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**VISION OF THE GUIDANCE PLATFORM FOR SECONDARY EDUCATION STUDENTS**

**Abstract.** The article analyzes the concept of guidance as a technology for supporting educational and career decisions, as opposed to related practices (coaching, mentoring, training, tutoring, career/vocational counseling). In Ukraine, the topic of guidance is almost undeveloped and often reduced to ordinary career guidance. The study aims to form a conceptual vision of a guidance platform for secondary school students as a first step towards creating a universal guidance platform. Research methods: theoretical analysis and systematization of concepts to distinguish «guidance» from related terms such as career guidance, career counseling, career development, mentoring/mentorship, and others; a review and critical analysis of scholarly literature; professional consultations and discussions regarding the development of guidance within expert circles. Research into the possible format of the guidance platform revealed the need to clarify the differentiation between practices related to guidance. These include practices such as career guidance, mentoring, tutoring, coaching, etc. This differentiation is necessary for the qualitative development of the guidance platform's functionality. A model of a guidance platform as a metasystem with five levels is proposed. Key modules are identified: profile and diagnostic, opportunity mapping, trajectory building, analytical, recommendation, and reflection. The value-oriented guidance process is described. The main beneficiaries and value chains for each of them are indicated. It is emphasized that the significance of this development lies in defining a new educational technology and demonstrating its benefits for various parties, which can contribute to improving human capital and economic development. The vision describes a framework for further research.

**Keywords:** guidance, guidance platform, guidance system, career counseling, educational navigator, learning decision support

**Introduction.** In the context of rapid technological change, globalization, and digital transformation, education systems and labor markets are undergoing significant structural changes. New professions emerge while others disappear, and the requirements for competencies constantly evolve. Under these conditions, educational and career decision-making is becoming increasingly complex. Individuals navigate large volumes of information about educational opportunities, skills requirements, and labor market trends, often making decisions that affect long-term professional trajectories. As a result, the ability to consciously manage one's educational and career path is becoming an essential competence for both individuals and societies.

International research and policy initiatives emphasize the importance of lifelong guidance systems that support individuals in understanding their abilities, exploring opportunities, planning educational trajectories, and adapting to changing socio-economic conditions.

Modern approaches to guidance combine counseling practices, information systems, and digital technologies to create continuous support environments for decision-making throughout life. In this context, digital platforms, artificial intelligence, and data analytics are becoming important tools for providing personalized guidance and improving the accessibility of support services. These issues are particularly relevant for countries undergoing systemic transformations. In Ukraine, educational and career planning for young people takes place in conditions of significant uncertainty caused by the transformation of the economy, integration into the European educational and labor markets, demographic shifts, and the consequences of the ongoing war. At the same time, the Ukrainian educational system is experiencing active reforms aimed at increasing flexibility, introducing new educational formats, and expanding opportunities for individual learning trajectories. As a result, students face an increasing number of educational and professional choices, requiring effective mechanisms for navigating

this complex environment.

However, despite the growing importance of such mechanisms, the concept of guidance remains insufficiently developed in Ukrainian educational practice and research. In most cases, it is interpreted narrowly and associated primarily with traditional career guidance or vocational counseling activities. Such approaches usually focus on informing students about professions or assessing their interests and abilities, but they rarely address the broader task of supporting long-term educational and career navigation. Thus, there is a clear research gap related to the conceptualization of guidance as a technology for supporting educational and

career decision-making and the design of digital systems capable of implementing this approach. One promising direction is the development of guidance platforms that integrate individual profiling, representations of educational opportunities, trajectory construction mechanisms, and analytical and recommendation tools within a unified technological environment.

**Analysis of recent research and publications.** Models of guidance in Ukraine, in terms of their understanding and development, from the perspective of the non-governmental organization «Ukrainian Association of guidance systems for learning and career» are presented in Fig. 1. [1].

