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THE SYSTEM OF CAREER GUIDANCE FOR HIGH SCHOOL STUDENTS IN THE UNITED STATES OF AMERICA

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ABSTRACT

The **aim** of the article is to examine the system of career guidance of high school students in the United States of America.

The **methodology** is based on the analyses of the process of career guidance work in the USA, the structure of secondary education in the USA, the role of career counselors, the principles of professiography, three stages in the work of counselors in the United States of America. In order to analyse the general system of professional self-determination of students in secondary schools in the United States, it is considered the structure of secondary education in this country. The 10 participants in the action research were career counselors from the USA.

The **results**. It was determined that the main role in career guidance is played by the National Career Development Association. The structure of secondary education in the USA, the role of career counselors, the principles of profession, three stages of the work of counselors in the USA are analyzed.

The article found that secondary education in the United States of America is compulsory and consists of different types of schools: public, private, and schools run by religious organizations. It was noted that at the end of the 20th century about 90% of students studied in state (free) educational institutions; the secondary education system consists of primary, secondary and high school; the total duration of education is 12 years. It is noted that in order to optimize the transition of students from secondary school to high school, schools can change the terms of study. Thus, primary education is reduced to 4-5 years, the duration of high school education varies from 2 to 4 years.

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The main role in the coordination and management of career guidance and employment of students is played by the employment services and education departments of individual states. Various councils of the association of business representatives and members of communal communities are of great importance for the organization and implementation of this work.

The principles of professionography are clarified: the specificity of the description of a certain activity; step-by-step study of activities – procedural sequence of material collection and analysis focus of description – compliance with specific goals of the research and implementation of a specific practical task; selectivity of the research object – concentration on the most difficult tasks of the labor process; learning dynamics – taking into account the development of the subject and changes in activity; systematicity – the study of interaction of individual components of activity at all its hierarchical levels; identity of methodological techniques and training programs and description for correct comparison of professions; use of qualitative and quantitative research methods – complementing content and statistical information.

*It was **concluded** that the features of career guidance are: the degree of professional self-determination; strengthening the role of non-state forms of career guidance of students and the connection of their schooling with practice; timely response of the education system to changes in the structure and labor market; use of the competence approach in pre-vocational and professional training of youth; psychological and pedagogical support of the process of choosing a future profession for a young person in the context of solving a broader problem of preparation for choosing a professional career.*

KEYWORDS: Content, Principles, Process, Profession, Career Counselors.

INTRODUCTION

At the present stage young people in the United States face new challenges in terms of maintaining their own competitiveness and mobility in lifelong employment. New requirements for the professional development of the younger generation have led to a rethinking of the activities of career guidance and counseling services.

Our analysis confirms that American society has always been aware that education is the driving force of progress, one of the main conditions for the development of the state. Evidence of this is the authoritative assessment of leading American economists and sociologists

(H. Becker, D. Bell, R. Benket, J. Galbrate, E. Denison, H. Rogers, M. Savickas etc.) who prove that investment in education provides up to 40% of the actual achieved rate of economic growth: capital invested in people brings more profit and has a greater impact on production than capital invested in machinery and equipment (Savickas, 2019a).

The **aim** of the article is to examine the system of career guidance of high school students in the United States of America.

METHODOLOGY

The process of career guidance work in the USA, the structure of secondary education in the USA, the role of career counselors, the principles of professionography, three

stages in the work of counselors in the United States of America have been analysed.

In order to analyse the general system of professional self-determination of students in secondary schools in the United States, it is advisable to consider the structure of secondary education in this country. The 10 participants in the action research were career counselors from the USA.

RESULTS

Secondary education in the United States is compulsory and consists of different types of schools: public, private, and schools run by religious organizations. At the end of the twentieth century about 90% of students studied in public (free) educational institutions. The system of secondary education consists of primary (term of study 6 years in urban, 8 – in rural schools), secondary and high school (training lasts three years in each). The total term of study is 12 years. In order to optimize the transition of students from secondary to high school, earlier definition of profiling and in case of the absence of a unified school structure, the terms of study may change.

Thus, there is a reduction in primary education to 4-5 years, the duration of study in high school ranges from 2 to 4 years (Savickas, 2019b). Each state is responsible for running its own education system (Nalyvaiko et al., 2021). Taking into account the needs of the state, education policy is developed and directions for its implementation, which may differ from educational activities in other states. The central government in this area is represented by the Department of Education, the Board of Education and the authorized person (administrator of the Board of Education) who is responsible for school education (Brown, & Lent, 2013).

The main role in the coordination and management of career guidance and employment of students is played by employment services, education departments of individual states. Of great importance for the organization and conduct of this work are various councils of the association of representatives of business circles, members of communal communities.

