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CAREER GUIDANCE PROBLEM AS A SYSTEMIC PROBLEM IN RUSSIAN SOCIETY

Ph. D. (c) Alla Sergeevna Kurbatova

Minin Nizhny Novgorod State Pedagogical University, Russia
alla10135@yandex.ru

Ph. D. (c) Irina Borisovna Bicheva

Minin Nizhny Novgorod State Pedagogical University, Russia
irinabicheva@bk.ru

Ph. D. (c) Natalia Valentinovna Ivanova

Minin Nizhny Novgorod State Pedagogical University, Russia
ivanova30nv@yandex.ru

Ph. D. (c) Svetlana Aleksandrovna Zaitseva

Minin Nizhny Novgorod State Pedagogical University, Russia
sz10473@yandex.ru

Ph. D. (c) Larisa Vladimirovna Krasilnikova

Minin Nizhny Novgorod State Pedagogical University, Russia
larvladkr@mail.ru

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Abstract

The purpose of the article is to analyze the difficulties and current trends in the organization of career guidance in modern conditions. It has been established that the problems result in mistakes in career choice, which is not only an adverse factor for personal development, but also damages the development of the country's economy, provoking a mismatch between the objective need of the state for a balanced representation of different professional groups and the subjective professional desires of young people. The authors draw attention to the decline in the prestige of significant professions (including the profession of a teacher). The noted disagreement specifies the need to search for new approaches, including the following initiatives: the Ticket to the Future project, the blockchain technology, the Unified State Examination development, work with parents of senior pupils, the introduction of career guidance online services, etc. It is argued that the prospects of career guidance are related to the elimination of its main drawback – the lack of a system. This leads to the development of a new direction of activity in terms of pedagogical universities, which can become regional career guidance centers, providing the methodological guidance and coordination activities, accompanying and supporting career guidance schools, as well as creating training programs for career counseling specialists (career counselors). The necessity of applying a system-activity approach to career guidance, based on the continuity of all levels of education, is substantiated. Having a high personnel potential, a pedagogical university can fulfill the task of multilevel career guidance in a varied space of continuing education by filling the career guidance projects with the relevant content, giving them pedagogical expediency and psychological justification in accordance with the needs and abilities of each individual subject of career guidance, taking into account the economic interests of the state.

Keywords

Career guidance – Career guidance system – Career guidance counseling

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Introduction

Social progress cannot be imagined without the rational use of labor resources; at the same time, the effectiveness of their distribution is impossible without career guidance. In the assessment of the current state of career guidance work, it should be emphasized that in Russia, traditional scientific and practical vocational guidance schools are actively developing, and their experience is widely covered in publications and presented at scientific and practical forums, conferences and seminars. At the same time, according to scientists, the result of this turbulent activity does not pay back the costs of it¹. For example, Antipyev and Zakharov² draw attention to the fact that in Russia, “according to the press and research, there are no calculations for the losses incurred due to ineffective career guidance. Judging by the indirect indicators, they are colossal. The workload on the younger generation will grow. The “price” of the mistakenly chosen profession will grow also”³.

The monitoring of the employment of graduates of institutions of higher education (HE) and special vocational education (SVE) shows that a significant part of them (being high, the indicators differ in different studies) has not been employed by profession. “About 55% of graduates do not work by profession, and for some professions this figure is 90% and higher,” Chekmeneva notes⁴. “The level of employment by profession among the graduates of 2014-2016 with HE in 2017 is 68.9% on average... the indicator for the graduates with SVE is somewhat lower and equals to 60.3%,” is stated in the “Analysis of the Situation of the Graduates with Higher and Secondary Vocational Education in the Labor Market in Russia”, performed by the FSBI “All-Russia Scientific Research Institute of Labor of the Ministry of Labor of the Russian Federation”⁵.

