

A. V. Vykhreshch, T. I. Horpinich, J. Smyla

*Ternopil National Economic University,
I. Horbachevsky Ternopil State Medical University,
Jan Kochanowski University, Kielce*

OCCUPATIONAL PRESTIGE AMONG HIGH SCHOOL STUDENTS

A. В. Вихрущ, Т. І. Горпініч, Й. Сміла

*Тернопільський національний економічний університет,
ДВНЗ “Тернопільський державний медичний університет
імені І. Я. Горбачевського МОЗ України”,
Університет Яна Кохановського, м. Кельце*

ПРЕСТИЖНІСТЬ ПРОФЕСІЙ СЕРЕД СТАРШОКЛАСНИКІВ

The aim of the work – to consider the historical peculiarities of the formation of career guidance system, to generalize foreign experience, in particular that of the USA, to identify the tendencies of professional choice of modern senior high school students, to investigate the prestige level of medical professions.

The main body. The article analyzes the approaches to understanding the notion “career guidance” and investigates its historical development. Foreign experience in organizing the system of career guidance in relation to socio-economic conditions of a society has been studied. The role of the Minor Academy of Sciences, profile classes, specialized competitions in professional self-identification of future applicants has been proved. The main tendencies in the formation of the value system of senior high school students have been determined; certain aspects of career guidance in Ukraine and Poland have been specified.

Conclusions. The research has proven that the system of career guidance in Ukraine and modern society in general requires the use of new approaches in response to globalization and informatization process. The study of the prestige of professions in the process of individual development, the creation of comparative characteristics of the value system of the youth in different countries, the impact of multicultural environment, the search for psychological and pedagogical laws of professional choice are the most actual issues of further scientific research.

Key words: career guidance; professional choice; occupational prestige; student; Minor Academy of Sciences; university.

Мета роботи – розглянути особливості становлення системи професійної орієнтації, узагальнити досвід зарубіжних країн, зокрема США, виявити тенденції професійного вибору сучасними старшокласниками, дослідити престижність професій медичного профілю.

Основна частина. У статті проаналізовано підходи до розуміння поняття “професійна орієнтація”, досліджено його історичний розвиток. Вивчено зарубіжний досвід в організації системи професійної орієнтації у взаємозв’язку із соціально-економічними умовами суспільства. Доведено роль Малої академії наук, профільних класів, спеціалізованих конкурсів у професійному самовизначенні майбутніх абітурієнтів. З’ясовано головні тенденції у формуванні системи цінностей старшокласників з метою уточнення окремих аспектів профорієнтаційної роботи в Україні та Польщі.

Висновки. Дослідження довело, що система професійної орієнтації в Україні та сучасному суспільстві загалом потребує використання нових підходів у відповідь на глобалізаційні та інформатизаційні процеси. Вивчення престижності професій у процесі індивідуального розвитку, створення порівняльних характеристик системи цінностей молоді різних країн, вплив полікультурного середовища, пошук психолого-педагогічних закономірностей професійного вибору є найбільш актуальними питаннями подальших наукових розвідок.

Ключові слова: професійна орієнтація; професійний вибір; престижність професії; школяр; Мала академія наук; університет.

Introduction. The analysis of pedagogical literature makes it possible to draw a clear conclusion that problems of career guidance and professional choice have remained one of the priorities during the last century and up to now. In Ukraine, the actual issues of the modern system of career guidance are stated in the offi-

cial state documents: Regulations on career guidance organization of the population (1995); Regulations on career guidance of the young people who study (1995); Framework for the state system of career guidance of the population (2008); On introduction of the scientific psychological and pedagogical project “Choosing a successful profession” (2008), Framework for the

scientific psychological and pedagogical project “Choosing a successful profession”; Program of realization of scientific psychological and pedagogical project “Choosing a successful profession” 2008–2014, Resolution of the Cabinet of Ministers of Ukraine “On the Establishment of a Council for Career Guidance of the Population” (2009), Regulations on the provision of social services for career guidance in the State Employment Service (2011), the Law of Ukraine “On Education” (2017), the New Ukrainian School (2018).

