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## Problems of state policy in the Republic of Kazakhstan in the field of professional orientation

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### Abstract

**Relevance.** The professional orientation of Kazakh youth (students and schoolchildren) and the influence of state educational and personnel policy on the formation of future qualified workers is a pertinent issue. This relevance is underscored by modern political and social processes aimed at the democratization of Kazakh society, the formation of a new education system based on global teaching quality standards, and the utilization of information technology advancements. These factors significantly impact the population's career choices and overall employment.

**Purpose.** The research aims to conduct a deep and comprehensive analysis of vocational guidance issues among students. It examines this element as a means to mitigate the shortage of qualified personnel in Kazakhstan, considering the current educational and social policies. The study also explores the use of software technologies and new teaching methods to enhance vocational guidance for students and schoolchildren.

**Methodology.** The results were obtained from surveys of university students and experts, and a content analysis of state documents, regulations, publications, and statistical data.

**Results.** The research identified unresolved problems in the vocational guidance system for children and youth, affecting career choices and personnel policy effectiveness. Addressing these issues requires educational reforms, enhanced educator competencies, and additional resources for pedagogical, educational, and scientific activities. The article presents recommendations to elevate Kazakhstan's education system, aiming to improve employment, form new qualified personnel, and develop scientific and teaching activities in remote regions.

**Conclusions.** The study concludes that there is a critical need for targeted reforms and investments in vocational guidance and education. Improving the education system will help address the shortage of qualified workers, support the

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development of new teaching methodologies, and promote scientific activities, thereby contributing to the overall socio-economic growth of Kazakhstan.

**Keywords:** professional self-determination; employment of the population; higher education; distance learning.

## **Introduction**

The transition to complex market relations carried out in Kazakhstan in the modern period of building an administrative system for managing public processes is associated with enormous difficulties, the emergence of many socio-economic problems in the field of education, training, employment, the development of the market of highly qualified specialists and employment of the population.

The purpose of the article was to clarify the relationship between the state policy of Kazakhstan in the framework of building modern educational processes in the country aimed at solving the problems of shortage of highly qualified specialists and creating positive motivation among young people when choosing the professions needed in the market. The object of the study was the public educational and personnel processes in Kazakhstan and other countries, as well as the opinions of students and experts regarding professional orientation and self-determination, the quality and accessibility of higher education, statistical and regulatory materials. The urgency of the issue of poor quality of education in regional educational institutions, affecting the shortage of qualified specialists in certain fields of knowledge and practice, is often associated with issues of insufficient funding [1].

Foreign scientists also note the lack of competent specialists in certain agricultural regions, which affects the quality and level of provision of educational services to the population [2; 3]. Considering directly the issues of the interrelation of professional self-determination, the shortage of highly qualified specialists in the labour market, employment of the population, the level of higher education for students of various professions, scientists note the importance of the social environment and professionalism of teachers [1]; the influence of non-profit organisations on solving the problems of organising education in schools and lyceums [4]; obtaining special education in community colleges [5]; the relationship of the formation of professional orientation with state processes in Europe and Asia [6]. Studies often touch upon certain elements of the correlation of the professional self-determination of students and students with the regional peculiarities of the placement of educational institutions and state policy in relation to remote territories [7-9]. Among the problems of personnel and educational policy of the states of the USA, Europe and Asia, the importance of smoothing social inequality (racial, class, financial, gender) of young people with access to resources and institutions of higher and specialised secondary education is emphasised [5; 10].

In order to identify problems in the organisational structure and system of functioning of education in Kazakhstan within the framework of the implementation of the general socio-economic and cultural policy of the country, certain scientific concepts used, including in the practical activities of teachers and aimed at revealing the subject of the article: profession, professional orientation, self-determination, shortage of personnel, motivation of

youth, which are set out in the works of various scientists [11-14], require theoretical rethinking and research. Professional self-determination and career guidance are singled out by scientists as the most important elements of the system of training future highly qualified specialists [11; 15]. The practical issues of the study were identified and established, including when studying the data on career guidance among young people indicated on the Atlas of new professions and competencies of Kazakhstan website [16], when using the resources of the Bagdar network [17], etc.

