

Key Factors in the Development of the System of Professional Orientation and Training of In-Demand Personnel

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ABSTRACT

The study is devoted to considering issues related to the processes of professional orientation and training of NCFD personnel. The author identifies and examines the problem of the lack of an effectively functioning system of professional orientation and training of in-demand personnel, considering the peculiarities of the labour market and demographic processes in the regions of the North Caucasus Federal District. The study identifies the main barriers to forming an effective system of professional self-determination and training of necessary specialists and priorities in solving the accumulated problems in this area. It is concluded that the proposed measures to improve the system of professional orientation and training of personnel in the North Caucasus Federal District of the Russian Federation should be used as a basis for updating the specialities in demand in the labour market and the economy of the region and professional self-determination of citizens.

Keywords: *Professional orientation, Personnel training, Development.*

1. INTRODUCTION

The studied problem of professional orientation, training of personnel under modern requirements and demand for the economy takes on a topical character in the republics of the North Caucasus Federal District, where there is tension in the labour market, a shortage of jobs with a favourable demographic situation due to natural population growth. Here, with an excess of labour resources, there is a shortage of specialists in many areas in demand by economic entities and the economy.

In this regard, the role of education in the preparation of demanded specialists is significant, the development of which is in a substantial transformation of the socio-economic development of the country, namely: changes in the field of social and labour relations, development of competitive relations, the quality requirements of training, etc. [1, pp.4-11]

This indicates significant shortcomings in professional orientation and vocational training of

citizens and requires the development of measures to improve this system, considering the existing regional characteristics and specifics.

The theoretical basis of the study was the scientific works of I.P. Smirnov [7], A.L. Mazina [8], L.M. Uzhakhova, E.S. Tarabanova [9], et al. Recognising the significant contribution of these scientists to the study of the issues raised by us; it should be noted that some of their aspects directly related to the NCFD remain insufficiently covered.

2. THEORETICAL APPROACHES TO THE FORMATION OF A SYSTEM OF PROFESSIONAL ORIENTATION

Vocational training is a type of education aimed at acquiring knowledge, skills and the formation of competence necessary for particular labour performance, official functions (certain types of labour, official activities, professions) [2].

It should be noted that in the above the law "On Education in the Russian Federation" there is no definition of "professional orientation". Therefore, it seems that professional orientation should be understood as a process that results in a citizen receiving recommendations containing a list of popular professions (specialities), considering his needs and capabilities, the situation on the labour market and the socio-economic situation. In short, this is the way to professional self-determination of a person.

The concept of a professional orientation is close to the definition of professional consulting.

Professional consulting is the introduction of a person about the future profession, about professional advancement prospects, considering his professional preferences and the real and prospective situation in the economy and labour market.

Training should be considered a logical continuation of professional orientation and counselling. Personnel training is the process of providing educational services, during which the development of theoretical and practical skills and competencies under the chosen educational program or profession, necessary for the implementation of certain labour functions, occurs.

These measures aim to improve citizens' competitiveness in the labour market by providing them with various educational services in relevant specialities since the compliance of professional training with the economy's needs is a strategically important task for developing the country and regions.

The importance of matching the received education and its demand in the labour market is evidenced by many publications of domestic and foreign researchers [1,8,10-11].

Czech researchers Berková, K., Krpálek, P., & Krpálková Krelová, K. rightly believe that skills and competencies, as well as relevant professional training, are essential for both parties-for employers and job seekers [3, pp.91-98].

Other specialists, Deissinger T., Hellwig S., also advocate a competency-based approach to education and training, which should correspond to modern development realities [4].

3. FORMATION AND DEVELOPMENT OF THE SYSTEM OF PROFESSIONAL ORIENTATION IN THE WORLD

The formation and development of the system of professional orientation in the world can be divided into four stages [5, pp.32-38]:

1. The beginning of the 20th century - the 1920s – the birth of career guidance. With the advent of bureaus that provide professional advisory services and the

development of career guidance concepts, career guidance receives the status of psychological and pedagogical activities to help young people make professional choices.