There are thousands of scientific papers devoted to actual issues of career guidance. We will name only some of them. B. Fedoryshyn analyzes the system of career guidance as a factor in the formation of personality. M. Yantsur explores the theoretical foundations of the development of career guidance system of students in modern conditions. N. Sliusarenko examines the problems of preparing senior high school students for future work. M. Pididiachyi considers historical preconditions and theoretical foundations of professional guidance for schoolchildren. V. Panchenko generalizes professional self-determination in the history of the development of psychological science in Ukraine.

Important and relevant are the research results of specialists in the field of comparative studies. N. Abashkina studied the pedagogical and psychological foundations of the activities of career guidance services in Germany. V. Horniak studied the peculiarities of the formation of the basis for the professional self-identification of students in general schools in Germany. The training of professional consultants in Germany and the specifics of their work were studied by N. Udovychenko.

In the works by S. Grinshpun, the experience of career guidance of youth in France, Great Britain, Sweden, and the USA was generalized. N. Lavrychenko summarized the Western European pedagogical experience of preparing students for professional roles. T. Hurman conducted a thorough study of the issues of career guidance of students in the United States, in particular the use of the Internet, the benefits of a person-centred approach, the activities of the school counsellor, organizational and pedagogical support of responsible professional choice. The experience of the USA was also studied by I. Shamsutdinova and D. Larin.

N. Balatska investigated the peculiarities of career guidance of students in modern secondary schools in England. A thorough and meaningful study under the title “Career guidance and career education of pupils in secondary schools of England” was published by M. Tymenko. P. Bilous studied the problems of ca-

reer guidance in the modern conditions of Ukraine and Poland.

The aim of the work – to consider the historical peculiarities of the formation of the career guidance system, to generalize the experience of foreign countries, in particular the USA, to identify the tendencies of professional choice of modern senior high school students, to investigate the prestige of medical professions.

The main body. Each year, more and more attention is paid to the quality of education, the intellectual potential of countries, the choice of profession, in accordance with the needs of an individual and society. In our opinion, there are several causes of this exceptional phenomenon. First of all, this is undoubtedly an economic factor. In particular, American experts over a hundred years ago understood the importance of finding talented workers. For example, in one of the issues of the magazine “Technical and Commercial Education”, the experience of Switzerland is analyzed. It is noted that most teenagers lack sufficient knowledge to choose a profession in accordance with their mental and physical development and abilities. At the best case, the choice is determined by the parents and quite often it is unsuccessful [1].

To improve the situation, the following measures were suggested:

1. Medical examination of students in the graduation classes must be regularly carried out. For example, in Geneva, an examination of children was held annually, and the results were recorded in the sanitary book, which was given to every student.

2. Professional staff and doctors are supposed to prepare a list of physical and intellectual qualities needed for certain types of occupation, as well as to indicate the difficulties and benefits that are characteristic of different professions.

3. A special children training in the form of lectures and conversations, illustrated by means of tables, slides, cinematography must be organized.

4. Various excursions must be organized.

5. Special inspector is supposed to monitor the professional training of students, maintain contact with parents.

American high school had an interesting and instructive experience in young people’s career guidance. The work was carried out in the following directions. First of all, the special committee of the Association of High School Teachers prepared for the students and parents twenty special letters with the following titles: “Career Choice”, “Possible Perspectives for Boys Who Work in Mechanical Workshops”, etc. Secondly, the

Commission on Education in Jamestown organized a special bureau that carried out the following functions: 1. providing information and guidance to students preparing for admission to college and other educational institutions; 2. assistance for the students in finding classes during their holidays and during extracurricular hours; 3. helping the students to choose a profession after graduation in a national high school; 4. assistance for the students in finding permanent employment; 5. keeping a record of students who left school until the end of the full course; 6. interacting with parents on choosing a profession for their children; 7. identifying and qualifying a variety of professions that are most suitable for young people with higher education; 8. establishing relationships with enterprises that needed specialists with higher education or could assist in the work of the bureau. The author, who analyzed this aspect of work in American schools, drew attention to the conclusion of the general meeting of the National Association for Education, according to which the school system should take measures to familiarize young people and parents with the benefits of different professions, the qualities and abilities required by professional activity [1].

