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THE ROLE OF THE PEDAGOGUE IN THE PROFESSIONAL ORIENTATION OF THE STUDENTS

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Abstract: Choosing your future profession is one of the challenges that young people face after completing their primary and secondary education. Today's modern society offers daily development of new occupations, new offers on the labor market, which puts them in a dilemma where to focus, what to study, ie what would be their future professional orientation. Hence, the education system itself should offer more opportunities for every young person to be able to choose their future professional engagement. Therefore, the task of the school, both primary and secondary, is to help students gain information about the numerous occupations and opportunities offered to them to continue their education, so that they can develop their potentials and opportunities. In addition to the teacher, the pedagogue also has an important role in that process, because one of his areas of activity in the school is the advisory-consultative work with students, teachers and parents. He should offer information about the opportunities and needs of individual occupations, as well as counselling to be able to choose the most appropriate one according to their capabilities, needs and ambitions.

Keywords: school pedagogue, students, professional orientation, professional counselling

Introduction

The pedagogue is one of the professional associates in the educational institutions who is considered to be the most widely profiled associate in the interdisciplinary team that in the school (educational institution) realizes developmental pedagogical activity. He participates in all phases of the educational process: starting from planning and programming, realization of the entire educational process, monitoring and evaluation of the activities and further improvement of the entire educational process. At the same time, he organizes the introduction of innovations and monitors their implementation, taking into account the professional development of the entire teaching staff [10].

According to Jurić [2] the scope of action of the school pedagogue is inexhaustible. His action primarily contributes to quality pedagogical practice in school work, development and advancement of the educational process. Because the pedagogue is the bearer of numerous activities that aim to help the student in his learning and development, the first and most important challenge is the motivation to

involve the student in all those activities [8]. Therefore, first of all, a positive school climate should be created that would motivate the students, because in such a positive environment, relations of cooperation, cooperation and quality communication with all participants in the educational process were easily established.

The pedagogue together with his collaborators influences the building of a school climate that encourages, motivates, engages, enables and discovers every individual who works and learns in the school, together they create opportunities for collecting data on the abilities, interests and needs of their students. By collecting data on students, during many years of schooling, the pedagogue has the opportunity to get to know well and find the qualities of each of them [8]. Hence it can be said that the work of the pedagogue in the field of students' professional orientation is especially important because it can professionally and responsibly assist students in the correct choice of their future occupation. His role is especially evident in his counseling work, through which the individual / student is encouraged to take responsibility, helps them to know and understand themselves, their own expectations and affinities, as well as in the successful realization of tasks [8].

Areas of activity of the pedagogue

The work of the pedagogue, as one of the professional associates in the educational institutions and the school, implies a wide field of action, starting from the process of planning and preparation of teaching and extracurricular work, monitoring and evaluation of teachers' work, vocational and professional development of teaching staff, keeping pedagogical records and documentation, through cooperation and work with teachers, students and parents, individually or at the level of professional bodies and institutions in the school or outside it, to the advisory and pedagogical work.

Therefore, incentives to abandon traditional models of education (lifetime diploma), that is, to abandon the formal framework of education, and to find new educational models, all come from the field of practical educational work [5]. All of them indicate that education should imply acquisition of permanent competencies, relying on creativity, innovations, and personality autonomy.

The pedagogues should encourage the development of the talent of each student, to offer support to young people even in the moments when they encounter difficulties, crisis and lose self-confidence. He should be an organizer, implementer, initiator, evaluator in the educational work with students. In his work he should encourage each student to discover, research, encourage their individual activities and opportunities and create strategies important for encouraging the creativity and potential of each student.

For quality work and fulfillment of his role, the school pedagogue should have personal and professional competencies that help him in continuously offering support to students in their professional orientation in those areas that best suit their psychophysical abilities, personality traits, as well as social needs. Although the work of the pedagogue is not directly stated in the plan of professional orientation of the students in primary and secondary school, the experiences show that he should be directly and indirectly engaged in the organization and realization of this activity in the school.

The school pedagogue in the field of professional orientation has a complex and comprehensive role, and therefore it is necessary to cooperate and act in interaction with all participants who are in some way involved in this process. For that purpose, it is necessary to collect materials for the student in the long run, from as many sources of information as possible. A real picture of the student we will get primarily from the teacher, from their assessment of the student's achievements. With the help of the teacher, the pedagogue works on connecting the teaching material with the area of work, occupation and development of the student.

Professional orientation

Professional orientation is one of the most important activities, applied in the workplace. Professional orientation can help individuals make decision regarding their business education, their training, and their future occupation. It is also a great way to help people by giving them the opportunity to manage their own careers and choices.

During professional orientation, the employees should be given all the information regarding the labor market as well as every educational and career opportunity available to them. Through that, they will understand their very own personal interests, recognize their skills and competencies as well as characteristics, figure out what their aspirations are and what they are qualified for (The Institute of Entrepreneurship Development) [6].