The National Career Development Association (NCDA), which is a division of the American Counseling Association (ACA), plays a key role in providing career guidance.

The main practical work on career guidance among students is carried out by full-time career counselors who work full-time or part-time. The ratio of the number of counselors and students in schools is about 1: 430, in some areas it ranges from 1: 1000 to 1: 200 (in private schools on the outskirts of large cities). In most schools, career counselors have a degree in psychology and sociology or a teacher's degree (Tian et al., 2020).

Career guidance work begins in the last grades of primary school with the help of interviews to acquaint students with the "world of work". High school graduates fill out questionnaires to determine professional interests, participate in group or individual consultations and tests to determine their abilities.

Elements of the organizational structure of the US career guidance system include public and private employment agencies that provide career counseling, testing, and other forms of career guidance to jobseekers and, through career selection, provide candidates with vacancies. To provide career guidance and youth employment.

Employment agencies work with electronic banks, which contain data on

the availability of vacancies in each state, a description of the main mass occupations and a daily list of vacancies. This information is published in the agency's bulletins and is available to career counselors and those who need the agency's services.

Career guidance in the United States is a necessary component of general education and is controlled by the state. As already mentioned, career guidance is available in secondary schools. Specialists in psychology, psychodiagnostics and career guidance also give advice on choosing a profession based on professiograms (designed for 35,000 specialties). Professiography – a practical direction of the psychology of work, associated with the study of the requirements of a particular profession to personal qualities, psychological abilities and physiological capabilities of a person (Savickas, 2021).

The principles of professiography are: specificity of the description of a certain activity; step-by-step study of activity – procedural sequence of collection and analysis of material (stages: informational, analytical, synthetic, experimental, resulting); orientation of the description – compliance with specific objectives of the study and implementation of a specific practical task; selectivity of the object of study – concentration on the specifics of subject-object relationships, the most complex tasks of the labor process; multilevel study of subject-object relationships at all levels of the system of activity.

The principles are as well as dynamics of study – taking into account the development of the subject and changes in activities; systematic – the study of the relationships and interactions of individual components of activity at all its hierarchical levels; identity of methodical

methods and programs of study and description – for correct comparison of professions; the use of qualitative and quantitative methods of study – the complementarity of content and statistical information.

Professiograms can be divided into private and complex. Private professiograms are given from the point of view of one science (for example, psychology). If the psychological professiogram reflects only physiological, or sanitary-hygienic, or sociological, or technological-economic indicators, such a professiogram is classified as private (Savickas, 2019a).

The complex professiogram is a comprehensive description of the work, which collects the results of the professiography of all disciplines of ergonomics and relevant special disciplines (engineering, organization, economics). The characteristics contained in the professiogram are available to all professionals involved in its compilation, and can be used by them in their practical work.

Depending on the purpose of professiograms are divided into universal and special. A special professiogram is a highly specialized selection of the most important characteristics needed to solve a specific task to achieve a certain goal.

Universal professiograms contain information and characteristics of professional activity, valid for all types of work.

The classification of professions according to the subject, goals, means and working conditions has four tiers: classes of professions, departments of professions, types of professions, groups of professions (Savickas, 2019b).

The first tier distinguishes several types of professions. According to the subject of work, all professions are divided into

bionomic (nature), technomic (technique), sign (signs), arthonomic (artistic images) and socionomic (human interaction). Depending on this, five areas of professional activity are identified:

1. "Man – living nature". Representatives of this type of professions deal with plant and animal organisms, microorganisms and the conditions of their existence (agronomist, zootechnician, veterinarian, microbiologist).
2. "Man – man". The subject of interest, service, recognition, transformation here are social systems, communities, groups, people of all ages (doctor, teacher, social worker).
3. "Man – technology" and inanimate nature. Workers deal with technical objects of work (electrician, engineer, technologist).
4. "Man is a sign system". Natural and artificial languages, symbols, symbols, numbers, formulas (camera operator, programmer, mathematician, publisher, linguist).
5. "Man is an artistic image". Phenomena, facts of artistic reflection of reality. Representatives of professions of this type – decorator, painter-restorer, tuner of musical instruments, concert performer, ballet dancer, actor of drama theater.

These five types of professions are divided into three classes (second tier):

- 1) gnostic professions;
- 2) transformational professions;
- 3) exploratory professions.

On the basis of basic tools, means of labor within each class there are four departments (third tier):

- 1) the profession of manual labor;
- 2) the profession of machine labor;

- 3) professions related to the use of automated and automatic systems;
- 4) professions related to functional means of labor.

