

Managerial and organizational aspects of professional development preparing young people in secondary schools for the teleworking market

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Abstract

On the basis of theory and practice, the doctoral dissertation deals with the issues related to the conscious, purposeful, planned and methodologically correct management process in the professional development of students of schools training in teleworking professions.

The prepared doctoral dissertation consists of six chapters, an introduction, a conclusion and a list of literature.

The introduction provides the justification for the choice of the topic of the doctoral dissertation and indicates the reasons for undertaking and signals that the dynamic technical and technological progress has a huge impact on changes in the perception of reality, the world economy, and the civilization development of the 21st century. These changes have an impact on the labor market. The development of the latest technologies, in particular mobile telephony and the Internet as well as the network and interdependence of the world economy resulted in the emergence and development of the global information society, and led to the emergence of a knowledge-based economy. The computerization of the economy and communication changes have resulted in a change in the way work is provided and resulted in the substitution of traditional work space by virtual space.

In an environment saturated with new forms of communication and modern technology, the essence of work and the development of atypical forms of employment have been transformed. The teleworking has become one of these forms. It consists in the provision of intellectual services that can be performed anywhere, provided that the products of work are sent by means of information and communication technologies. It is a non-standard way of organizing work, characterized by high independence and autonomy in the employer-employee relationship. At the same time, it is an unusual form of employment. Teleworking as an innovative form of both work organization and employment meets the basic trends of the modern world and is a response to the challenges of the modern labor market. The key changes which the world economy and society are undergoing are contributing to its dissemination.

The main trends shaping the development of teleworking include: the development of advanced technologies as well as the networking and interdependence of the world economy.

The dissertation deals with issues that, in the context of the growth of modernity triggered by the novelty of information and communication technologies, take on a new dimension and significance in the confrontation with young people on the teleworking market it opens up new opportunities.

In the modern world, where the development of information and communication technologies globalizes the economy and changes society is an important task of a unit planning professional development should be the ability to observe, mobility, flexibility and the related ability to modify goals and the ability to plan, predict, evaluate own skills and opportunities and most of all acquiring hard and soft skills.

The present day requires both appropriate qualifications and competences from future employees. The dynamics of the ongoing changes in the labor market imposes on young people planning professional development challenges related to a modern approach to flexible forms of employment.

Professional development and work are therefore concepts that closely correspond to each other, and the components linking these two terms are the problem of expanding knowledge and skills desired on the labor market, such as readiness to work in remote places and at different times or independence caused by the separation of the workplace from the organization.

Based on the review of the literature it should be emphasized that professional development is not a permanent construct and it could be a subject to change. Changes in professional development are influenced not only by the individual's own activity but also by a number of external factors.

School plays an important role in shaping actual technical and social competences that meet the requirements and needs of the labor market. The school, functioning in the era of flexibility, should react quickly to the changing needs of the labor market, including the transformations in the work model causing a change in the nature and forms of work provision and employee subordination. The transferred knowledge should be updated on an ongoing basis along with the changes caused by the expansion of information and communication technologies affecting the modification of the labor market. The pace of these changes should go hand in hand with the dynamics of transformations taking place on the labor market. The school should also focus on the development of employee competences, which are therefore desirable on the labor market.

Focusing on the actual requirements of the modern labor market related to the preparation of employees to work in the form of teleworking, the school can help manage the professional development of students, including their competences, by using appropriate tools and using specific methods and activities in such a way as to develop not only knowledge, but also and competences desired in the modern labor market.

Taking care of the management of students professional development towards teleworking, the school should act in accordance with the principle that the flexibility of the labor market should enforce the flexibility of the education system.

The changing reality requires schools to develop the skills of acquiring not only knowledge but also acquiring competences that will allow them to function in everyday life, in the world and on changing in the direction of the flexibility labor market. Employment flexibility, which gives freedom in terms of place and time of work, carries many risks and concerns. Flexibility requires from candidates for employees to have unique, high qualifications and appropriate competences that allow them to work away from the workplace from anywhere in the country and even the world. Teleworking requires from the candidate for the teleworker both specific technical and substantive knowledge as well as certain predispositions.

Bearing in mind the problems that are important for the dissertation, such as teleworking and management of professional development of students, a gap was noticed regarding the lack of specific organizational and management solutions, which requires research on the activities of schools teaching teleworking professions, which will affect the state of knowledge about telework, development of awareness of this form of employment for students, as well as shaping their appropriate competences. Therefore, there is a need to develop a specific and systematic sequence of activities and procedures.