The purpose of the empirical study is to study the motivational attitudes of young students from Kazakhstan within the framework of professional self-determination and orientation when choosing a speciality, to identify attitudes to the policy of the state and society regarding the employment of the population. The object of the survey was the modern Kazakhstani youth studying in Russian universities. The subject of the study is the process of identifying the attitude of students of Kazakhstan and various experts to the procedure of professional orientation within the framework of the general employment policy of the republic. The scientific novelty of the research is determined, first of all, by the identification of a complex and systemic relationship between the educational and personnel policy of Kazakhstan in relation to modern youth, taking into account the problems of implementing the provisions of programme and regulatory documents in the real activities of institutions of higher and secondary education (general and special orientation) in order to solve the problem of shortage of highly qualified personnel (specialists in various fields of activity). At the same time, the topical issue of students' attitude to the choice of a future profession, to the quality of higher education, affecting the professional self-determination and motivation of Kazakh youth, is being clarified. The problems of the quality and sufficiency of distance learning facilities in universities and the current shortage of highly qualified workers in the country are touched upon.

## **Materials and Methods**

For the successful study of the problem stated in the article, the author used the following methods of socio-political and legal sciences:

- methods of theoretical study and comparison of scientific and journalistic works related to the problems of professional self-determination of students and schoolchildren, state personnel policy and labour shortage in the labour market, i.e. analysis (detailing, separation) of material and synthesis, generalisation of the studied information data; specification of individual concepts;
- statistical analysis of data on the relationship between employment and the level of education of the population of Kazakhstan;
- Internet survey of Kazakh students studying in higher educational institutions of Russia in order to find out their personal opinion on certain topical issues related to the quality and accessibility of higher education, choice of

profession and field of activity, further employment problems, etc.;

– content analysis of Kazakhstan's programme documents, regulations, as well as answers of respondents and experts to the questions posed in the research part.

The sample of the study is determined by the complexity of the ongoing study of the problems of educational and personnel policy of Kazakhstan, taking into account the regional aspect. Many respondents (Kazakh students) study at various institutions of higher education in Russia, represented in a variety of geographical, territorial and sectoral terms. It was among them that a pilot study was conducted by formulating certain topical issues related to the topic of the problem under study, in respect of which respondents had to formulate their own opinion and give a detailed answer.

Questionnaires distributed among Kazakh Russian-speaking students of various educational institutions of Russia, including questions requiring detailed and free answers written in two or three sentences, were received and processed by 50 students (partly teachers) from Universities of the Omsk region, in particular, OmSTU (where a significant number of students of citizenship of Kazakhstan study), the regions of Moscow and St. Petersburg, Altai State University, institutes and universities of Novosibirsk and Tomsk region. The age limits of students of individual higher education institutions varied from 17 to 30 years. Moreover, the level and specialisation of the educational plan were not taken into account.

The empirical study of the problem stated in the article was carried out in three main stages:

1. First of all, the formulation of problematic issues requiring study was carried out, the purpose of scientific and empirical analysis, the object and the sample were highlighted, statistical data, programme documents of Kazakhstan of normative content were analysed. The scientific literature was used to substantiate the theoretical part of the work of both Russian and foreign researchers from America, Europe and Asia.

2. At the second stage of the study, a survey was conducted with elements of content analysis of the detailed answers received to the questions posed. For this purpose, by comparing various written opinions of students and experts on the issues of professional self-determination of the young people of Kazakhstan, similar elements of content were identified, and later methods of analysis and generalisation of the most general details in the structure of responses were also applied. In addition, in the process of studying the opinions of various specialists and comparing them with the survey results, attention was focused on problems that need to be solved in the future.

3. At the final stage, the results of the survey were summed up in order to form the author's own position on the identified problems.

## Results and Discussion

With the dissolution of the Soviet state in modern Kazakhstan, the structure of the education of working youth and the system of professional self-determination in educational institutions of secondary and higher education was lost, which caused in practice a "series" of difficulties of both social and economic plan: a significant resonance

between the professions necessary in the labour market and the personnel produced; disunity and imbalance of the system of educational institutions training future specialists in various fields of activity, and elements of the employment structure of the population in the form of employers; the uncertainty of youth in the selection of relevant activities in the modern world; lack of qualified specialists of a narrow profile, lack of skills and knowledge in the necessary and demanded areas of industry and services, etc.

