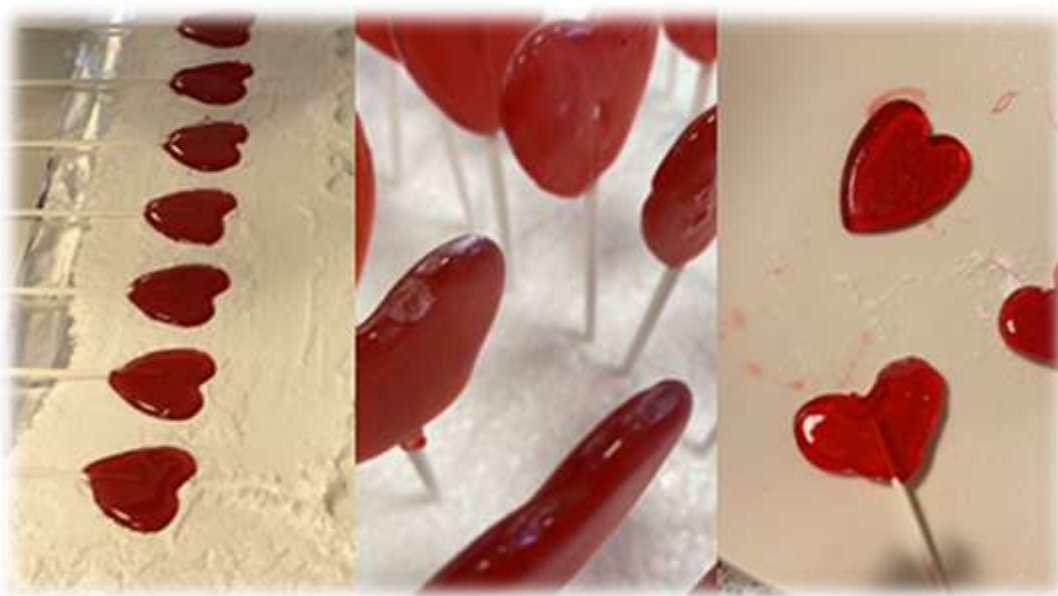


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EDUizziv

»Izzivi poučevanja in vrednotenja znanja«



26.–28. februar 2025

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PREDGOVOR

“Omogočimo učencem ustvarjalne in avtentične načine, da pokažejo, kaj znajo. Ustvarjalnost pri učenju lahko učencem pomaga pri motivaciji. Pomaga jim lahko izkoristiti njihove edinstvene talente in spretnosti. Pomaga jim, da se počutijo videne, slišane in opažene..”

Matt Miller

Spoštovani avtorji prispevkov in bralci,

vstopamo v čas, ki ne odpušča statičnosti. Svet okoli nas se nenehno preoblikuje – s tehnologijo, z novimi načini komunikacije, z globljim zavedanjem in sodelovanju. V tem svetu izobraževanje ni zgolj prenos znanja. Je gibanje. Je dialog. Je iskanje odgovorov na vprašanja, ki jih včeraj sploh še ni bilo.

Mednarodna konferenca EDUizziv 2025 nam nudi priložnost, da se premaknemo naprej. V svoji raznolikosti nas bogati s pogledi in idejami strokovnjakov, ki presegajo meje učilnic. Z zgodbami, ki spreminjajo pristope in z rešitvami, ki navdihujejo prakso.

Letos smo se osredotočili na ključne izzive sodobnega izobraževanja: digitalizacijo, umetno inteligenco, razvoj mehkih veščin, pomen čustvene inteligence, učenje v naravi in nove oblike sodelovanja. Prispevki v zborniku razkrivajo, kako učitelji vedno bolj postajajo ustvarjalci sprememb – opremljeni z znanjem, empatijo in pripravljenostjo na preseganje znanega.