Based on the analysis of the literature, the analysis of selected reports and experiences resulting from the previous research among students, it was assumed that teleworking is still a new and too slowly developing concept of work in Poland. Therefore, there is a need to undertake research that will allow to explore the conditions for the development of teleworking and to develop characteristic solutions influencing the acceleration of the development of telework in Poland. The main scientific goal of the work is to build a model of management and organizational activities allowing for professional development of students in the context of teleworking challenges.

The first chapter, based on literature studies, was devoted to the characteristics of changes caused by the globalization process and the development of information and communication

technologies. The globalization is one of the consequences of the development of information and telecommunications technologies and depends on the ICT development. The development of information and communication technologies is globalizing the economy and changing society. The changes caused by globalization and technological progress are changing the image of the labor market. The consequence of these transformations are new requirements regarding skills, qualifications and competences faced by employees and candidates for employees.

The importance of flexibility in the functioning of enterprises and the development of modern forms of work were analyzed.

The flexibility and its reflection in the development of flexible forms of employment were indicated as well as an important problem which is the emergence and development of the information society influencing the change of the idea of work.

It was emphasized that modern techniques and technologies in the field of computer science and telecommunications are used increasingly and their dissemination has resulted in the emergence of new types of communication, changes in the ways of performing work and changes in the field of acquiring human resources. Employees were required to have IT and ICT skills as well as appropriate personality traits, which became a challenge for the development of employee qualifications and competences. The condition for admission to work is often the ability to perform certain tasks remotely, using modern IT and telecommunications techniques.

The ability to use information as well as the ability to create and translocate it has become an indicator of the development of the information society. As a result, employees in the modern labor market are expected to have high IT competences and mobility related to functioning in the media world. Today's media is not only a source of information, but more and more often it becomes a source of intellectual work. In connection with these changes, there was an increase in the information awareness of the society. Information and knowledge became the most important capital. The fundamental duty of functioning in the information society is the ability to learn, systematically raise professional qualifications, acquire ICT qualifications and develop competences. These skills will be an indispensable element to function in the dynamically changing labor market.

The observed breakthrough on the labor market occurs not only due to technological changes. The functioning of the modern labor market is also greatly influenced by the fact that entrepreneurs perceive the positive sides of flexibility.

The effect of introducing flexibility in companies are modifications related to flexible solutions in the field of employment and the way employees work. Among the premises influencing the development of flexibility, an important role is played by economic factors, encouraging entrepreneurs to reduce the costs of maintaining employees. This chapter also focuses on employability as an individual's ability to adapt to changes in the labor market.

Changes related to the sphere of work and employment, resulting from the development of ICT technologies, allowed for a shift towards a knowledge-based society. In the era of the development of the information society, knowledge can be understood as the intellectual capital of an individual, which may constitute the basis for the performance of work.

The second chapter was devoted to discussing the issues related to teleworking and teleworkers on the basis of theory and results of previous research. The genesis was presented and the definition of teleworking was reviewed. Over the last few decades, many definitions of teleworking have been developed. When analyzing them, it can be noticed that they most often include issues related to the time and place of work and the tools used to transfer work results.

It was pointed out that teleworking is a new megatrend in the organization of work in enterprises. Teleworking is presented as an innovative, flexible form of employment.

The specificity of teleworking is associated with many threats for the teleworker but also has many benefits for the person undertaking teleworking.

First of all, teleworking becomes an opportunity for many people who, despite their skills, knowledge, qualifications and competences, cannot work at the company's premises for various reasons.

The possibility of undertaking professional activity in the form of teleworking can be used by people with disabilities or on the parental leave.

Teleworking enables workers to flexibly to manage their time and decide on working hours, as well as to benefit working at home, devoid of the daily supervision of superiors and the need to spend time with people who are not liked. It provides increased work efficiency and greater job satisfaction. It eliminates bothersome commuting, too. In addition, providing work outside the company's premises in the form of teleworking has a positive effect on shaping your own internal system of motivation. It shapes self-control, self-discipline, communicativeness, flexibility, timeliness, the ability to plan and make decisions as well as manage your own time.

There is a danger that the future teleworker may face various problems in the face of a lack of appropriate competences, insufficient knowledge and adequate education on

teleworking. Therefore, the individual learning outcomes should contain detailed information on developing the competences desired by teleworkers, which will enable students to be better prepared to work remotely.

