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Career Guidance Process Improvement as a Tool for Development of Potential of Youth

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Abstract

The development of any society is impossible without the development of the potential of young people who represent its future. Mastering all the necessary knowledge for life in modern society, the formation of spiritual and moral aspects of personality – all these are the cornerstones of the education system in the past, present and future. However, over the past two hundred years, unprecedented changes have taken place in society: the transition from a class (caste) system, which predetermined a person's future, his occupation and course of life, to industrial and post-industrial one has led to the fact that all young people in developing and developed countries are facing the issue: what to be? Family, society, origin do not predetermine the person's fate any more, and his free choice comes first. However, how to make it?

That is why such a direction in educational practice as career guidance has been developing for more than hundred years, combining elements of training, enlightenment, psychological diagnostics and even entertainment. The world of professions is introduced to children from an early age, moving from light game forms to serious lectures, master classes, industrial excursions, internships, etc. Thus, a certain experience of professional orientation has already been accumulated both in the world and in Russia. The authors of this study aimed to study the essence of professional orientation, describe some world and Russian practices, and identify the effectiveness of career guidance using a sociological survey of students of Moscow universities.

The conducted research has shown that the attention paid to the career guidance is still insufficient both at the state and at the level of individual educational organizations: schools and universities. The authors have developed a system of career guidance activities at school, based on the age of the target audience and the list of career guidance activities for universities too. The practical significance of these recommendations is to increase the effectiveness of career guidance at school and university, motivation growth and involvement of young people in the process of education and mastering of an interesting chosen profession.

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1. Introduction

In the modern world, a constant inflow of new qualified personnel is important for organizations, which will ensure their development and promotion on competitive markets. Economic development is impossible without qualified, engaged specialists, who are prepared by higher educational institutions, and even earlier by schools. The task of the school is to introduce students to the world of professions, to help teenagers in self-knowledge and self-determination. The task of universities is to attract keen and conscious applicants who are ready to make efforts in mastering the profession and to realize themselves further as a specialist in practice. The researchers from Samara State University of Railways consider that the common goal of arranging career guidance work joins both schools and universities (Arkhipova i dr., 2022).

Today the development of the higher education system is characterized by an increasing role of universities in the formation of readiness for professional self-determination and the upcoming work of applicants. Higher educational institutions that conduct career guidance work with applicants help them to make decision to choose future profession and to become highly qualified specialists in the desired field, thereby they form competent human resources for the country's economy.

If you review the role of career guidance in the modern world, you can observe that it affects not only the choice of a particular person in favor of a particular profession. Its role is much bigger than it might seem at first. Professional orientation helps to form future highly qualified specialists. That is why the personnel potential of individual economic entities and society as a whole depends on the career guidance work performed effectively. The more purposefully and consciously young people make their choice among many modern professions, the more motivated and qualitatively they will perform their job functions in the future, which will have a positive impact on the productivity of the organization, as well as on the growth of its competitiveness. As N.A. Sinelnikova notes, young people faced the problem of professional self-determination for almost the entire history, what is more significant than modern civilization, and in the 20th century methodological approaches to career guidance work, designed to help students and applicants make the right choice, began to take shape both in Russia and abroad (Sinelnikova, 2021).

In addition, effective career guidance can be used as a method of regulating the offer of work force on the labor market and to solve issues related to the country's economy. Competent assistance in choosing a profession allows you to distribute the labor force across the sectors of the economy equally, what decreases the overall unemployment rate in the country, the staff turnover in organizations, emotional burnout of employees, loss of interest in the work performed. It will contribute to the increase of labor productivity and staff motivation, the improvement of product quality, what, undoubtedly, will have a positive impact on the economy as a whole (Tereshchenko, Tikhomirova, 2022).

The following functions can be defined that career guidance work performs:

1. Economic, which main essence is to improve the quality of staff, their qualifications, level of education, work experience, as well as, to increase professional activity and productivity;
2. Social, by which career guidance contributes to the acquisition of socially significant values, norms, knowledge, allowing a person to become a valuable member of society;
3. Psychological and pedagogical, that is the detection, formation and development of individual abilities of a person;
4. Medical and physiological, which, namely, take into account the characteristics of the human body, its health, as well as, physiological abilities and characteristics while performing career guidance work (Boldina, Deeva, 2012).

As S.A. Tereshchenko and T.V. Tikhomirova underline that the system of career guidance established in the middle of the 20th century was destroyed due to the collapse of the USSR in the CIS countries (Syzykova, 2018). In this regard, the accumulated experience of career guidance work in schools and universities was mostly lost, and the unified career guidance program for young people ceased to exist. The lack of state funding and the unified program in the 90s led to the fact that career guidance began to receive extremely little attention in educational institutions of general, secondary and higher education. In the future, various disparate career guidance programs began to appear in various educational institutions and regions.

The current systems of career guidance work do not fully meet the needs of applicants in obtaining information about available specialties, professions and opportunities for further

employment. Thereby, they do not contribute to increase of interest in entrance, preparing the individual for changing environmental conditions and adaptation to them, as well as, conscious choice of profession and professional self-determination, as a result, the applicants do not have a sufficient understanding of the existing professions and, consequently, of the possibilities of realizing and unlocking their potential.

The consequence of such a career guidance system may be the problem of student recruitment, uneven formation of a contingent for each individual specialty, which over time may attract a number of negative consequences not only at the university level or individual organizations, but also on the economy of the whole country. For example, this may lead to an increase in the unemployment rate due to the unequal distribution of human resources.

Besides, one of the most important factors that determine the success of achieving various socio-economic goals both at the level of individual organizations and at the non-public level in Russian society is the system of professional orientation.

For this reason, the study of the formation of an effective career guidance system and the qualitative performance of career guidance work with applicants are important and relevant today, as they allow ensuring the competitiveness of graduates of higher educational institutions on the labor market and themselves on the market of educational services.