Naše skupno vprašanje ni več ali, temveč kako. Kako izkoristiti digitalna orodja, ne da bi izgubili človeški stik? Kako razvijati ustvarjalnost, ne da bi pozabili na vsebino? Kako opolnomočiti učenca in učitelja, da bosta skupaj zgradila šolo prihodnosti – šolo, ki ni le priprava na življenje, temveč življenje samo?

EDUizziv ni zgolj konferenca – je prostor povezovanja. Je opomnik, da izobraževanje ne pripada samo učilnicam, temveč svetu. Je priložnost, da kot skupnost učiteljev, raziskovalcev in praktikov spregovorimo o tem, kar je resnično pomembno: o moči odnosa, o zmožnosti prenove in o pogumu, da poskusimo drugače.

Z velikim veseljem vam predstavljamo zbornik, ki obsega **118 znanstvenih in strokovnih prispevkov ter 32 povzetkov predavanj** v sekcijah mednarodne konference in okroglih mizah.

Naj bo ta zbornik navdih. Naj bo seme spremembe.

V imenu programskega in organizacijskega odbora vam želimo, da bi vas prebrane besede spodbudile, vprašanja izzvale, odgovori pa vodili k dejanjem.

Vabljeni k branju in soustvarjanja prihodnosti izobraževanja.

*Programski in organizacijski odbor
mednarodne konference EDUizziv, februar 2025*

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Prispevki objavljeni v zborniku so najmanj dvakrat recenzirani.

I

**MODERN APPROACHES AND
CHALLENGES IN TEACHING**

**SODOBNI PRISTOPI IN IZZIVI
V POUČEVANJU**



The Role of the Pedagogue in Relation to the Professional Students Orientation

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Summary / Abstract

Every student at a certain point in their education comes to a turning point in which they have to make a decision whether and in which direction they will continue their educational path or turn to a certain occupation. The choice is not simple because it must be in accordance with the characteristics of the students, which must correspond to the characteristics of the profession. Appropriate selection results in a satisfied individual who satisfies his needs and the needs of the social community. That is why it is important to offer help to every person who is at this turning point in life to avoid negative consequences such as dropping out of school, unemployment, failure or dissatisfaction with their life. Such help offered to students, which includes professional information, counseling and monitoring of their work, is called professional orientation. School, the educational institution where students spend most of their time, plays a major role in this task and can help them understand which choice is most suitable for them. The focus in this paper is on the role of the pedagogue in the professional orientation of the students and the support he should offer to the students during professional guidance in those areas of work that are most suitable for their psychophysical abilities, personality traits and social needs.

Keywords: personal and professional competences, professional guidance, professional informing, professional counseling, school pedagogue.

1. Professional orientation

Professions and occupations are a dynamic category, especially in recent decades. Constant changes in society lead to constant changes in the world of work, so guidance is needed during lifelong professional development. Changes in economic activities, modeled by the rapid development of information technologies and automation, define the concept of the necessary occupations, and thus the basis of the educational system. Consequently, changes in the educational systems of vocational education also change the concept of professional orientation, which in continuously changing conditions needs to be appropriately dynamic and flexible.

During his life, every individual finds himself in a situation where he has to make certain decisions. Some of these decisions have a special meaning and weight because his future depends on them. One of those life's important decisions is certainly the decision to choose a profession. This decision must be made by the individual at the end of primary education, and many students during that period are not yet professionally mature enough to make it. It is for this reason that students should be provided with assistance in choosing the most appropriate professional and working life path, which will be in accordance with their interests, preferences, abilities, health and general opportunities, but also the opportunities for marketing their professional knowledge and skills on the labor market. According to Sobota (2011) such help is called professional guidance/orientation.

Just as different terms are used for the career guidance process, so the process itself is defined differently. The European Center for the Development of Vocational Education gives a general definition of this process which states that it is "a set of interrelated activities aimed at the structured provision of information and services, with the aim of enabling individuals and groups, of any age, to make choices related to education, training or career". In accordance with the definition of professional guidance, a professional counselor can be defined as "a person who is qualified to provide professional guidance services" (ELGPN, 2013, according to Gregurović, Lukić, 2014; Raković, 2015).