According to the working conditions of the profession can be divided into four groups (fourth tier):

- 1) work in a microclimate close to household: laboratory assistants, accountants, computer operators;
- 2) work related to being outdoors in any weather: agronomist, installer of steel and reinforced concrete structures, inspector of the State Traffic Inspectorate;
- 3) work in unusual conditions, at height, underground, under water, at high and low temperatures: antenna mast, diver, combine operator, firefighter;
- 4) work in conditions of increased moral responsibility for the life and health of people – adults or children, great material values: preschool teacher, teacher, doctor, investigator.

Work begins on career guidance in preschool age (from 5 years). As already mentioned, counselors teach to communicate with people (the course "Make friends with people"), because 77% of layoffs, according to experts in engineering psychology, are due to inability to build relationships. In addition, there is one psychologist per 4,000 students in US schools (Savickas, 2021).

Conduct role-playing games and socio-dramas "Orientation", "Life Planning" and more. Acquaintance with professions takes place at lessons of labor training (1/10 of time is allocated for acquaintance with specialties on processing of a tree, metals and other materials) and in the course of labor activity of schoolboys. There are private institutions and special state

centers of career guidance at colleges and universities.

The US Board of Education has a special department for career guidance and counseling. The Career Development program includes: identifying the necessary knowledge to achieve a career in all academic subjects, meeting with representatives of various professions, visiting companies and jobs, gaining work experience, using special career centers.

Further education takes place in secondary and high school. High school students even study in separate buildings. In addition to the minimum required subjects, high school students have the opportunity to choose additional classes on their own. Testing helps teenagers to make this choice. For example, the David Carey test, which looks like a standardized questionnaire and is used to select candidates for a vacancy, consists of 70 statements, each with two options for continuing an unfinished sentence.

The student has to read the sentence, choose one of the options, enter these results in the registration form. After filling in this form, the calculation of four indicators on the appropriate scales, as well as determines the total indicator of the typological features of the individual. These indicators determine the appropriate socionic type. You get a detailed description of your individual character traits, strengths and weaknesses. Once the student has determined his / her abilities, level of physical and mental training, he / she should get as much information as possible about the professions, from which he / she will then choose his / her own (Savickas, 2019a).

Occupations are divided into two interests: interpersonal relationships and non-human occupations, such as science or

outdoor work. But the main thing is that future specialists have a real opportunity to try themselves in business, to pass a professional test – for example, to practice in a kindergarten, hospital or workshop. Adolescents regularly visit training and production plants, where they have the opportunity to choose classes according to their inclinations. If you do not like the chosen specialty – it's not a problem, you will be offered the second, and then the third. The main thing is that the student's inclinations and his idea of the profession eventually coincide with the requirements of the chosen profession. Moreover, every school holds an open day every month to meet with potential employers.

Also, in recent years in the United States there is a trend towards closer cooperation between schools and universities. Each college and university has a whole Career Development department or center in its structure. A new type of class has emerged in high school that prepares students for entrance exams. Most universities consider a good grade in this course as an introductory course in a relevant subject. Interestingly, even when entering the university, the applicant may not be determined with a particular faculty. The student can choose his specialization only at the end of the first and sometimes even the second year.

Career guidance does not lose its importance in employment. Back in the 1980s, US economists noted that if professional selection was not conducted when hiring employees, the turnover of staff would reach 50% of the recruited staff in just one year. Americans leave their jobs because they understand their unfitness for work or banal dissatisfaction with their work. At the same time, career guidance, which costs only a few percent of the cost of retraining an employee, halves the

number of redundancies for these reasons.

DISCUSSION

The findings raise three questions, strongly related to the research question, that will be addressed in this section. The first: *In what way do career counselors work in the United States?* The second: *Is professional counseling different at each of the stages?*

There are three stages in the work of career counselors in the United States:

1. Preparatory career counseling should lead students to a conscious choice of profession, it is conducted throughout the school period.
2. The purpose of the final professional consultation – to provide assistance in choosing a profession in accordance with the interests, inclinations and psychophysiological abilities of the student. This consultation is conducted by career counselors together with school teachers.
3. Clarifying career counseling often goes beyond the school and is carried out in secondary vocational schools, universities, enterprises, etc.

At each of these stages, professional counseling is different.

At the first stage, preparing students to choose a profession is impossible without the development of self-esteem and positive personality traits. Thus, professional consultation, first of all, has developmental character. If the student has already developed interests that correspond to his abilities, the task of career counselors, teachers is to guide him.

In the second stage, career guidance is of a recommendatory nature and solves the following main tasks: compliance with the

requirements of the chosen profession, psychological readiness of the individual to master the chosen profession, background information about the content and nature of work, opportunities for special education, training and employment.

For psychological and pedagogical consultation use the data of preliminary professional diagnosis of the student's personality. Medical counseling is provided in advance to enable the adolescent to make the right choice of profession, taking into account the state of their health and the requirements of the profession. This work is carried out with the participation of a school doctor and other medical staff.