2. Materials and methods

Choosing your future specialty is one of the most important choices in a person's life, which is able to determine his entire future fate. It is considered that all the reasons, motivating a person to choose a particular profession, are divided into two large groups, which are presented graphically in [Figure 1](#).

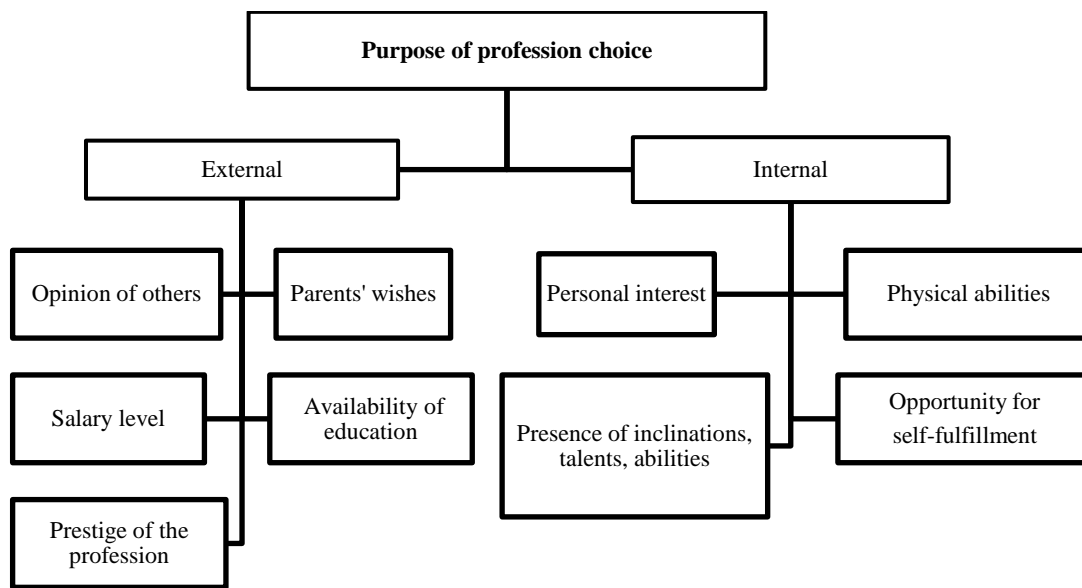


Fig. 1. Purpose of Profession Choice

Source: compiled by the author

The external reasons for choosing a specialty include the prestige of a particular profession, the opinion of other people. The choice very often is made under pressure from parents and their ideas about a good profession for their child. Also, when choosing a profession, most people look at the level of salary in a particular area, the availability of education (its cost, the presence of educational institutions nearby where you can get an interesting profession, a competition for one place among applicants, and so on). Internal reasons include a personal interest of the person and his desire to fulfil himself in a particular profession, physical capacities (physical data, hearing, voice, etc. are important for a number of professions), as well as the presence of other abilities and talents. It is worth noting that interest can and should be the main criterion for choosing a future profession.

According to experts, interest in a particular profession can be direct and indirect. Direct interest is manifested in the desire to develop in the chosen direction, study the relevant disciplines, etc. The indirect one is caused by the external attributes of the profession: prestige,

social status, remuneration of labour, etc. (Arkhipova i dr., 2022). It is the interest indicated in this case which influences the choice of profession.

Today, the world provides a wide range of professions – from "classical" professions to remote employment in its completely diverse forms. Choosing a suitable specialty for yourself is not an easy task, for which solving it is necessary, first, to understand yourself, your capabilities and desires. Professional orientation helps substantially to do this, so it is obvious that it should begin at the early age.

The definition of career guidance first appeared in the United States at the beginning of the 20th century. Its founder is considered the American researcher Frank Parsons, who founded the "Bureau for the Choice of Professions" in Boston in 1908 to help people decide and find a suitable profession for them. The first career guidance services began to appear in France in the 20s of the same century, when the law about the creation of specialized career guidance centers was published (Tolstoguzov, 2015).

Today, there is a huge number of organizations engaged in career guidance activities in the world: schools, higher educational institutions, direct employer companies, employment centers, specialized career guidance centers, etc. In many foreign countries, the system of career guidance in educational institutions is much more effective than in Russia. Therefore, depending on their education policy, as well as the regulatory framework, career guidance activities are conducted by using a wide variety of methods and approaches that can be called advanced.

For example, in the USA the main work on career guidance among applicants is carried out not by universities, as most often happens in Russia, but by specialized professional consultants in schools and colleges. Based on the results of career guidance, consultants make up a personal dossier for each student, and the graduate receives recommendations for further admission and employment. Such dossiers contain information about grades, disciplines passed, character traits, skills and interests that are obtained because of testing. In this regard, universities in the USA do not perform exhibitions, open days and other similar events, but work immediately with those who go purposefully to them to study.

In addition, career guidance centers are established for young people studying at colleges and universities based on the educational institutions that subsequently employ graduates. However, US universities also have their own professional career services, professional advisers, as well as consultants who develop individual plans for further employment of students. That is why in the USA, such a concept as "professional orientation" is being gradually replaced by the term "career development", which includes the interaction of career guidance and further employment.

Thus, the career guidance work of students in the USA is carried out by representatives of schools and colleges from the very beginning of their studies, and the activities of specialized career guidance workers are aimed more not at choosing an educational institution, but at informing about career opportunities and potential employment (Papkova, Bagrova, 2017).

In Europe, the system of vocational guidance for students works somewhat differently. France, for example, is recognized as a leader in career guidance. In this country, the system of support for professional self-determination of students is conducted at the state level and controlled by several ministries. The National Education and Career Information Bureau is responsible for providing information on career opportunities.

The network of specialized career guidance centers is also widespread in France. Vocational guidance in schools is provided by the Center for Professional Information and Orientation (CPIO). Employees of this service coordinate career guidance work, develop career guidance programs for students, supervise the work of teachers, and participate in career guidance events. In the CPIO, the main work on career guidance and professional diagnostics is carried out based on psychological tests and special devices to determine the psychological characteristics and characteristics of students.