The purpose of professional orientation is to provide the individual with the support and information he needs to make a decision, but it is important that each individual should make it personally. It is important to note that the services offered during the professional orientation need to be adapted to the specific needs of the individual, that is, his preferences, interests, aspirations and talents, but also to include the idea of lifelong professional improvement. Since professional development is part of personal development and is inextricably linked to developmental processes, modern theorists and practitioners in this field emphasize a holistic approach and the development of a dynamic system that will effectively respond to the needs of the individual.

Constituent parts of the professional orientation process are self-knowledge, i.e. discovering one's own needs and affinities through looking into one's own personality, external understanding, which represents a view of the real world of occupations and professions, as well as the procedures of monitoring and guiding through the process of choosing an occupation and making a decision.

2. Stages in the professional orientation process

In the modern world we live in, no matter what age we are talking about, we are faced daily with the importance of the choice we are facing. Our choices are our decisions that direct, build and develop our life. The biggest challenges are the choices and decisions that cause the biggest life changes. The fact is that the complexity of the world of work is growing rapidly and greater opportunities for formal and informal education are being created. Unlike years ago, today's youth have a wide variety of educational opportunities. As a result of rapid scientific and technical-technological development, they face increasingly complex tasks, greater competition and increasingly complex needs on the labor market. In order for the student to be able to quickly and successfully adapt to the changes that are happening in the world of work, through the process of professional orientation, it is necessary to enable him to acquire competencies that would help him in his personal achievement, to help the students where to continue their education and to direct them to an occupation that will allow them to have a quality life and achieve their professional goals. That is why the process of professional orientation is so complex and its main stages are:

- professional information,
- professional counseling and
- professional monitoring.

2.1 Professional information.

The first of the three interrelated phases of professional orientation is professional information. According to Strugar (2004; Raković, 2015), the purpose of professional information is to provide timely and comprehensive information to the student about all relevant

facts in the domain of his professional interest. Through professional information, pupils and students receive information about the world of occupations and the psychophysical requirements of certain occupations, that is, about which physical, sensory and mental requirements are necessary for the successful performance of a certain job.

If students are not sufficiently familiar with the types of occupations and their characteristics, they will not be able to choose their occupation competently. That is why it is important to be informed in a timely manner about the existing occupations, the content and conditions of work in a certain profession, which physical, mental and sensory predispositions they should fulfill, which are the social needs for the desired occupation; what are the possibilities for further education; what are the necessary abilities and traits, etc. can greatly help the student to choose the high school that will best meet his needs, desires and ambitions.

2.2 Professional counseling.

Professional counseling includes activities through which the individual is offered the opportunity to turn his knowledge, abilities, skills and values into his own professional choice and finding the appropriate education and occupation. The process of professional counseling is a creative process that should encourage the development of the student and search for the best ways for self-actualization of the person. Due to the complex nature of professional counseling it requires teamwork. In primary and secondary schools, pedagogues and psychologists usually give advice to young people about professional guidance in the educational process, and where there are conditions, this work can also be done by social workers and special education teachers (Mandic, 1986; Jordanova, 2017).

2.3 Professional guidance and monitoring.

It is defined as a process of directing the desires of the individual towards goals that are socially valuable, a process through which one helps in solving personal difficulties that arise when adjusting social relations, help in solving doubts related to the professional choice of school and occupation (Šimleša, 1989; Bogdanović, 2009).

The first two stages in the process of professional orientation, professional information and counseling are characteristic of the school in terms of monitoring. The individual is followed during his education (secondary, high school) and at the workplace, and success from counseling is compared with success at work (Dizdarevic, 1996).