Telework, atypical form of employment, has both strengths and weaknesses. In order for the effects of introducing this atypical form of employment to be as little noticeable as possible, it is worth taking appropriate steps to educate, promote and prepare both employers and employees. At the same time, it will allow to achieve many benefits while minimizing the risk as well as weaknesses related to the provision of work outside the company.

The following sections describe the basic forms and types of teleworking, its advantages and disadvantages from the point of view of teleworker, employer and organization. The problem of national regulations and legal solutions for teleworking in Poland was discussed.

Pursuant to the provisions of the Labor Code, the teleworker performs work under an employment contract. Such an agreement, in addition to the information applicable in a typical employment contract, should specify the employer's organizational unit in the structure of which the teleworker position is located, and the manner of its settlement. In addition, it is also necessary to indicate a person who supervises the provision of work by the teleworker. Employee monitoring should, however, respect their privacy. According to the guidelines of the Labor Code, the employer, apart from the obligation to properly structure the contract, is obliged to provide teleworking equipment and cover the costs related to the installation, operation and insurance of the equipment.

A job applicant may choose teleworking as one of the forms of employment offered by a specific company. The decision to perform work in this form must also be made during the duration of the employment relationship by mutual agreement of the parties, on the initiative of the employer or employee. The employer may not apply any sanctions to an employee who has not agreed to work in the form of telework. According to the provisions, teleworking is therefore voluntary, and the right to accept, reject and change it applies to both the employer and the employee.

The difference between the concepts of telework and remote work was indicated. It was emphasized that it was only a pandemic situation that caused the legislator to act on the legal regulation of remote work. Despite the previous numerous scientific publications indicating and signaling the diametrical differences between these concepts both in Poland and in other countries, no actions were taken to regulate remote work in regulations. Of course, at the time of the outbreak of the pandemic, the legislator had knowledge of how to employ people remotely. Therefore, a special act was introduced to regulate the provisions on remote work,

aimed at combating and preventing the epidemiological situation related to the spread of the virus.

It was emphasized that due to the economic, social and environmental aspects of teleworking, it becomes justified to create appropriate conditions for the implementation and dissemination of this form of employment, and the popularization of teleworking as an excellent alternative to the traditional form of work, due to its many advantages, should be in the broadly understood social interest.

The attention was paid to the market barriers and prospects for the development of telework as a way of employment in our country, and it was indicated that the analysis of the experiences of the countries in which the idea of teleworking began may contribute to drawing appropriate conclusions in order to take appropriate steps to achieve the desired development of telework in Poland.

The third chapter identifies and characterizes the essence of professional development and selected theories of professional development. The role of professional development planning was considered and school stage was analyzed. The focus is on the basics of knowledge about the competences of their classification. A number of competences needed in the modern labor market were indicated, with particular emphasis on the competences needed for telework. The issues of professional qualification standards were analyzed.

Professional development was indicated as an element of human development, which is inextricably linked with the acquisition and systematic improvement of competences, which include both hard and soft competences. Professional development is subordinated to factors related to professional behavior aimed at being trained to perform professional activities. It can take place through undertaking various activities, activities aimed at acquiring knowledge, skills and experience within the framework of education. One of the main threads of professional development in school age are choices related to future working life. At school, the student develops his personality and deepens his knowledge, and by observing work and participating in it, he enriches his professional image of himself. The aim of organizational and management activities undertaken by schools and related to the professional development of students towards teleworking should be the possibility for students to acquire knowledge, skills and competences, both soft and hard. Scheduled management processes implemented at school may make students aware of the possibility of introducing changes in the planned career path and be helpful in entering and navigating the teleworking market. The benefits of managing professional development will concern shaping competences, attitudes and behaviors of students, developing the ability to plan the

future in the direction of telework and the art of acquiring knowledge and experience in the field of teleworking.

As part of professional development, a person develops his/her interests and professional preferences, then begins to develop them, and then makes decisions about choosing a profession. After this period, contact with professional activities takes place and the expectations regarding the profession are verified with the actual state of affairs. Professional development is therefore a continuous, progressive and irreversible process consisting in the transition of an individual from one professional level to another as a result of acquiring knowledge, skills, experience and strengthening certain behaviors necessary for the proper performance of tasks in a given position. Professional development is also associated with the development of competences that may positively affect the performance of the entrusted duties.

