



The problem of career guidance of the youth in domestic pedagogical theory and practice

Irina V. Kudrinskaia ^{1*}, Alexey V. Kidinov ², Elena P. Kabkova ¹, Olga A. Mechkovskaya ³,
Sophia A. Mudrak ⁴, Sergey B. Novikov ¹, Emilia R. Agadzhanova ⁵

¹ Moscow City University, Moscow, RUSSIA

² Russian State Social University, Moscow, RUSSIA

³ Gzhel State University, Elektroizolyator, RUSSIA

⁴ Moscow State University of Civil Engineering, Moscow, RUSSIA

⁵ Ulyanovsk State University, Ulyanovsk, RUSSIA

*Corresponding author: Irina V. Kudrinskaia

Abstract

The most important mechanism for raising competitiveness in the labor market is career guidance which represents a set of special measures in the framework of professional self-determination and the choice of the optimal type of employment, achieving a balance between the professional interests of a person and the needs of the labor market. Career guidance is one of the main objectives of educational institutions of all types. It is combined with the preparation of young people for work in conditions of a market economy, the formation of appropriate motivations for work in the younger generation, conscious planning and choice of professional activity and form of employment, taking account of personal interests, health status, individual characteristics and inclinations of each person, and requirements of professions and the labor market. The problem of the study presented in the paper is that the labor market has contradictions in two aspects: the first one is self-determined personnel who is capable of finding a solution in non-standard situations, the second one is the lack of readiness among contemporary adolescents to build their own professional prospects. The purpose of the study is to uncover the specifics of the organization of career guidance activities with students in educational institutions. Object of the study is career guidance activities. Subject of the study is the specifics of organizing career guidance activity with students in educational institutions. The methods used in the study comprise theoretical and empirical methods: survey, observation, analysis of the literature, statistical analysis, test "Life-meaning orientations" (the technique of LMO). Based on the results of the study, the authors of the paper disclosed the concept of career guidance, its essence, approaches, directions; specifics of organizing career guidance activity with students; innovative methods and forms of career guidance have been described; a career guidance program for young people has been designed.

Keywords: career guidance of the youth, career guidance program, educational institutions, students of educational institutions

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INTRODUCTION

At all times a young person sooner or later faces the choice of his future career - a profession, no matter whether it is a period of dynamic social, economic and political changes or a period of stability.

Adolescence is known to educators and psychologists as a transitional age. If an adolescent himself knows exactly what he is interested in and in what area he would like to develop, he may not encounter the problem of finding his occupation in the professional world. But if an adolescent is puzzled, does not understand what to do and is not willing to choose the right career option, and also does not strive to

develop his skills and abilities, the issue of career guidance becomes extremely important.

The most important mechanism for enhancing competitiveness in the labor market is career guidance - a set of special measures to help a person in professional self-determination and choosing the optimal type of employment, to achieve a balance between professional interests of a person and the needs of the labor market (Yakhvarova, 2017).

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Career guidance, which is intended for the formation of appropriate motivations for work in the younger generation, conscious planning and choice of the type of professional activity and form of employment, taking account of personal interests, health status, individual characteristics and inclinations of each person, and the requirements of professions and the labor market, is one of the main objectives of educational institutions of all types.

Currently, the issue of career guidance is becoming increasingly important. As a rule, already in the first years of study, the student begins to realize the correctness of the career option. There are only few of those who are satisfied with their choice. This problem should be solved through career guidance activities carried out with all students at school. In connection with the abovementioned, the study was undertaken to determine the features of the organization of career guidance activities with students in educational institutions; to search for innovative methods and forms of career guidance activity; to design a career guidance program for the youth (Sinyagina & Artamonova, 2019; Romanova et al., 2019; Butakova et al., 2020).

The practical significance of the study is connected with the possibility to use the obtained data for the career guidance development in educational institutions, to assess the real state of adolescents in secondary and high school and increase the level of awareness of the choice of future specialization among adolescents. The significance of the study presented is also determined by the topicality of the stated problem (Agadzhanova, 2019; Mikhaylina & Solodovnikova, 2019; Goloshumova et al., 2019a; Salakhova & Khabibullin, 2018).

METHODOLOGICAL FRAMEWORK

Career Guidance as a Pedagogical Phenomenon

Russian psychology has accumulated a wealth of experience in the field of the theory of professional self-determination, which largely predetermined modern approaches to this problem. These are classic studies in the field of career guidance and career counselling (Klimova, 2013; Chistyakova, 1997), the development of the main ideas of the activity approach (Leontiev, 2002; Vygotsky, 2003; Rubinstein, 2005; Research of vocational orientations of school graduates, 2013; Salakhova et al., 2019; Goloshumova et al., 2019b).

