

**PROBLEMS OF ORGANIZING PROFESSION-ORIENTED EDUCATION
IN INCOMPLETE SCHOOLS OF UKRAINE AT THE BEGINNING OF
THE XXI CENTURY**

In the article the problems of organization of profile education in small complex schools of Ukraine of the beginning of XXI century are analyzed. The author emphasizes that at the beginning of the third millennium, the problem of education for rural schoolchildren began to go far beyond the educational field. This is because in the countryside, education traditionally plays a much larger role than in cities. The school here acts as a center of culture, civilization, guarantor of sustainable development. This is perhaps the only educational and cultural center in the countryside.

The article states that at the beginning of the third millennium, the problem of education of rural school pupils began to go far beyond the educational sphere, since the curtailment of rural ungraded schools could lead to «the extinction» of the village. It has been found that the concept «an ungraded school» has been used in scientific research for many decades, mainly for rural primary schools where teachers are less than classes, and each teacher works with two or more classes, or incomplete secondary schools or secondary schools with low filling capacity classes or lack of some classes.

The goal is to analyse the problems of organization of profession-oriented education in ungraded schools of Ukraine at the beginning of the XXI century. For this purpose, the following research methods have been used: the analysis of the source base concerning the research problem; the conceptual and terminological analysis, synthesis and comparison of different interpretations of the concept of «an ungraded school»; the study of domestic experience in organizing profession-oriented education of the younger generation and ways to improve it.

The problem of organizing profession-oriented education of pupils and the ways of solving it (the establishment of interaction between different general

educational institutions; the provision of special significance to the basic profession-oriented schools; the creation of proper conditions for the implementation of the curriculum of profession-oriented education in several areas; etc.) has been analysed.

The researcher notes that in rural schools children receive real knowledge, which is lower than in urban settlements, which determines the socio-professional orientation of rural youth, affects the social composition of students and affects the educational and professional characteristics of the rural population. Thus, the analysis of sociological data on the professional choice of young people from different types of settlements showed that rural youth are much more oriented towards professions that do not require a high level of education at the beginning of their employment or are not due to a long period of study. In most cases, rural schoolchildren who choose occupational-related professions in agriculture leave secondary schools after completing basic secondary education and continue their education in vocational schools. However, in rural areas, employment of graduates of general and vocational schools is quite problematic.

It has been emphasised on the necessity to increase the attention of the village (including the ungraded) school and its detailed study to the achievements of rural schools in Ukraine regarding the organization of pupils' vocational training in previous historical periods. It has been concluded that the search for ways to improve the activities of ungraded schools, the revival of the traditions of production training and the labour education of rural youth is promising for further scientific research.

The author emphasizes that the institution cannot fulfill the requests of all 9th grade graduates regarding the choice of study profiles due to limited funding and inability to keep classes with little filling. Instead, students do not want to lose the cool teams they are accustomed to and in which they are comfortable learning. Therefore, it is not always the case that classes in certain profiles determine the choice of higher or vocational colleges.

The author argues that close attention is needed to the past achievements of rural schools in Ukraine in the organization of vocational training of students. They prove that in the countryside it is possible to successfully prepare students for work, as well as profile education. Finding ways to improve the activity of small-scale schools, revive traditions of industrial training and educate rural youth in them is promising for further scientific research.