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Methodology for Shaping the Professional Orientation of High School Students in the Context of Higher and Secondary Education Integration: A Short Review

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A B S T R A C T

This short review examines the methodologies for shaping the professional orientation of high school students, with a particular focus on the integration of secondary and higher education systems. As the educational landscape evolves, fostering a strong professional orientation in students has become essential for preparing them for future careers. This review synthesizes key strategies and practices found in the literature, highlighting the role of career guidance programs, collaborative efforts between secondary schools and universities, and innovative teaching approaches. By exploring various theoretical frameworks and practical applications, the review aims to provide a comprehensive overview of how professional orientation can be effectively developed through the integration of secondary and higher education, ultimately supporting students in making informed and confident career decisions.

A R T I C L E   I N F O

1. INTRODUCTION

Formation of professional orientation of high school students is one of the key tasks of the education system (Herdian & Maryanti, 2023; Arciosa, 2022; Purwaningsih *et al.*, 2023; Putra *et al.*, 2024; Jose, 2022). This process helps students to consciously approach the choice of their future profession, which, in turn, contributes to their successful socialization and implementation in the professional sphere (Sibgatova *et al.*, 2016). In the conditions of modern society, where the labor market requires flexibility and high qualifications, professional orientation is of particular relevance.

Integration of higher and secondary education opens up new opportunities for a high-quality and comprehensive approach to the professional training of young people (Lestari & Sakti, 2022; Lumbu-ani *et al.*, 2021; Gurobat & Lumbu-an, 2022; Borling *et al.*, 2023). This process involves the organization of interaction between educational institutions of two levels, which allows high school students to immerse themselves in a professional environment, gain relevant knowledge and skills, and better understand the specifics of their future profession.

This study considers the theoretical and practical aspects of the formation of professional orientation of high school students in the context of the integration of educational levels. The purpose of the work is to develop a methodological approach that will ensure effective professional self-determination of students.

The relevance of the topic is due to the need to train competitive specialists, as well as the growing need to coordinate the efforts of schools and universities to create a single educational trajectory.

2. METHODS

This short review utilizes a qualitative approach to analyze the methodologies for shaping the professional orientation of high school students, particularly in the context of integrating higher and secondary education. A comprehensive examination of existing literature, including academic articles, case studies, and educational reports, was conducted to identify key strategies and practices. The review focuses on the theoretical frameworks and practical approaches used to guide students in making informed decisions about their professional futures. By synthesizing the findings from various sources, the review highlights the effectiveness of different methodologies, such as career guidance programs, collaborative initiatives between secondary schools and universities, and innovative educational practices. The goal is to provide a critical overview of the current state of professional orientation in high school education, emphasizing the role of integration between secondary and higher education systems.

3. RESULTS AND DISCUSSION

The formation of career guidance for high school students is based on an interdisciplinary approach that combines pedagogical, psychological, and sociological aspects. This process includes the development of a conscious attitude toward the choice of profession in students, which requires deep theoretical analysis.

Career guidance is defined as a system of activities and processes aimed at helping students choose a profession, taking into account their interests, abilities, personal characteristics, and socio-economic situation. It includes such elements as:

(i) professional information (familiarization with the labor market, and professions);

(ii)   professional counseling (determination of predispositions);

(iii) professional education (development of basic competencies).

(iv) Psychological Foundations of Career Guidance

The choice of a profession is associated with the stages of personal development and motivational characteristics of high school students. The selection process is influenced by:

(i)   personal interests and inclinations;

(ii)   level of professional self-awareness;

(iii) psychological readiness for independent decisions.

The theory of personality development (Erickson, Rubinstein) and the concepts of professional self-determination (Ginsberg, Super) emphasize the importance of developing adequate self-esteem and sustainable motivation in students.

In the role of the educational environment in professional orientation, the educational environment is a key factor in shaping professional orientation. Modern schools integrate such approaches as:

(i)   profiling of education (in-depth study of subjects);

(ii)   implementation of project activities;

(iii) cooperation with employers and universities.

In the integration of higher and secondary education as a factor in successful orientation, integration of educational levels allows:

(i)   to provide early familiarization with the professional environment;

(ii)   to reduce the gap between the school curriculum and the requirements of universities;

(iii) to increase the practical focus of training.