According to Internet publications, “in the modern sense, career guidance derives from research by Cambridge University Professor, Director of the Galton Laboratory of the Eugenics Karl Pearson (1857–1936). His book “Choosing a Profession” suggests a list of papers devoted to professional selection. K. Pearson created the first bureau of career guidance in Boston (USA)” [2].

Thus, the United States is considered to be the country of career guidance origin. In 1908, in Boston, K. Pearson organized the first professional counselling agency. He also developed the first scientific concept of professional guidance, whose ideas later formed the basis for the theories of career guidance of American scholars A. Maslow, S. Ginsberg, D. Super and others. Today, the system of professional guidance in the United States is characterized by a plurality of organizational schemes and a high degree of decentralization.

In general, the leading role in the system of career guidance in the United States is played by the school, in particular the Pedagogical Advisory Board “Guidance”, which operates in all schools in the United States. The “Guidance” includes several services: 1) inventory service that collects information about each student; 2) information service for students in three areas: educational, professional and personal-social; 3) counselling service responsible for the process of individual and group consultation with students; 4) employment

service which provides assistance to graduates in employment; 5) monitoring service that collects information about further careers of school graduates. The work of the “Guidance” service is ensured by professional consultants who mostly are graduate professionals in the field of professional counselling [3].

Professional counselling in schools in the United States is carried out throughout the student’s training, after the establishment of The Council for Accreditation of Counseling and Related Education Program in 1981. For every student, a professional counselor creates a separate personal card, which, with their consent, is transferred to the employment service upon completion of the school. Moreover, the professional consultant acquaints students with the whole spectrum of professions and ways of obtaining them, assists in finding information on the essence of occupations and their requirements, coordinates the work of school teachers in professional guidance, and helps parents to develop their children’s interests and proclivities [3].

The new generation of Americans appreciates the attractiveness of career and the possibility of career growth no less than the financial aspect. In response to the new needs of young people, many educational programs appeared (e.g. “School-to-Career”), whose purpose is to improve the training of the American youth for independent employment [4]. Also, an important role in the professional self-identification of American students is played by the Occupational Information Network founded in 1998. It contains the most complete information about the professions. Information on each occupation contains the following items: occupation description, working conditions, qualification requirements, experience requirements, personal characteristics, vocational education, medical contraindications, related professions, as well as a list of educational institutions in which specialists are trained [5]. The availability of such a database allows students to independently study the profession and analyze the relevance of their interests, preferences and abilities to job requirements.

In the monograph, which became the basis of the doctoral dissertation by A. Vykrushch (1993), the author emphasized the role of economic expediency of investments into education. According to the well-known economist A. Marshall, the economic value of one genius in industry is greater than the expenses necessary to educate thousands of people. Moreover, in order to improve the material well-being of the people, in the first place development of schools must be facilitated. Most countries have solved the problem of compulsory primary education in the 19th century.

The results are obvious. In 1900–1905, the illiteracy rate per 1000 people was the following: Switzerland – 0, Germany – 20, Sweden – 21, Great Britain – 80, the USA – 107, France – 150, Austria – 356, Hungary – 478, Russia (1897) – 747. The national income by M. Mulhall was the following: the USA – 309, Great Britain – 299,3, France – 268,5, Belgium – 239,1, Sweden – 199,2, Germany – 190,9, Norway – 183, Switzerland – 160, Austro-Hungary – 135,7, Italy – 109,3, Russia – 66,4.

The interest to this problem in different countries is proved by their expenses for education per student. The average expenses per student were the following (according to Russian literary sources, expressed in Russian ruble): the USA – 50,8, Switzerland – 28,4, Great Britain – 22,7, Norway – 18,4, Sweden – 17,7, Japan – 6,2, France – 2,7, Russia – 1,2 [1].