In a school context, the goal of professional orientation is the ability to achieve the highest possible degree of alignment between the individual's wishes, abilities and community needs for appropriate staff. The purpose of professional orientation in school is through an organized approach to enable young people to independently choose their future occupation (profession) in which they would have the most chance for success [1].

The general task of the pedagogue as a professional associate in the school is to create a climate of trust in the very idea of professional orientation of young people. The purpose of his activity in the school is to help students in making decisions, solving problems, as well as developing strategies for solving and overcoming problems.

Since the pedagogue in the school performs various educational activities, this is expected from him in this field as well. More broadly, this activity of the pedagogue belongs to the sphere of counseling educational work with students. During their schooling, they can find out and collect more information that could be the basis for their professional orientation: their desires, interests, opportunities, real abilities, areas in which he achieves success and so on.

Of course, during schooling, their desires, needs, interests can change and expand, to develop certain abilities, and the school can be an environment through which students can affirm themselves and prove themselves in a certain area. Experience shows that choosing an occupation is easiest for those students who have developed a wide range of interests and who have been able to compete and compare with others.

Given the conditions in which we live today, there is a constant need for the individual to choose a new occupation, job, and even a new career many times during

his life, it is important to provide support and opportunity in the professional orientation of students. Here comes the possibility of the pedagogue as an expert who will be able to take into account the opportunities, abilities and desires of the individual in order to help him skillfully choose his future occupation. The importance of the professional orientation process is seen through the assessment of the needs of the labor market and potential beneficiaries through the needs and opportunities of educational institutions [12]. These include the self-realization of the individual, the development of his autonomy and his competencies, the realization of his own possibilities, the making of the most appropriate decisions in the choice of occupation and future employment [12].

The realization and development of the professional orientation are influenced by the numerous socio-political changes that occur, the current economic situation in the country, the high level of unemployment, as well as the limited employment opportunities. Due to all this, this process can not be limited only to the interaction of personal and social factors, nor to compromise between them, but is directly influenced by the needs and conditions of society [1]. The totality of the socio-economic conditions and relations in a certain society greatly influences the possibilities of choosing a job, training, employment as well as the advancement of the individual in that society.

Models and procedures of professional orientation of students

Creating a quality program for professional orientation of each student primarily requires cooperation between the pedagogue and all participants (students, teachers, class teacher, psychologist, principal) who understand the importance of the decision in front of the student. In that direction it is necessary to continuously offer the student opportunities through various activities (internet, brochures, lectures, PPT presentations, individual and group counseling work with the school pedagogue) to identify their own opportunities, competencies and interests so that they can safely and the pleasure of choosing the occupation they would like to pursue, which will inevitably determine his personal and professional development.

Support and assistance in making a decision about their further education, ie in choosing their future occupation, it is necessary to offer to the parents, so that they can timely understand their parental role and influence on their own child in order to reduce the high expectations they have about it, as well as to respect the children's individual opportunities and needs (abilities, skills, interests and motivation of students) with the opportunities for education and the needs of the labor market [12].

Help and support for students in terms of their professional orientation can be given through the leisure activities offered at the school. Freedom and voluntariness in relation to the choice of activity, as well as the challenge of practical work and the demonstration of skills and abilities can give a signal for which the student has affinities as well as for his determinations.

The school pedagogue in the field of professional orientation should perform the following activities: to coordinate and organize the service for professional information and orientation, to participate in the preparation of a program for professional orientation, to survey the students regarding their professional interests, to cooperate

with professional orientation institutions, to monitor the movement / progress of students after the entrance exams in high school or colleges (compares with the results of the survey, the wishes of students, parents, etc.)

Professional information, as one of the segments of professional orientation, aims to offer the student timely and complete information and relevant data that are necessary for making decisions when choosing their future occupation and field of work. Professional information is a continuous acquaintance of the student who is in the process of professional guidance, with the existing professions and jobs [12]. Today's modern society, technological development and the changes that follow it constantly impose a large number of different professions and jobs. The labor market is constantly changing and there is a constant need for new and innovative professions, and at the same time some of the occupations are dying out. Therefore, it is necessary for the individual to be up to date with the needs and opportunities offered by the labor market, the characteristics of certain professions and working conditions, the needs of society and according to his opportunities and interests to choose his future occupation.

At the same time, through professional information, except students, also and parents get acquainted with the different schools, their programs, employment opportunities, professions in the local and the wider environment. Such information can be realized by sharing / including professional information in most subjects. The value of professional information and orientation should be complete, ie the student should be offered all the details about the characteristics of the work (psychological, social, pedagogical and economic side), so that the student could better understand the world of work and learning and accordingly to plan his professional development [12].

The process of connecting teaching with professional information can be done in different ways, through additional work, where we work with students, individually or in groups, as well as through extracurricular and extraschool activities [1]. The pedagogue can help them in that process by emphasizing the characteristics and importance of certain professions. For younger students this can be done by playing games in which they play professional roles. In that way, students will be able to follow, analyze, discuss and make conclusions about certain professions.