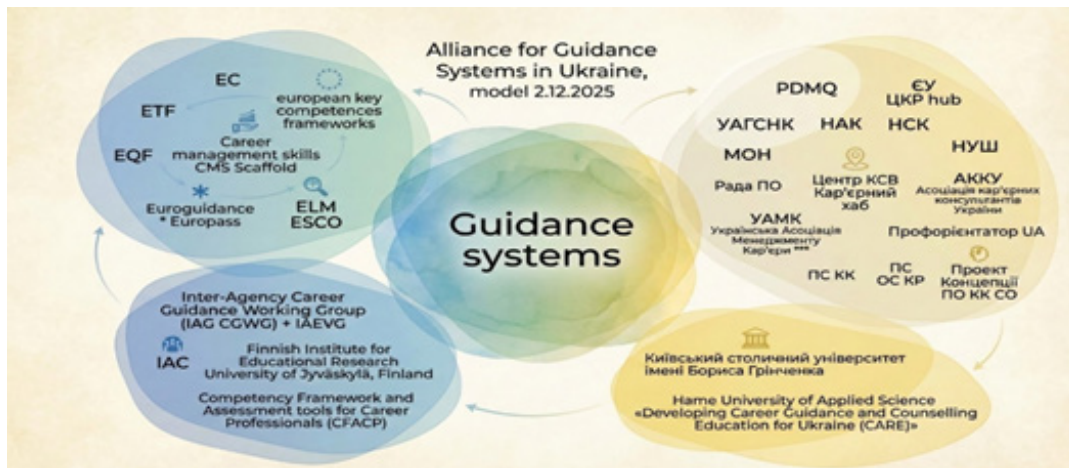


Figure 1. Models of Guidance systems [1]

J.Kettunen et al. [2] present the National Competency Framework for Career Professionals, which consists of three main areas: professionalism, client work, and

systemic competency. Together, these provide a strong foundation for the competency of professionals working in different lifelong guidance settings (Fig.2.).



Figure 2. National Competency Framework for Career Professionals [2]

F.Kadletz says «The future is all about how we support continuous lifelong learning in support of individuals, their families, and communities. It's not just about technical skills. It's about career management and life skills, too. We need to help our partner countries get

policies in place to meet the needs of diverse population groups, and the focus must be on the demand side, rather than supply. So, the needs of individuals, their families, and communities become the focus: the policies and services are just there to serve them» [3].

Research [4] is a joint effort of the European Training Foundation and the International Labour Organization to provide a rationale for national and international organizations, as well as donors, to give priority to measures that strengthen national career development support systems. It discusses lifelong career guidance, career education, and career development support for workers in the formal and informal economy should and can be developed at national, regional, and local levels.

More narrow definitions of career guidance relate to choosing a profession and career path [5]:

- The process of forming a professional identity. The process of helping a person develop and accept an adequate image of oneself and the role in the world of work, testing this concept against reality, and implementing it for the benefit of themselves and society.

- Self-directed process. A broader and self-directed process that provides information and resources to support individuals in exploring career options and making informed decisions using various tools or platforms.

- Preparation for choice. Supporting young people to be better prepared to make decisions about their education, technical training, or career based on an understanding of their own interests, aptitudes, and abilities.

- Comprehensive counselling process. This is not just an introduction to professions or testing, but a comprehensive counseling process to provide young people with the support they need to build and initiate career and life plans.

M.Kowshik [6] considers organizational and functional aspects of career guidance:

- Support service that covers problem-solving and understanding the environment for harmonious personal development.

- Service management that covers structured planning, implementation, and evaluation of programs to support students' academic, personal, and social development.

- Digital evolution, which means ubiquitous, interactive, and personalized support using digital platforms, artificial intelligence (AI), and data analytics.

P.Sai Charan Reddy et al. [7] characterize the development and implementation of the Path Spark (Empowering Future Pathways) mobile application, created on the Firebase platform and Jetpack Compose framework. The system integrates machine learning methods to provide personalized recommendations based on psychometric testing, cognitive skills assessment, personality traits, and real-time labor market analysis. The app includes interactive features such as expert chats and detailed career roadmaps.

The report of the European Training Foundation [8] compiles innovative practices from around the world, including the use of AI to select professions based on «digital footprints» on social media (Australia), chatbots for counseling (United Kingdom), and expert systems for selecting training courses (India). It highlights the importance of developing career management skills through integration into curricula and involving parents in the process of young people's career choices. It describes Finland's experience in creating «one-stop shop» centers (Ohjaamo) for comprehensive support for young people. Innovations in counseling must be appropriate to the national context and stage of economic development. The use of ICT, big data, and predictive analytics (such as the «Atlas of New Professions» in Kazakhstan) allows the focus to shift from finding any job to strategic career planning that takes into account future market needs.

AI systems (e.g., the Infinity platform) integrate

Career Construction Theory, where the process of self-knowledge is viewed as the construction and reconstruction of one's own life story [9; 10]. AI agents help students transform their life experiences into meaningful themes and mini-stories, which develops the individual's ability to think reflectively and understand the purpose of their future work. A chatbot can act as an interlocutor who asks clarifying questions, helping to structure thoughts when writing an essay or planning goals.

The possibility of getting immediate feedback from an AI agent enables students to quickly assess their successes and shortcomings. This stimulates the processes of self-analysis and self-correction, since algorithms not only point out mistakes, but also explain their nature and suggest ways to improve results, which is an important aspect of developing critical thinking [7; 10; 11].

Eurydice's Guidance and counselling in higher education [12] presents a three-component system of student support in Maltese higher education institutions. Academic guidance focuses on supporting students who have difficulties in their studies (e.g., failing exams or repeating a year) and on developing time-management skills. Psychological counseling is aimed at overcoming emotional conflicts and developing strategies for positive movement towards goals. Career guidance helps analyze qualification requirements and develop soft skills for the transition to employment.