3. Factors affecting the professional orientation of students

During growing up and schooling, the child is exposed to numerous stakeholders. Their influence on each child is different, for some it can be of crucial importance, and for others not. Which of them will dominate to selection depends on a multitude of intertwined conditions. The factors that influence the choice of a certain school/profession/occupation are numerous, but in general we can divide them into: *internal*, which include personal characteristics, interests, desires, affinities, psychophysical traits, motivation, temperament, character, etc. of the individual, as well as *external* ones: family, school, local government, socio-economic relations, etc.

An important factor in the professional orientation of students is the family, which plays a major role in offering support and experiential advice, and since it always does not have

enough knowledge to offer quality help, the role of offering professional help to students is assumed by the school. The school is the institution where the primary professional orientation systematically begins and where the foundations for lifelong professional development are laid. The school, that is, the teachers and professional associates have a legal obligation and right in the area of the professional orientation of the students.

Gregurević and Lukić (2014) point out that in primary and secondary schools professional activities for information and counseling are primarily in charge of professional associates - pedagogues or psychologists. However, in order to carry out activities from a professional orientation as successfully as possible, the collaborators also cooperate with other subjects, both in the school and outside it.

The professional orientation of the students of the school can only succeed if it is understood as the goal of the whole school, i.e. for the successful implementation of professional information, counseling and guidance of the students, teamwork is needed by the entire educational staff in the school, starting with the teachers and the professional service: pedagogues, psychologists, and everyone involved in the educational process of students in some way. Perin (2012) points out that the professional orientation of students does not happen in a vacuum, because the professional orientation of students can only be effective if it is embedded in an educational environment that perceives changes in the external environment and takes into account the demands of life and professional frameworks after school.

The goals of professional development must be operationalized by each school, which would mean that each teacher within the framework of his/her teaching subject/finds teaching content and activities that would achieve the goals and encourage professional development. It is not enough just to name the occupations, but they should be connected with the characteristics of the student, his abilities, health and physical condition, skills, habits, interests, emotional intelligence, etc. (Perry and VanZandt, 1999; Petani at all., 2020).

Based on this, it is necessary for the school to include the student's family in the process of professional guidance in addition to the educational staff of the school and to achieve successful cooperation with other schools, faculties and other educational institutions. Furthermore, cooperation with the employment service, as well as with the Ministry of Education and Science and the Ministry of Labor and Social Policy is of great importance.

4. The role of the pedagogue in the professional orientation of students

Modern living and globalization offer a different view in terms of the choice of future occupation and career development, and with that, constant changes are imposed in the system of upbringing and education. The modern school has the role of preparing young people for life, for the future, offering them help in order to find their further educational and professional paths as successfully as possible. The school should be student-oriented, affirming his personality, developing his freedom, spontaneity, creativity and innovation. In order for the student to become an active bearer of both his own and social development, he needs to be involved in the processes that take place in the modern school. Since the school pedagogue is the bearer of many activities that aim to help the student in the process of learning and development, the first and most important challenge that arises before him is how to motivate the students to get involved in those activities (Vuković, 2011). For this purpose, it is important to create a positive and stimulating school environment, an environment that encourages and reveals the potential of each student, an environment that will encourage and support cooperation, cooperativeness and quality communication between all participants in the educational process. Accordingly, he

has the opportunity to offer advice and help to students to know their potentials, opportunities and desires; as well as to educate themselves about the possibilities and demands of different professions and how they can match their abilities, interests and values. The ultimate goal of the series of activities that are realized in this process is to achieve the greatest possible degree of harmony between the personal desires, the real abilities of the student and the personnel that the community needs.

These and other numerous tasks are carried out by the pedagogue in cooperation with the rest of the educational staff in the school. Through the collection of data about the students, during their many years of schooling, the pedagogue has the opportunity to get to know the students better and to recognize the qualities of each of them (Vuković, 2009). Hence, the work of the teacher towards the professional orientation is particularly important because he can expertly and responsibly help the students in the correct choice of the future occupation.