However, along with a large number of studies devoted to the issues of career guidance among adolescents in educational institutions, the following problems are still relevant in social science, humanities and practice:

- insufficient amount of time for classes devoted to career guidance of young people;
- minimal attention of social institutions to the problem of career guidance;

- lack of specialized education among specialists engaged in career guidance, etc.

Before proceeding to the study of the identified problems, it is necessary to give a clear definition of the content of the concept of "career guidance".

Career guidance is a certain system, owing to which it is possible to identify a person's inclinations and abilities for a certain type of professional activity; it is also a kind of vector aimed at developing and awareness of professional inclinations and abilities (Povarenkov, 2002).

In the educational psychology dictionary by M.V. Gamezo (1999) vocational guidance is defined as informational and organizational-practical activities of a family, educational institutions, government, public and commercial organizations that provide assistance to the population in choosing, selecting or changing a profession, taking account of the individual interests of each person and the needs of the labor market (Nasriddinova, 2020).

This definition reveals the understanding of career guidance more on the part of psychology and shows orientation to the process of this phenomenon rather than to its essence.

In the textbook by E.V. Gurova (2007) on the basics of career guidance "career guidance" is defined as a complex of interrelated psychological, pedagogical, economic, social and medical measures aimed at determining and forming a professional vocation, identifying special interests, abilities, suitability and other factors affecting the choice of a job or to change the type of activity or profession (Galdaev & Sknarina, 2017).

All these definitions point out to the multifaceted character of the term "career guidance" and, as a consequence, the diversity of its interpretations and understanding.

To date, the goals and objectives of career guidance are successfully realized when the vocational guidance itself can rely on a developed theory and methodology. Concepts, ideas, views, representations, forms, methods and principles are refracted and tested in theory and methodology, which make it possible to increase the effectiveness of practical activities (Bobkova, 2012).

Career guidance is a scientifically based system for preparing young people for a free and independent choice of a profession, designed to take account of both the individual characteristics of each person and the need for a full-fledged distribution of labor resources in the interests of society. In the recent past, in vocational guidance, the focus was usually on practical work to orient students mainly to blue-collar jobs. Much later, attention was drawn to the need to develop a theory, and only relatively recently the need has arisen to develop methodological issues on this topic. The essence of career guidance can be defined as follows: it is a set of

statements reflecting in a concentrated form a complex of views, opinions and ideas aimed at the implementation of effective career guidance activities. The practical part comprises the activities of state and public organizations, enterprises, institutions, schools, and families to improve the process of professional and social self-determination in the interests of the individual and society as a whole (Pustovaya, 2002).

Career guidance is a scientifically substantiated system of socio-economic, psychological-pedagogical, medical-physiological and production-technical measures to assist adolescents in identifying and developing abilities and aptitudes, professional and cognitive interests in choosing a profession, as well as the formation of the need and readiness for labor in the conditions of the market, the diversity of forms of ownership and entrepreneurship (Pilyugina & Ivanova, 2017; Shkuratko & Krasnikova, 2020).

Features of the Career Guidance Organization for Adolescents in Educational Institutions

At present, educational institutions have accumulated extensive experience in methods and technologies of career guidance activities. However, in contemporary society, when the world of professions is very flexible, some professions are becoming a thing of the past, others spring up - new branches of the economy, new labor technologies sprout, the social situation in society changes, purposeful, systematic activity on career guidance of young people becomes significant (Parfenova, 2013).

Career guidance - a set of actions that provide psychological assistance in choosing a future field of activity.

These days we are faced with the fact that many school leavers do not realize what they want from life, what they would like to do, despite the fact that the period of leaving school coincides with the first existential crisis, characterized by the fact that a young person develops a system of life values and priorities. In this regard, the activities related to career guidance of young people in educational institutions should start from the 8th grade and have the following areas (areas by Yarlykova & Ryauzova, 2017):

Career information

It is expressed by a set of measures to inform various groups of the population about the situation on the labor market, about the opportunities of qualification and professional growth of an employee in the process of work, about the needs of economic organizations for qualified staff, about development trends and the market of vacancies and jobs, about other issues related to employment. This measure can help school students of the 8th -10th grades to get acquainted in advance with the extent to which the profession of his choice is in demand in their region or in the district where the adolescent

plans to study. This can prevent an abundance of some professions and lack of demand for others.