Career guidance centers are also widespread and there are more than 500 throughout the country. They interact actively with various social institutions: employment agencies, associations, and so on. Career guidance services are established in every state university and in most private ones. In addition, university graduates are supported by the Association of Assistance to University Graduates in Employment, which arranges conferences, meetings with professionals, company presentations, trial interviews, creates job search structures, and provides individual consultations.

To ensure an individual approach, each student must attend state vocational guidance centers. The result of career guidance work is to obtain a certificate of career guidance for

graduates, which contains a list of the professions indicated and contraindicated to him. It should also be noted that no graduate of an educational institution could be employed in the future without providing this certificate.

Thus, career development in France occupies an important place in the educational sphere and has a well-established system that is regulated at the legislative level and gives a high level of productivity due to the interaction of various structures and specialists.

The Danish career guidance system is based on the concept of open education of young people, in which much attention is paid to the practice of high school students, their participation in various volunteer work, social projects. The program of open youth education does not have clearly defined deadlines, classes begin as soon as the appropriate groups are formed and conducted on the basis of one of the 460 educational institutions that are accredited by the Ministry of Education accordingly. Upon completion of education, graduates receive diplomas that contain information about their education and academic performance, as well as letters of recommendation for further study or starting a career. In addition to open youth education, there are municipal schools in Denmark that provide support for young people, starting from secondary school, ending with vocational and technical educational institutions and production enterprises.

In Germany, Professional orientation begins with primary school and is included in different subjects. The main goal of German career guidance is to help students develop the ability to choose a professional activity independently that will meet their individual characteristics and the requirements of the labour market. In high school, students choose to study one of three areas: social sphere, technology, economics, are acquainted with the main professions in the chosen direction, get their first knowledge and skills. Moreover, at graduation they should already identify the profession they want to pursue in the future, and begin to select places for professional education based on their existing knowledge.

In Asian countries, the system of career guidance is also radically different. In Japan, career guidance begins in grades 6-8. They pass the "F-test" test developed by the Professor Sh. Fukuyama, which allows to evaluate the ability of schoolchildren to choose a profession methodically, and participate in various career guidance events that will help them choose a profession. Test exams at the end of secondary school, which are similar in structure to the Russian EGE (Unified State Exam), allow ranking Japanese high school students. Students who have passed tests for high scores continue education in high schools and preparing for university. Those students who receive average scores choose technical colleges. Such students who have shown poor results go to low-rated schools specializing, for example, in home economics or agriculture, without prospects of obtaining secondary technical or higher education. In Japan, the career guidance system is firmly integrated into the school education process and is actively used already in elementary school. The philosophy of choosing a profession is associated with a deep introspection by the student and the determination of his entire life path (Zemlyanukhina, Kuznetsov, 2017).

In China, career guidance work is mostly focused on preparing students to continue their studies abroad, including in Russian universities. The foreign orientation of Chinese schoolchildren is primarily caused by the shortage of places in higher educational institutions of the country and high requirements for applicants at admission. Admission to a university is a serious achievement for a high school graduate: the competition for some universities reaches an average of 250 people per place. It is also common in China that skilled workers at enterprises train schoolchildren. They teach children the basics of working professions. These skills and abilities are necessary for students to get jobs in enterprises.

If we talk about the post-Soviet area, then the unified system of vocational guidance work, built in the middle of the 20th century, was lost, as a result, the problems of professional development and formation of young people have been ignored for many years. Only in the last 1.5 decades, CIS countries have begun to pay attention to career guidance at school, which is typical not only for Russia, but also for the Republic of Kazakhstan (Syzykova, 2018), Kyrgyzstan (Abdyrakunova, 2019) and other states in the area.

The comparative [Table 1](#) based on the data provided above has been compiled and illustrates approaches to career guidance for applicants in different countries.

Table 1. Approaches to Career Guidance by Enlarged Groups

Countries (Regions)	Career Guidance Programs	Participation and Control by State	Duration of Career Guidance Support	The Role of Universities in Career Guidance
USA	«Guidance», «Academy X», «From School to Job»	Decentralized system	From the kindergarten to the graduation	Absent
Western Europe	Lessons on choosing a profession, dual education system, temporary employment programs, "Science of the Profession", "Where to Step on the Life Ladder"	Regulated by law, controlled by ministries	During school education (in Finland and Denmark from grade 1, in Germany, Austria, Norway – from grade 8, in the UK – starting from secondary school, in the Netherlands – in high school)	Conducting consultations, providing employment
Japan	Diagnostics according to Sh. Fukuyama, access courses "Duke", training programs on working professions	The state supports talented youth, provides benefits and opportunities	During the school period, most often in high school	Absent
China	Mastering professions in schools. Learning foreign languages. Lessons on the philosophy of choosing a profession	The state regulates the activities of educational institutions, including career guidance	During school education	Absent
Russia	Lack of a single career guidance program, "Ticket to the Future", "We are Together", "Talents of the Future", "Humanitarian Technologies", "Verbatoria", "Successful Teenager", "Orientprof"	It is confined by the availability of employment services, the allocation of grants, competitions and career guidance projects	From high school to graduation from university	Active career guidance of schoolchildren, conducting field events, consultations, collaboration with schools, employment of graduates
Kazakhstan	Lack of a single career guidance program. The course "Fundamentals of Entrepreneurship and Business" in schools	The state pays significant attention to the restoration of comprehensive career guidance, promotion of occupational specialties. Allocation of grants for higher education	High school classes	Dual training, practical training, assistance in employment

Source: compiled by the author

In Russia, professional orientation and professional career development are not considered as a single process. Schools pay insufficient attention to the implementation of career guidance activities. Such events represent most often assistance to schoolchildren in choosing universities and directions. It is considered that, having entered a higher educational institution, a person has already passed the stage of professional self-determination and made his professional choice.