Professional development and the related acquisition and expansion of skills necessary to perform the profession and tasks in a given position poses requirements for people and imposes the need for long-term management.

Planning of professional development is an extremely important stage in the life of young people. It is strongly integrated with the professional future of the individual and becomes part of broadly understood life plans. When planning professional development, it is important to make decisions skillfully through self-assessment and self-knowledge, and to confront your knowledge, competences, interests and opportunities skillfully with the requirements of the labor market. The ability to plan professional development depends on the level of awareness of the individual, knowledge about the professions and the labor market, plans for taking up employment, requirements set for the job by the employer or the possibility of further education.

The process of professional development of students can be understood as undertaking activities in order to develop personality traits, discover their potential, acquire knowledge and practical skills, useful for independent use of them in the labor market.

The process of professional development should therefore be directed both at acquiring knowledge and practice as well as at taking actions and activities related to shaping the appropriate character traits that will allow for skillful navigation in the changing labor market.

In the process of managing professional development, acquiring professional qualifications and competences should be an inseparable integral part, go hand in hand and interpenetrate one another.

The school, functioning in the era of constantly changing reality, should focus on the features and needs of the labor market in order to facilitate students' professional start. Developing competences should be an integral part of the education process in today's school, and the result should be the specific skills of students and the knowledge needed to perform the job, as well as personal and interpersonal skills.

When organizing the process of vocational education, the competences required to work in a given position should be developed. Professional qualifications and knowledge gained by students should increase the chances on a flexible labor market.

When managing the professional development of young people towards teleworking, care should be taken to strengthen students' resources needed to work outside the company. Therefore, care should be taken to enable young people to strengthen and develop soft skills as well as IT competences needed to manage themselves in an unusual situation such as providing remote work.

The third chapter also discusses the challenges of a modern school in the field of career counseling, the role and activities of a school career counselor, with an emphasis on the performance of tasks resulting from the program of implementation of the intra-school system of career counseling. The challenges of the school and the career counselor in the aspect of changes in the labor market towards flexibility were presented.

The vocational orientation and counseling system plays an increasingly important role in the conditions of dynamic changes and the rules of functioning of the knowledge-based economy. Career counseling activities have become an integral part of school education and a process subordinated to the concepts of comprehensive professional development of students in the context of career planning. Providing support to students in planning further professional development, in accordance with their needs, predispositions, but also market requirements, has become the overriding role of career counseling. The organization of career counseling has become one of the priority didactic and educational activities of a modern school, and the functioning of career counseling at schools has also become an investment in the future.

Choosing a profession is a very important step that has a decisive impact on the future of a person. The effects of making professional decisions are often a source of uncertainty, difficulties in achieving the desired result and, in the long run, may be felt by people performing professional work and by the society, as they may condition success or failure in the area of future professional life. Young people should be prepared to make decisions from an early age. In this respect, a special role is played by the family in which the individual

matures and grows. Task of the school is not only to organize the education and upbringing process but also to prepare students to choose the direction of further education and profession.

When it comes to choosing a profession a vocational counselor should play a special role and lead young people to professional maturity through the use of various methods of work.

Among the many challenges faced by young people at the end of their vocational education stage is adapting to the dynamically changing situation on the labor market and finding employment. The labor market needs appropriately educated employees with professional knowledge and experience, flexible, proactive, competent, able to adapt quickly to changes - employees who can use their potential.

In the era of dynamic changes on the labor market, the institution of a career counselor functioning in an educational institution, which is a school preparing for the profession (technical secondary school, first and second degree vocational school, vocational high school), becomes of great importance. This type of school is attended by students who have already chosen an occupation and have the conditions for obtaining qualifications. The work of a career counselor should consist in supporting the educational and professional choices made, enabling the development of talents, competences and interests. It is also important to enable students to learn about the decision-making process as well as to become aware of the consequences of the choices made. At this stage of education, it is also important to provide information about the possibilities of further education in the already chosen profession. One of the main goals determining the activities of a career counselor in the era of dynamic changes in the contemporary labor market should be developing students ability to cope with changes as well as developing adaptive skills and the ability to face new situations and new challenges. The role of the counselor should be to enable the development and awareness of flexible adaptation of competences and qualifications to the needs of an increasingly flexible labor market. Taking into account market conditions, a vocational counselor should provide cyclical and consistent knowledge about the laws governing the labor market, inform about the content of work in the profession, requirements for candidates for the profession, employment and work opportunities and methods of recruiting employees. This will make it easier for young people to draw out professional development plans in line with their abilities, predispositions, beliefs and personal interests, which will result in a smooth entry into the labor market, being competitive and finding themselves in the contemporary labor market, which is constantly changing and governed by the laws of competition.