Some professions place increased demands on the psychological characteristics of the individual. The inconsistency of the personal qualities of the employee to the requirements of the profession can lead to overload of the nervous system, and sometimes to disease.

In that case, if after comparing the medical and psychological-pedagogical examination of the student with his professional orientation contraindications are found, the career counselor must tactfully and conclusively explain to him the impossibility of his choice of profession and recommend another profession. At the same time, it is necessary to make sure that the recommended profession does not conflict with the inclinations and abilities of the student, but in some way corresponds to them.

The last stage of career counseling is related to the transferring of the student to a vocational school or directly to work. It can also be called formative, because the main task at this stage is to help a young person to establish himself in a

professional choice. During the years of study at the school, students get acquainted with the future conditions of their activities, preparing to continue their studies or get a job.

CONCLUSION

Describing the system of career guidance of students in the United States of America it was concluded that in modern American pedagogy features of career guidance of students in secondary schools in the United States are: the degree of professional self-determination;

strengthening the role of non-state forms of career guidance of students and the connection of their schooling with practice; timely response of the education system to changes in the structure and labor market; use of the competence approach in pre-vocational and professional training of youth; psychological and pedagogical support of the process of choosing a future profession for a young person in the context of solving a broader problem of preparation for choosing a professional career, etc.

CONFLICT OF INTERESTS

There is no conflict of interest for this study.

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АНОТАЦІЯ / ABSTRACT [in Ukrainian]:**СИСТЕМА ПРОФЕСІЙНОЇ ОРІЄНТАЦІЇ ШКОЛЯРІВ
У СПОЛУЧЕНИХ ШТАТАХ АМЕРИКИ**

У цій статті **за мету** взято розгляд системи професійної орієнтації школярів у Сполучених Штатах Америки.

Методика базується на аналізі процесу профорієнтаційної роботи в США, структурі середньої освіти в США, ролі кар'єрних радників, принципах професіографії, трьох етапах роботи консультантів у США. З метою аналізу загальної системи професійного самовизначення учнів загальноосвітніх шкіл США розглянуто структуру середньої освіти цієї країни. 10 учасників дослідження були кар'єрними радниками зі США.

Результати. Визначено, що головну роль у профорієнтації відіграє Національна асоціація розвитку кар'єри. Проаналізовано структуру середньої освіти в США, роль профконсультантів, принципи професіографії, три етапи роботи профконсультантів у США.

У статті з'ясовано, що середня освіта в Сполучених Штатах Америки є обов'язковою і складається з різних типів шкіл: державних, приватних і шкіл, які керуються релігійними організаціями. Зауважено, що наприкінці XX століття близько 90% учнів навчалося в державних (безкоштовних) навчальних закладах; система середньої освіти складається з початкової, середньої та старшої школи; загальний термін навчання 12 років. Зазначено, що з метою оптимізації переходу учнів із загальноосвітньої школи в старшу, школи можуть змінювати терміни навчання. Так, відбувається скорочення початкової освіти до 4-5 років, тривалість навчання в старшій школі коливається від 2 до 4 років.

Основну роль у координації та управлінні профорієнтацією та працевлаштуванням учнів відіграють служби зайнятості, управління освіти окремих штатів. Велике значення для організації та проведення цієї роботи мають різні ради асоціації представників бізнесу, членів комунальних громад.

З'ясовано принципи професіографії: конкретність опису певної діяльності; поетапне вивчення діяльності – процесуальна послідовність збору та аналізу матеріалу спрямованість опису – відповідність конкретним цілям дослідження та виконання конкретного практичного завдання; вибірковість об'єкта дослідження – зосередженість на найскладніших завданнях трудового процесу; динаміка навчання –

врахування розвитку предмета та змін у діяльності; системність – вивчення взаємозв'язків і взаємодії окремих компонентів діяльності на всіх її ієрархічних рівнях; тотожність методичних прийомів і програм навчання та опис для коректного порівняння професій; використання якісних і кількісних методів дослідження – взаємодоповнення змісту та статистичної інформації.

Зроблено **ВИСНОВОК**, що ознаками профорієнтації є: ступінь професійного самовизначення; посилення ролі недержавних форм профорієнтації учнів та зв'язку їх навчання в школі з практикою; своєчасне реагування системи освіти на зміни в структурі та ринку праці; використання компетентнісного підходу в допрофесійній та професійній підготовці молоді; психолого-педагогічний супровід процесу вибору молоддю людиною майбутньої професії в контексті вирішення більш широкої проблеми підготовки до вибору професійної діяльності.

КЛЮЧОВІ СЛОВА: зміст, принципи, професія, професійні консультанти, процес.

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