Y.Bogachkov and P.Uhan [13] develop a model of a mixed process and explore its application to the analysis and design of blended learning. The results of the study present a mixed process model (MPM) based on the concept of an agent (learning subject) with its own goals and freedom to choose actions from functionally equivalent alternatives. The model contains objects (agent, environment, providers), parameters (objective function, state vectors), actions, and their impact on the system state.

In their research D.Abraimova and Z.Beldeubayeva [10] present a wide range of AI applications, from the development of critical thinking and functional literacy to inclusive education and lesson planning automation. Special attention is paid to the use of predictive analytics (e.g., the Brightspace Insights platform) to model student success and integrate labor market data with psychological test results to provide career recommendations.

It is emphasized [6; 11] that AI transforms traditional career counseling methods, turning them into a dynamic process of self-discovery and continuous reflection through interactive engagement with digital agents. AI agents, such as virtual advisors and chatbots, play a critical role in providing students with personalized insights into their abilities and aspirations.

Natural language processing (NLP) enables AI agents to act as personal advisors available 24/7 [8; 11] within:

- Contextual interaction. Chatbots based on large language models are capable of maintaining a dialogue, answering specific questions about professions, and providing instant feedback.

- Decision support. Virtual assistants help students navigate educational options, taking into account their personal preferences and academic background.

- Emotional support and reflection. AI stimulates the user's self-awareness, encouraging them to articulate their interests and values through interactive sessions.

S.Leung [9] presents the Infinity system, noting that its users report significantly fewer difficulties in making career decisions compared to those who did not use the system. A higher level of adaptability and clarity of choice was found among students, especially in terms of

anxiety and curiosity about the future. It is emphasized that platforms based on meaning construction in the digital age empower individuals to effectively manage career transitions. Technological systems work successfully both with the support of professionals and in independent use mode.

M.Kowshik [6] considers that gamified experience, AI-based recommendations, and real-time feedback act as a «switch» that activates students' interest in career exploration. The interactivity and personalization of digital features directly correlate with increased motivation to plan.

Guidance platforms let students go through the career choice process on their own and at their own pace. Even though tech is super effective, traditional counseling is crucial for providing emotional support and deep, personalized guidance.

The review of Azerbaijan National career development support [14] of National Skills Observatory, DOST centers, and career guidance services, sums up that these are often limited and unsystematic. Most services focus on providing information about the current labor market rather than on quality support for personal development.

Research of G.Herath et al. [5] on computer-assisted career guidance tools for students' career path planning identifies the leading technologies for implementing modern systems: rule-based expert systems (the most commonly used), fuzzy logic, and various machine learning algorithms, such as decision trees, random forests, and support vector machines. Key user profiling parameters are identified, including academic performance, skills, psychological traits, and personal preferences.

AI transforms traditional career counseling, turning it into a dynamic, personalized, and accessible process through the use of big data, machine learning, and real-time analytics [5; 11]. Personalization in AI-based career counseling systems is achieved through several key technological mechanisms. An important part of the process is the use of assessment tools such as the SWOT matrix, which helps to balance internal factors (strengths and weaknesses) with external ones (opportunities and threats in the environment).

European Training Foundation [8] discusses a four-stage model of academic and career planning consisting of:

- Self-awareness (Know). Self-assessment of interests and strengths, reflection, goal setting, and financial literacy.
- Career exploration (Explore). Studying the world of work, market needs, and comparing different educational and training paths.
- Career planning (Plan). Developing planning skills and creating a specific medium- or long-term plan.
- Career management (Act). Implementing and updating the plan, taking into account new information and artifacts, and participating in mentoring.

S.Leung [9] presents a digital career planning system based on four interactive steps that users can repeat:

- Engagement (Passion). A prerequisite for intervention that motivates further action.
- Self-understanding (Voices). In-depth study of one's own abilities and aspirations.
- Exploring Pathways (World). Learning about career options and educational opportunities.
- Career Planning and Management (Goals and Actions). Developing specific intentions and taking meaningful steps.

According to Career Construction Theory [9], the process includes:

- Experience. Gaining relevant career experience.

– Construction and reconstruction. Transforming the experience gained into unique career stories and themes, refining one's understanding of oneself and the world.

– Co-construction. Using social resources (teachers, peers, parents) to strengthen career efforts.

– Action and documentation. Taking purposeful action to address transitional moments and document findings.

One of the main mechanisms [11] by which AI agents promote self-awareness and reflection in students is the articulation of interests through dialogue. AI agents, such as the CiCi chatbot in the UK, use NLP to conduct «natural» dialogues, encouraging students to clearly articulate their interests and preferences. During such a conversation, the student responds to the algorithm's prompts, which forces them to reflect on their own motivations and hidden expectations of their future profession.