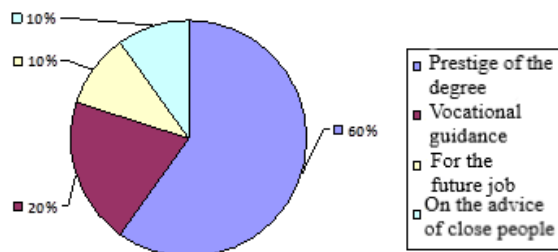
In order to implement a full-fledged study within the framework of studying state policy and the influence of educational organisations on the adaptation and professional orientation of modern Kazakh youth in the process of choosing a profession and employment in market conditions of management, an Internet survey was conducted by sending questions to the personal pages of students - citizens of Kazakhstan studying at Russian universities, using social media resources. In order to fulfil the intermediate goal of the study and solve the problem of clarifying various aspects of professional and personal motivation of students from Kazakhstan to the compulsory acquisition of higher education as an opportunity to get a job in their speciality in the republic in the future, a question was asked, involving the clarification of the respondents' own opinions and free answer: "How important is higher education for you and does it affect employment in the regions of Kazakhstan?".

At the same time, despite the difference in the specialisation of students (future lawyers, economists, managers, psychologists, sociologists, etc. were interviewed), their answers had a general orientation of thinking and attitude to professional self-determination. Most often, the prestige of higher education was called as an opportunity to get a job as a certified specialist (60% of students from Kazakhstan, 30 people). In this aspect, young people assumed the symbolic fullness of special vocational education, i.e. their interests were directly occupied by the process of obtaining a diploma of higher education, regardless of interests and plans for the future. That is, all the knowledge and skills acquired in the course of study, these students have not yet planned to apply in practice when applying for a job in their speciality.

Some students came to Russia for higher education on a free basis, so their value orientations regarding professional self-determination are not clear. They noted the importance of free education as an aim in itself. Some respondents referred to the opinion of their parents, peers and other people authoritative to them, who advised them to get a profession that was more in demand in the labour market. Only 20% of respondents (10 people) consciously pointed to obtaining a future speciality as an integral part of professional self-realisation in the future. At the same time, 10% of respondents indicated the importance of having a document on any higher education when applying for a job in a particular speciality ("even to get a job as a shop assistant in a large store, a diploma is required").

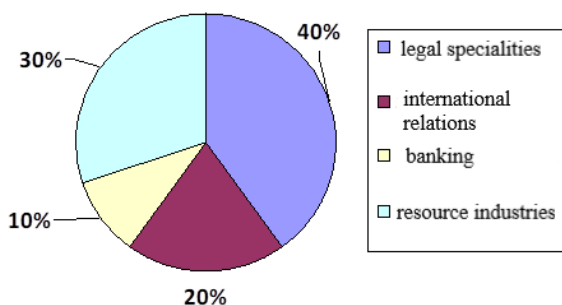
Thus, the results of the survey on the relationship between future profitable and prestigious employment and the importance of obtaining a diploma of higher education showed the following results: the overwhelming number of students from Kazakhstan recognizes the prestige of higher education as a separate opportunity to become a certified

specialist and work in large elite companies, even perhaps not in their field of studies (60%); 20% point to the importance of professional orientation when choosing the direction of higher education; 10% highlight the importance of a diploma when obtaining any profitable job; 10% decided to receive education on the strong advice of relatives or other close people (Figure 1).



**Figure 1.** The importance of higher education for students (according to the survey results)

When asked which professions are most in demand in Kazakhstan, the survey participants highlighted legal specialities of various fields (40%, 20 people), international relations (20%), banking (10%), oil refining, gas production industries (30%). Manual labour professions such as construction worker, agricultural worker, etc. were rarely mentioned (Figure 2).



**Figure 2.** The demand for professional activity in Kazakhstan (by directions)

At the same time, the popularity of specialities related to the implementation of oil production and gas industry is quite high and is typical for all representatives of Kazakhstan, however, students have pronounced doubts about the possibility of finding vacancies in these fields of activity. This problematic aspect is noted by 40% of students studying at Russian universities (20 people). A question was also asked about private schools in the Republic of Kazakhstan and the level of education in them. Many of the students note the high level of professionalism of the teachers of privately-funded educational organisations, a high degree of equipment and computer technology used, and convenient conditions for education. Also, these schools, lyceums and colleges differ from the state ones by the increased complexity of the programme and the introduction of additional courses, taking into account the specialisation of the educational organisation.

