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PSYCHOLOGICAL AND PEDAGOGICAL DETERMINANTS OF VOCATIONAL GUIDANCE IN THE CONTEXT OF THE TASKS OF THE NEW UKRAINIAN SCHOOL

Statement and justification of the relevance of the problem. The reform of the educational sector actualizes the need to solve modern educational tasks aimed at modelling a psychological environment favourable for the highly effective amateur activity of the individual. Only a properly organized interaction between the caregiver and the pupil in a meaningful new situation of Social Development encourages the child to develop his potential opportunities for self-growth, self-determination and self-improvement. That is why the study of psychological and pedagogical aspects of professional self-improvement of high school students in the educational process of school is a necessary prerequisite for the formation of an effective system of school career guidance counselling, especially in the context of implementing the tasks of the new Ukrainian school.

Analysis of recent research and publications. Psychological and pedagogical features of the educational process in general education schools are thoroughly covered in the works of I. Bekh, L. Hutsan, D. Zakatnova, O. Kyrychuk, E. Klimov, G. Kostyuk, O. Meljnyk, L. Morskaya, Z. Okhrimenko, M. Pavlyuk, K. Platonova, N. Ponomareva, M. Pryazhnikov, L. Romanova, M. Skyba, E. Starovoitenko, M. Tymenko, M. Jancur, K. Yarmachenko and others. An important area of their scientific development is the study of psychological conditions for activating the mechanisms of professional self-determination of students, focused on professional self-improvement of the individual, the basics of implementing the career guidance process. Unfortunately, it is worth noting that the existence of contradictions, the solution of which is due to the requirements for the

development of the digital economy and the reform of the modern educational space, requires justification of the latest psychological and pedagogical determinants of professional orientation of young students.

The object of the article is a definition and study of psychological and pedagogical aspects of Career Guidance and self-determination of high school students with the choice of a future profession in the context of the implementation of the concept of a new Ukrainian school.

Presentation of the basic material of the research. One of the priority areas of reforming the modern Ukrainian school, which has become urgent today, is to improve and develop career guidance mechanisms in the context of professional self-determination of students and conscious choice of the field of future work. The formation of a system of school career guidance counselling primarily involves taking into account the defining trends in the development of the labour market in the field of digital technologies, increasing its variability and mobility, and the emergence of new forms of employment on online platforms.

Activation of mechanisms of professional self-determination of the individual has a close connection with the formation of the potential for professional self-improvement. It is worth noting that in professional orientation, the concept of "potential" is considered in the plane of actual and potential in professional self-determination of students and is used by scientists primarily to study the self-regulating activity of the individual in professional self-growth.

Special attention should be paid to developing the potential for professional self-improvement of high school students. The works of modern

scientists convincingly confirm the need to activate professional self-determination of pupils based on the development of high school students' ability to self-knowledge and cognition of the features of the market professional environment, adequate self-assessment and assessment of the requirements of modern professions, coordination of their requests with the requirements of the chosen future professional activity. The mechanisms of professional self-determination are self-knowledge, self-esteem and self-improvement, which are the basis for a young person's entry into a certain professional environment [1; 2; 4; 9; 10].

The concept of "potential for professional self-improvement of high school students" is mainly interpreted as complex dynamic personality formation, which determines whether a child has a sufficient personal resources to interact with an extremely dynamic social environment, the requirements of which are constantly growing and require attracting previously unused internal reserves to grow the personal level to the level of new requirements of the development environment. This contradiction outlines the potential opportunities of a high school student for self-improvement during professional self-determination.

One of the interesting ways to increase the effectiveness of professional self-determination of student youth is the introduction into the educational process the methods of psychological and pedagogical design of career guidance activities aimed at forming the potential of professional self-improvement in high school students. This method is a dynamic educational strategy for activating the individual's self-activity in professional self-determination. Its dynamism focuses on taking into account the development of a modern pupil (ideals, beliefs, values, motives of activity) and the development of the social situation (socio-political, economic, cultural, environmental and other changes), which are determined by the growing requirements of the professional environment for the future specialist [4, p. 39].