Modern platforms [7; 8; 11] use AI to assess cognitive skills, personality traits (e.g., based on MBTI or Holland models), and career preferences. AI algorithms can identify patterns and correlations in a student's profile that often go unnoticed by human counselors, providing an objective basis for self-analysis. Some systems even analyze «digital footprints» on social networks (e.g., through IBM Watson) to identify an individual's psychological characteristics and values, which helps to more accurately match a person with ideal professional roles.

S.Satpute and H.Garudkar [11] prove that the integration of machine learning algorithms and big data analytics makes it possible to create personalized career paths based on an analysis of students' interests, strengths, and current market trends. The practical implementation of the proposed platform has shown an increase in student confidence during preparation for employment, greater engagement with learning materials, and a clearer understanding of career choices.

AI-based platforms are transforming traditional approaches to counseling by offering adaptive and interactive tools that help bridge the gap between academic training and labor market requirements. Such systems not only increase employment opportunities but also promote long-term career satisfaction.

AI uses machine learning algorithms (classification, clustering, decision trees) to generate individual career trajectories [5; 10; 11]:

– Matching. Algorithms analyze thousands of successful professional profiles and compare them with user data to predict the likelihood of success in a particular field.

– Skill Gap Analysis. Systems compare the user's current competencies with the requirements of the target role and automatically create a personalized learning path, recommending specific courses, certifications, or projects to fill the gaps.

– Dynamism. Recommendations are constantly updated based on user progress and new labor market data.

AI technologies open up new opportunities for personalizing learning and improving its effectiveness, but they require careful consideration of ethical issues, data privacy, and overcoming algorithmic bias.

AI personalizes the stages of immediate preparation for employment [6; 7; 11]:

– Resume builders. NLP tools optimize resumes for specific job descriptions, highlighting the candidate's most relevant skills.

– Interview simulators. AI conducts training interviews, analyzes the user's answers, tone, and confidence, and provides personalized advice on how to

improve their performance.

– Gamification. The use of game elements and virtual job simulations allows users to «try out» a profession in a safe digital environment adapted to their pace of learning.

AI personalization is based on the integration of real labor market information [8;7;11]:

– Trend forecasting. AI analyzes job vacancies and industry reports in real time to recommend professions that will be in demand in 5–10 years, preventing the choice of a disappearing profession.

– Personalized roadmaps. Instead of general advice, users receive a detailed roadmap specific to their chosen region, salary level, and career ambitions.

The basis of personalization is the creation of a detailed digital user profile that goes far beyond conventional questionnaires [5]:

– Analysis parameters. Systems assess academic performance, professional qualifications, technical and soft skills, personality traits, using the Holland (RIASEC) or Myers-Briggs (MBTI) models, as well as individual interests and demographic characteristics.

– Data collection methods. Information is collected both explicitly (through tests and questionnaires) and implicitly — by monitoring user interaction with the platform, analyzing their social media profiles and behavioral patterns.

– Use of ontologies. Modern tools use ontology engineering to structure knowledge about professions and skills, which allows for more accurate matching of complex human characteristics with labor market requirements.

Thus, in Ukraine and worldwide, almost no one studies guidance specifically as a decision-making support technology; research rather focuses only on solving career guidance issues – career guidance and

career counseling.

The **article aims** to shape the vision of a guidance platform for secondary school students as the first step in creating a universal guidance platform.

**Research methods:** theoretical analysis and systematization of concepts to distinguish «guidance» from related terms such as career guidance, career counseling, career development, mentoring/mentorship, and others; a review and critical analysis of scholarly literature by Ukrainian and international researchers; professional consultations and discussions regarding the development of guidance within expert circles (including the National Qualifications Agency, the Euroguidance Network, the European Training Foundation, and the International Association for Educational and Vocational Guidance).

**Results and Discussion.** A guidance platform is an organizational and technological environment that supports educational decision-making in conditions of increasing mobility and uncertainty. Its core is specialized distributed content with appropriate mechanisms for interaction between actors. Five conceptual levels are distinguished: the subject level, the trajectory level, the resource level, the analytics level, and the recommendation level. In other words, we consider a guidance platform not as a learning environment, but as a metasystem above the learning environment and face-to-face/ mobile/ distance learning platforms.

The fact that Ukraine does not have an established guidance system can be seen as an advantage. Because now there is a chance to form a new system, rather than redesigning the old one. The guidance platform can become the basis for building a high-quality guidance system.

Historically, the following basic models of guidance have emerged (Fig.3).