The Russian Center for the Study of Public Opinion (RSPO) published the results of the study, in the course of which the most desirable professions at the moment were identified among parents and adolescents in Russia. Most parents would like their children to become doctors (20%), the profession of entrepreneur and software developer remains in the lead, only 3% of respondents chose the profession of a school teacher. In the ranking of the popularity of professions in the eyes of young people, unlike their parents,

¹ I. Ivoilova, “Obrazovan i ne nuzhen”, Rossiyskaya gazeta, num 120 (7583) (2018). Available at: <https://rg.ru/2018/06/04/tolko-37-procentov-vypusnikov-rabotaiut-po-specialnosti.html>; Federal State Statistics Service, Itogi vyborochnogo nablyudeniya trudoustroistva vypusnikov, poluchivshikh srednee professionalnoe i vysshee obrazovanie. Available at: https://www.gks.ru/free_doc/new_site/population/trud/itog_trudoustr/welcome2.html y Higher School of Educatio, Rossiya: pochemu milliony vypusnikov rabotayut ne po spetsialnosti? 2018. Available at: <https://issek.hse.ru/press/217256382.html>

² A. G. Antipyev and N. N. Zakharov, “Proforientatsiya molodezhi v sovremennom rossiiskom obshchestve: sostoyanie i puti razvitiya”, Vestnik Prikamskogo sotsialnogo instituta, num 2 (2012): 20-25.

³ A. G. Antipyev and N. N. Zakharov, Proforientatsiya molodezhi v sovremennom... 22.

⁴ O. Yu. Chekmeneva, “Aktualizatsiya problemy professionalnoi orientatsii kak sotsialno-pedagogicheskogo yavleniya”, Sovremennaya vysshaya shkola: innovatsionnyi aspect, Vol: 8 num 2 (2016): 212.

⁵ All-Russia Scientific Research Institute of Labor of the Ministry of Labor of the Russian Federation. Analiz polozheniya vypusnikov s vysshim i srednim professionalnym obrazovaniem na rynke truda v Rossii. 2018. Available at: http://spravochnik.rosmintrud.ru/storage/app/media/Analiz%20polojeniya%20vepucknikov_VNII%20tpuda.pdf

the profession of a doctor is not in the lead, and the profession of an entrepreneur, while remaining relevant, has given way to the profession of a software developer⁶. One cannot disagree with the opinion that “many socially significant and really demanded mass professions have lost their attractiveness in the eyes of adolescents, and professions that give illusory social advantages have acquired an unjustifiably high rating”⁷. The situation is aggravated by the instability of the country's current economic situation, which leads to an imbalance between the demands of the labor market and the vocational training system. Actually, vocational education institutions prepare unclaimed specialists.

Modern socio-economic conditions, the processes of modernization of the education system actualize the search for new approaches to the organization and content of career guidance activities in the solution of the existing problems. Razumova rightly notes that “approximately a third of the students by the time of graduation do not know what to do next”⁸. One of the reasons for this situation is the spontaneous nature of career guidance.

According to researchers, the low efficiency of career guidance in the country is largely due to the lack of a unified system of career guidance, the creation of which would coordinate the capabilities of various social institutions for targeted preparation for the development of the future profession⁹. Based on the foregoing, the purpose of this article is to analyze the problems and prospects of career guidance in modern conditions and to substantiate the role of pedagogical universities in increasing its effectiveness.

Materials and methods

Theoretical conclusions are based on a scientific and theoretical analysis of the studies that reveal problematic and promising areas of career guidance in modern conditions. The conclusions are based on the data of sociological surveys on the dynamics of career guidance preferences among high school students, parents and teachers. The position of young people in the prestige of the teaching is defined and the study of possible sources of influence on the career choice is performed based on the results of a survey of high school students conducted in 24 schools of the Nizhny Novgorod Region¹⁰.

⁶ Postupi.online. Roditeli nazvali samuyu nezhelannuyu professiyu dlya svoikh detei. 2018. Available at: <https://postupi.online/journal/novosti-obrazovaniya/roditeli-nazvali-samuyu-nezhelannuyu-professiyu-dlya-svoih-detey>

⁷ Z. K. Selivanova, “Rannyaya proforientatsiya kak nasushchnaya zadacha gosudarstvennoi politiki”, *Vlast*, num 4 (2013): 138.

⁸ M. V. Razumova, “Proforientatsiya v Rossii: stanovlenie, problemy i perspektivy”, *Professionalnoe obrazovanie i obshchestvo*, num 3 Vol: 11 (2014): 50.