Each person independently generates their professional potential during active interaction with the social environment. Most modern public institutions are aimed at creating favourable conditions for this. However, a crucial role in professional self-determination and growth is played by the individual himself, choosing, implementing and constantly adjusting his life program. Shifting the emphasis on the activity of the individual, recognizing his right to freely choose different life programs and responsibility for his future destiny is a determining factor in shaping the potential of professional self-improvement.

When choosing and trying to implement a certain life program, a person focuses primarily on

those socio-professional roles that will create opportunities to provide him with the best possible conditions for life safety. Modelling of the life program is based on the acquisition of human information and educational market services in order to master a certain educational and qualification level of professionalism. Under such conditions, a person becomes a potential carrier of professionalism for society long before the beginning of his professional career. The essence of the potential of the individual, in our opinion, is the ability to perform professional duties under certain objective conditions. However, such an opportunity has not yet been realized by a person, as sometimes his future profession has not been chosen yet, so professional training is not yet taking place. That is, everything outlined above is potential, and only with the beginning of the professional activity the potential of the individual is realized and begins to develop.

Implementation of the Concept of the New Ukrainian School (NUS) involves the creation of favourable conditions for the formation of students' competencies for professional self-determination and the development of potential for professional self-improvement in accordance with life goals for successful integration into society.

According to the latest forecasts, the labour and training market over the next decade will be affected by the following trends over the next decade: rapid changes in business models and the principles of their construction; a person will change his profession from 5 to 10 times during his life; training will take place throughout the career path and will be combined with work; interdisciplinarity becomes a prerequisite for management decisions and innovation [8].

Today it is appropriate to talk not about the choice of a sustainable sphere of employment, but the formation of a flexible model of life and professional activity in the dynamic development of the labour market. It is now necessary to help build adaptability as a set of skills and character traits and to provide navigation tools in this world [8].

Building the potential of professional self-improvement of students should be focused on understanding the need to maintain their competitiveness and mobility in employment throughout life. To do this, it is essential to master the competencies of adequate professional behaviour in the labour market, the ability to quickly reorient and retrain in cases of new forms and types of employment.

Therefore, the modern system of school vocational guidance should serve not only to make the right choice of students' future profession but also to teach them to "build" a professional career, to be able to make responsible decisions throughout their working lives.

Changes in the labour market and the general features of society began to require a qualitatively new approach to vocational training of young people and the creation of such conditions that would promote the activation of professional self-determination. The main areas of research in this context should be the study of the dynamics of the nomenclature of professions, the virtualization of professional activity, new forms of employment, modern content and requirements for professional activity, etc. [6, p. 84].

The transition of domestic general secondary education to 12 years of study and profiling of high school creates conditions for high school students to master the content of subjects at the standard level (mandatory minimum content of subjects that does not provide for further study), an academic level sufficient for their study in higher education institutions) and the level of specialized training (the content of subjects is in-depth, provides a focus on future professions).

Profile training is a type of differentiated training, which involves taking into account the educational needs, inclinations and abilities of students. Such differentiation is ensured by creating conditions for high school students to study in accordance with their professional self-determination. This is achieved through changes in the purpose, content, structure and organization of the educational process. The profile of study covers a set of basic and profile subjects and elective courses. Profile subjects, in particular, provide an applied orientation of learning through the integration of knowledge and methods of their application in various fields of practice and, above all, professional activities. Elective training courses, which are part of the variable part of the curriculum, provide internal specialization, deepen the content of specialized subjects, providing them with applied and initial professional specialization.

The high school operates mainly in the context of professional orientation. Profile education in 10 - 12 classes is carried out in the following main areas: social and humanitarian, natural and mathematical, technological, philological, artistic and aesthetic, sports. Their list corresponds to socially differentiated activities that are based on the social division of labour and contain knowledge of nature, man, society, culture, science and industry.

Profile education involves training and acquisition of relevant professional competencies by students through research of various types of professional activities through practical training, internships, volunteering, awareness of the need for lifelong learning, the importance of continuous personal and professional development.