The questionnaire formulated a question about the propaganda and direction of state policy in relation to

increasing the prestige of manual labour specialities, which are constantly in demand on the labour market of Kazakhstan. However, the majority of students want to earn high salaries and hold positions that are not directly related to physical labour (90%). The majority of respondents are also unaware of the existence of organisations in Kazakhstan that contribute to the identification and formation of professional orientation and self-determination among young people. The question was formulated in the following verbal form: "Is there professionally oriented work by public or private structures in your place of residence (region)?"

When analysing the activities of the authorities of Kazakhstan engaged in the professional orientation of youth and students, respondents either denied the existence of this initiative and activity on the part of special public organisations or expressed general dissatisfaction with the quality and effectiveness of propaganda in this area. Often, students generally noted a lack of awareness about government initiatives in this area. Students also pointed out that only school teachers, parents and academic supervisors at universities carry out work on the professional self-determination of future specialists.

To the question: "How do you imagine effective work (activities) in providing vocational guidance to students of different educational institutions?", the students interviewed gave a variety of answers. For example, 50% (25 people) indicated the need for early professional orientation, starting with the lower grades of secondary schools or private lyceums. Moreover, in their opinion, this initiative should in any case come from government organisations that can delegate its implementation to non-profit structures or future employers interested in educating personnel for the development of enterprises in the future.

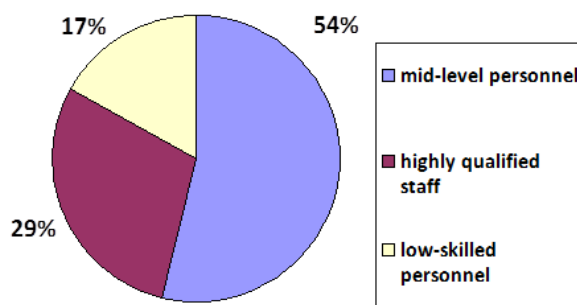
The empirical results obtained during the survey make it possible to propose the following means and measures to improve activities in the formation of professional orientation, among which the following are the most in demand:

- development at the national level and implementation in the regions of programmes for vocational guidance of schoolchildren and students of various specialities with details of the measures prescribed in these documents (and not the adoption of acts of a general nature);
- appoint those responsible for carrying out work on the promotion of popular specialities and professions in the labour market of the country;
- at various stages of professional self-determination in an educational society (school, lyceum, university, etc.), it is necessary to develop special tools and activities of a career-oriented nature that allow schoolchildren, students and graduates to identify their personality as a representative of a certain profession;
- consideration of the possibility of creating a system of psychological and pedagogical support for students' professional self-determination in different universities.

The difficulty of finding employment among young people who graduated from various universities of the republic and other countries in their speciality, the marginalisation of representatives of Kazakh society, a significant unemployment rate in Kazakhstan, the general lack of demand for highly qualified employees certified in

the field of culture, social processes, pedagogy, art, taking into account the openly expressed resource policy of the country, is an urgent problem of state development. At the same time, a paradoxical situation has developed in Kazakhstan – with a large number of unemployed citizens, there is also a significant number of vacancies. The effective means of overcoming this imbalance in the state and public context are professional orientation and self-determination of graduates of various higher educational institutions, as well as the formation and improvement of the effectiveness of active interaction between representatives of employers, government structures and educational organisations.

Considering the issues of saturation of the labour market of Kazakhstan with highly qualified specialists, it can be noted that when analysing the professions of employed workers in 2020, a trend was revealed that more than half (54% or 4,718 thousand people) were medium-skilled workers (construction, industry, trade, etc.), 17% were low-skilled workers of organisations (loaders, cleaners, storekeepers, plumbers, etc.), and only 29% of employees held highly qualified positions, taking into account the availability of higher special education (Figure 3) [18].



**Figure 3.** Qualitative and quantitative analysis of the professional activity in Kazakhstan (2020)

If there are 6687 thousand people in the structure of the workforce engaged in wage labour, the percentage of employees engaged in scientific and educational activities is extremely low – 255 thousand people (3.8%) [18].

