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## METHODS AND TECHNOLOGIES FOR PROFESSIONAL SELF-DETERMINATION OF STUDENTS IN THE USA

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*The article analyses the methods and technologies of professional self-determination of students in the US education system. It has been found that the theory and practice of preparing students for professional self-determination has accumulated some positive experience in the development and use of activating career guidance methods and the formation and adaptation of career guidance programs with elements of activation of high school students. Also, the article presents the analysis of basic career guidance methods and technologies in the American high school.*

**Keywords:** professional self-determination, student youth, USA, methods, technologies, career choice, career guidance games and exercises, activating career guidance questionnaires.

## МЕТОДИ ТА ТЕХНОЛОГІЇ ПРОФЕСІЙНОГО САМОВИЗНАЧЕННЯ УЧНІВ У США

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*У статті здійснено аналіз методів та технологій професійного самовизначення учнів у системі освіти США. З'ясовано, що у теорії та практиці підготовки учнів до професійного самовизначення накопичений певний позитивний досвід розробки й використання активізуючих профорієнтаційних методів і створення та застосування профорієнтаційних програм з елементами активізації старшокласників. Також, у статті наведені характеристики деяких груп методів активізації профорієнтаційної роботи в американській школі.*

*Проаналізовано методи підготовки учнів до вибору професії Дж. Холланда (США) та С. Фукуяма (Японія). Методика, яку розробив С. Фукуяма, базується на його теоретичних положеннях про оцінку здатності людини до вибору професії. При її розробці С. Фукуяма*

*виходив із концептуального положення про те, що основною метою профорієнтаційної роботи в школі є розвиток в учнів здатності до усвідомленого вибору майбутньої професії. На думку автора, така здатність розвивається в школяра в процесі самоаналізу, аналізу професій та здійснення професійних проб.*

*Згідно з теорією Дж. Голланда успіх у професійній діяльності та задоволення працею залежать насамперед від так званого професійного середовища. Дослідник виділив шість типів професійного середовища: реалістичне (R), інтелектуальне (I), артистичне (A), соціальне (S), ділове (E) та конвенціональне (C).*

*У статті з'ясовано, що програма розвитку кар'єри «Career Development», передбачає: ознайомлення учнів із використанням знань з академічних предметів для здійснення кар'єри, зустрічі з представниками різних професій, екскурсії на підприємствах, одержання досвіду роботи, використання центрів розвитку кар'єри, підтримку випускників у працевлаштуванні після закінчення навчального закладу тощо.*

**Ключові слова:** професійне самовизначення, учнівська молодь, США, методи, технології, вибір професії, профорієнтаційні ігри та вправи, активізуючі профорієнтаційні опитувальники.

Modern requirements of the labor market, the rapid development of machinery and technology, knowledge intensive production of goods and services have intensified the process of finding the most effective forms, methods and technologies of professional self-determination of students. This determines a more detailed study of the American experience and, foremost, the basic methods and technologies of professional self-determination of students in the US education system.

Some scientists, such as W. Bennet, E. Boyer, J. Childs, J. Holland, Sh. Fukuyama and others [1; 2; 3; 4; 5; 8; 9; 10], have investigated methods and technologies of professional self-determination of students in the US education system.

The aim of the article is to analyze basic career guidance methods and technologies at the American high school.

The theory and practice of preparing students for professional self-determination has accumulated positive experience in the development and use of activating career guidance methods and the formation and adaptation of career guidance programs with elements of activation of high school students [3].

*Career guidance games and exercises.* Career guidance games are a group method of activating the professional self-determination of students of secondary and vocational schools. They are optimized for the reality of the conditions of robots with exercises. When conducting career guidance classes, such games can be used in addition to diagnostic procedures, discussions, individual consultations and other formal educational work [1; 2].

*Activating career guidance questionnaires.* They have been developed in order to diversify career guidance diagnostic tools, as many test methods, questionnaires and other professional counseling tools are not always positively perceived by students. The main purpose of using activating questionnaires is not so much to obtain information about the students, as to stimulate their thoughts about the prospects of their own personal and professional self-determination, that is, the activation of these processes.

*Schemes of analysis and self-examination of self-determination.* A special group of activating career guidance methods are schemes of analysis and self-examination of self-determination cases. On the one hand, these schemes are certain theoretical models of the decision-making process in choosing a future profession, and on the other, they are considered to be independent methods that enhance the professional self-determination of students [1; 2].

The psychological content of their use is the possibility of maximally generalized consideration of the most complex problems associated with the decision and planning of the prospects for the development of a young person who is self-determined. Compared to many other forms of career guidance work, such schemes allow you to demonstrate complex processes in a simple and understandable (visual) form.