2. The 1930s-1940s - formation of career guidance. Existing approaches to professional counselling are being improved, supplemented with new theories and concepts of career guidance.

3. The 1950s-1980s - development of career guidance as a scientifically based system. There is an expansion of the methodological base of professional counselling and professional selection; educational institutions are becoming the main social institution of career guidance.

4. 1990 - to nowadays - the heyday of career guidance. There is a qualitative change in the theoretical, methodological and practical basis of career guidance, a new integrative scientific discipline – career guidance, the main sections of which are the methodology of professionalisation, professional self-determination, differentiated professionography and professional orientation [6]. The State and its institutions assume the organisation's leading role and conduct of career guidance.

I.P. Smirnov's opinion that self-education is the best way of self-determination of a young person, including his professional orientation, deserves attention [7, pp.37-39].

In our opinion, professional self-determination is a vital decision, which entails no less important events in the future: obtaining special education and employment. Suppose young people are allowed to take this responsible step themselves, without the State's participation in the face of specialised structures designed to engage in professional orientation and counselling. In that case, there will be a further imbalance in the structure of training. The current situation dictates direct participation and control from the State in this area through the formation and implementation of appropriate policies.

4. PROBLEMS OF FORMATION OF THE SYSTEM OF PROFESSIONAL ORIENTATION IN THE RUSSIAN FEDERATION

At the level of regions of the Russian Federation and the North Caucasus Federal district's subjects, in particular, has formed a different situation in the field of career guidance, training specialists, and overall functioning of the system of training and employment.

Our vision of the situation is based on the current unfavourable situation in the economy of most regions of the North Caucasus Federal District, which has human resources, financial resources and population growth trends, as a result of the high birth rate.

It should be noted that the above factors are an obstacle in the formation of a new and functioning of the existing system of professional orientation and training of in-demand personnel and their employment. It is also appropriate to list important problematic issues that take place in the North Caucasus macroregion of the Russian Federation:

1. The inertia of the education system in the regions of the North Caucasus Federal District due to institutional and legal aspects;

2. Increased complexity of the Unified State Exam tasks in natural and exact sciences, which prevents admission to the leading universities of the country in engineering, chemical-biological and medical areas;

3. Imbalance in the number of training specialists of different levels and profiles and the staffing needs of employers;

4. Unemployed people who have completed short-term training in the direction of the employment service and have received a new profession are generally not employed permanently due to its lack of demand, or the lack of an appropriate workplace;

5. Lack of close interaction between economic entities and educational organisations regarding personnel training and implementing the educational process. The lack of a real opportunity for employers to order universities in popular specialities to participate in educational programs development. The current interaction is formal and does not contribute to the training of in-demand specialists, which entails a low degree of adaptation and preparedness of a specialist for practical activities;

6. Insufficient material and technical equipment of the employment service, especially in rural areas, hinder providing high-quality career guidance services to unemployed citizens. Low staffing of these services with highly qualified professional pathologists, psychologists, consultants;

7. The situation with the shortage of jobs, coupled with the demand on the regional labour market education contributes to the excess of trained specialists in some areas and trends of out-migration of promising scientific and technical personnel, and accordingly human and labour potential of regions NCFD;

8. Non-return to the native region of specialists trained in other subjects, due to the lack of decent working conditions and the realisation of their potential;

9. The discrepancy between the prestige of the profession and salary and career expectations among young people. The unconscious choice of a future profession, due to the advice of parents and friends, reflects a low awareness of the essence of other

specialities and, as a result, a lack of interest in the chosen speciality;

10. Overestimated self-esteem of the education received and unwillingness to take into account the regional socio-economic situation, the current level of wages and working conditions;

11. The underdevelopment of non-state actors of employment of the population in most of its regions;

12. Lack of reliable information about the vacancies available to employers, without which it is impossible to engage in the employment of the population effectively;

13. Non-compliance of the material and technical base, educational and practical capabilities of educational organisations with modern requirements;

14. The favourable demographic and unfavourable socio-economic situation in the republics of the North Caucasus Federal District.