⁹ I. B. Bicheva and O. M. Filatova, “Perspektivy professionalnoi podgotovki pedagogov: aksiologicheskii podkhod”, *Vestnik Mininskogo universiteta*, Vol: 6 num 2 (2018); F. F. Dudyrev; O. A. Romanova and P. V. Travkin, “Trudoustroistvo vypusknikov sistemy srednego professionalnogo obrazovaniya: vse eshche omut ili uzhe brod”, *Voprosy obrazovaniya*, num 1 (2019): 109-135; L. E. Ugolnova, “Trudoustroistvo vypusknikov uchrezhdenii professionalnogo obrazovaniya (po dannym Monitoringa ekonomiki obrazovaniya 2010 g.)”, *Voprosy obrazovaniya*, num 3 (2011): 244–260; E. A. Chelnokova and Z. I. Tyumaseva, “Evolutsiya sistemy nastavnichestva v pedagogicheskoi praktike”, *Vestnik Mininskogo universiteta*, Vol. 6 num 4 (2018) y T. A. Smetanina, “Human Institution: Idea and Reality”, *Voprosy filosofii*, num 5 (2018): 215-217.

¹⁰ Sotsiologicheskoe anketirovanie shkolnikov. 2019. Available at: https://drive.google.com/file/d/1QDDte5JQY_FjFdJhdb7FhBCcVYF9oy6G/view?usp=sharing

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Results

The study of dissertations, monographs and educational publications on the issue under study makes it possible to define the key areas of scientific research that substantively reveal the features of the organization of career guidance: socio-economic and psychological-pedagogical.

From an economic point of view, career guidance is considered in the framework of human resource management (Antosenkova, Gorina, Balakina, Ivanova, Livshets, Polovinko, Sotnikova *et al.*). The influence of regional features on the organization of career guidance is revealed in the research works of Pavlova, Efendieva, Zholovan, Mikhailova, Makhharadze, Polichka, etc. The studies, revealing the problem of “university-enterprise”, “school-university”, “school-secondary education” interaction in accordance with the concept of career guidance work continuity (Vrazhnova, Zaitseva, Kondrashova, Melekhina, Pavlova, Svadbina, Sibgatova, Tugova, Dudyrev, Romanova, Travkin *et al.*), are of particular importance.

The psychological and pedagogical direction is quite fully represented by the methods of career guidance diagnostics (Noss, Zeer, Tsvetkova).

Attention is drawn to the studies, substantiating the specifics of career guidance activities depending on the level of education: career guidance opportunities for preschoolers (Antonova, Bilibina, Gavrilova, Skazkina, etc.) and younger schoolchildren (Lybina, Mukhomejanova, Fedorova, Cherkasova, etc.); features of the organization of career guidance in primary, secondary vocational education (Geleta, Grebennikov, Maltseva, Nevzorov, Starikova, etc.) and in higher education (Evmenova, Ivashkin, Kravchuk, Kolosova, Nagornaya, Orlova, Sorokina, etc.); as well as in the field of training for career guidance work (Vasilieva, Dronova, Zhurko, Safina, Feoktistova, etc.).

The largest number of publications reveals the methodology of career guidance among high school students (Balakireva, Golub, Lerner, Luchinina, Manukhina, Parnov, Popovich, Pryazhnikov, Prykina, Selivanova, Suvorov, Chaptikov *et al.*). For example, the research works of Andreeva, Kazarina, Malakeeva, Morozova are focused on the potential content of subject disciplines and elective courses for the formation of a conscious career-oriented choice, the works of Starova determine the features of career guidance for high school students of rural, ungraded schools. The studies on career guidance for the students with developmental difficulties: with deviant behavior (Popov, Depeshchik, etc.); with health limitations (HL) (Krivodonova, Suslova *et al.*); orphans (Lebedeva, Kosinets, Fedorova, etc.), are of great importance.

The significant results achieved by scientists in the study of the content and characteristics of the organization of career guidance should be emphasized. A retrospective of this issue, made by Kolesnikova, Krylova *et al.*, as well as an assessment of career guidance in the United States and Great Britain, which allowed the authors (Loshchilova, Mukhamedova, Portnyagina) to determine the possibilities of using some substantive and organizational aspects of this work in Russia, should be noted.

An analysis of publications on the problem under study indicates that vocational guidance is reasonably considered in terms of socio-economic and psychological-pedagogical relations into which a person enters in the early stages of his or her formation.

The fundamental factor in successful career guidance is the active work of all the entities involved (teachers, parents, students, employers, etc.), which allows for the comprehensive implementation of three groups of requirements: “What do I want?”, “What can I do?”, “What does the labor market require?”. Substantially, vocational guidance is revealed in the context of vocational education, counseling and psychological support for students with the aim of providing qualified assistance in understanding the choice of a future profession on the basis of identifying factors such as individual personality predisposition, studying needs and interests, motives for choosing, etc. Increasing the effectiveness of career guidance work with students is largely determined by the possibility of their future employment, which actualizes the need for updating approaches and methods for solving problems in a single system “career guidance – employment”.

