

HOW TO CHOOSE THE RIGHT PROFESSION

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Abstract

The strength of a country is depended on how professional its inhabitants are. The basis for a good education and future careers is built into the school. In Georgia the school system is organized in such way that teaching is mostly oriented on the theory. Although the practice is, unfortunately, very little exercised. It falls mostly very difficult to advise the students towards the professional field and to assist them in seeking out suitable jobs.

The school should adopt a long-term strategy on career guidance. To study at school and the labour market are interlinked at an early stage. There should be such offers in schools, so that students with disabilities as well as get and with typical development opportunity to learn about the possible number of jobs early. For the students a job testing should be possible. The aim of testing work is to find out whether the young people can cope with demands of the particular activity. Adolescents both with and without disabilities can enjoy typical activities of business or professional field to understand and discover their own abilities, strengths and limitations through concrete experimentation.

Keywords: Professional Orientation, career.

THE MAIN TEXT

In Georgia for young people the path to their final choice of career that is suited to their personal abilities is not an easy one. Jobs such as a doctor, lawyer or international relations are at the top of the most attractive choices for both - the young people and their parents. Very frequently they don't think about the chances of getting such a job and the employment criteria, their personal educational capacities let alone what their typical day at work would be like. The school system is organized so that the teaching is mostly oriented on the theory. Unfortunately the practice is very little exercised. It is very important that the children get to know themselves better and learn about their own talents too, allowing them to make an informed decision on their future life path. Very often children cannot find settle in their parents' choice. Many of them fail a year or even drop out of school. Parents should not be decision-makers for their children's future career choice. It is something every student should do for himself or herself. And schools are the institution that should definitely be required to help students in that decision.

There seems to be a need for consultation both with the students as well as for the parents. Vocational counselors should preferably show the same young people in the 8th grade every profession alternative, so the decision is made to fit. In economic terms, it can be recommended under professional alternative such professions, which are also linked with needs of the state.

The idea of professional orientation can be spread to the entire community, in order to provide support to young people in appropriate selection of career, only when many organizations, institutions, schools and companies start cooperating with one another.

Students have the opportunity to gain a real picture of their talents and abilities through the six phases of the programme and workshops with their peers. They get information about their desired career, about further education opportunities and the situation on the labour market. They thus gain the opportunity to try out the occupations they are interested in and on the basis of all this information come to a decision on what they really want to do, and accordingly, which school they would like to attend. In the final phase of the programme, the students will learn basic skills on how to manage their career, continue learning and adapt and change their plans in accordance with changes in life circumstances.

The lack of appropriate information and support in making life decisions can be compensated by the systematic implementation of professional orientation in elementary and high schools.

In order to bring the career guidance in schools, you could perform various modules. First of all we will present own module, which is especially important for the future of young people carrying out.

Target group: pupils of the 8th and 9th grad

THE FIRST PHASE

In the eighth class one hour a week will be for career information. The vocational counselors will give the pupils as much information about different occupations and their characteristics. Young people will be aware of the strength and weakness of the professions. There is debate about the positive and negative sides and Risk Factors of professions. The students will express and discuss their interests, inclinations and needs. The young people will receive vocational information hour both the information, as well as collect it in this direction information, expand their knowledge and finally present.

THE SECOND PHASE

2.1. Meetings with Representatives of Various Professions

Apart from workshops schools organize visits in companies and invites experts in schools to talk about their jobs. Such meetings wake up students' interests and grow their motivation. The employees will describe their jobs to the students and point out which qualifications they will need for particular jobs, and they will let the students know about any job vacancies in their companies. Those speaking to the students include entrepreneurs who have launched their own businesses, and they will tell the interested young people about the challenges they encounter in this type of work.

A carefully thought-out decision regarding further education after the eighth grade is the first step in a student's professional development. However, the process does not end here. After high school graduation young people face the important question of whether they should study at university and what they should study or whether it might be better to enter the world of work straight away. Professional orientation is of assistance not only to elementary and high school pupils but also to young people who are older 14 as well as young people who are unemployed.

THE THIRD PHASE

3.1 Work Testing (Grade 9)

Internships and practical tests provide insights into the professions, businesses and the world of work. They are an important part of the career choice process.

Through early and intensive contacts with companies young people learn the professional and working field. Internships can be used to expand its own range of occupations and for example to look at gender stereotypes critically. They provide practical experience and operational reality and build bridges to education.

THE FOURTH PHASE

4.1. Orientation Test

Questions will be from six several fields. Students recognize their strong and weak sides while filling the test. The analyses of results will be done individually.

THE FIFTH PHASE

5.1 Individual Discussions with Consulting Incl. Parents

Based on the test results, the inclinations, interests and talents of students are evaluated. Students show their personal interest profile. There are visible the areas where they are strong or particularly weak. In addition they also get a detailed feedback and advice on training opportunities and relevant professions of the vocational guidance workers.

The sixth phase: Targeted internship and practice (grade 9. Last Two weeks).

Targeted internship enables pupils in specific areas and professions to gain experience, where after test results they have their interests and inclinations.

Discovering personal interests and abilities, collecting information on various occupations and learning on the spot what a particular job really involves – these are all the major steps young people should take when choosing a career. However, for both children and young people, all this is purely theoretical until they personally make their own picture of a typical work day in a company. In this way, young people can try doing the work themselves and gain a real impression of what a typical work day is really like. More and more high schools and companies will support this idea, and companies will open their doors for visits for final grade elementary students every year.

This professional orientation programme cannot be implemented in the same way for all children with disabilities or learning difficulties. This is emphasized with the content that requires self-observation and self-evaluation. Many children are really skilled when it comes to manual skills. To help them discover their gifts themselves, we guide them towards those jobs where their skills will be able to be used.

After elementary school children have to decide which high school they will attend to continue their education. They have to think about whether they want to become qualified for a technical, medical, or some other job in the fields of science or social science, as only then they can enroll in a specialized high school. Very of that is not a simple choice at all.

The project will be a big change in the education system of Georgia and in particular in the school system. The school is oriented more practice closer. The ideas of the students on the state existed professions and their responsibilities are clear. As in Georgia, the state funding for education is now only 2.4%, so the country will have the opportunity to save time and money.

In frames of the project, the following results are expected: The specific ideas in various professions will allow the students to observe future career and select it with more responsibility. The realization of the project is to give students necessary ability to select their future occupation not only by prestige, but according to their interests and opportunities. This will have a positive effect on the professional school in various vocational schools, as well as on the universities. The project will contribute greatly to significantly reducing of the risk of mobility and study discontinuations.

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