With a sufficiently high growth rate of the economy of Kazakhstan, which is achieved by 50% through the implementation of activities in the extractive and processing oil and gas industry, the financing of higher and specialised secondary vocational education remains quite low. This aspect directly affects the quality of teaching, the availability of highly qualified specialists in the field of scientific and educational activities, the financial and technical support of higher education institutions that should prepare graduates of professions necessary for the country and in demand on the labour market. In particular, in the unitary budget for 2021, despite a significant increase in the share of budget expenditures on education (more than 1.5 times, 51.6%), funding in the amount of 1.337 trillion KZT was determined for this area, i.e. less than 10% of 13.756 trillion KZT of total expenditures of the national budget (9.8%) [19].

The main financial resources are used to ensure the structure of school and preschool education, and the share allocated to the development of higher education

institutions is one of the lowest among other countries in the world comparison. Therefore, it is the problem of financial support of universities in Kazakhstan to attract highly qualified staff of teachers, scientists and specialists that has a direct impact on the development of students and professional self-determination of students. The choice of a demanded profession and the opportunity to get the necessary education leads to a reduction in the shortage of highly qualified labour in the labour market. This problem is not new on a global scale. For example, a team of American scientists reveals the dependence of funding and organisation of training on the formation of professional skills of students, the development of a system of professional orientation of young people within the framework of the general educational policy of the state, as well as the influence of the social environment and the professionalism of teachers on the future of students and the educational process as a whole [1; 20].

In the republic under consideration, there is also a problem of attracting highly qualified specialists, graduates of universities in Russia and Kazakhstan, to certain regions remote from the central cities of the country, where the turnover of professional personnel is the main difficulty. In addition, most young people seek higher education in the most prestigious educational institutions of the capital or Russian educational institutions. These issues and related aspects have been the subject of study in the works of many scientists from various states [21; 22].

In particular, a team of specialists and scientists in the regional context touched upon and studied the issues of the ratio of education in rural and urban educational institutions in the United States in order to form further professional orientation and increase the chance of entering prestigious colleges as well as obtaining high-skilled jobs [7; 23]. In the work of J. Kim [6], the problems of staff turnover in secondary schools in disadvantaged regions among young, new teaching, teachers and the relationship of these processes with the formation of personal and professional orientation and political processes in various countries are studied.

In other scientific works, the problems of the influence of the professionalism and competence of teachers on the choice of a future profession by students and the self-realisation of young people in the labour market and employment of the population, the prestige of individual professions, modern technologies on the education sector within the framework of the implementation of national policies of various countries are touched upon. For example, there is an interesting work by a Dutch specialist, which reveals the characteristics and issues of social inequality in access to educational services and the subsequent influence of this factor on the choice of profession, as well as elements of public policy of various countries (21 European states) in order to smooth out social contradictions [10].

The work of A.K. Edgerton and L.M. Desimone [24] reveals the actual problems of the influence of the authority of teachers and principals of educational institutions on the formation of the future career of schoolchildren. There is also a connection with the reform of the political accountability of officials in education and the growth of human resources. In this regard, the relationship with the

policy of Kazakhstan in the field of increasing the gap between the number of administrative staff in the country's universities and teaching staff is interesting. The number of managers in higher education institutions of the republic is constantly growing, with a significant reduction in employees engaged in research and educational activities. Therefore, it is worth mentioning a comprehensive study by Swedish professor J.P. Myklebust [25], which draws parallels between the change (decrease) in the number of professors and teaching staff at Swedish universities and the increase in the number of managerial employees who occupy more than 50% of all university vacancies, and the level of education of students that affects the quality of training professionals in various fields of activity.

M.W. Sallee, R.D. Cox [5] focuses on such an important socio-political problem as obtaining vocational education in community colleges for the purpose of further employment by students-parents and their temporary and personal adaptation to training courses. Unfortunately, there is no special programme for adapting parents with children to the regime of higher education institutions in Kazakhstan and obtaining free education on a voluntary basis in the republic. The article of A.P. Tuma [4] deals with the issues and problems of the formation of the educational environment in direct interaction with specific external organisations, including future employers for various groups of students. Unfortunately, civil society and social entrepreneurship are still insufficiently developed in the Republic of Kazakhstan in terms of promoting educational development programmes in the country in order to provide financial and methodological assistance in acquiring the necessary and demanded professions and special knowledge and skills in the labour market, as well as public control over the activities of state educational institutions.