On the one hand, the unconditional importance of career guidance work, on the other hand, its lack of effectiveness in modern conditions, formed the basis for a number of initiatives to resolve existing problems in career guidance activities.

In the authors' opinion, the most resonant is the President's initiative related to the launch of the career guidance project “Ticket to the Future”. At the start of the project, 100 thousand students are expected to participate. “At the first stage, children indicate their professional interest at the local level, at the second – they take part in work at different centers of competence. And then they get a special grant to acquire practical professional skills in large institutions or companies”¹¹. The proposed project consists of three blocks. The first, “Self-determination”, provides for testing, according to the results of which a school child can form his or her portfolio. The second block – “Professional testing”-initiates the conduct of the activities, the purpose of which is to present a child with a diverse range of his or her capabilities based on the received test data. The third block assumes that the student has a personal teacher-mentor who helps him or her study the future profession in more detail. The project operator, the Union of Young Professionals, (WorldSkills Russia) explains: “Children should not only learn about the profession, but “try” it, “touch” it and make a more accurate choice”¹². However, the authors note that the project does not have enough coverage and popularity. High school students, answering a question from the authors' questionnaire study¹³ “Do schoolchildren know about the WorldSkills Russia project?”, chose the option “I know nothing”.

An important initiative is the development of the Atlas of New Professions¹⁴. Its development is based on the study “Foresight Competencies 2030”, which was attended by over 2,500 Russian and international experts. According to its results, the Moscow School of Management Skolkovo and the Agency for Strategic Initiatives identified demanded professions in 19 sectors of the economy. The content of the Atlas of New Professions reveals current trends in the development of education and the labor market

¹¹ Proforientator.ru. Bilet v budushchee: shkolniki smogut primerit professii na sebya. 2018. Available at: <https://proforientator.ru/publications/articles/bilet-v-budushchee-shkolniki-smogut-primerit-professii-na-sebya.html>

¹² WorldSkills Russia, WorldSkills Russia zaimetsya proforientatsiei shkolnikov po porucheniyu prezidenta Vladimira Putina. 2018. Available at: <https://worldskills.ru/media-czentr/novosti/worldskills-russia-zajmyotsya-proforientatsiey-shkolnikov-po-porucheniyu-prezidenta-vladimira-putina.html>

¹³ Sotsiologicheskoe anketirovanie shkolnikov. 2019. Available at: https://drive.google.com/file/d/1QDDte5JQY_FjFdJhdb7FhBCcVYF9oy6G/view?usp=sharing

¹⁴ Atlas100, Atlas novykh professii. Available at: <http://atlas100.ru/>

for the next few years in accordance with the main trends in social and economic development: globalization, increased competition, increased complexity of management systems, multidisciplinary, as well as relevant, disappearing and potential professions. It is noted that under the influence of such tendencies the very concept of “profession” is becoming obsolete, and it is being replaced by a flexible set of special and super-professional skills.

The modernization of career guidance work includes the debatable idea of identifying talents based on blockchain technologies in order to assess the student's inclinations and abilities and determine the recommended university for admission. According to the developers of the talent identification system, the performance of a student, his or her social activity and the results of career guidance are subject to assessment. However, the debriefing mechanism is not well developed. For example, in higher pedagogical education, “the system for identification, selection and support for pedagogically gifted youth that has been developed to date, integrated with career guidance, does not correspond to modern challenges and the changes that have occurred in pedagogical education in recent years”¹⁵.

The head of the testing and development center “Humanitarian Technologies” Kuznetsov emphasizes that tests cannot be fully effective means of orientation in the profession, and indicates the need to supplement them, for example, by organizing field trips to enterprises, meetings with the representatives of various educational organizations¹⁶. The validity of this provision is obvious, however, in the process of such events it is important to avoid mistakes associated with the usual propaganda and advertising activities. A comprehensive analysis of the profession should be carried out in terms of its specificity, opportunities for professional and career growth, the correspondence of the characteristics of a particular profession to the needs and capabilities of a child^{17,18}.

The role of the participation of the representatives of the profession in the implementation of career guidance activities is substantiated in the studies of Lerner. It is noted that “the teacher, familiar to schoolchildren” will be replaced by “a specialist with industrial experience.” Indeed, vocational guidance work for a subject teacher causes objective difficulties, since “teachers of physics, chemistry, and mathematics do not have knowledge of modern production”¹⁹, which would enable them to intensify intersubject communications and to carry out the necessary vocational guidance in a quality manner.