Such integration contributes to the creation of individual educational trajectories, which is especially important for choosing complex and multidisciplinary professions.

In the modern challenges and tasks of career guidance, in the context of a rapidly changing labor market and the development of technologies, career guidance faces new challenges, including:

(i)   the need to take into account new professions;

(ii)   adaptation to digital transformation;

(iii) combatting the lack of awareness of students about promising areas.

The theoretical analysis emphasizes that the successful formation of career guidance requires a systemic approach that includes personal, educational, and social aspects, and the integration of educational levels can become an important tool for achieving this goal.

The methods of forming professional guidance for senior school students, formation of professional guidance for senior school students include the use of various methods that help students consciously approach the choice of their future profession, focusing on their interests, abilities, and the needs of the labor market. The methods should be comprehensive, and take into account the age characteristics of schoolchildren and the possibilities of the educational environment.

In the diagnostic methods, these methods are aimed at identifying the individual characteristics of students: their interests, abilities, inclinations, and personal characteristics.

(i)   Psychodiagnostic tests (defining professional preferences, tests for inclinations and motivation).

(ii)   Questionnaires and surveys (studying interests in professions, readiness for professional choice).

(iii) Observation (assessment of students' behavior in academic and extracurricular activities).

(iv) Individual consultations with a psychologist or teacher.

In the information methods, the purpose of these methods is to provide up-to-date information about professions, the labor market, and opportunities for professional growth including:

(i) Career guidance lectures and seminars (overview of professions, analysis of in-demand specialties).
(ii) Organization of career days and meetings with professionals (inviting representatives of various industries).
(iii) Creation of information stands and online platforms (access to databases of professions, tests, and recommendations).
(iv) Virtual tours of enterprises, and educational institutions.

In the practical methods, these methods are aimed at a practical acquaintance of high school students with professional activities, including:

(i) Project activities (solving real problems related to specific professions).
(ii) Specialized training courses (in-depth study of subjects related to the chosen profession).
(iii) Internships and practical training at enterprises.
(iv) Effective development of career guidance is impossible without cooperation with the structures that are the next stages of the students' professional path.
(v) Preparatory courses at universities (introduction to professional specifics).
(vi) Joint educational programs (schools and universities develop specialized courses).
(vii) Excursions to universities and enterprises.
(viii) Specialized Olympiads and competitions (allow you to demonstrate your abilities in a specific area).

In the active and interactive methods, methods help involve students in the process of professional self-determination, including:

(i) Role-playing games and modeling of professional situations.
(ii) Training in decision-making skills and career planning.
(iii) Interactive platforms and mobile applications for passing career guidance tests and receiving recommendations.
(iv) Case assignments (analysis of real situations from the professional sphere).

In the individual support methods, taking into account the personal characteristics of the student allows you to build a personal trajectory of professional development including:

(i) Individual professional development plans.
(ii) Mentoring and mentoring (help from senior colleagues or teachers).
(iii) Psychological support for working with doubts and professional crises.

The use of the listed methods in combination allows the creation of favorable conditions for the professional self-determination of high school students. The key factor for success is the involvement of students in active interaction with the educational and professional environment, which contributes to a conscious choice and preparation for future professional activity.

Practical implementation of the formation of professional orientation of high school students in the educational environment requires the integration of theoretical foundations, methods of work, and active interaction of all participants in the process. In the context of the integration of secondary and higher education, the emphasis is on creating a single educational space that allows schoolchildren not only to get acquainted with professional activities but also to make an informed choice.

Organization of career guidance events includes:

(i) Open days: inviting representatives of universities, colleges, and enterprises to conduct lectures, master classes, and presentations of professions.

(ii) Excursions to enterprises and higher educational institutions so that students can see the real professional environment.

(iii) Meetings with professionals: organizing conversations with successful representatives of various professions to exchange experience and motivate.

(iv) Career guidance weeks: holding thematic events dedicated to specific areas of activity.

Introduction of specialized training includes:

(i) Development of specialized classes taking into account the needs of students (for example, engineering, medicine, humanities).

(ii) In-depth study of subjects necessary for admission to selected universities or mastering a profession.