Matching model	Developmental model	Constructivist model	Systems model
<p><b>Idea</b> person → has abilities profession → has requirements Guidance is matching. Person traits ⇄ Job requirements</p>	<p><b>Idea</b> Career is a process of development throughout life. career = life-span development</p>	<p><b>Idea</b> A career is a story that a person constructs about themselves. career = narrative identity Guidance here helps to understand one's experience to form a narrative to find meaning in work</p>	<p><b>Idea</b> Career is a system of influences. individual factors, family, education, economy, culture, chance events</p>
<p><b>Methods</b> aptitude test interest test career selection</p>	<p><b>Stages</b> growth, exploration, establishment, maintenance, decline</p>	<p><b>Methods</b> narrative interviews life design counseling storytelling</p>	<p><b>Model</b> society, economy, education, culture, individual</p>
<p><b>Problem</b> The model works in a stable economy, but it doesn't work well when: -occupations change rapidly -a person has multiple careers</p>	<p><b>What has changed</b> Guidance ceases to be: one-time advice and becomes: development support. This model gave rise to lifelong guidance systems.</p>	<p>This is the current dominant model in many countries.</p>	<p><b>Meme</b> Guidance here is navigation in a complex system.</p>

Figure 3. Fundamental models of guidance  
Source: developed by the authors

Self-directed learning guidance is currently gaining momentum worldwide. In this context, a guidance platform can mean three different things: an EdTech product, a national digital guidance infrastructure, or an ecosystem of services.

In classic systems, the kernel is a consultant. In a digital system, the kernel is a combination of three components: AI guidance engine + knowledge graph of opportunities + human counselors. In other words,

the platform becomes a navigation system for human development.

We propose a vision for the guidance platform, which is a modular, multi-layered educational guidance system primarily aimed at secondary school students, with the possibility of scaling up to broader age and professional groups. It combines individual profiling, ontological representation of educational opportunities, trajectory construction and analysis, as well as intellectual and

social support for decision-making.

The central element of the guidance platform is the kernel of educational guidance, which includes

three basic modules: a profile and diagnostic module, an opportunity mapping module, and a trajectory construction module (Fig.4).

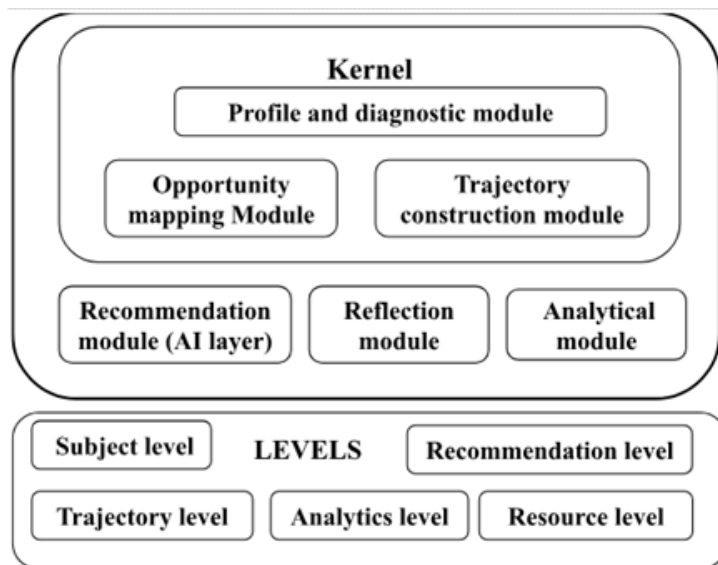


Figure 4. Abstracted design of the guidance platform  
Source: developed by the authors

The profile and diagnostic module (Fig.5) forms the initial model of the subject, which includes demographic characteristics, educational, professional, and life goals, competency profile, limitations (time, financial, resource), as well as the level of autonomy in activities and decision-making. In the specialized version for schoolchildren, a contextual submodule is added to it, which reflects the educational environment

(type and profile of the educational institution, available clubs and projects), family expectations, and regulatory frameworks (mandatory exams, typical transitions from «school → after school»). Such integration makes it possible to model not only the individual characteristics of the subject, but also the «embeddedness» of their choices in a specific socio-institutional context.

