

# ASPECTS OF PROFESSIONAL IDENTIFICATION MODELING

**V. Gnevasheva**

*MGIMO University (RUSSIAN FEDERATION)*  
*vera\_cos@rambler.ru*

**Dr Saad Masood Butt**

*AIU University (USA)*  
*Saadmasoodbutt444@gmail.com*

## Abstract

The professional identification of Russian youngsters today is largely determined not only by the desire of young people to get one or another profession, but also by their desire to get a professional education that will enable them to receive a higher level of income in the future. That means that the process of professional orientation and professional identification of youth might be managed by the State Educational Policy. The purpose of this management process is the formation of an effective, competitive labor force that allows to reduce the structural unemployment on national labor market.

The data of the research is the official statistics, as well as the results of all-Russian author's monitoring research for the period 2001-2017. The research, that we got, shows that the higher education attitudes of Russian youngsters, have changed alot.

We use the modeling approach to define the features of the modern sector of Higher Education. The social and economical modeling of the higher education system can reveal the main correlation factors of younger's demand for the higher education programs what will help us to find out the main streams of further professions, training directions, educational technologies development.

The results also will allow us to determine the directions for the further development of the system of higher professional education in Russia, to identify competitive areas of education, training areas, and training technologies.

Keywords: professional orientation, professional identification, higher professional education, youth, labor, management approach.

## 1 INTRODUCTION

The modern Russian youth labor market as the part of the world market is characterized by an increasing gap between the employment aspirations of young people and possibilities to meet them. As a rule, young people do not have the practical experience of work (or it is not sufficient) so their high requirements for wages as well as the discrepancy between the level of professional training and the requirements of employers make the search for a suitable job problematic. Evaluating the results of many modern researches one can state that the worked out stereotype of "fashion specialty" continues to attract the focus of matriculants. In response to the demand of matriculants (consumers) there is formed a list of educational programs which are offered by universities causing the strengthening influence of cobweb model of employment in the youth labor market segment aggravating the structural imbalances of youth employment. The informal sector is well represented within the youth segment of employment; emphasis here should be put on creating of young people employment preferences [1].

The emergence of problems in the youth labor market is preceded by the period of early labor socialization of youth.

In the condition of the professional competencies formation through the system of higher professional education (HPE) the socio-economic importance of the acquired professional competence can be defined as a form of social protection of professional groups including the framework of the youth labor market segment [2]. Among the main forms of social protection in relation to the process of formation of the workforce the level of professional competence (level of professional education), access to

professional education that is the economic benefits the availability of which statistically implies the revenue level for the individual, social status, stability of employment, etc. can be noted.

As a result of the author's researches the higher professional education today regardless of the level and quality of services receives predominantly the features of attributive good through the derivative (related) benefits (the prestige of the university, the presence of the diploma, the prestige of the diploma, the links acquired during the studying, employment guarantees of the university, etc.) allowing individual also to feel himself socially protected and to pretend for a higher social status upon graduation from the university receiving the diploma.

Young people representing socially vulnerable group of the population need the support including the support from the state as the guarantor of rights and freedoms, as an economic entity which is able to create competent, fair and much-needed labor market for young people.

To build an effective labor market it is necessary to approach the problem of professional orientation and labor socialization of youth comprehensively evaluating all the stages of reproduction of the workforce, forming the integrated scheme of interaction of the labor market and the education market. After determining the labor suggestions as well as potential employers it is possible to generate the demanded according to the qualification requirements and professional competences workforce creating an integrated model of professional education and employment which in future will lead to the reduction and possibly elimination of imbalances of the labor market, the preservation of the youth labor potential and accordingly the whole nation.

## 2 METHODOLOGY

The social model of manpower formation comes from the general econometric prerequisites for the regression models constructing and has the following general requirements to the regressors and the explained variable: the dependence is linear; the number of observations is greater than the estimated coefficients; the expected value of error for fixed regressors is equal to zero; conditional homoscedasticity takes place; the conditional uncorrelation of random error takes place; the vectors of the individual observations are independent and identically distributed; among regressors there are no linearly dependent ones; the assessments are effective and unbiased [3].