This information that presents comparative characteristics of illiteracy, national income, and financial expenses per student is important for studying the essence of the problem. Furthermore, it must be noted that two last parameters have not lost their relevance to our days. Personal significance of choosing a profession that meets the interests of a person, their psychological characteristics, and physical capabilities are obvious as well.

It should be noted that the mentioned research paper did not pursue a charitable purpose, but was based solely on economic interests. After a survey of plant and factory managers, the Department of Education of the USA came to the conclusion that significant costs were caused by the impossibility of using complex equipment by workers with a low level of education. The author of this study argued that modern technology does not require a human automaton, but an attentive, thoughtful, careful worker. It is no coincidence that the experience of Denmark on professional training attracted the attention of the manufacturers who sought to win the competitive struggle on the world market, rather than that of educators [1].

Already in the early 1980s, A. Vykhrushch drew attention to an interesting regularity. While studying occupational prestige among students from Ternopil region who studied in different classes, it was proved that the most prestigious professions among graduates of secondary schools also prevailed in the responses of fourth-grade students. That is, at the time when career guidance began at the later stages of educational institutions through communication with parents, relatives, peers, the pupils had already been “guided”. This is an important conclusion that allows us to come closer to understanding the psychological characteristics of

professional choice.

At the end of the 20th – the beginning of the 21st century, issues of career guidance, professional choice, and the search for an educational institution that would meet the interests of young people reached the level of protection of national interests. Between educational institutions, in the context of the openness of the educational space, a genuine competition has unfolded and these trends will intensify each year. There are several reasons for that. Among the most important ones, we will, first of all, mention the demographic situation. It is no coincidence that the Polish authors of the unique multi-volume encyclopedic edition of pedagogy (Pedagogical Encyclopaedia of the 21st century) suggests an extremely important comparative table, the materials of which do not lose relevance to the present. Several years ago, the natural increase in the population in Austria was 0, in Poland 0,3, and the worst situation was in Ukraine: -7 per 1000 persons. It means that every three years our country loses almost a million population. It is the demographic situation that exacerbates the competitive struggle for every pupil and student in Europe. This tendency is likely to be preserved.

In addition, various financial opportunities have caused mass migratory flows of the applicants. Foreign authors are paying more attention to the professional identification of graduates of medical professions. For example, in the book by I. Pchelina and V. Dyachenko [6], the following problems are considered: career guidance: history, experience, problems; history of career guidance; socio-economic significance of career guidance; the main problems of student selection in higher medical educational establishments; international experience in selecting students for medical specialties; young people’s career guidance at medical specialties in the Far Eastern Federal District; motivational determinants of professional activity of the youth in the field of public health; health and medical-psychological adaptation of medical students; the state of the health of potential university applicants; the state of health of medical students as a factor of educational adaptation; academic vacations; the state of health as a factor in predicting the success of doctor’s professional activity; internal university migration is an indicator of the effectiveness of activities on the career guidance and selection of potential medical students; scientific and methodological substantiation of the model of professional guidance of potential medical students; on the way to choosing a doctor’s profession; forms and methods of professional guidance with the youth; quality of specialists training in the field of medicine; organization of psychological services of medical

school; system model of professional guidance service as the basis for solving the problem of personnel imbalance in health care [6].