A significant part of the students of educational institutions makes their choice insufficiently independently and consciously. Their decision is mostly influenced by various factors, such as the opinion of parents and friends, the subjects and results of the EGE (Unified State Exam),

the availability of a large number of budget places in a certain specialty, and so on. The consequence of this is a decrease in the number of students studying at universities after admission, as, after having realized their mistake in choosing a specialty, most students leave or continue their studies, but in the future, after graduation, they do not work in their specialty. As M.A. Maltseva underlines, applicants develop frustration and a sense of fatality of the choice made (Maltseva, 2019).

As a rule, the career guidance work is carried out by representatives of organizations and higher educational institutions in Russia. They arrange career days, where they tell about current specialties and jobs, educational exhibitions, open days, and so on. However, it is important to note that not all higher education institutions are engaged in career development and employment of graduates. As a rule, universities only provide students with the opportunity to undergo practical training, and then after graduation, everyone chooses the path of their professional formation and development independently (Mingazova, Volchkova, 2019).

Besides, in addition to the methods listed above, some universities of Moscow are developing and implementing new, modern methods for career guidance, which help applicants and students in their professional formation and development very effectively.

For example, at the Financial University under the Government of the Russian Federation, career guidance events for schools, applicants and students are held in the Laboratory of Career Guidance "Talents of the Future", the head of which is E.Y. Pryazhnikova. The Specialized Testing and Development Center "Humanitarian Technologies" under the scientific supervision of A.G. Shmelev has been opened at the Lomonosov Moscow State University, where personal testing and consultations on choosing the most suitable profession are conducted for those who wish. The National Research University Higher School of Economics has its own Career Guidance School "We Are Together", where students are assisted to decide on the choice of the future direction of study through communication with students, as well as participation in business games, daily immersion in the atmosphere of the university and acquaintance in practice with various educational programs. The Table 2 shows the main methods of career guidance work of the listed universities.

Table 2. Advanced Methods of Career Guidance Activities of Moscow Universities

University Name/Career Guidance Unit	Purpose	Methods
Financial University under the Government of the Russian Federation/ Laboratory of Career Guidance "Talents of the Future"	Development and implementation of modern approaches and methods of socio-psychological assistance in professional self-determination and professional development to different educational age groups (schoolchildren, applicants, students of vocational education, students, undergraduates and postgraduates), as well as identification of general and special abilities and talents of students as professionally important qualities in order to promote professional self-determination, disclosure of potential and attracting endowed youth from Russia and abroad to the educational programs of the Financial University	<ul style="list-style-type: none"> – vocational education and information; – professional psychodiagnostics: individual and group research, online testing "START-testing"; – professional consulting, psychological assistance through personal and online consultations; – professional selection: development of an individual employment trajectory; – professional adaptation and activation of the process of entering the professional environment профессиональная; – conducting career guidance activities: University Saturdays, University Days, Olympiads and competitions, holidays of Generation Z, festivals "Hope of the Future", camps of the Financial University and etc. (Sait Finuniversiteta, 2023)

<p>Lomonosov Moscow State University/ Specialized Testing and Development Center "Humanitarian Technologies"</p>	<p>Assistance in making aware decisions while choosing a profession and career development for people of all ages.</p>	<ul style="list-style-type: none"> – getting advice from professional psychologists based on the results of testing, where participants receive a list of recommended professions, universities and faculties, information about the demand for professions, as well as recommendations on additional educational programs and trainings; – the opportunity of acquiring programs that develop abilities and professional skills, such as "Career Guidance 360", "Professyans", "Professional Holidays", "Turnkey Career guidance", "Online Proflectory" (webinar containing professional lectures for parents) (Sait MGU...)
<p>National Research University Higher School of Economics/ Career Guidance School "We Are Together"</p>	<p>Assistance to schoolchildren in choosing the future direction of education through communication with students and participation in business games, as well as acquaintance with various educational programs in practice.</p>	<ul style="list-style-type: none"> – business games and quests in the areas of training; – master classes and lectures about professions; – assistance in preparing for EGE (Unified State Exam) and participation in Olympiads on specialized subjects, as well as passing creative exams for individual specialties; – Project activity that helps to immerse yourself in the world of the profession (Sait NIU VShE).

Source: compiled by the author

In various regions of Russia, universities are also developing modern methods of vocational guidance for applicants. For example, a regional network model of professional tests has been created in the Vologda Oblast (Region), implemented jointly with institutions of secondary and vocational education, centers of additional vocational education and with employers. The complex of samples of various directions is combined into a network cycle, while each student during his studies in grades 8-11 can pass up to 10-15 different samples, choosing them from an extensive set. Such an innovative model of vocational guidance allows going beyond schools, employment services and provides continuous career guidance for schoolchildren.

In the Irkutsk Oblast (Region), a monitoring system has been developed to assess the effectiveness of supporting professional self-determination of students at various levels of education: for preschool children, schoolchildren, graduates and students of higher educational institutions. Such a system will allow monitoring and improving subsequently the effectiveness of career guidance activities ([Blinov, 2017](#)).

Based on the above, it can be stated that in modern conditions school graduates face a quite wide range of professions, among which it is difficult to choose one for further professional training for young people due to a number of factors that prevent the right professional choice. In this regard, it can be assumed that the system of vocational guidance in Russia has not been built in proper way and still has a fragmented character. Family, friends, salary levels and other «indirect» reasons often influence career decisions for most applicants and, as a result, they gain a profession that does not directly correlate with their desires, opportunities, abilities and interests. Therefore, it should be highlighted that the professional choice of many young people has been made incorrectly, in particular due to insufficient consistency in the professional orientation of young people. Based on these statements, a number of hypotheses-consequences can be determined:

Hypothesis-corollary 1: it can be expected that the issues of career guidance in the system of students' value orientations are quite relevant at the present.

