EU model for career guidance into the early stages of schooling. This implies implementing this framework within a continuous trajectory of vocational orientation, rather than viewing it separately. It is also crucial to develop a long-term strategy for career guidance within the general secondary education system. Such an initiative is expected to ensure regular exposure to relevant vocational information and career planning activities.

Second, greater emphasis should be placed on expanding students' practical exposure to the world of work, in line with German Schülerpraktikum and Austrian Schnuppertage approaches. This includes: 1) introducing structured short-term internships in cooperation with local enterprises and vocational institutions; 2) organising regular visits to workplaces and production sites; and 3) implementing trial workplace experiences that allow students to explore different occupations in authentic professional environments. In addition, such experiences should be pedagogically structured, meaning that they are accompanied by reflection activities, mentoring support, and post-experience career discussions to maximise their educational impact.

Third, it is important to develop sustainable school–employer partnerships, reflecting the dual education logic of Germany and Austria, where employers are active co-participants in vocational preparation. This can be achieved through: 1) long-term cooperation agreements between schools and enterprises; 2) active involvement of employers in mentoring and career guidance activities; and 3) joint initiatives between educational institutions, vocational providers, and labour market stakeholders. Strengthening these partnerships also requires institutional coordination at the regional

level and the creation of incentives for employer participation in educational processes.

Fourth, Ukraine should gradually introduce key elements of dual education, following the structural principles of the German dual system (Duale Ausbildung) and the Austrian apprenticeship model (Lehrlingsausbildung), by combining theoretical instruction with enterprise-based practical training. In this regard, pilot school–enterprise cooperation models may serve as an effective transitional mechanism. It is advisable to introduce such projects across regions and sectors, enabling gradual scaling and effective evaluation of the obtained results. Such steps are aimed at ensuring contextual adaptation rather than the direct implementation of international models.

Fifth, the modernisation of institutional career guidance structures should reflect European experience with specialised career centres such as Austrian Berufsinformationszentren (BIZ). This may include: 1) establishing career counselling centres across regions; 2) providing relevant information on current trends in the international labour market; and 3) organising advanced training for career counsellors in schools. These centres should also act as hubs that connect all participants in the educational process (schools, vocational education institutions, and employers).

Finally, enhancing the attractiveness of skilled trades should become a strategic priority, as demonstrated in EU countries where vocational pathways are socially recognised and institutionally supported. This can be achieved through: 1) national awareness and information campaigns; 2) promotion of successful vocational career pathways and role models; and 3) measures aimed at reducing social stereotypes associated with vocational education. The formation of a positive public image of skilled professions is particularly important for increasing youth engagement and ensuring sustainable inflow into vocational education pathways.

In parallel, consistent with current European trends in digitalisation of career services, the digital transformation of career guidance should be strengthened through the development of online platforms, virtual simulations, and interactive labour market tools that support more informed and data-driven career decision-making among students. Such tools may also enhance accessibility of career

guidance services for students in rural or underserved regions, thereby reducing regional disparities in vocational orientation opportunities.

Future research should focus on the empirical testing of the proposed career guidance approaches in Ukrainian schools through pilot programmes involving schools, vocational

institutions, and employers. It is also important to evaluate their impact on students' career awareness, motivation towards skilled trades, and the quality of professional decision-making. Finally, it is advisable to further investigate relevant international experience within the scientific discourse.

Conflict of Interest

The author certifies that no conflict of interest (financial, professional, or personal) exists that could have influenced the objectivity of the research results or conclusions. The integrity of the double-blind peer review process was ensured through a mandatory declaration of the absence of conflict of interest submitted via the journal's editorial system. This protocol guaranteed complete author anonymity and the independence of the expert evaluation throughout the entire editorial cycle.

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ПРОФЕСІЙНА ОРІЄНТАЦІЯ ЗДОБУВАЧІВ ЗАГАЛЬНОЇ СЕРЕДНЬОЇ ОСВІТИ НА РОБІТНИЧІ ПРОФЕСІЇ: ЄВРОПЕЙСЬКИЙ ДОСВІД ТА УКРАЇНСЬКІ ПЕРСПЕКТИВИ

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Реферат:

Актуальність дослідження зумовлена сучасними трансформаційними процесами на ринку праці, стрімким розвитком технологій, цифровізацією та зростаючим попитом на висококваліфікованих фахівців робітничих професій. Водночас спостерігається стійке зниження привабливості робітничих професій серед молоді, що зумовлює дисбаланс між потребами ринку праці та професійними намірами здобувачів освіти. Це актуалізує необхідність модернізації системи профорієнтації у закладах загальної середньої освіти з урахуванням позитивних аспектів міжнародного досвіду.

Мета: Метою статті є аналіз методологічних засад профорієнтації учнів закладів загальної середньої освіти щодо робітничих професій на основі досвіду Німеччини та Австрії, а також визначення можливостей адаптації та імплементації відповідних підходів в український освітній контекст.

Методи: У дослідженні застосовано якісний дослідницький дизайн, що включає теоретичний аналіз наукової літератури, порівняльний аналіз систем професійної орієнтації Німеччини та Австрії, синтез педагогічних підходів, систематизацію ключових принципів дуальної освіти, а також інтерпретаційний аналіз їх потенціалу для впровадження в Україні.

Результати: Результати дослідження свідчать, що ефективна система профорієнтації в Німеччині та Австрії ґрунтується на ранньому започаткуванні професійного самовизначення, безперервному практико-орієнтованому навчанні, системному залученні учнів до реального виробничого середовища та тісній взаємодії закладів освіти з роботодавцями. Ключовими інституційними механізмами виступають дуальні моделі

професійної освіти, обов'язкові виробничі практики, розвинена мережа кар'єрного консультування та активна участь підприємств у підготовці майбутніх фахівців. Встановлено, що така інтегрована система сприяє більш усвідомленому професійному вибору молоді та підвищує соціальну привабливість робітничих професій.

Висновки: Зроблено висновок, що модернізація профорієнтації в Україні має ґрунтуватися на переході до інтегрованої, практико-орієнтованої моделі, що враховує провідний європейський досвід. Пріоритетними напрямками визначено посилення ранньої та безперервної професійної орієнтації, розширення практичного досвіду учнів у реальному робочому середовищі, розвиток партнерства між закладами освіти та роботодавцями, поступове впровадження елементів дуальної освіти, модернізацію системи кар'єрного консультування, а також підвищення соціального престижу робітничих професій, зокрема через цифрові інструменти та інформаційно-комунікаційні кампанії.

Ключові слова: *профорієнтація, робітничі професії, професійна освіта, дуальна система освіти, Німеччина, Австрія, Україна, перехід від навчання до роботи, кар'єрне самовизначення, ринок праці.*

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