Authors particularly underline that “according to American scholars, the right choice of a profession in 2–2.5 times reduces employee turnover, increases productivity by 10–15 %, reduces the cost of training by 1.5–2 times”. A system model consisting of three blocks is perspective too. Structural, technological and resultant blocks take into account socioeconomic, psychological and pedagogical, medical and biological processes in the region, affecting the professional self-determination of a modern schoolchild: the prestige of the profession, the professional traditions of the family, the motives for choosing a profession. It is expedient to establish career guidance offices (level I) in general educational institutions on the basis of which medical-biological or medical classes are organized. This will allow not only to conduct pre-university training of potential applicants, but also to concentrate specialized career guidance activities in them, as well as to carry out this work in rural areas with a small population located at a considerable distance from large cities and administrative centres (territorial principle). Resultant system component is formed by three groups of results: professionally-orientative, medical-biological and socioeconomic. Career guidance criteria include types and scope of activity, the breadth and completeness of the applicant’s awareness in the field of medical professional education, the severity and stability of professional interests, medical orientation, personal professional planning. The medical and biological criteria provide monitoring of physical and mental health of students, taking into account the indicator of migrating students due to health conditions. Socioeconomic results are characterized by parameters of general migration of students in the process of education, satisfaction with the occupation choice, internal (economic) and external effectiveness of training specialists according to the parameters of graduate students numbers, level of employment.

In Ukraine, the experience of the Minor Academy of Sciences (MAS) deserves special attention. Researchers emphasize the fact that this is “an educational system that ensures the organization and coordination of students’ research activities, creates conditions for their intellectual, spiritual, creative development and professional self-determination, and contributes to the growth of the country’s scientific potential. During 70 years of its existence, the Minor Academy of Sciences passed several stages of its formation and development. The first mass scientific association was

founded in 1963 by the Crimean Minor Academy of Sciences “Iskatel”, whose experience became the basis for the creation of minor academies in the 1960’s and 1980’s in different regions of Ukraine. In 1983, the Ministry of Education of the Ukrainian SSR adopted the first Model Provision on the Minor Academy of Sciences of Schoolchildren. The general model for the creation of the modern model of the Academy of Sciences was established in 1993. At the meeting of the Board of the Ministry of Education of Ukraine and the Presidium of the Academy of Sciences of Ukraine, on December 22, 1993, No. 19 / 3-9, 351 the joint resolution “On ways to improve the activities of the Minor Academies of Sciences and Scientific Societies of Students as centres of formation of the scientific elite of Ukraine” was signed. Moreover, the decision to establish a single Minor Academy of Sciences of Ukraine with its regional offices was made and its Presidium was elected [7].

Every year, a growing number of children are engaged in the research activities of MAS. In 2014, it is over 250 thousand of gifted students from across the country. The key role in the education of young researchers is played by the teaching and research staff of the Academy of Sciences. Today, the total number of teachers and scientists working with gifted children is approximately 6500, among which about 1500 teachers are candidates of sciences, 300 are doctors of sciences” [7].

Particular attention must be paid to the foreign experience of creating the Minor Medical Academy (MMA). For example, among the main tasks of such academies, the researchers singled out the following: “Ensuring continuity of learning at the pre-university and university stages of the training of medical and pharmaceutical personnel; improved preparation of secondary school graduates for admission to higher educational institutions; improving the general cultural and professional competence of future students”. The main directions of MMA activity are the following: 1. Career guidance among students. MMA works not only with school-leavers, but also with students of 9–10th grades, helping to solve the problem of specialized education for many schools. Career-guidance is aimed to attract the best school graduates to enrol in the university’s medical faculties; 2. Identification of the most gifted students. The work is aimed primarily at finding talented (in the field of medicine) children, at “cultivating” future applicants who, through MMA, become familiar with university life, traditions... 4. In-depth training of high school students in selected subjects of the school curriculum. ... 6. The leadership of

students interested in conducting research. ... 8. Organizing competitions in medicine, practical conferences on medicine" [8].

This experience is even more interesting because of the fact that it is used for schools located in remote areas.

The Second Statement on Medical Manpower which was adopted by the 36th World Medical Assembly in Singapore in October, 1984 was extremely important for the development of career guidance throughout the world. It was supplemented by the 38th World Medical Assembly in Ranch Mirage, California, USA in October 1986 [9].

In 2018–2019 (on the initiative of J. Smila), a joint Ukrainian-Polish study of value systems of high school students of two countries was launched. Let us consider the first results obtained in Ukraine. The preferences of high school students in secondary schools in Ternopil have been studied.