He is considered one of the main initiators in organizing the necessary activities for the professional orientation of students in the school (primary/secondary), starting from the preparation of the annual work plan for professional orientation and information until its realization. Most of the activities provided for in the program are carried out by the pedagogue in cooperation with the department heads, because professional orientation is current in the final grades of primary education (VIII and IX classes), as well as in secondary schools. For students who are faced with the challenge that lies ahead of them after finishing primary school, the pedagogue, in collaboration with the teachers and the head of classes, should help them choose the secondary school or profession that best matches their abilities, traits, interests, affinities and in which area they are most likely to be found.

From the series of activities that are an integral part of his work portfolio, in the realization of the activities related to the professional orientation, the pedagogue must participate in the development of:

- the annual plan of the activities of the professional information and orientation of the students;
- the selection of contents that should be realized during the school year (within classroom lessons and leisure activities, lessons in regular teaching and leisure activities);
- defining the way of implementing activities through lectures by the pedagogue, teachers or by an external person; through organized discussions; providing appropriate material with contents for professional orientation - brochures, books, flyers, internet addresses, etc.

In order to be able to realize the diverse contents of professional orientation, teachers and pedagogues should have solid knowledge of the purpose and meaning of professional orientation, the method of collecting data important for the professional orientation of students, how to sort the data obtained and how to enter it into the student's file. In relation to the work of the teacher on the professional orientation plan, Stojanovska (1991) gives several conclusions that refer to the teacher's activities aimed at:

- giving professional help to students to form a realistic image of themselves in terms of their possibilities for aspirations;
- to encourage students to independently undertake activities related to their own professional development and enable them to make the right decision;
- to help students to self-assess their own interests and abilities, values and personality traits;
- to perceive the differences in relation to others;

- to acquire and deepen knowledge in the field of work, its nature, structure and requirements for certain occupations, the possibility of professional education and employment;
- to provide information about the factors that should have priority in the choice of occupation (personal characteristics, real needs, character of the occupation) all in order to independently make professional decisions;
- getting to know the general and special abilities, interests, attitudes and personality traits of each student.

We can say that in the implementation of the activities for professional orientation in the school, the task of the pedagogue is very complex to achieve it. But in the whole complex process of the professional orientation, the pedagogue could not successfully implement the program tasks of the professional orientation without participation and cooperation with the teachers, department heads, other professional collaborators in the school and the director of the school.

5. Legal framework of action of the pedagogue in the professional orientation

Professional associates and teachers have legally based obligations and rights in the field of professional orientation. In other words, the offered information, advice and guidance in the field of upbringing and education are offered in accordance with the existing strategic and program documents, laws and regulations for implementation, as well as the undertaken international obligations.

The *Basic Professional Competencies and Standards for Professional Associates* (2016) provide the competencies that professional associates should possess by the time of completing the internship, successfully passing the professional exam, and until the end of their working life. In the same document, the areas of their activity in professional practice are also listed. Thus, in the field of action: *work with students*, the subfield: *professional and career orientation of students* is included, which specifically provides the professional knowledge and understanding, as well as the professional abilities and skills that they should possess in order to successfully fulfill their role in professional counseling and informing students.

The following are listed as examples of professional practice (Basic professional competencies and standards for professional associates, 2016, p.20):

- conducts an examination of students' awareness and interest in further education or employment;
- examines professional interests; synthesizes and interprets the received data;
- informs the students about the possibilities and perspectives of the professions;
- informs students about the network of secondary schools/higher education institutions, the professions studied in them and the conditions for enrollment;
- organizes presentations at which secondary schools/higher education institutions, business entities present themselves to students;
- carries out individual and group counseling with students and parents for the correct choice of further education and profession.