(iii) Creation of individual educational trajectories that allow high school students to combine the school curriculum with preparation for university requirements.

Cooperation with universities and colleges includes:

(i) Preparatory courses: providing high school students with the opportunity to attend courses at universities to study specialized disciplines.

(ii) Joint educational projects: participation of high school students in scientific research, olympiads, and competitions organized by universities.

(iii) Mentoring: involvement of students and university professors for individual work with students.

(iv) Distance programs and lectures: online classes from university professors using digital platforms.

Integration of digital technologies includes:

(i) Use of online platforms and tests to diagnose students' professional interests and abilities.

(ii) Virtual excursions to enterprises and educational institutions, especially in remote regions.

(iii) Implementation of job simulators to model work processes in various fields.

(iv) Creation of school career guidance portals where students can find up-to-date information on professions, labor markets, and educational opportunities.

Organization of project and practical activities include:

(i) Participation of high school students in project activities on real assignments from employers (for example, developing engineering solutions or conducting research).

(ii) Conducting educational internships at enterprises, universities, or colleges, which gives schoolchildren experience working in a professional environment.

(iii) Development by schoolchildren of startups or social projects with a professional focus.

Interaction with parents includes;

(i) Holding parent-teacher meetings devoted to career guidance issues.

(ii) Organizing consultations for parents on the choice of profession and further education of their children.

(iii) Involving parents in the career guidance process (for example, participating as mentors if they work in an area of interest to schoolchildren).

Evaluation and adjustment of career guidance work include:

(i) Periodic diagnostics of students' professional preferences to track their interests and changes.

(ii) Analysis of the effectiveness of the events held (student surveys, feedback from universities and employers).

(iii) Adjustment of educational programs and career guidance events based on the results of diagnostics and feedback.

Results of practical implementation include:

(i)   Increasing awareness of career choice among high school students.

(ii) Improving their readiness to enter universities and adapt to the professional environment.

(iii) Creating a sustainable system of interaction between schools, universities, and employers.

(iv) Practical implementation of career guidance in the educational environment is an important step in training competitive specialists capable of meeting the needs of the modern labor market.

In the relevance of the problem of career guidance for high school students, choosing a profession is a complex and important stage in the life of high school students, which requires systematic and thoughtful support. The integration of secondary and higher education opens up new opportunities for students' professional self-determination, providing them with early familiarization with the professional environment.

In the role of integrating educational levels, the interaction of schools and universities, as well as the active involvement of employers, contribute to the formation of individual educational trajectories. This helps students gain practical skills, a deeper understanding of the specifics of the chosen profession, and a conscious approach to choosing a life path.

In the efficiency of methods for forming career guidance, an integrated approach, including diagnostic, informational, practical, and interactive methods, demonstrates high efficiency. The use of modern technologies, such as online platforms, career simulators, and virtual excursions, significantly expands the possibilities of career guidance work.

In the importance of a personality-oriented approach, considering the individual characteristics, interests, and abilities of students plays a key role in the formation of career guidance. Individual support, mentoring, and consultations contribute to the development of confidence and professional motivation in high school students.

In the prospects and necessity of developing a career guidance system, to improve the effectiveness of career guidance, it is necessary to continue to develop cooperation between educational institutions and enterprises, expand the use of digital technologies, and conduct regular assessments of the effectiveness of career guidance activities.

A comprehensive system for the formation of career guidance in the context of the integration of secondary and higher education helps high school students not only make an informed choice of profession but also prepare for successful adaptation in the professional environment. This contributes to the creation of a competitive and qualified human resource potential that meets the requirements of modern society and the labor market.

4. CONCLUSION

The article is devoted to the study of the process of formation of professional orientation of high school students in the context of integration of secondary and higher education. The relevance of the problem is due to the need for early professional self-determination of students in modern society. The theoretical foundations of professional orientation are considered, including the importance of a personality-oriented approach, the role of career guidance activities, and the integration of specialized training. The methods of implementing professional orientation are described, including project activities, digital technologies, and cooperation with universities. A conclusion is made about the need to create a single

educational space that promotes an informed choice of profession by students and their successful adaptation to the professional environment.

5. AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. Authors confirmed that the paper was free of plagiarism.

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