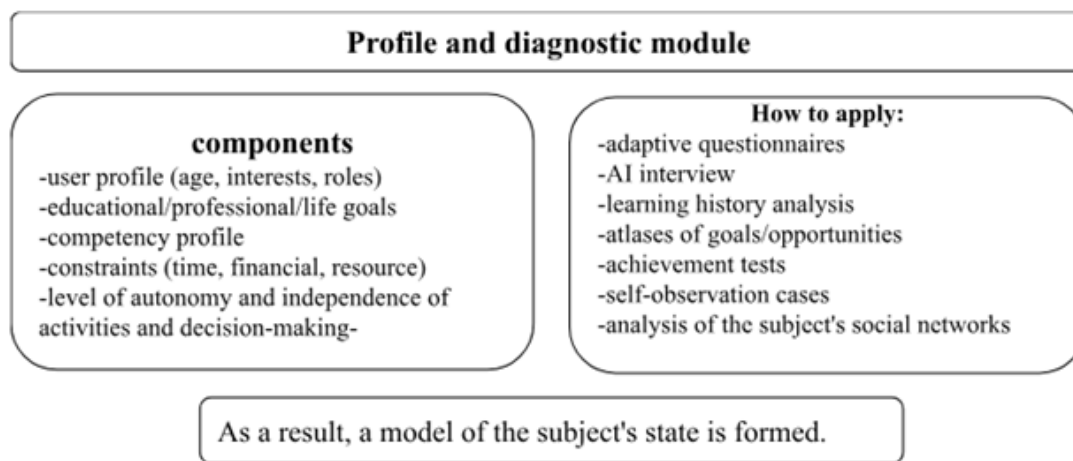


Figure 5. Profile and diagnostic module  
Source: developed by the authors

The opportunity mapping module (Fig.6) implements an ontological representation of available educational, extracurricular, and, in the future, professional resources. Within this module, opportunities are not limited to a list of courses or programs, but are structured as a multidimensional space of alternatives described in terms of complexity, resource cost (time, money, effort), links to target

competencies, and participation formats. For secondary school students, specialized classes of «school» and «teen» opportunities (specialized classes, academic competitions, youth scientific societies, clubs, project camps, etc.) are added to the ontology, as well as age and legal restrictions. This approach allows the learning ecosystem to be interpreted as a single field of formal, non-formal, and informal education.

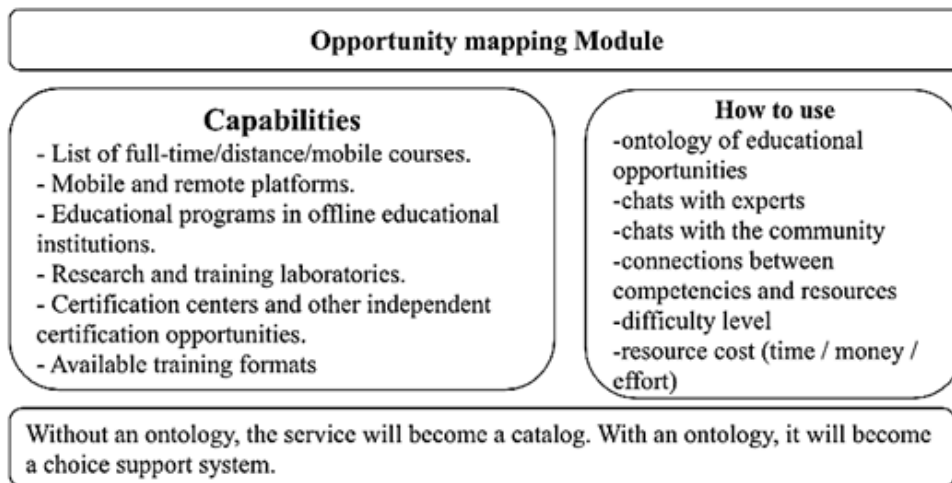


Figure 6. Opportunity mapping module  
Source: developed by the authors

The trajectory construction module (Fig.7) is the «heart» of the system, where individual profiles and opportunity maps are combined into personalized educational trajectories. Formally, a trajectory is viewed as a directed graph of tasks, in which each task has a defined competency outcome, resource cost, and a set of possible ways to complete it. For the adolescent audience, a division into micro-trajectories

(at the semester/year level) and macro-trajectories (educational and life scenarios «school → after school») is introduced, as well as simplified ‘packages’ of options («basic», «ambitious», and «balanced»), which reduces the cognitive load on the user. An additional parameter of the task is the degree of (un)certainly of choice, which allows identifying critical points where it is advisable to involve a mentor, tutor, or parents.

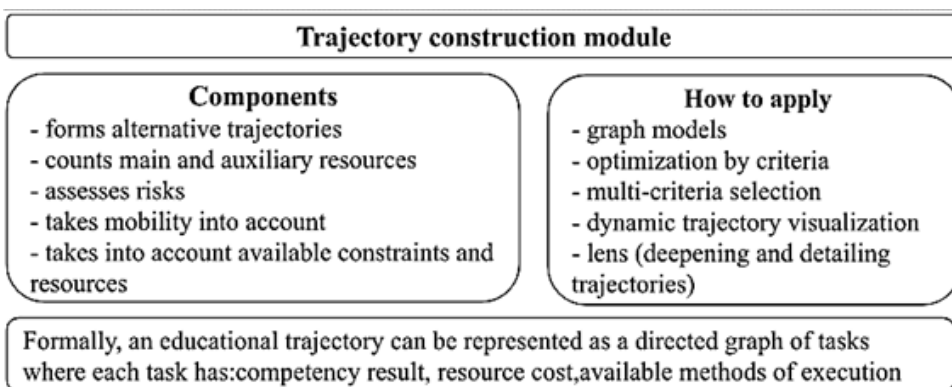


Figure 7. Trajectory construction module  
Source: developed by the authors

The next logical level consists of modules that provide feedback and self-learning for the system: the analytical module and the reflection module. The analytical module (Fig.8) compares alternative trajectories, compares expected and actual results, analyzes resources spent