The conducted research among senior students of Ternopil has allowed receiving a number of interesting results which ensures specifying certain aspects of career guidance. First of all, the differentiation of the answers of girls and boys was carried out. While answering the question about the dream profession in the future, the girls mentioned 16 professions. The most desirable ones included: a doctor – 18 %, graphic designer – 8 %, lawyer – 8 %. A smaller percentage of girls replied that they dreamt about such professions as a diplomat, artist, choreographer, marketing specialist, teacher, fashion designer, interpreter, programmer, businessman, accountant, photographer, journalist, make-up artist. 22 % of high school female students have not yet decided on a professional choice. The answers of boys are particularly interesting. Among the most prestigious 16 professions, they mentioned: a doctor – 10 %, businessman – 10 %, programmer – 8 %, architect – 8 %, lawyer – 6 %. Less popular were such professions as choreographer, marketer, graphic designer, journalist, restaurateur, video operator, engineer, politician, logistician, sailor, driver. 14 % of boys have not made their professional choice yet.

Interestingly, among the types of professional activity that young people would not choose in any case, the most undesirable one is that of a teacher – more than 40 %. Among the least desirable professions is also medicine (there is no contradiction here, since some young people do not imagine themselves in this profession, in contrast to those who have already made a responsible choice), as well as trade, police, cleaning, politics, accounting.

As a preliminary conclusion we can assert a significant differentiation of career plans, an objective assess-

ment by young people of the realities of the present, a reduction of attention to the sphere of production, an increase in interest in information technology. The impact of educational institutions available at the place of residence is obvious.

To understand the specifics of working with young people and predict future challenges, it is important to consider the choice of the country desirable for employment. The girls and boys consider the USA as the most desirable one. In the second place is Ukraine. Among the most desirable countries, chosen by the girls, were Canada, Germany, Italy, Poland, Switzerland, Great Britain, France, Japan, Israel, Spain. Boys, except the United States and Ukraine, would prefer such countries as Germany, Canada, Japan, Switzerland, Poland, Great Britain, France, Norway, Belarusia. One can not but worry about the fact that 38 % of girls and 40 % of boys have expressed a desire to live permanently in another country.

As an interesting fact, we must note the positive attitude towards foreigners in Ukraine. Representatives of the United States, Germany, Poland, France, Italy, Japan, Canada, Korea, Spain, Great Britain, China, as well as Turkey, the Netherlands, Australia, Sweden and Belarus are among those with whom high school students would like to study together.

As it had been predicted, the representatives of Russia are those with whom young people do not want to study together (more than 60 %). Among the undesirable are also representatives of Africa, India, Poland, Turkey. This fact confirms the divergence of thoughts and the need for further systematic work taking into account the tendencies of the multicultural environment.

Researchers' attention can be also attracted by the list of qualities important for successful professional activities. In the opinion of high school students, these qualities primarily include communicative skills, persistency, knowledge, diligence, responsibility, commitment, love for work, self-confidence, professionalism, wit, interest, concentration, diligence, honesty, patience for the girls, and education, perseverance, sociability, diligence, responsibility, love for work, intelligence, honesty, diligence, professionalism, concentration, self-confidence, purposefulness for the boys. The list of qualities in most cases coincides; the difference is manifested only in the ranking of the required qualities.

Conclusions. The openness of the educational space, globalization, the transition to the information society, the dynamics of the labour market, competition, new needs of the younger generation, necessitate new approaches to the system of career guidance. Priority will be given to the longitudinal studies of the prestige

of the professions in the process of individual development, the comparative characteristics of the value system of the youth in different countries, the impact of the multicultural environment. Of particular significance will be the search for psychological and pedagogical patterns of professional choice. Higher educational institutions are forced to deploy systematic work within general schools (Minor Academy of Sciences, profile

classes, specialized competitions, children universities). Considering the influence on the professional choice of family members, foreign experience of the universities of the third age is rather promising. It is advisable to move from general questions of career guidance to finding patterns of professional choice and keys to success in individual professions.

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E-mail address for correspondence: gorpinich@tdmu.edu.ua