Information bases of the research include the laws and legislation in the field of social and labor relations, the labor market of Russian Federation, employment and unemployment, higher professional education; statistical data of Federal Service of State Statistics and the results of author's monitoring and expedition empirical studies carried out with the financial support of the Government of Moscow, Department of Family and Youth Policy of Moscow, the Union of non-state universities of Moscow and the Moscow, including the monitoring empirical study "Russian university through the eyes of students" - the project of the Union of non-state universities and the Moscow Humanitarian University. Period: since 2001 to present time [4].

## 3 RESULTS

Distribution for the period of 2000-2017 by the main socio-economic indicators of age-based youth groups reflects the general trend in the formation of consumer demand for higher professional education services, investment expectations of young people from vocational training programs, economic activity of young people, as well as the overall socio-economic potential of the youth stratum for society in general. Increased average age of the unemployed in many respects testifies to the ineffective professional and labour socialization of young people, which is confirmed by the significant discrepancy between the indicators of admitted to the training programs and the output indicators in comparison with the total number of representatives in the age groups who enter and graduate vocational institutions.

At the same time, the age interval under consideration is associated with the active phases of *educational, professional and labour socialization*. Proceeding from the theory of G. Becker about investing in human capital, this time period of a person's life, i.e. 15-29 years, in fact predetermines the possibility and magnitude of the return on investment.

In this regard, we will clarify the concepts of educational, professional and labour socialization.

### 3.1. Educational socialization

*Educational socialization* is a change (adjustment) of an individual's personality and behavior in the process of vocational education reflected in the individual's self-identification and social status.

The process of educational socialization raises questions about the key agents of socialization that affect the change and (or) the formation of the personality of a young person in the process of obtaining professional education.

It should be noted that according to the empirical studies of the Moscow Humanitarian University that have been conducted as a monitoring process since 2004, family is the key social agent that influences the change in the personality of individual and his/her behavior in the respondents' self-assessments, the second place is occupied by the agent of small social group (friends) with a significant difference in the percentage ratio. In self-assessments, the importance of an educational institution, especially institution of higher professional education as an agent of socialization, is extremely low in the process of changing the personality of an individual and his/her behavior. Yet the very fact of receiving vocational education is valued by respondents as significant for changing one's own social situation and obtaining economic benefits that individuals expect from the process of their professional education (workplace, salary, improvement of material well-being, etc.).

Educational socialization in modern socio-economic conditions can be defined indirectly as a result of professional and labour socialization of an individual.

### 3.2. Labour socialization

*Labour (professional) socialization* is a change (adjustment) of the personality of an individual and his/her behavior in the process of labour activity reflected in the individual's self-identification and social status. Labour (professional) socialization is performed, on the one hand, within the framework of workforce, on the other hand, it is done within the framework of professional stratification.

The process of professional stratification is very multifaceted and complex, depends on many factors external to the individual's workplace, such as: development of the state economic system; professional and economic expectations of society; historical development of the vocational training system; degree of division of labour; multi-level system of professional training; public expectations regarding vocational education; stability of labour force formation processes, etc.

In this regard, countries with a long period of cardinal social and economic transformations and reforms are characterized by the blend of the processes of labour and professional socialization and, as a matter of fact, they are characterized by substitution of professional socialization of labour, where achievement of high social status is possible not in the process of professional socialization, but in the process of labour socialization not assuming the availability of professional knowledge and skills as a key to the transition to a higher level in the professional and social structure of society. Availability and build-up of the work skills are significant and sufficient for social status enhancement.