Career education

It is expressed by a set of measures aimed at creating a desire in people to work on themselves to improve specific personal qualities required to improve their professional abilities, as well as to form their inclinations for hard work, expressing interest in hobbies related to work.

Career counselling

It is necessary to provide the required assistance in choosing a future profession to make a conscious decision about choosing one's career path, taking account of hobbies, opportunities, health status and other factors that may influence this choice, as well as the needs of society.

Career propaganda

One of the types of career education, which consists in counseling and drawing attention to a specific job or specialty.

Selection

A set of actions to determine the suitability of a person for the vacancy chosen by him. His usefulness can be determined taking account of his resources, psychological characteristics and other personal qualities. Of course, in the determination procedure, it is possible to find other professions that are more suitable for this person in view of his characteristics and potential.

Job advertisement

An efficient and useful job market design aimed at attracting more potential workers to a specific segment of the economy and to specific vacancies. Promotion of one or several types of professional activity is also one of the factors of equilibrium in the labor market.

Professional adaptation

A set of measures focused on ensuring that an employee has formed the qualities and abilities required to fulfill the planned job duties. All work carried out by an employee in the framework of professional and productive adaptation is also aimed at creating psychological attitudes in the employee for career growth and achieving the maximum level of professionalism. Career guidance is a necessary component of the labor market, providing for the maximum relevance of the requirements of vacancies and the individual characteristics of candidates (Bezus et al., 2003; Yarlykova & Ryauzova, 2017).

MATERIALS AND METHODS

The study sample was composed of 120 adolescent school students (60 - girls; 60 - boys). The methods used in the study: theoretical and experimental methods: survey, observation, literature analysis, statistical

analysis of data, test “Life-meaning orientations” (the technique of LMO) proposed by D.A. Leontiev (2002).

The goal of the study is to discover the specifics of the organization of career guidance activities with adolescents in a general education school.

Object of the study is career guidance activities at school.

Subject of the study is the specifics of the organization of career guidance activities with adolescents in a general education school.

Objectives of the study:

1. to explore the concept of career guidance, its essence, approaches, directions.
2. to specify the features of the organization of career guidance activities with adolescents, taking account of their age.
3. to describe innovative methods and forms of career guidance activity with adolescents at school.
4. to conduct a study to investigate the level of purposefulness among adolescent school students.

RESULTS AND DISCUSSION

To study the level of purposefulness and quality of career guidance activities in the region, we conducted a sociological survey among school students of the 8th - 11th grades of general educational institutions in Moscow. One hundred and twenty respondents participated in the survey.

When school students were asked whether they had activities or classes related to career guidance, 55.8% of them answered “yes”, the remaining 44.2% said “no”. This suggests that some attention is paid to the issues of career guidance among students in the educational institutions of the region.

The affirmative answer to the question “Do you like career guidance classes?” was given by 34.5 % of the respondents and 21.3% of the respondents answered negatively.

When asked whether students received new information during career guidance classes, 25.8% of school students answered negatively, 18% were unable to answer this question, and only 12% of them gave an affirmative response. The answers to this question indicate that career guidance classes are not of interest and significance for school students, and therefore do not have the desired result.

The next question was about the content of career guidance classes. Students were asked to formulate on their own how they see the process of organizing classes on this topic. The most popular answers were the following: interactive tours, classes in a game format, more practice, the use of modern technologies.

Summarizing the foregoing, we can definitely state that adolescents are interested in the development of their career guidance, they want to learn more about

professions without solving tests, and they would like to see concrete examples and practices.

The next question was about future planning prospects: “Who would you like to become in the future?” Out of 100% of respondents, only 8% answered this question affirmatively and indicated the chosen professions. The remaining 82% either found it difficult to answer, or indicated a very wide range of professions, or answered negatively.

The next question touched on the desire of adolescents to enter educational and professional organizations. For example, 90% of teenagers answered affirmatively, but 10% gave a negative reply.

The next question related to school students' attendance of the Open Day event at higher educational institutions: 76% of school students answered negatively, and 24% answered affirmatively. Students were also asked about the need for career guidance activities outside the school. Eighty-nine percent of the students answered that such events are very important and necessary.

Thus, the survey showed that school students in the 8th -11th grades are interested in organizing career guidance activities outside the school. These events should be organized in a practical and interactive way. The majority of the students do not attend the Open Days which indicates the lack of organization of this form of events.