Planning the professional future and professional development is a process in which the student should define his needs, interests and possibilities as well as master the knowledge related to the performance of a given profession. This is the stage where the learner should be autonomous but not left to fend for themselves. During this period, a lot depends on cooperation with a career counselor.

The changes that take place in the modern world and the challenges of the labor market that students of modern school face mean that a career counselor should competently impart knowledge, skillfully analyze the professional potential of a young person, support, motivate him/her to search for a demanding and constantly changing the educational or professional market. His/her actions should result from the willingness to get to know the emotional and social sphere, predispositions, interests and cognitive abilities of the student.

According to the assumptions of the new educational system, professional pre-orientation and orientation should be implemented in the process of long-term educational activities, including six complementary stages of preparing the student to make conscious career decisions.

A career counselor in his work with young people should use various methods and forms of work, have professional knowledge, which is obliged to skillfully use to guide, inform and support people in need of professional help. By means of questionnaires, interviews and tests, students should strive for maximum activity of students in the process of education and socialization. An important task of a career counselor is explaining problems, encouraging them to look for new solutions, equipping students with skills and competences that make it easier to enter the labor market. A career counselor should play a special role in today's school, which prepares students for transition to the global labor market shaped by modern technologies and subject to dynamic structural changes. The internationalization and flexibility of the labor market forces the counselors to know these trends and make young people aware of the processes taking place, and to help them manage their professional development and set goals compatible with the expectations of the contemporary labor market.

One of the main duties of a vocational counselor at school is the implementation of the tasks included in the Implementation Program of the Internal System of Vocational Counseling. The Intra-School System of Vocational Counseling covers all activities undertaken by schools in order to prepare students to choose a profession, level and direction of education. The system defines the roles and tasks of teachers within the framework of the

annual action plan, the time and place of the tasks, the expected results, methods of work. Career counseling is part of the educational program.

The fourth chapter is devoted to the methodology of own research. Objectives, the main research problem, research questions and tools used in the research process were presented.

The main scientific goal of the work is to build a model of management and organizational activities preparing students of schools educating in occupations to telework.

The cognitive goal is to broaden the knowledge of the management and organizational aspects of shaping the professional development of students in the context of teleworking challenges.

The methodological goals are to construct own research tools in the form of:

- a questionnaire for students,
- a questionnaire for the school's teaching staff.

The practical-utilitarian goal is to provide school managers with guidelines for the management and organization of activities conducive to the professional development of students towards teleworking.

The main research problem in the doctoral dissertation is finding an answer to the question:

How to organize management activities related to the professional development of students of schools training in occupations preparing for teleworking?

These are key issues related to the work of schools in the era of the development of flexible forms of work, especially teleworking.

The main research problem has been clarified with the help of detailed research questions:

1. Which activities undertaken by pedagogical staff most effectively raise students' knowledge about teleworking?
2. What training content, most effectively support teaching staff in preparing students for teleworking?
3. Cooperation of schools with which external entities affects the state of knowledge and preparation of students for teleworking?
4. Which methods used by schools to expand students' knowledge about teleworking?
5. What factors influence students' understanding of teleworking?
6. Which activities undertaken by schools are aimed at shaping issues related to teleworking?
7. What activities are undertaken by schools that prepare students for teleworking?

8. Which group of pedagogical employees has the greatest influence on shaping knowledge about teleworking?

9. What forms of support organized under the Program for the Implementation of the Intra-School System of Vocational Counseling influence the preparation of students for teleworking?

10. Which school activities to equip students with digital skills contribute to preparing them for teleworking?

11. Which general education activities undertaken by schools are most effective in shaping the characteristics of future teleworkers?

12. Which activities undertaken by a career counselor most effectively shape the competences of teleworkers?

13. On shaping which competences should the school pay special attention?

14. What factors influence equipping students with knowledge about teleworking and teleworking competences?

Chapter five describes and analyzes the results of the surveys of all groups of respondents subject to the study, as well as the analysis of the Implementation Programs of the Internal System of Vocational Counseling.