In the last *Law on primary education in R. North Macedonia* (Zakon za osnovното obrazovanie 2019) states that:

- The school helps the parents, that is, the guardians and the students in choosing the secondary school, according to the peculiarities, abilities and affinities of the students;

- In order to monitor the individual affinities of the students and provide assistance to the students and their parents, i.e. guardians in choosing the secondary school, the psychologist, i.e. the pedagogue in the school uses tools to determine the abilities, the interests and possibilities of the students and realizes a program for professional orientation for students from the eighth and ninth grade, which is determined by the minister at the proposal of the Bureau (Law on primary education, Article 47, p.19).

Based on this, the *Professional Orientation Program for students from the eighth and ninth grades of primary schools* (2020) was adopted in order to help students and their parents, i.e. guardians in choosing a secondary school, according to the peculiarities, abilities and affinities of the students. The program for professional orientation is drawn up by the professional associate in the school, the psychologist, and the pedagogue, and the schools have the obligation to incorporate it as an integral part of the Annual Work Program of the elementary school. (in the area of *Student Support*, only the professional orientation program is listed, the activities become an integral part of the program of the psychologist, i.e. the teacher, and the complete professional orientation program exists as a separate document in the school). As responsibilities of the teacher in relation to the professional orientation in the school, we would mention the following:

- creates the School's Professional Orientation Program;
- organizes, coordinates and participates in the realization of the planned activities according to the Professional Orientation Program of the school;
- evaluates the implementation of the program on an annual basis by preparing a report that includes conclusions and recommendations, and regularly updates the School's Professional Orientation Program based on the recommendations from the report;
- includes eighth and ninth grade classroom teachers and individual subject teachers who cover areas of relevance to the program.

6. Conclusion

In one way, the choice of occupation is a choice of life because it affects the material and social status, the way a person determines himself and his satisfaction with himself and the whole existence. In order to prevent the negative consequences of choosing an occupation that is not in accordance with the psychophysical characteristics of the person, it is important to carry out the process of professional orientation, i.e. the process of advising the person when choosing an occupation or school that is in accordance with the needs of the labor market and the characteristics of the individual. Professional orientation is an important process that must be carried out from childhood. Its purpose is to make man satisfied by choosing the most suitable profession. In this way, by satisfying the needs of the individual, the needs of the social community are also satisfied.

This process consists of three stages. The first phase is the phase of professional information in which the student forms an opinion about occupations through introduction to the world of work, occupations and their requirements and characteristics. Then follows the phase of professional counseling, in which the student is helped to become aware of his abilities and psychophysical characteristics, based on which he can conclude which profession suits him best. People who participate in the process of professional orientation give advice to the student, but it is important that he makes the decision himself and bears responsibility for it. The third

phase refers to monitoring the success of the counseling center, so it occurs after choosing a profession and adapting to it. In this phase, one learns about the individual's satisfaction with the choice, but also receives feedback on the success of the entire process of professional orientation, which helps its participants in their future work.

The school is an educational institution whose goal is to develop the complete personality of the student, preparing students for life, and therefore for their future profession. Since students spend a lot of time there, the school has an important role in recognizing their characteristics and personalities, but also a role in informing students about occupations, their types and characteristics. Teachers can implement the process of informing students in class, including certain information about occupations and the needs of society in the teaching content. The pedagogue, the most broadly profiled professional associate, influences the implementation of the process of professional orientation in the school. It helps the student understand himself and his own needs and introduces parents to the career guidance process and ways they can help their children. The cooperation of pedagogues with teachers is important because for them, their availability, motivation and the conditions they have, depends on whether and in what way they will implement the process of professional orientation within the teaching process.

Therefore, the role of the pedagogue is to motivate them and help them choose the content, the most appropriate methods and the way of conveying the information to the students. The pedagogue should also cooperate with the employment office, which provides instructions for carrying out activities related to professional orientation, and on the other hand, has an important role if there is a student who, after information and counseling, is not sure of his choice.

Finally, it is important to note that the choice of secondary school is an important, but not the only decision that determines the future of young people. Something more important is the constant work on yourself, learning and developing skills that are key to achieving success, regardless of the school/profession we have chosen.

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