During the profile training students:

- Understand how their interests, inclinations, abilities and preferences, as well as

weaknesses, are correlated with opportunities for realization in the labour market;

- consciously and critically determine their desired further educational and professional trajectories; can justify and explain their choice;

- understand the approximate sequence of steps to achieve their further educational and professional desires/plans;

- demonstrate proactivity in labour market research, attempts to gain practical experience;

- understand what are the further educational opportunities after completing general secondary education;

- can realistically assess the probable consequences of one or another further educational and professional choice;

- understand the main characteristics of the regional, national and global labour market; demonstrate the ability to critically analyze changes and processes in the labour market; are interested in the future of various professions;

- have basic skills of career planning, job search, communication with potential employers;

- are able to search for and critically evaluate information about professions and jobs;

- demonstrate entrepreneurship and innovation, the desire to develop their own business (understand that only they can be the creators of their workplace/profession);

- understand the importance of practical experience (in the form of practical training, internships, meetings with employers, entrepreneurs) before deciding on further educational and professional trajectory [7].

In the system of vocational guidance, it is important to take into account the interests of the regional labour market. Vocational guidance in a community is an ecosystem that ensures its socio-economic development, and financial support for career guidance at the local level is an investment in human capital and sustainable community development [7].

Therefore, the school career guidance process must include the acquaintance of students with the professions necessary for the development of united territorial communities (UTC), practical training, volunteering for the benefit of communities.

There are different options for the development of vocational guidance at the regional level:

1. The organization of vocational guidance in support schools is an effective means of forming effective vocational guidance centres in educational institutions, which is facilitated by the concentration and use of available resources of support institutions and conducting vocational guidance on their basis.

2. The expediency of vocational guidance based on interschool resource centres (IRC) is

determined by the possibility of providing career guidance work for many general secondary education institutions, a combination of vocational guidance and group work, vocational tests, the practice of applying acquired knowledge, skills and competencies.

3. The advantages of the organization of vocational guidance based on UTC is a significant increase in opportunities for cooperation with employers on vocational guidance of students, the creation and use of modern infrastructure. The functioning of educational and vocational hubs and career development centres based on educational institutions is promising, where students can try themselves in a certain profession, take part in the community and regional development projects.

Conclusions and prospects for further research direction. The formation of high school students' readiness for professional self-determination involves purposeful psychological and pedagogical influence on the student's personality, which actualizes the problem of choosing a future profession and related activities, especially independent, aimed at self-knowledge, self-assessment and acquaintance with the world of professions with the requirements of the chosen profession. The result of such vocational guidance is the conscious choice of students of their future profession. Reforming school vocational guidance in the context of the tasks of the New Ukrainian School involves providing targeted psychological and pedagogical support for professional self-determination of students during specialized training, forming an enterprising personality capable of flexibly responding to dynamic labour market demands in the digital economy. It is expedient to direct further scientific research on the substantiation of directions of improvement of the system of preparation of experts in vocational guidance work with pupils.

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«ПОБУДОВИ» У ТРИВИМІРНОМУ ЕВКЛІДОВОМУ ПРОСТОРИ ТА ДОЦІЛЬНИЙ ХАРАКТЕР ЇХ ВИСВІТЛЕННЯ У НАВЧАЛЬНИХ КУРСАХ ЕВКЛІДОВОЇ СТЕРЕОМЕТРІЇ ЗА УМОВИ ПРАКТИКО-ОРІЄНТОВАНОГО НАВЧАННЯ

Постановка та обґрунтування актуальності проблеми. Як добре відомо, до першої половини дев'ятнадцятого століття, сформована у вигляді нехай і не досконалої з сучасної точки зору аксіоматичної теорії, геометрія тривимірного евклідового простору (про можливість існування просторів більших вимірностей та інших геометрій взагалі не було й думки) ототожнювалася з наукою про властивості статичних просторових форм довкілля, розглядалася виключно як «фізична»

геометрія безпосередньо оточуючого людину середовища. Подібні статичні форми, зрозуміло, мали і мають як природне походження, так і утворюються в результаті практичної діяльності людей. Статичними вони є лише умовно. І природно створені форми припускають природну руйнацію, зміни та оновлення, і відповідна практична діяльність людей є напрямленою як на руйнацію старих, так і на створення нових доцільних просторових форм. Відповідно до фізіології