The research with the use of the questionnaire concerned the recognition of the pedagogical staff's position towards telework and the initial assessment of the degree of preparation of schools to manage the professional development of students towards telework. In particular, the analysis covered the preparation of educational institutions as well as pedagogical employees to conduct educational activities aimed at preparing students to perform work in the form of telework. During the study, it was checked what activities undertaken by the school have an impact on the preparation of students to work remotely. The assumption of the survey was also to check what organizational measures should be taken by the school in order to direct and shape appropriate traits and competences among students in connection with the increasing share of remote work on the labor market.

The second study, carried out with the use of the questionnaire, concerned the research of the attitude of secondary school students towards teleworking. The degree of knowledge and attitude of students to teleworking was analyzed. In particular, the focus was on assessing awareness and checking the interest in teleworking among students. During the study, students answered questions about: their competences and skills. The students were also asked about the strengths and weaknesses of telework and indicated the actions that should be taken by the school in order to improve their skills, which will translate into increasing their

chances of employment in the remote labor market requiring appropriate competences, knowledge and practical skills.

The third study involves programming the Implementation under the School System of Vocational Counseling by listening to workshops and topics related to preparing students for telework.

In the sixth chapter, after analyzing the research results, an attempt was made to create a model of managing students' professional development towards teleworking, taking into account components and areas of activity from the school's perspective.

It was indicated that the attempt to build a model of management and organizational activities allowing for professional development of students of schools educating in the field of teleworking was undertaken due to changes in the labor market caused by the development of techniques and technologies for processing and transmitting information. In the conditions of the modern labor market, the role of education in changing the perception of work performance should be significant. The developed model assumes that increasing the knowledge about teleworking by teaching staff is one of the most important areas, because preparing students to work in the form of teleworking places special requirements on the teaching staff, which must be prepared to skillfully convey knowledge, motivate and shape the appropriate competences in students. It is pedagogical employees, working with students on a daily basis, who have a real opportunity to support them in taking development activities, and the result of their activities should be such preparation of the future employee that he meets the expectations of a flexible labor market, both in terms of knowledge and competences.

Therefore, an important element is the knowledge of teachers, which comes down to continuous professional development as part of substantive preparation related to a specific topic of the teaching process. As part of the substantive and methodological preparation, pedagogical employees working at school, in order to more effectively manage the professional development of students towards telework, should have a specific amount of knowledge that they will acquire as part of training, courses organized by institutions in which they work or self-education. The overall school strategy should therefore take into account the increased needs for training, knowledge sharing and collaboration.

The conclusion presents conclusions and recommendations related to the preparation of students for teleworking for vocational schools.

It was emphasized that the pace of changes taking place on the labor market significantly increased along with the wider development and use of ICT in organizations. Dynamic

changes contributed to the modification of the employment relationship and thus to the development of new forms of employment and new forms of work, including teleworking. There is a growing demand for activities related to the promotion of teleworking and the preparation of employees who can provide remote work. The work performed in this way is associated with new opportunities consisting in performing professional work from any place and reconciling work with the individual needs of employees. Apart from the enormous benefits for employees, employers and the natural environment, teleworking also carries many threats for employees, especially of a psychological and social nature.

Flexible solutions appearing on the labor market pose new challenges for entrepreneurs, employees, but above all for institutions responsible for the preparation of staff. Such institutions include schools, especially those responsible for preparing students for the profession. The tasks of schools providing vocational education should be conditioned by changes taking place in the economic and social environment, and the dynamics of changes in the process of vocational education should correspond to the dynamics of economic processes and the related increase in the expectations of employers regarding the level of knowledge and skills of employees.

Changes in the labor market should affect the mobility of teachers creating the Program for the Implementation of the Intra-School System of Vocational Counseling, their ability to make changes and adapt the curriculum content to the current needs of the labor market. The teaching staff responsible for the implementation of the Intra-School System of Vocational Counseling System should become a guide for students in searching for the labor market and acquiring knowledge in accordance with the current needs of the labor market, and a career counselor should be a leader and animator of changes in the management of professional development of students in the direction of current trends in the labor market. The dynamics of changes taking place on the labor market should define new tasks not only of a career counselor, but also of a pedagogue, school psychologist, teachers of general education and vocational subjects.

The dissertation deals with issues which, in the aspect of the growth of modernity triggered by the dynamic development of information and communication technologies, take on a new dimension and significance, and when confronted with the activation of young people on the teleworking market, it opens up new opportunities.

While exploring the discussed issues, the literature was studied, organized in chronological order and presented in the list of literature.