¹⁵ A. A. Fedorov; E. Yu. Ilaltdinova and S. V. Frolova, “Pedagogicheskaya odarennost: psikhologo-pedagogicheskie resheniya vyyavleniya, otbora i soprovozhdeniya”, *Perspektivy nauki i obrazovaniya*, num 1 Vol: 37 (2019): 265.

¹⁶ Proforientator.ru. Bilet v budushchee: shkolniki smogut primerit professii na sebya. 2018. Available at: <https://proforientator.ru/publications/articles/bilet-v-budushchee-shkolniki-smogut-primerit-professii-na-sebya.html>

¹⁷ M. V. Arkhipova; E. E. Belova; Y. A. Gavrikova and O. A. Mineeva, “Research on Teacher Career Motivation in the Russian Pedagogical University Context”, *Advances in Intelligent Systems and Computing*, num 907 (2019): 105-115.

¹⁸ A. A. Fedorov; G. A. Paputkova; E. K. Samerkhanova; I. F. Filchenkova and N. N. Demidova, “New Design of University Educational Ecosystem in the Context of Modernisation of Teacher Education in Russia”, *Psikhologicheskaya nauka i obrazovanie*, Vol: 23 num 1 (2018): 52-63.

¹⁹ P. S. Lerner, “Proforientatsiya shkolnikov kak faktor podgotovki kadrov dlya perspektivnoi ekonomiki Rossii”, *Mir obrazovaniya – obrazovanie v mire*, num 3 (2009): 8.

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An equally serious mistake is to believe that “high technical education, practical knowledge and work experience” are quite sufficient for effective career guidance for the students. All this indicates a contradiction: on the one hand, a teacher or school psychologist is not sufficiently oriented in the specifics of modern production, changes in the economic situation, requirements of employers, on the other hand, a production specialist is not oriented in the needs of children, age psychology. Consequently, targeted training of qualified professionals for career guidance activities is required.

A promising, but not yet sufficiently implemented direction of career guidance is the work with parents of schoolchildren, which is due to the following reason. Often, the choice of a profession is influenced by the opinion of parents who are guided not so much by the interests and abilities of the child as by personal motives and attitudes (the desire to realize their dreams, continue the family dynasty, choose a profession that, in their opinion, will provide maximum stability, etc.). Mismatch of interests of generations can lead to conflicts. Therefore, it is necessary to provide counseling support for parents, conducting special psychological training sessions. Such forms and methods of work should be considered as a prerequisite for career guidance, which helps to establish mutual understanding between children and parents in choosing priority areas of their future profession²⁰.

The authors believe that the readiness for career guidance should cover all levels of education, starting from preschool and primary school age. This aspect is also indicated by Chernyshev²¹, substantiating the features of the formation of the professional position of the individual in building a career. For preschoolers and younger schoolchildren, this can be a game, modeling, during which respect for different professions is raised, systemic thinking, communication skills, “learning skills” are developed, and a willingness to act in a situation of uncertainty is formed²². Career guidance at the stage of primary school age may consist in analyzing the child’s inclinations and creating opportunities for the formation of supraprofessional competencies, developing the ideas about hard work as a human value, that a person who does not find him/herself in the profession will not feel happy. In middle school age, the content of career guidance can be complicated by conducting the first professional tests in practice. At senior school age, focused work is required to choose a future profession, which should include the design of an individual professional and educational trajectory of the student, taking into account its real features and the possibilities of promising advancement in the process of lifelong learning/self-learning throughout life. At this stage, it is important to build an understanding that highly specialized skills complement universal skills and basic competencies. By developing them, a person can easily switch from specialization to specialization in his or her professional sphere or work at the junction of several areas, constantly expanding the scope of his or her competencies. In the context under consideration, short-term training programs, Internet platforms with webinars, various online courses, and testing become

²⁰ A. S. Kurbatova; A. G. Pukhova and T. K. Belyayeva, “Izucheniye samootsenki kak aktualnoye napravleniye psikhologo-pedagogicheskikh issledovaniy”, *Perspektivy nauki i obrazovaniya*, num 1 Vol: 37) (2019): 251-261.

²¹ Ya. A. Chernyshev, “Professionalnaya pozitsiya lichnosti v karere. Rezultaty sistemno-psikhologicheskogo issledovaniya”, *Mir psikhologii*, num 1 Vol: 81 (2015): 261-271.