The work of J.C. Duncheon, J. Muñoz [26] is interesting for the studied issue, they consider the problem of the influence of professional and personal characteristics of school teachers on the development of vocational guidance of students and the success of their further admission to colleges. The authors draw conclusions about the significance of the factors they considered for educational policy and practice. The works of Chinese scientists also touch upon the general problems of China's modern personnel policy and the provision of organisations with highly qualified young specialists [27; 28]. L. Hubbard, A. Datnow [29], through the prism of considering the issues of educational state policy and educational practice in various countries, analyses the issues of developing students' creative thinking (so-called design thinking (DT)) as a factor in improving academic performance, developing leadership qualities necessary to build a successful career in the future.

Some authors consider the problems of educational and personnel policy of the United States within the framework of the emergence of charter schools, i.e. educational institutions of mixed funding (private and public), the impact of the level of education of students of these educational institutions on the future choice of profession and employment [30; 31]. The experience of Kazakhstan in this direction is interesting for the disclosure of the issues of the topic of the article. In particular, since 2013, public schools have begun to open everywhere in the

republic and are becoming self-financing, although the process itself began as early as 1992 [32]. This is due to the various state difficulties of modern Kazakhstan. It is worth noting in this regard that in a particular state, almost 15 times less money is spent per pupil in state and municipal educational institutions compared to developed European countries [33]. This means that the availability of schools and institutions of higher education with mixed or private funding will "unload" the national budget, creating a basis for a better and more individualised education and for attracting the most competent teachers to the private education process. At the same time, in modern Kazakhstan there is a structure of so-called privileged private schools: Almaty International School QSI [34], "Haileybury Almaty" [35], International school QSI (Nur-Sultan) [36], "Haileybury Astana" [37], in which tuition fees are quite high, but these educational institutions are world-class organisations and of high educational standard. This means that the system of professional self-determination and orientation of students in these institutions is sufficiently developed. At the same time, the prestige of the diplomas of graduates of these schools will allow them to choose the most advanced higher education organisations.

The joint publication of Russian and Chinese scientists is also of great interest, considering the problems of adaptation of Russian-speaking students in Chinese universities and the influence of the learning process at foreign universities in Asia on the professional development of students from Russia, as well as the choice of a future profession [38; 39]. Given that a significant number of Kazakh youth are studying at universities in Russia, this article is also relevant when studying and disclosing the research topic.

A. Mehic, C. Olofsson [40] raises the problems of the quality and sufficiency of distance learning during the pandemic and its impact on the subsequent development of students' professional skills, and also considers the return of standard forms of education to achieve greater effectiveness of the educational and personnel policy of Sweden and other European and American countries. In the face of the danger of the spread of Covid-19, many universities in Kazakhstan had to switch to a distance learning system, which led to a significant change in the quality of educational services. After all, any ultimate goal of high-quality and comprehensive, deep, meaningful education is to acquire the necessary professional and personal skills, knowledge, taking into account the training of thoughtful perception of the material through personal communication with the teacher, the ability to discuss, criticise the positions of colleagues and mentors. It is through this personal process that it is possible to form a deliberate professional motivation in order to choose a future profession and further employment as a highly qualified specialist in the organisation of Kazakhstan.

The analysis of all the studied literature, statistics and educational practice made it possible to come to the conclusion that the formation of professional orientation among young students is not given sufficient attention both in educational organisations and by employers and the state.

## Conclusions

This study made it possible to identify the main problems related to the professional self-determination of students and schoolchildren of Kazakhstan, and affecting the general employment policy of the population in the country. Among the studied expert opinions, the following were identified as the most interesting for the further development of the education system in Kazakhstan and increasing the motivation of students in choosing the desired and necessary professions in the labour market: aimed at promoting the creation of schools and universities of mixed and private financing; in which the issues of the demand for highly qualified personnel in the system of training and education of specialists were highlighted; the issues of providing organisations with highly qualified young employees were raised; various aspects of interaction between employers, public organisations, authorities and elements of the educational structure were revealed; the features of modern policy within the framework of increasing the administrative composition of educational institutions regarding teaching, etc.