and subjective satisfaction, and provides comparisons with best practices. In the future, it will accumulate large amounts of data to identify typical success/failure rates for different types of trajectories and to systematically improve recommendation algorithms.

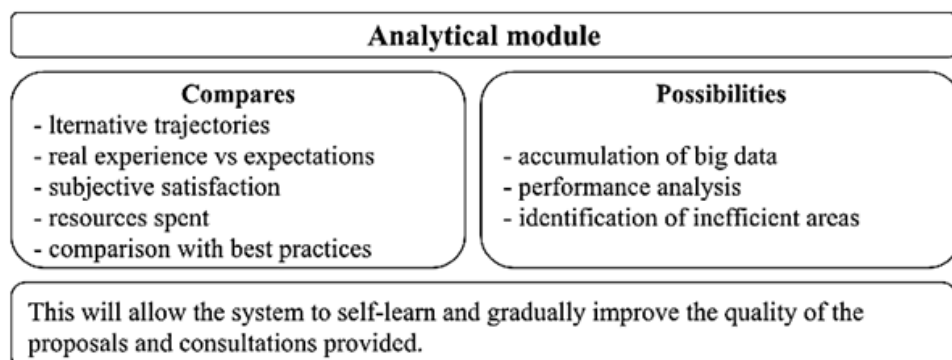


Figure 8. Analytical module  
Source: developed by the authors

The recommendation module (Fig.9) acts as an intelligent «superlayer» that transforms core and analytics data into personalized advice. Architecturally, it can be implemented as a hybrid of rule-based mechanisms, machine learning algorithms, and, in the future, large language architecture models running on top of the

platform’s structured data. The module supports several modes: recommending next steps with explanations, identifying risks of demotivation, proposing alternatives with lower resource costs, and adapting the trajectory in real time.

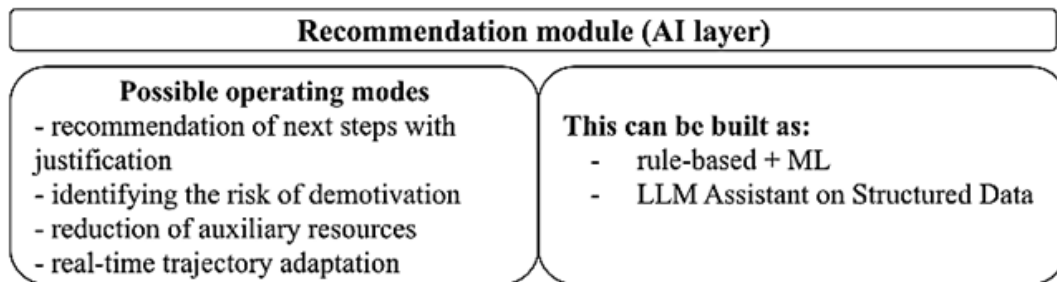


Figure 9. Recommendation module (AI layer)  
Source: developed by the authors

Since the first stage is geared toward school students, it’s super important to have at least two communication modes: «for students» and «for adults nearby» (parents, teachers, counselors). This means different language, levels of detail, and emphasis when talking about risks and alternatives. A separate element of the logic of the recommendations is the marking of steps that require the explicit consent of an adult or institution, which allows the autonomy of the adolescent to be combined with legal and ethical frameworks:

In the case of guidance, value is created by minimizing uncertainty. The guide takes the client at a point of uncertainty and leads them (helps them navigate) along the shortest path to their goal. The value chain in guidance consists of the following main stages:

- Diagnostics and filtering. The guide cuts out the unnecessary. The value here is in focusing.
- Mapping. Creating a visual or logical path. The value is in clarity and understanding the stages.
- Resource provision. Providing tools (lists of universities, contacts, links, etc.). The value lies in saving time on searching and verification.
- Navigation. Real-time course correction. The value lies in safety and proper reasoning.
- Finalization. Assistance in making the final decision. The value lies in the confidence that the decision is correct, thanks to proper justification.

Guidance is an ecosystem where all parties win. Benefits can be both direct (money) and indirect (time, reputation, experience).