²² E. Yu. Ilaltdinova and S. V. Frolova, “Kontseptualnye osnovy vyyavleniya, otbora i soprovozhdeniya pedagogicheskoi odarennoi molodezhi”, *Vestnik Mininskogo universiteta*, Vol: 6 num 4 (2018): 10.

relevant²³. The main task of such career guidance work is to coordinate the subjective needs of youth and the objective needs of the labor market in the representation of certain professions²⁴. An illustration of serious inconsistency is the pedagogical profession, which is currently experiencing an acute shortage of staffing.

The results of sociological research make it possible to state that pedagogical professions, while remaining in demand by the state, are not evaluated as desirable by schoolchildren and their parents. The trend towards a decrease in the prestige of the pedagogical profession is noted in a comparative sociological study by Selivanova. The author notes that the attractiveness of this profession for the period of 1993-2014 among young men decreased by 2.6 times. A significant decrease in the popularity of the pedagogical profession is also observed among girls: if in 1993 this indicator was 30.1% and occupied a leading position, then in 2014 it was only 8.4%²⁵. In this regard, the conclusion is substantiated: “the absence (or narrow fragmentary nature) of vocational guidance during all 20 post-reform years led to serious discrepancies between the intentions of adolescents and the demanded areas of activity”²⁶.

The survey conducted by the authors among 186 high school children of the Nizhny Novgorod Region also indicates an ambivalent assessment of the prestige of the pedagogical profession. In the process of the study, students were asked to indicate the place of the teacher’s profession on a scale of one to ten, where 1 meant “the least prestigious profession” and 10 – “the most prestigious profession”. The results show that the average prestige of the pedagogical profession was 6.56. There were also polar assessment options: 6.5% of respondents showed the minimal score (1-2), indicating a negative assessment of the pedagogical profession, and 15.5% – the highest (9-10 points). In the process of interviewing high school students, it was also revealed that school teachers had minimal impact on their career choice, and did not act as authoritative sources that affected the choice of a profession, confirming the idea of the need for competent specialists to help “self-determination subjects”.

The training of such specialists requires a systematic approach to career guidance, the development of a number of relevant competencies. The directions of career guidance work can be described as follows:

- informational direction (involving the study of the “world of work” with children);
- educational direction (focusing on the formation of professional motives and interests);
- diagnostic direction (predicting the success of the development of the profession);

²³ Z. V. Chaikina; S. M. Shevchenko; M. V. Mukhina; O. V. Katkova and L. I. Kutepova, “Electronic Testing as a Tool for Optimizing the Process of Control over the Results of Educational Training Activities”, *Advances in Intelligent Systems and Computing*, num 622 (2018): 194-200.

²⁴ L. M. Gokhberg and Ya. I. Kuzminov, *Rossiiskaya molodezh: obrazovanie i nauka*. Higher School of Education. 2017. Available at: https://www.hse.ru/data/2017/10/17/1158038888/Molodeg%D0%A1%D0%B0%D0%B9%D1%82_U.PDF

²⁵ Z. K. Selivanova, “O zhiznennykh tselyakh i professionalnykh predpochteniyakh starshikh podrostkov”, *Sotsiologicheskie issledovaniya*, num 5 Vol: 397 (2017): 53-54.

²⁶ Z. K. Selivanova, *O zhiznennykh tselyakh i professionalnykh...* 54.

- consulting direction (the main task of which is designing an individual career guidance trajectory);
- mediation (including coordination of the activities of different subjects of career guidance).

The organization and preparation of legal documentation and methodological guidance of this activity are possible in the conditions of pedagogical universities.