The schemes of the general assessment of self-determination cases can be attributed to “the main factors of choosing a profession”. This is a model that characterizes situations of professional self-determination, which can be determined by the quality of professional adolescent’s plans taking into account: 1) their inclinations; 2) abilities, external and internal capabilities; 3) the prestige of the chosen occupation; 4) awareness of it; 5) the position of parents; 6) the position of classmates, friends and peers; 7) the needs of manufacture (“market”); 8) availability of a certain program for choosing and achieving professional purposes – with a personal professional prospect (PPP). PPP is considered successful when it is based on all the previous factors. While working with students, professional factors are indicated in the form of an octagon, and when assessing (or self-assessing) the situation of professional choice, the lines indicate the connection of PPP with certain factors (for example, if the PPP is built without taking into account this factor, then the line is not carried out) [1; 2].

In terms of the possibility of technological process of professional self-determination of senior pupils, special attention attracts methods of preparing students to choose the profession of J. Holland (USA) and Sh. Fukuyama (Japan) [4; 8].

The technique that Sh. Fukuyama has developed is based on its theoretical provisions on assessing the ability of a person to the choice of profession. This technique is used not only in Japan, but also abroad, in particular in the United States of America. With its development, Sh. Fukuyama emerged from the conceptual provision that the main purpose of career guidance work at school is the development of students’ capability to choose a future profession. According to the researcher, such ability develops in the process of self-examination, professional analysis and professional samples [4].

Under self-examination, the author understands the student’s study of the peculiarities, skills, intellectual abilities, and physical development. This activity is implemented in the process of interaction of students and pedagogical workers (teachers, trade-consultants, psychologists, etc.) with the use of self-observation, pedagogical observations, tests, etc. [4].

At the next stage, believing that the students have sufficiently completed and deployed information about themselves, the main center of career guidance work, according to the researcher, must be transferred to familiarizing schoolchildren with the world of professions. At the same time, Sh. Fukuyama believed that much attention should be paid to the analysis of the conditions and socio-economic characteristics of labor. The main ways of acquiring information is to study the relevant school courses, self-education, observation, excursions, media, etc. [5].

The assessment of the results of the student’s choice of future profession is carried out by sequentially performing a set of diagnostic procedures, called “F-Test”. The consistent implementation provides the indices determination of self-analysis, analysis of professions and professional tests [6].

Sh. Fukuyama’s method also involves assessment of the results of professional choice at the stage of professional adaptation by quantitative analysis of data obtained by assessing

of the analysis of profession, working environment, labor management in the workplace and attitudes towards profession. The result of this methodology is a quantitative indicator, that is, the index of the ability to understand the profession, which can be given a qualitative interpretation [6].

Consequently, the method of assessing the student's ability to choose the right future profession, developed by Sh. Fukuyama, has a clear algorithm of actions of students and teachers (studying the peculiarities of the student's personality; organization and pedagogical management of professional samples at school, provision of consultations, control over professional tests carried out outside the school; assessment of self-analysis, analysis of professions and professional samples, etc.) [6].

In the United States of America, special attention is paid to the development of technologies to prepare students for informed career choices, which are developed in the context of career education programs [6].

Thus, in 1994, the US Congress adopted the School-to-Work Act, which orients the specialists of the education system on preparing students for future work and career; formation of students' skills of effective behavior in the labor market; a combination of academic and vocational knowledge; formation of personal goals and plans for professional careers in students; connection between educational institutions and enterprises; ensuring the continuity of education and employment; reduction of unemployment (especially among young people); early choice of future jobs by school graduates [6].

One of the means of implementing this act is the "Career Development" program, which provides acquaintance of students with the use of knowledge in academic subjects for a career, meetings with representatives of various professions, excursions at enterprises, gaining experience, use of career development centers, support of graduates in employment after graduation, etc. Due to its implementation, the curricula of schools in a number of states have included training courses that allow students to adapt to the requirements of industry and higher education. An important place in the "Career Development Program" is given to the study of the personality of students, their academic achievements, professional interests and plans in order to identify their educational and professional evolution [6; 7].

In the "Career Development" – a basic technology to prepare students for choosing a profession, authored by American psychologist J. Holland [9], is used.

According to J. Holland's theory, success in professional activities and job satisfaction depends primarily on the so-called professional environment. He suggested that the profession leaves a certain imprint on a person, and a person's behavior is determined not only by personal characteristics, but also by the environment in which a person works.

The researcher identified six types of professional environment: realistic (R), intellectual (I), artistic (A), social (S), business (B) and conventional (C). In addition, he believed that each person belongs to one of six personality types, which have names as well as types of professional environment. To succeed in employment, it is desirable for a person to choose a profession, the type of which coincides with the personal type.

An appropriate test methodology has been developed, which in some cases is called the "Professional Preference Questionnaire". The stimulus material of the test contains 42 dichotomous alternatives, each of which is defined as a specific profession. The student has to choose one of them. Under this approach, each of the 6 personality types corresponds

to 14 different professions. This balances the scales in quantitative terms and allows for a comparison of the expressiveness of one or another type “inside” each student (i.e. to conduct a so-called ipsative assessment).