Hypothesis-corollary 2: it can be assumed that the role of social institutions (media, Internet, school, family, etc.) has much less influence on the final decision on professional choice than one's own unreasonable opinion.

Hypothesis-corollary 3: it can be expected that the attitude of young people toward making a decision about their future profession is not serious enough.

Hypothesis-consequence 4: it can be assumed that the real mechanisms and tools of career guidance do not work effectively enough, only superficially.

Hypothesis-corollary 5: it can be expected that there are respondents who do not make a professional choice at all, choosing a university simply to get a diploma, to study "for someone" or for a company simply because society requires it.

Hypothesis-consequence 6: it can be assumed that young people have not formed an adequate understanding of the role and place of career guidance in the life of society as a whole.

Hypothesis-corollary 7: it can be assumed that there is no proper engagement of the state in the lives of young people at present what prevents building a career guidance system functioning effectively in our country.

Further, the authors conducted a sociological survey of students of the capital's universities. Based on its results it is possible to identify a number of obstacles, which prevent developing career guidance, the reasons of their occurrence and, possibly, some "keys" to solving these issues. The 382 students of the Financial University, the State University of Management, the Moscow Aviation Institute and the Lomonosov Moscow State University took part in the survey. In order to receive answers that are not differentiated by specialty all students, involved into the survey, study in the same specialty under code 03.38.03. The respondents were in the age between 18 and 23, the vast majority were women – 82 %. The survey was conducted in online format by using Google forms, the results were also processed online in Google services.

3. Results

Let us consider the results obtained, which characterize the problems related to professional choice of young people. Mostly, the reasons for choosing a profession were such reasons for respondents, as the following:

- "I made personal deliberate decision" – 50 %;
- "The activity within this profession is quite interesting" – 42 %;
- "I have abilities for this profession" – 40 %.

The attention here should be paid not to the percentage ratio but to the frequency of choosing an answer, since this question is open and allows you to choose several answers at the same time (relevant for all questions with multiple choice).

The most unpopular responses were:

- "The opinion of teachers and schools influenced on the choice significantly";
- "This profession is a childhood dream";
- "I chose this profession to the generic occupation (parents have the same profession";
- "Representatives of this profession bring obvious benefits to society";
- "People of this profession are respected in society";
- "Most of all I know exactly about this profession";
- "This profession will benefit specific people whom I would like to help".

Only 1-3 people chose these options. It is worth highlighting that this "unpopularity" does not characterize the problematic side of this issue to a greater extent, as despite the importance of any profession, doctors, teachers, scientists, pilots and the others remain the most respected and useful in the society. That is why the survey was conducted within students studying one profession – an HR (personnel management) specialist. It should also be noted that this profession is quite new and is only gaining popularity and demand in the society, therefore, the continuation of the generic occupation is not relevant for this area.

When assessing the information that students had about their future profession at the time of its choice, 52 % of respondents had heard something insignificant, and 16 % had absolutely no information about this profession ([Figure 2](#)).

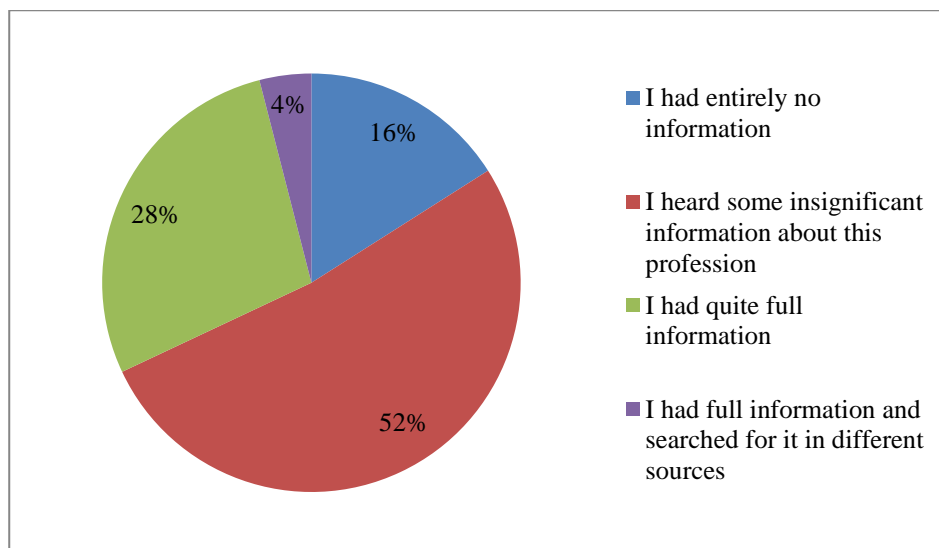


Fig. 2. Degree of Respondents' Knowledge about the Profession Chosen, %

All this indicates a lack of awareness by young people about the world of professions. The famous professor E.A. Klimov studied this issue in Soviet period and created a questionnaire "Awareness of the World of Professions", which help determine the level of awareness. However, it is impossible to say about a complete lack of awareness, as a number of respondents replied that they knew about the profession from various sources, among which the following were highlighted: the media – 60 %, school and specialized lectures given there – 12 %, family – 40 %, tours to the enterprises' sites – 8 %, their personal experience – 20 % and career guidance centers – 16 %. It turns out that only a small part of the respondents attended tours to the enterprises' sites and applied to the career guidance centers, while the bulk of them learned information about their future profession from the Internet and from their family (relatives).

To the question, "Have you researched the structure of the labor market before making your final decision?" The 58 % of respondents said no, what may indicate that young people are not serious enough about their future employment. In this case, the question arises how a professional choice is possible without knowledge of the structure of the labor market, the demand for this profession, the average salary level, etc.