In addition, as a survey of students from Kazakhstan studying in Russian higher educational institutions showed, they are practically unaware of the issues of professional orientation and self-determination, poorly versed in the problems of choosing a professional activity, higher education is a priority for most because of the prestige of their position in society, since a certified specialist, in their opinion, is more in demand in the labour market. They studied the state policy on the development of the vocational guidance system in Kazakhstan superficially, aspects of nihilism and indifference clearly prevail in relation to the formation of a new labour market in the republic. In particular, the overwhelming number of students from Kazakhstan recognise the prestige of higher education as a separate opportunity to become a certified specialist and work in large elite companies, even perhaps not in their field of studies (60%); 20% point to the

importance of professional orientation when choosing the direction of higher education. Among the most popular areas of activity of a future specialist (bachelor, master), the students surveyed identify legal professions (40%, 20 people), disciplines related to diplomatic relations (20%), banking (10%), oil refining, gas production industries (30%). Manual labour professions such as construction worker, agricultural worker, etc. were rarely mentioned. A common problem can be called poor knowledge and awareness of students about issues of professional orientation in order to receive education in prestigious and in-demand professions in Kazakhstan.

In general, the study made it possible to determine the systemic relationship between the educational and personnel policy of Kazakhstan in relation to modern youth with the real activities of institutions of higher and secondary education in solving the problem of shortage of highly qualified personnel. At the same time, the problems of the quality and sufficiency of distance learning facilities in higher education institutions and the current shortage of highly qualified workers in the country were also touched upon. Thus, the conducted research of an empirical nature, analysis of statistical data, programme documents of the country, opinions of experts made it possible to identify the features and general orientation of professional self-determination of students from the Republic of Kazakhstan. This article is a pilot project and can serve as a basis for further, deeper and expanded work within the framework of the topic under consideration.

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None.

## Conflict of Interest

None.

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## Проблеми державної політики в Республіці Казахстан у сфері професійної орієнтації

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### Анотація

**Актуальність.** Професійна орієнтація казахської молоді (студентів і школярів) і вплив державної освітньої та кадрової політики на формування майбутніх кваліфікованих робітників є актуальним питанням. Ця актуальність підкреслюється сучасними політичними і соціальними процесами, спрямованими на демократизацію казахського суспільства, формування нової системи освіти, заснованої на світових стандартах якості викладання, використання досягнень інформаційних технологій. Ці фактори суттєво впливають на вибір кар'єри та зайнятість населення в цілому.

**Мета.** Метою дослідження є проведення глибокого та всебічного аналізу питань професійної орієнтації учнівської молоді. Розглядається елемент як засіб пом'якшення дефіциту кваліфікованих кадрів у Казахстані, враховуючи поточну освітню та соціальну політику. Дослідження також вивчає використання програмних технологій і нових методів навчання для покращення професійної орієнтації студентів і школярів.

**Методологія.** Результати були отримані шляхом опитування студентів та експертів, а також контент-аналізу державних документів, нормативних актів, публікацій та статистичних даних.

**Результати.** Під час дослідження виявлено проблеми в системі професійної орієнтації дітей та молоді, що впливають на вибір професії та ефективність кадрової політики. Вирішення цих проблем потребує реформування освіти, підвищення компетенцій педагогів, а також додаткових ресурсів для педагогічної, освітньої та наукової діяльності. У статті представлені рекомендації щодо вдосконалення системи освіти Казахстану, спрямовані на поліпшення зайнятості, формування нових кваліфікованих кадрів, розвиток наукової та викладацької діяльності у віддалених регіонах.

**Висновки.** У статті визначено, що існує критична потреба в цілеспрямованих реформах та інвестиціях у професійну орієнтацію та освіту. Удосконалення системи освіти допоможе вирішити проблему нестачі кваліфікованих працівників, підтримає розвиток нових методик викладання та сприятиме науковій діяльності, тим самим сприяючи загальному соціально-економічному зростанню Казахстану.

**Ключові слова:** професійне самовизначення; зайнятість населення; вища освіта; дистанційне навчання.