The main component of the technology of activating students’ professional self-determination, according to J. Holland, is the assessment of the so-called “self-directed search” (Self-Directed Search), according to which the result is the student’s definition of his generalized personal code. The mentioned technique is based on the use of tests aimed at determining professional aspirations, activities that the student prefers.

It would make sense to consider the technology of choosing the profession of J. Holland in details [10].

The first part: “You and Your Career” contains theoretical information about J. Holland’s theory of personal and professional types.

The second part: “Assessment Booklet” contains tests and explanations to them, which allow the student to determine their personal generalized code.

The third part: “Index of Occupations” provides a list of more than 1,300 occupations, sorted by both occupational codes and alphabetically [8].

First, the student is invited to get acquainted with the basic provisions of the typological theory of J. Holland and personality types.

Further research for a suitable profession, according to the technology of J. Holland, involves determining the student’s own personality type, which is characterized by the so-called generalized code (hereinafter in the text GC) [8].

The author took into account that each person does not belong to one personal type, but is a “combination”, “ensemble” of several types, some of which prevail over others. To determine the type of personality, the author proposed to use a three-letter GC, which consists of the first letters of the names of personality types. The first letter indicates the type to which the student’s personality is closest, the second – with which his indicators have some differences, the third letter – indicates the type of personality to which the student is still close, but has greater differences than the second letter [8].

If certain types are not presented in the personal code at all, it indicates that the individual characteristics of the student completely or in the majority do not coincide with the reference features of these types.

The algorithm for determining the student’s GC and selecting the appropriate profession (group of professions) involves the consistent implementation of such actions. First, the student is asked to get acquainted with the sequence of actions required to determine the GC.

The purpose of this part of the technology, self-directed search, is to assist the student in choosing a future profession or to confirm the choice that has been already made. If a high school student has chosen a certain profession, self-directed search assessment technology will help to assess the correctness of the choice made and identify alternative professions that match the abilities and professional intentions of the student. If the student has not chosen a future profession yet, the technology of self-directed search assessment will help to outline the range of professions with which it is advisable to get acquainted carefully. Technologies are not stored or used to store results, protein requires respect and data transfer when performing each of the tasks. While working with the technology of self-directed search

assessment, the student has to perform actions, the result of which will be the determination of his own GC [8].

At the first stage of defining the GC, the student is asked to mention the professions and career options that he has chosen for himself, considered, discussed with other people, and so on. At first, the high school student is asked to trace the chronology of his own professional plans.

In the index of professions, the student needs to find a three-letter code for each of the professions included in the questionnaire. The alphabetical index of professions helps to simplify the search for the profession code. If the student cannot find in the index the profession included in the questionnaire, he needs to find a profession as close as possible to the chosen one, or another profession that is coincided with the student's aspirations.

After completing this questionnaire, the student takes four tests, namely: "Activities", "Professional properties", "Professions" and "Self-Assessment". The first three tests are similar in structure and logic and are used to determine the types of professional activities and types of profession that the student prefers, as well as the correspondence of professionally important skills to certain types of professions that are already formed in the student. The fourth test, aimed at determining the level of development of certain students' own abilities, differs in structure and algorithm of obtaining results from the previous three. After processing the results of all four tests, the students may determine their own generalized code. For tests 1, 2, 3 in the appropriate places in the table record the number of positive answers for each of the letters R, I, A, S, B, C. For test 4, the rankings for each of the letters are written [8].

The next is the sum of the numbers for each of the columns is indicated and written in the appropriate place of the line "General results" (maximum possible result – 42). The letters with the three highest scores determine the letters of the student's generalized code. Then the letters of the GC are written in descending order of results.

J. Holland noted that the GC is a simple and convenient way to organize information about people and professions. It can be used to study the preferences and self-esteem of a person, the requirements for personality qualities, similar to many professions [8].

Thus, according to the author, the GC allows you to identify professions that are coincided with the professional interests, preferences and personality of the student.

Next, the student is asked to perform the following sequence of actions: 1) find professions codes that match your GC and write down those that interest you. Go to the next step, even if you have not found a profession with a code that is identical to yours; 2) make a list of professions with generalized codes that are similar to your GC; 3) the student needs to get acquainted with the educational requirements for the professions in which he is interested. To do this, you need to go back to the index of professions and find out what form of vocational education is needed to master each of them. In addition, the high school student must also determine: where you can get the appropriate professional training; whether it is possible financially; whether it will be appropriate and possible given the timing of education, the situation in the family and other factors; 4) at the next – fourth stage, the student needs to consider the limitations (health status, certain psychophysiological indicators, etc.), characteristic of the chosen profession, and identify possible ways to overcome them [9].

The student also needs to remember that no one will decide for him his future, in

particular – his profession. The main purpose of J. Holland's method is that the student will be helped only to outline a certain range of professions that meet his aspirations and capabilities.

Summarizing the above, there is a variety of methods and technologies of professional self-determination of students in the US education system that are convenient and simple tools that allow to outline the range of professions that suit young people.

Further research in this direction may be connected, in our opinion, with the peculiarities of methods and technologies that are successfully used in other countries of the world.

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