We can identify four groups of guidance beneficiaries:

1. Client (service recipient). This is the main beneficiary. Their benefit is saving time and money. The client does not spend four years studying the wrong profession and does not pay for unnecessary courses. They benefit from reaching their target income faster. If the guide helps them choose the right path, the client starts earning money sooner.

2. Guide (Service Provider). The guide receives benefits through direct payment for services and the formation of their own reputation capital. Payment can be hourly or for a package of services. In addition to money, the guide receives «cases» (success stories), which allow them to increase their income in the future.

3. Educational institutions and companies (third parties). Guides often act as a «filter» for universities or employers. The benefit for institutions is the quality of incoming leads. The educational institution receives a motivated student who will not drop out in their second year. The company gets an employee who clearly understands their role. Sometimes guides receive commissions from institutions (although this is a controversial issue in ethical guiding).

4. State and Society (Macro Level). Here, the benefit lies in ensuring the effectiveness of human capital. It is expressed in a reduction in unemployment and an increase in tax revenues. When people are in their proper jobs thanks to quality guidance, the economy (GDP) grows faster.

**Conclusions.** Analysis of scientific literature and the authors’ many years of personal interaction with the European Training Foundation and the International Association for Educational and Vocational Guidance (IAEVG) has revealed a growing demand for educational and vocational guidance. The increasing rapidity and variability of changes in education and the labor market require the creation of adequate tools for navigating these changes and opportunities. Current practices of consulting with expert specialists no longer satisfy demands in terms of either rapidity or quality. The changes require dynamic and more individualized guidance distributed across different levels of decision-making. The authors have concluded that a digital combined guidance platform is one of the possible modern solutions. Research into the possible format of the guidance platform revealed the need to clarify the differentiation between practices related to guidance. These include practices such as career guidance, mentoring, tutoring, coaching, etc. This differentiation is necessary for the qualitative development of the guidance platform’s functionality. It has been noted that in Ukraine, the term «guidance» is used sparingly and is often reduced to career guidance or career counseling. We consider the stated goal of the study to be important for many citizens involved in education and career changes. The prospects for further research are to test the proposed vision in real conditions (for example, to develop a prototype guidance platform for a particular school and evaluate its effectiveness).

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**Конфлікт інтересів.** Автори підтверджують відсутність фінансових, особистих чи інших інтересів, що можуть розглядатися як потенційний конфлікт інтересів щодо публікації цієї статті.

**Фінансування.** Робота виконана за відсутності фінансової підтримки з боку будь-яких організацій.

**Доступність даних.** Це теоретичне дослідження не передбачає використання додаткових наборів даних.

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### **БАЧЕННЯ ГАЙДЕНС ПЛАТФОРМИ ДЛЯ ЗДОБУВАЧІВ СЕРЕДНЬОЇ ОСВІТИ**

**Анотація.** Проаналізовано поняття гайденсу (guidance) як технології підтримки освітніх і кар'єрних рішень, на відміну від суміжних практик (коучинг, менторинг, навчання, тьюторинг, профорієнтація). Наголошується, що в Україні тема гайденсу майже не розвинена і часто зводиться до звичайної профорієнтації. Мета дослідження – сформувати концептуальне бачення гайденс-платформи для учнів середньої школи як перший крок до створення універсальної гайденс-платформи. Застосовані методи дослідження: теоретичний аналіз та систематизація понять для розмежування поняття гайденс та споріднених таких як career guidance, career counselling, career development, mentoring / mentorship та інших; огляд і критичний аналіз наукових джерел українських і зарубіжних дослідників; обговорення стану розвитку гайденс в середовищі фахівців (національне агентство кваліфікацій, європейська мережа центрів eurguidance, європейський фонд освіти, міжнародна асоціація гайденсу). Запропоновано модель гайденс-платформи як метасистеми з п'ятьма рівнями (суб'єкт, траєкторії, ресурси, аналітика, рекомендації). Визначено ключові модулі: профільно-діагностичний, картування можливостей, побудови траєкторій, аналітичний, рекомендаційний і модуль рефлексії. Описано ціннісно-орієнтований процес гайденсу (етапи: діагностика і фільтрація, картування траєкторій, ресурсне забезпечення, супровід/навігація, фіналізація). Вказано основних бенефіціарів (клієнт/учень, провайдер/гайденс-система, освітні заклади/роботодавці, держава) і ланцюги формування цінності для кожного з них. Підкреслюється, що значущість цієї розробки полягає у визначенні нової технології та демонстрації вигод для різних сторін, що може сприяти покращенню людського капіталу та економічного розвитку. Представлене бачення описує попередню рамку для подальших досліджень. За результатами теоретичних досліджень найближчим часом планується розроблення та дослідна експлуатація гайденс платформи.

**Ключові слова:** гайденс, гайденс-платформа, гайденс-система, профорієнтація, освітній навігатор, підтримка освітніх рішень.