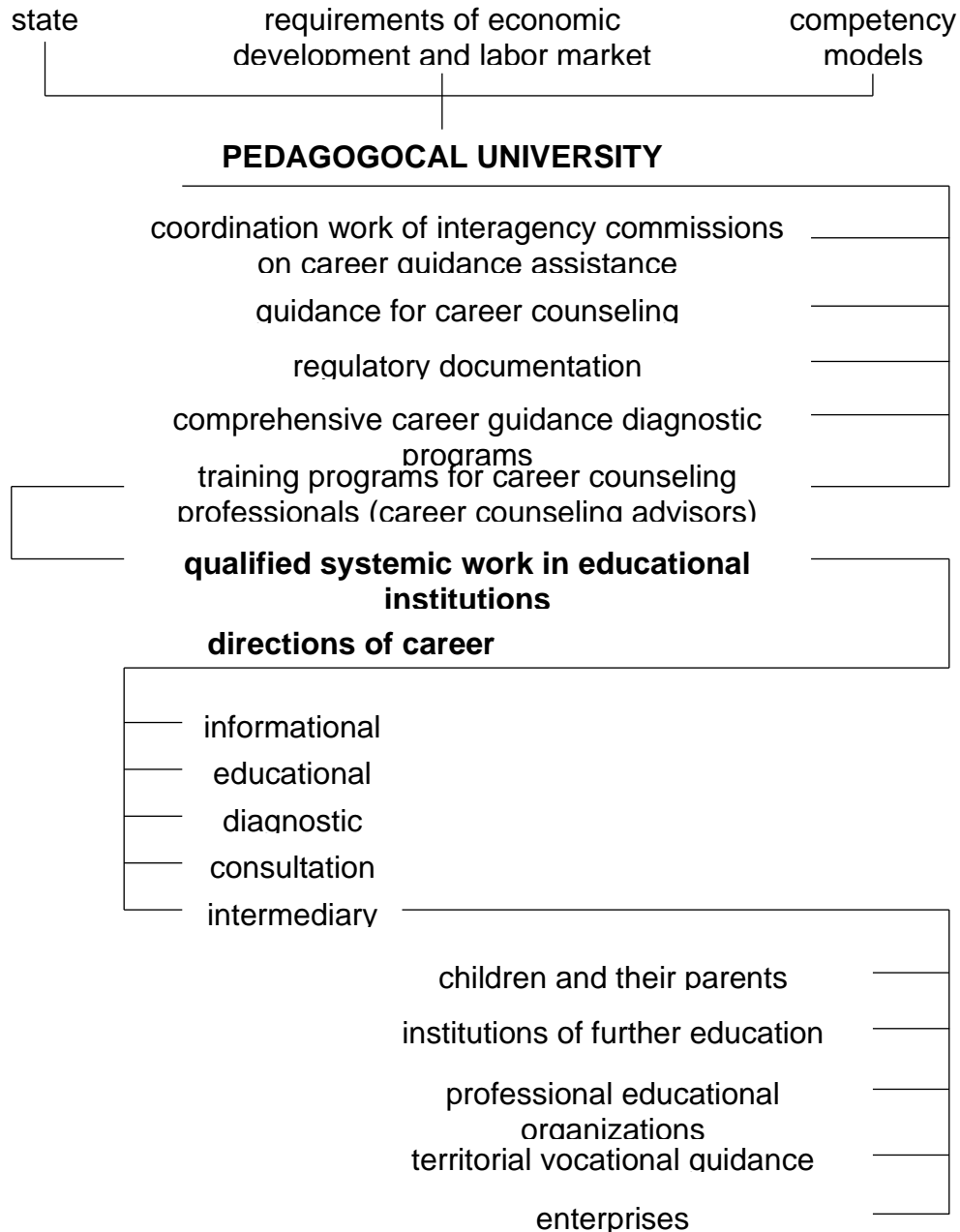


Fig. 1

Scheme of methodological and coordination guidance in the field of career guidance within a certain territory

Discussion

Higher pedagogical education has the optimal resources for effective career guidance. Fig. 1 shows the organization of career guidance, where a pedagogical university plays a key role. The feasibility of such a model of career guidance is due to a number of circumstances.

First, pedagogical universities have the necessary basis for the training of professionally competent personnel who fully possess knowledge of the state social policy, psychology of career choice, conflict studies, who are versed in the characteristics and dynamics of the regional labor market, profession requirements, admission rules, conditions of employment, owning the necessary competencies. The mastery of vocational guidance by a set of professional competencies (analytical, design, communication, organizational, reflective) can be effectively carried out as part of the implementation of special programs of additional professional education and training programs for career counseling specialists (career counseling advisers).

Second, a university can act as a competent intermediary, as its active interaction with relevant enterprises and organizations ensures the participation of potential employers at the stage of professional development, allows conveying objective information about the possibilities of a particular profession to applicants and their parents, and providing the necessary advice in a timely manner.