On the other hand, the role of the pedagogue is important, where based on the information he has about the student, his successes, opportunities, abilities for certain professions, through professional guidance to find an appropriate way to direct the student towards a profession in which he / she will realize himself / herself best [9].

Information about the interests and affinities of the students, the pedagogue in cooperation with the teachers can also collect from questionnaires, specially constructed for the students from the final grades in primary and secondary school. In addition, can be organized working visits to work organizations so that students can get acquainted with the existing jobs and the specifics of certain occupations.

The school pedagogue should also cooperate with the teachers in the preparation of the annual plan of activities for professional information and orientation of the students, in the selection of the contents that should be realized during the school year (either within the regular classes, through the leisure student activities), the way of their realization, either by holding lectures by the teachers, the school pedagogue or some other professional person outside the school, through organized discussions, by

giving appropriate material intended for professional orientation of the students (books, brochures, advertising materials, videocassettes, CDs, internet, etc.) [9].

Most of these activities are realized by the pedagogue in cooperation with the teachers, because the professional orientation of the students is especially expressed in the final grades in the primary or secondary school. In that period, it is especially important to help the students in choosing the high school and the faculty - their future profession, and all that to be in accordance with their opportunities, desires, abilities and interests. For that purpose, it is good to offer students information about high schools and colleges / universities, their curricula, employment opportunities, and prospects for further education.

In addition to this are the results of a survey conducted among first-year students studying pedagogy, history and psychology [8] which show that the professional orientation in the last year of high school was most often conducted in groups, in classes with the class teacher, as extracurricular activities, as well as through the distribution of brochures or manuals, and through organized visits of guest lecturers from individual institutions or faculties. Many students reported that during the procedure for professional orientation they learned some opportunities for further study or employment opportunities that they had not previously considered.

The results of a comprehensive study conducted in 2004 by the OECD and the European Commission on national policies in the field of professional counseling in a total of over 30 countries show that initiatives and activities can be found in all European countries to improve offers and measures of vocational guidance in schools. In general, 4 curricular models of career guidance can be identified, with models applied in parallel and linked to varying degrees [7] :

1) Conducting vocational guidance or preparation for work within the curriculum (eg Finland, Greece, Austria, Romania, Spain, the Czech Republic and Cyprus).

2) Professional orientation implemented in a broader combination of subjects, most often sociology, personality education and social education, etc. (e.g. Lithuania, Malta, Poland and Hungary).

3) Assigning elements of professional orientation to several or all curriculum subjects (Denmark and Greece).

4) Professional guidance through special offers such as seminars and workshops involving students of the same age or thematically conceived (France, Malta and Poland).

Emphasis on vocational guidance in secondary school depends not only on the labor market situation but also on the level of participation in higher and higher education, which in European countries ranges from at least 30% (Austria, Czech Republic) to over 70% (Finland), while the OECD average is almost 50%. Here, study guidance is an important element of professional guidance, which is also increasingly implemented internationally due to the development of European higher education [7].

This points to the importance of professional orientation and the need to take seriously its importance in order to offer young people a thorough education and competencies through which they will be able to independently and critically, based on

their abilities and competencies, successfully make their educational and professional choices.

Conclusion

Professional orientation means to offer help to the individual according to his desires, affinities and opportunities and the needs of the labor market to choose the most appropriate occupation. In recent years, the processes of industrialization and globalization, the development of technology have contributed to the disappearance of many professions, but also the emergence of new, until now unknown professions and areas of learning. All this contributes to the students, especially in the final grades of primary and secondary school, making it difficult for them to make correct and realistic decisions about their future vocation.

An important role in the professional orientation of students is the family, by offering support, praise, personal example, experiential advice and information about the professions that are currently in demand and current in the labor market. But the family does not always have enough knowledge to offer them quality help and fulfill this role. Therefore, that role must be taken over by the school, ie the professional associates and teachers. In that process, the role of the pedagogue is irreplaceable, who through direct work with students creates conditions for successful professional orientation, ie on the one hand introduces the needs, interests and abilities of students, and on the other hand through teachers and teaching indirectly helps students to think about what they can achieve, which also affects the success of professional orientation in school [8].

The professional orientation of young people should not be understood as preparing young people for a special occupation, but to gain thorough knowledge, strengthen their abilities and be ready to cope with new circumstances, for further development and learning, and above all to become aware of their potentials, their development and application in accordance with professional, social and economic requirements and perspectives [7]. With all this in mind, we must take a more serious approach to offering help and advice to young people in terms of their professional orientation, as well as its greater popularization and connection with the overall education system, in order not to have individuals who remain unemployed after completing their education, as well as individuals who are "lost in the profession".

Therefore, professional orientation activities should last for a long period of time in order to influence the development of students' potentials in the long run [7] [12] and to start with them much earlier, before the student makes a professional decision. to continue their further education and career choice. In order to be able to adapt to the new trends, needs of the labor market, we need a comprehensive reform of the entire system, involvement of more participants in the whole process, improvement of the existing practice, as well as creation and development of new strategies for professional orientation.

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