The next question concerned the choice of educational institution. The prestige and demand for graduates of the university are priority factors when choosing a place of study. In average, about 30 % chose this university on the advice of relatives/friends/acquaintances, because the educational organization has extensive relations with other educational organizations, as well as interacts with a wide range of employers and owns a very qualified teaching staff. Based on this, it can be noted once more that the influence of the opinion of social institutions is especially significant when choosing a profession and a university. Almost no one noted that it is easy to enter this university or he chose only this university from the entire list of universities. Therefore, it can be emphasized that it is quite difficult to be enrolled in the Financial University under the Government of Russian Federation, having just the desire without making much effort.

When asked about career guidance, 40 % answered that they were obliged to take a career guidance test at school and 44 % did not apply anywhere at all and did not pass anything. Only 5 % of respondents chose the answer "Yes, I applied to a career guidance center operating on a budget basis" and 12 % chose the answer "Yes, I applied to a career guidance center providing paid services" and less than 5 % applied to a school psychologist on their own initiative. Thus, the survey results indicate an insignificant degree of desire for self-determination and self-development among young people (Figure 3).

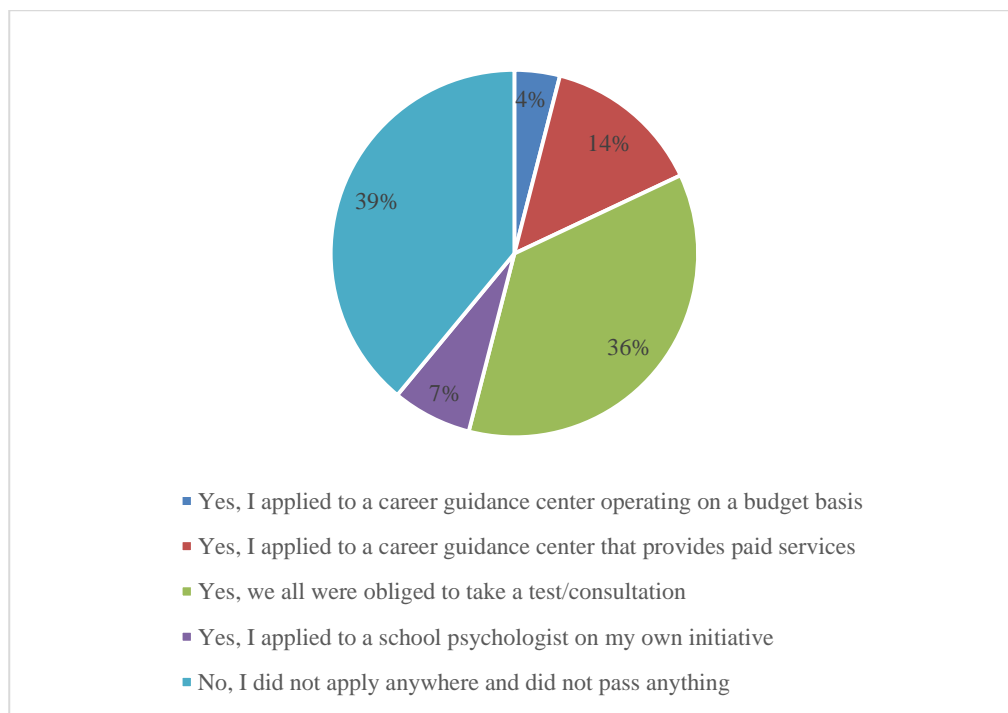


Fig. 3. Allocation of Answers to the Question about Seeking Help for Career Guidance

Social institutions pay little attention to the importance of career guidance and its problems because of what the relevance of career guidance is underestimated significantly and there is a large gap in the awareness of the importance of career guidance for the society both in general and for a particular person. At the same time, it is important to note that 43.3 % of those respondents, who applied to specialized career guidance centers and/or passed some diagnostics techniques determining a person's abilities, report that the results obtained did not coincide with their final choice of profession. That outcome may indicate a low efficiency of the career guidance activities and a formal approach to their performance in the field.

The next question was about when to conduct a consultation at the university. The majority of respondents indicated that consultations should be held during the Open Days, and many even added their own answers, which highlighted the fact that career guidance is most important at school. It turns out that respondents are convinced that it is impossible to change their profession after entering an educational organization. Such opinion may indicate a stereotype that still persists and means a profession is chosen once and for lifetime and that, it is unacceptable to make a mistake in this choice, admit it and correct it in the future.

To the question, "Do you plan to work in your specialty?" the 30 % of respondents answered in the affirmative, 24 % answered in the negative, and 46 % find it difficult to answer. In the theory of career guidance, specialists determine the following possible situations of choosing a profession:

- 1 – choosing a profession as an implementation of abilities and interests formed correctly;
- 2 – choosing a profession as a test of one's strength, accumulation of professional experience and based on this make a decision on the professional definition later (Pryazhnikov, Pryazhnikova, 2013).

Thus, it is obvious that most students find themselves in the second situation of choosing a profession described above. As a result, due to lack of experience, awareness of the profession, in short, in conditions of the inefficient career guidance system, students are forced to make a final choice based on their personal experience, losing both time and promising opportunities in career advancement, spending time irrationally, and most importantly here – without addressing to specialists for help, what the results of the previous question confirm.

In conclusion, the next open question was proposed, "Do you think if there are serious problems in Russia related to career guidance? If so, which ones?". The majority of respondents say that problems really exist:

- "This activity is not developed";
- "People do not know simply about the existence of some professions";

- "It does not exist and it is not carried out at the proper level";
- "Just to be with a diploma";
- "The career guidance is not systematized";
- "Attitude as to a formal procedure. Using simple techniques. No information to schoolchildren about various professions and the situation on the labor market";
- "The lack of a comprehensive career guidance system at the state or at least local level".

However, there are also those who answered that there are no problems in general or "there are no serious problems, unless it is worth talking more about career guidance". To summarize these answers, it should be underlined that young people are aware of the main problems of this area, but do not make a big deal to more deeper problems, do not see the integrity and complexity of the issues.