To determine a more precise understanding of the effectiveness of career guidance among adolescents, we carried out the psychological technique “Test of life-meaning orientations” adapted by D.A. Leontiev (2002).

The results obtained indicate that the most pronounced subscale among students is “Locus of control – Life”, and the lowest is “Locus of control – I”. This is connected with the fact that the scales are interdependent. The more definite a person's idea of life and confidence in his influence on it is, the lower the indicator of dependence of life on external circumstances and the transfer of responsibility to situations not related to the individual will be.

On the scale “Goals”, the indicator in students is 26 points (with the maximum value - 42 points); on the scale “Process” (process of life or emotional richness of life) it is 29 points (with the maximum value - 42 points); on the scale “Result” - 26 points (with the maximum value - 35 points).

The analysis of the results obtained using the “Test of life-meaning orientations” technique indicates that all subscales have approximately the same level - above the average. The purposefulness and orientation towards the future are poorly expressed among school students in the 8th -11th grades; they cannot determine exactly how correct their choice is and whether they have correctly identified their goals in the profession.

Thus, the study proved the need to create an educational career guidance program and implement it among school students.

Based on the research data obtained, we have designed a career guidance program for adolescents "Professional development trajectory".

The most important mechanism for raising competitiveness in the labor market is career guidance - a set of special measures to help a person in professional self-determination and choosing the optimal type of employment, to achieve a balance between professional interests of a person and the needs of the labor market.

The purpose of the program is to teach adolescents to plan their future professional activities properly with the help of highly qualified specialists in various educational fields.

Objectives:

1. to raise the level of understanding of the professions of the XXI century (a changing world);
2. to develop literacy in assessing one's capabilities;
3. to explore the concept of career guidance, its essence, approaches, directions;
4. to specify the features of the organization of career guidance activity with adolescents, taking account of their age;
5. to describe innovative methods and forms of career guidance activity with adolescents at school.

The program is designed for 28 academic hours. The program comprises theoretical and practical parts; educational blocks, trainings, master classes, dialogues as equals and round tables are prescribed for each person separately.

CONCLUSION

The process of choosing a profession plays an important role in the development of the younger generation, therefore it is important to organize support for young people, to help them cope with difficulties, as well as with negative factors in the process of socialization. One of the possible areas of activity in the conditions of a general educational institution is career guidance work with students, which is designed to help to resolve socialization issues of an adolescent's personality. Career guidance is viewed as a complex dynamic process of forming a system by a person of his fundamental attitudes to the professional and labor environment, the development and self-realization of spiritual and physical capabilities, the formation of adequate professional plans and intentions, a realistic image of himself as a professional. Professional self-awareness is one of the most important components of human self-awareness as a subject of activity. That is

why the study and provision of career guidance for adolescents in educational institutions has become the most important these days (Nosakov & Nosakova, 2016a; Mitin et al., 2017; Zeer, 2002; Pryazhnikova, 2004; Nosakov & Nosakova, 2016b; Shirokova, 2019; Nosakov & Nosakova, 2016c).

In accordance with the first objective, as a result of the analysis of scientific literature, we have determined that career guidance is a complex of psychological and pedagogical measures aimed at optimizing the employment process in accordance with the desires, inclinations and formed abilities, as well as taking account of the demand for specialties in the labor market. Career guidance is a scientifically based system for preparing young people for a free and independent choice of a profession, designed to take into account both the individual characteristics of each person and the need for a full-fledged distribution of labor resources in the interests of society.

In accordance with the second objective, the psychological and pedagogical features of adolescence were identified, which determine the individuality of the process of forming interpersonal relations for this category of children. The norms of interpersonal relationships among adolescents become less dependent on adults and are more regulated by behavior in adolescent groups, their own opinion is created on the basis of comparing their opinion with the opinions of the group. At the same time, relationships with peers become selective and stable, the role of moral characteristics increases together with the moral and volitional qualities of a partner in the process of relationships.

In accordance with the third objective, a program has been designed consisting of a number of activities aimed at career guidance for adolescents in general education institutions. In the course of the program implementation, there is a choice for a set of methods aimed not only at studying the personality of an adolescent, but also at developing skills and knowledge about the world of professions, as well as the ability to correlate one's psychophysiological inclinations with the chosen profession. The main methods for assessing the effectiveness of career guidance activities is observation, the method of expert assessments, in which the main methods of collecting information for a group of experts are questionnaires, conversations and surveys.

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