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PRIMARY SCHOOL AS THE FIRST STAGE OF PUPILS' PROFESSIONAL GUIDANCE

***Summary.** The report identifies the problem urgency; the essence of the concept of “professional guidance” has been revealed; the purpose and tasks of the initial (propaedeutic) stage of pupils’ professional guidance have been characterized, the obligatory results of training at this stage have been defined.*

***Key words:** professional guidance, career guidance work, primary school, junior schoolchildren.*

In recent years, when various sectors of the economy are developing rapidly, new technologies are emerging, the social situation in society is changing, school graduates need to make informed choices about their future profession, as well as anticipate possible changes in activities. Therefore, there is a need to organize purposeful systematic career guidance throughout the life of each person.

Professional guidance of the population is “a complex scientifically substantiated system of forms, methods and means of influencing a person in order to optimize his professional self-determination based on taking into account professionally important personal characteristics of each individual and labor market needs. It aims to achieve a balance between professional interests and human capabilities and the needs of society in specific professional activities. Professional

guidance of the population is an integral part of a socially oriented market economy that affects the labor market, goods, services and capital [2]. Professional guidance of young people is carried out by all educational institutions at all levels of education.

Currently, the school has accumulated considerable experience in using various forms and methods of career guidance work in the middle and high school, which are thoroughly covered in various methodological materials. However, it is insufficient to cover the issue of organizing career guidance work in primary education.

In general, the first stage of professional guidance is implemented in primary school is the primary (propaedeutic) one. The “Regulations on Pupils’ Professional Guidance” states that the purpose of this stage is to acquaint children in the process of educational and extracurricular activities with the most common professions, foster a positive attitude to various types of work and professional activities, interest in learning about their personality, formation of initial general working skills, ability to interact with others in the process of any activity. The result of this work should be formed in younger students’ attitude to themselves, society and professional activities [3].

O. Zemlyanska confirms this statement, pointing out that junior schoolchildren are developing a value attitude to work, understanding its role in human life and society; development of interest in educational and cognitive activities, which is based on practical inclusion in its various types, including social, labor, play and research ones. In addition to the formation of conscious ideas about the world of work and professions in the process of pupils’ professional guidance is the development of emotional, volitional and intellectual spheres, reflection and realistic self-esteem, mastering the self-knowledge skills [1].

The Standard Curriculum states that the required learning outcomes at this stage are the following skills:

- distinguishing between the adults’ professions in the family and the family in the field of tangible and intangible production;

- being aware of the importance of each profession for the life of society;
- understanding the need for different professions and the differences between them;
- understanding the importance and necessity of choosing a profession by each person;
- comprehending information about the world of professions;
- expressing emotional and evaluative attitude to the professions in the family and the family of their friends, classmates [4].

These skills are effectively formed in junior schoolchildren by teachers in the lessons of the integrated course “I explore the world”. However, in our opinion, extracurricular activities have a significant potential in a certain context, during which various activities of children’s interest can be organized.

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