To summarize the results of the conducted sociological survey, it can be concluded that the hypotheses and hypotheses-corollary raised at the initial stage have been confirmed in practice. The system of career guidance in Russia retains its fragmented, unsystematic characteristics, and young people make their professional choice often unreasonably relying on objective and subjective factors. Unfortunately, in addition to the issue of the incorrect influence of various factors, the root problem highlighted in the hypothesis was confirmed. The attitude of young people to making a decision about their future profession is not serious enough, and young people have no formed understanding of the role and place of career guidance in the life of society as a whole. The state is required to be properly involved in the lives of young people in order to build a career guidance system really functioning in our country.

Earlier, in Kazakhstan, a study of career guidance was conducted by the method of mass sociological research of the youth and by the method of focus groups with experts in the same way as in the study performed by the authors of this article. As a result, researchers from Kazakhstan obtained comparable results on the insufficiency and unsystematic nature of career guidance in their state (Ashimkhanova, Kaldybayeva, 2016).

4. Discussion

Solving of the identified problems of career guidance is becoming more relevant and obvious in Russian practice. These problems should, first of all, be fixed by building and improving the state personnel policy. All activities must solve the most acute problem in the economy of our country – establishment of a balance between the quantity of trained personnel and the quantity required by industry and at the regional level. Certainly, the dissatisfaction with the needs of the national economy and the spheres of the national economy in talented students and graduates leads to the alignment of the potential contribution of these national talents to contribute to the country's economy and stagnation in the future, which, of course, leads to a decrease in the efficiency of functioning as a whole.

The [Figure 4](#) shows the stages of career guidance at school and presents possible tools that should be used comprehensively at each stage of career guidance. It should be emphasized that the proposed stages, as well as the goals and a set of tools developed for each of them, correspond to modern trends in pedagogy, digitalization and philosophical understanding of youth self-determination within the framework of subject-oriented (industrial) education (Alekhina et al., 2020).

As E.M. Tokareva notes, while career guidance it is important to pay attention to an individual approach and take into account all factors of professional self-determination of young people (Tokareva, 2019). That is why the authors highlight among the tools of career guidance the following: individual consultations that should be conducted both for a student/an applicant and for his parents, who influence largely the choice that the applicant will make upon admission finally.

It is necessary to improve the system of awareness by young people about the world of the profession that is relevant for both schoolchildren and students. It is required to build a system of public information about the trends of the labor market, the needs of employers and educational opportunities, which would be broadcast in schools, educational organizations of vocational education (secondary and higher), employment services. This information should be brought not only to children and adolescents, but also to their parents, as well as the adults who faced the consequences of their incorrect choice of profession.

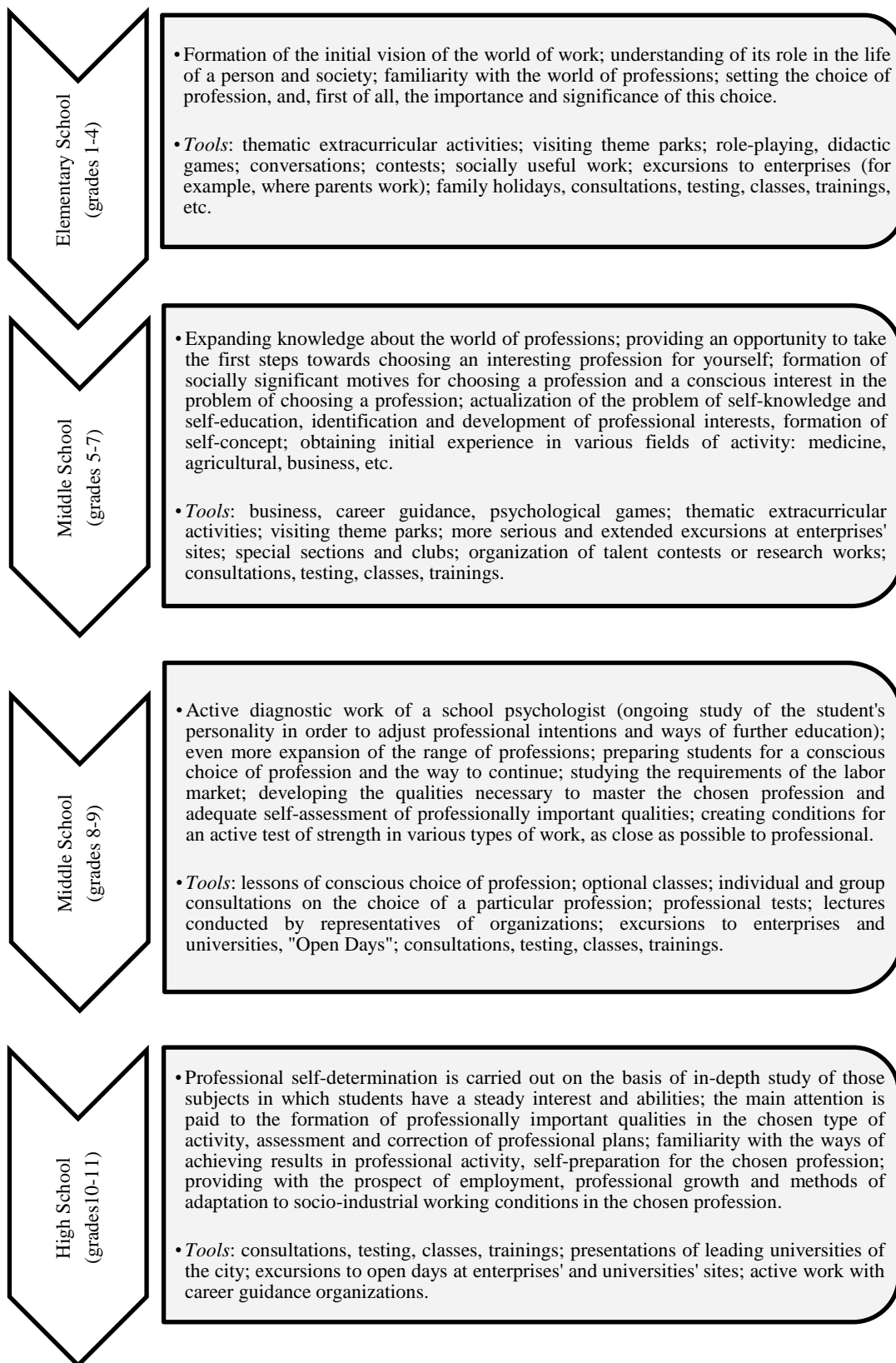


Fig. 4. Main Stages of Career Guidance at School

Source: compiled by the author

At the same time, the key point in building a system of career guidance is the formation of a high level of motivation by young people in choosing a profession and a high level of awareness in this choice, understanding its strategic importance for the future life of an individual. To ensure the