5. DIRECTIONS FOR IMPROVING THE SYSTEM OF PROFESSIONAL ORIENTATION

To improve, develop and effectively use the available resources, it is necessary to maximise the district's potential and promote the attraction of resources from outside. Only in this case, the situation in the sphere of professional self-determination of citizens, their training and employment will reach a new and qualitative level, contributing to the improvement of socio-economic indicators of the macroregion.

According to A.L. Mazin, for most people, a future profession's choice determines the entire future professional life and career even if not for everyone. Simultaneously, not having the necessary abilities, a person will be uncompetitive in the chosen profession, and his career is unlikely to be successful, and his life will be happy [8, pp.23-38].

Therefore, it seems that the decision on the professional self-determination of an individual should be made based on a consensus of the interests of the State and the citizen.

We will highlight some priorities for the development of the subject of this study.

1. Conducting a comprehensive analysis of the situation on the labour market and drawing up the balance of labour resources in the context of territories.

2. At the federal and regional levels, it is necessary to form and integrate a system of forecasting and continuous monitoring of the current and future needs of the labour market in personnel of various specialisations and qualifications, including considering global trends, with the direct participation of all parties to this process (the state, educational institutions, economic entities). It

is necessary to consider the territories' regional characteristics (geographical, demographic, availability of labour resources, specialisation of regions, etc.).

3. Inclusion in the curriculum of disciplines focuses on teaching students to form their portfolio and resume, self-submission, self-management, and self-marketing.

4. Introduction of additional disciplines and solutions of cases on which possible employment situations are modelled, where students have the opportunity to test and evaluate their skills necessary for successful employment [9, pp.273-279].

5. Activation in the conclusion of contracts on network interaction with economic entities and state organisations includes developing curricula and adjusting. This is necessary for educational institutions to determine the competencies required for employers in training personnel. It is also important that enterprises and organisations accept students for all types of practices (educational, industrial, pre-graduate) and then employ them.

6. It is necessary to create incentives for employers who hire graduates of these educational institutions [10-11];

7. Qualified implementation of the procedure preceding obtaining education – professional orientation of the population, mostly schoolchildren, and mandatory support of their educational process. It is impossible to be limited only to carrying out career guidance activities.

8. Formation of a system of interaction and communication between higher education institutions and employment centres for graduates of educational institutions and young people with similar centres outside the region and public and private employment promotion structures.

9. According to consumers of educational services, placement on the Internet, mass media, and on television of information about professions in demand by employers and the economy contributes to changing views on prestigious occupations.

10. Formation and effective implementation of employment promotion programs, which are the essential tool for countering the increase in the unemployment rate, focused on active measures.

It seems that the author's thesis should be cited here that the process of obtaining education and qualifications should not be allowed to lag behind the real and prospective need for personnel. It is necessary to act ahead of the curve, i.e. today, to anticipate the need for personnel with the required qualifications and competencies and transform the existing training specialists' system.

6. CONCLUSION

During the study, the following main conclusions were made:

1. The current situation in the sphere of professional attitudes and training in NCFD actualises the need to improve this sector since it used a conservative approach to an imbalance in the professional qualification section.

2. The results obtained during the study and the proposed directions will improve the system of career guidance and training and the situation in the regions' labour market and reduce unemployment and tension in the social and labour sphere.

The system of professional orientation, training in-demand professionals, must play a crucial role in overcoming the current inefficient system of employment and the formation of "highly liquid" specialists. This system should be able to respond immediately and flexibly to the dynamics of economic development. The State should play a decisive role in this process – by forming and implementing appropriate educational and employment policies, socio-economic development strategies and relevant programs.

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