Third, the university can provide professional psychological and pedagogical support, involving the provision of advisory support to both children and parents, and the disclosure of the potential of parents as the representatives of a particular profession. A career counseling adviser can provide the necessary psychological support, justify the possibilities of professional choice, and discuss a personal palette of professions. In addition, career counseling is close to psychological counseling, as personal issues often come up when discussing an individual career plan, and therapeutic counseling is not possible without discussing the topic of professional self-determination²⁷. The result of working with a consultant can be recommendations on changing the school, choosing a profile class, participating in training sessions, attending developing classes and master classes.

Fourth, in the conditions of pedagogical universities, it is possible to ensure the complexity of career guidance in the framework of the network interaction “enterprise – vocational education – general education – family”. This work allows solving a number of career guidance problems, among which are:

- Provision of schools with professional support for career guidance based on modern scientific psychological and pedagogical requirements;
- management of the process of formation of a personality-oriented professional interest of students;

²⁷ P. J. Robertson, “Positive Psychology: A Movement to Reintegrate Career Counselling within Counselling Psychology?”, *Counselling Psychology Review*, Vol: 30 num 3 (2015): 26-35.

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- supervision of the diagnostic procedures, development and examination of methods of psychological and pedagogical support, organization of career counseling and education;
- the formation of motivated professional intentions that correspond to real needs, students' inclinations and the requirements of the profession, taking into account their capabilities in self-realization;
- designing of varied individual educational routes for students developing a positive attitude and confidence in their professional future, drawing up an individual palette of professions;
- ensuring constructive interaction with experienced mentors and creating situations of immersion in the specifics of work;
- establishing active cooperation of students with teachers (participation in Olympiads, conferences, master classes, open lectures, round tables with future employers), which will further reduce the period of adaptation to study at a university and increase interest in professional training and future professional activities.

The authors hereof consider the creation of regional career guidance centers based on pedagogical universities for the diagnostic, psychological and pedagogical support and counseling for applicants and parents in order to identify preferences for professional choice and take into account the demand for professions in a particular region, a promising direction for the development of a career guidance system. As the ground for the development of such a system, the authors consider the system-activity approach, to the greatest extent ensuring the focus of career guidance and future employment of graduates in the complex “enterprise – vocational education – general education – family”. In this regard, wide opportunities are provided by career guidance services “Country of Professionals”²⁸, within the framework of the project “Regional Personnel Designer” (Project Open Socio-Educational Environment²⁹, electronic databases “Applicant”, online testing³⁰).

Conclusion

Based on the analysis, it should be noted that the main disadvantage of career guidance work is the lack of a system. Scattered activities are ineffective, and existing methods for career guidance can capture only the current interests and qualities of the student. A systematic and active approach to career guidance is required, the elements of which should be interconnected and controlled. This requirement is also emphasized in promising career guidance projects, the success of which involves the transition from informational and reproductive knowledge of the profession to independent action related to the formation of professional interest, orientation in the palette of professions and

²⁸ Pro.mininuniver. Strana professionalov. Available at: <https://pro.mininuniver.ru/>

²⁹ Mininuniver.ru. Proekt Otkrytaya sotsialno-obrazovatel'naya sreda “Territoriya vozmozhnostei”. Available at: <https://mininuniver.ru/about/universitetskij-tsentr-sotsialnogo-razvitiya-nizhegorodskoj-oblasti/proekty>

³⁰ T. A. Kulikova and N. A. Pronina, “Sistema proforiyentatsionnykh mer kak sredstvo povysheniya osoznannosti vybora professional'nogo puti”, Azimut nauchnykh issledovaniy: pedagogika i psikhologiya, num 2 Vol: 27 (2019): 189-193.

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professional tests. Such actions should be supported and adjusted by competent consultants, able to work at the junction of specialties, combining the functions of a teacher, psychologist and tutor, planning and accompanying the subject, personal and career development of each subject of career guidance choice.

In terms of declining interest in a number of professions, the importance of the scientifically-based organization of career guidance activities at pedagogical universities is increasing. The application of the system-activity approach will make it possible to combine the efforts of all interested subjects of career guidance (employers, students, parents, teachers), since it is based on objective analysis, a real forecast and focused planning, jointly organized activities based on the principles of partnership and constant reflection.

A pedagogical university has a high personnel potential for the implementation of the tasks of career guidance activities. Therefore, it can become a regional center for career guidance, acting as a coordinator of the implementation of a state order for the implementation of multilevel career guidance assistance in a variable space of continuing education, filling career guidance projects with the relevant content, giving them pedagogical expediency and psychological justification in accordance with the needs and abilities of each individual subject of career guidance choice, and considering the economic interests of the state.

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