effectiveness of the career guidance system, it is important to take into account the characteristics of the younger generation and use the tools and formats of information delivery that are most interesting to them. It is worth highlighting among them, such as mentoring, internships, theme parks, a gap year, as well as digitalization tools and social networks.

Today, modern technologies are used almost in all areas of our life, and career guidance is not an exception. Informing about educational services includes a number of measures to promote both websites, portals and general information in the net. Online advertising has big differences from advertising and marketing by using traditional tools such as newspaper, radio, TV, etc., So for example, instead of talking about advertising services thematic training is aimed in social networks at discussing topics attracting the consumer, in our case, people who needs consultations on career guidance.

Gamification is another form in which game involvement is used. This is a new trend that gives you an opportunity to model your future by engaging you in the process of work during the game. This method is easy to understand and it is entirely accessible to "digital people". Consultants can use any tools - online services, game simulations for training and other information technologies. Gamification means creating a system in which the success of the game depends on the skills of the participants and knowledge that can be transferred to the real world.

Visualization and gamification are the most understandable and popular tools among young people. In this regard, it becomes relevant to implement career guidance projects in a virtual environment, examples of which already exist in domestic practice ([Virtual Career Guidance...](#), 2023).

In addition to improving career guidance at school, it is important to improve continuously this area in higher education institutions that will attract highly motivated applicants knowledgeable about their future profession. The authors have developed an action plan for the academic year presented on the Gantt chart ([Figure 5](#)).



Fig. 5. Action Plan to Career Guidance for University Applicants

Source: compiled by the author

Thus, based on the results of the theoretical study of the problems of modern career guidance in Russia, also the empirical study, the recommendations and proposals for the development of the career guidance system were made. That is one of the key elements of the development of the potential of young people, since the formation of the labor potential of the whole society, the activity and involvement of young professionals in the labor activity depend on the right choice of a future profession.

The theoretical and practical results obtained are comparable with previously conducted studies of career guidance in schools and universities. So, the concept of career guidance of schoolchildren developed by the authors, consisting of four stages, can be compared to the system of vocational guidance work in schools of the Astrakhan city described by N.A. Bukhtoyarova, O.N. Romanova ([Blinov, 2017](#)). The program suggested by the authors of this article is broader and begins already in elementary school that can give young people more advantages in the future, since they immerse themselves in the world of professions from an early age and learn their features in a game format.

In their work, Yu. Tarasova, V. Andreev and others described the applied career guidance tool they developed – a software product based on a neural network that allows you to determine the type of professional orientation of the subject ([Petrov, Tsyganenko, 2022](#)). Of course, such a software product can be used not only in universities, but also in schools to assist in the self-knowledge of young people and some automation of this process. Although, as the authors note, the work of the software product does not exclude the work of an expert. Such software can be

useful not only in universities, but also in schools at the fourth stage of the career guidance program developed by the authors of this article (Figure 4).

I. Petrov and K. Tsyganenko concluded in their study that the early career guidance work in educational institutions of general education in Russia is insufficient. The authors of this study propose to implement a career guidance system starting from the 1st grade of school, in order to eliminate the disadvantage identified by researchers from Tobolsk (Mingazova, Volchkova, 2019).

5. Conclusion

The authors have conducted a study of the essence of career guidance and international practices that currently exist. They have reviewed the modern experience of implementing career guidance programs at the level of various countries and nations and researched the methods and directions of career guidance activities while working with school students and those entering higher education institutions. Thus, it can be concluded that career guidance activities are carried out by using various approaches in different countries. Many universities in foreign countries do not conduct career guidance work with applicants, as they do in Russia. Career guidance work in such countries is performed either by schools, starting from the early years of students, or by other specialized centers, thanks to which applicants enter existent universities to the desired directions purposefully and consciously, after which they are employed by the enterprises in order to work in the chosen specialty. In Russia, universities pay significant attention to career guidance activities, which establish specialized schools, laboratories or centers, where, thanks to advanced methods, they help schoolchildren and students make the right choice of the path of professional formation and development.

At the next stage of the study, a sociological survey of students of Moscow universities was conducted, which discovered insufficient coverage of young people with career guidance activities. In addition, the survey results indicate a lack of awareness of respondents about the world of professions, the labor market and the chosen direction of training in particular. All this indicates that insufficient attention is paid to career guidance at the present stage in the educational system, although this is a key moment in the development of the potential of youth, its implementation in socially useful activities wage labor or entrepreneurship. Unfortunately, the modern system of general education prepares students purposefully to pass certain exams (USE), but does not prepare them for a conscious choice of profession and self-realization in it.

To fix these issues, the authors have developed a system of career guidance for the school divided into 4 stages depending on the age of the students. In addition to the school system of vocational guidance, educational organizations of higher education should also be involved in this process, since they are interested in attracting motivated and informed applicants who are ready to make efforts in the learning process and be engaged in the educational process. The authors have proposed a number of events arranged by time and frequency throughout the year.

Thus, the development of the potential of young people is impossible without helping young people to make a choice of their future profession. Such work is important at the state level and the educational organizations of all levels should pay proper attention to the career guidance accordingly.

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