It would be possible to trace the relationship between the economic type of society and the dominant type of socialization of labour resources. So, for example, for agrarian society the dominant type of socialization is the labour one; for industrial society it is professional socialization; for postindustrial society it is professional socialization based on labour; for information society it is labour socialization in changing the type from physical (labour) skills to information ones in connection with the change in the dominant factor of production from labour to information.

Labour and educational socialization of youth is important for studies also because this process is directly connected with formation and accumulation of human capital.

Human development index formed the basis for an intercountry comparison of the prospects and strategic stability of society as a social integrity and a basis of the economic system. In this regard, the study of the contribution of young people to the development of the national human capital appears to be a strategic issue requiring constant analysis and regulation.

Globalization of education and systems of introducing society into educational processes, taking into account specifics of formation of the society itself in the conditions of uneven economic development, has determined differentiated approaches in obtaining education and understanding its significance for different categories of citizens. There are new "qualities" of education that determine the attitude of public groups to them.

In the last decades of 20th - early 21st centuries global tendencies have been noted. It is movement towards democratization of education including a shift from elitist education that places people in unequal conditions of competition for access to higher education, i.e. meaning discrimination against

people by social, national and other criteria, to the elite high level education supplemented by its greater openness.

Summing up, it can be noted that the modern youth segment of the labour market, on the one hand, does not represent a significant socio-economic threat to the further development of the education sector and the labour market, the trends that have emerged in this segment, as well as in the preceding sector of vocational education, are relatively stable and do not lead to possible social or economic shocks. However, the existing potential of young people as a labour resource is not fully used, and there are some essential social preconditions predetermined by the negative economic realities of the period of socio-economic reform, so the youth environment does not have stable socio-economic basics for economic behavior.

#### 4 CONCLUSIONS

In the research of students by the Institute of Fundamental and Applied Studies of Moscow Humanitarian University there were fixed the value orientation in a number of indirect indicators based on the fact that the student is in an active stage of secondary socialization which appears to be *the two-way process* where *the one side* is the fact that society is constantly in different forms, in different ways and with different effects gives the individual a guidelines of a socially acceptable behavior and thinking. *The other side of the socialization process* is the individual's mastering of that organizing and orienting him impulses coming from the society. The result of socialization is the resultant of many multidirectional influences.

But during the student period one can talk only about some level of socialization achieved by this time which is subjected to change in the force that any educational system itself directly serves as a socializing institution.

Additionally in a student time the increasing influence of macrosocial environment begins to affect the person: it is understood as a source of orientation and a regulator of life position choice.

Consequently the value orientations:

1. firstly in many ways will reflect the vital guidelines adopted in society and
2. secondly will depend on the actual situation and will be subjected to adaptive changes;
3. at the same time the values orientations are quite autonomous and can be transferred from generation to generation not only in the order of direct inheritance but also through the network communication in diverse social communities [5].

The dynamic changes in the students' assessments have quite stable progressively increasing character. Students become more aware in determining of their future but not too critical in the selection of the university. Therefore the choice of a higher educational institution especially in the sector of non-state education is carried out by practical factors, such as: "the neighborhood to home". Essential in the university determining by students is the relationship between the school and the university and training at the pre-university preparation courses.

Students tend to assess the material non-state educational institutions base more positive especially for the educational process, sports and creativity. But the significance of the concept of "state" in many respects determines the possibility of successful employment, education and the prestige of the studying and conditions for productive employment in science. In determining the basic life values students are overwhelmingly conservative and put such values as "material wealth", "health", "family", "interesting and prestigious job" to first places.

But at the same time more than a half of the students in their process of socialization have not yet completed a professional search path, that's why one-third wishes to learn a new profession after graduation. The overall dynamics of student assessment is on the path of dynamic development in accordance with the overall development of the external environment and society being reflected in the minds of young people by change of positions as a percentage, but does not change the basic values.

## REFERENCES

- [1] A.I. Kovaleva, Val.A. Lukov, *The Labour Socialization of Teenagers: On materials of sociological research 'The Features of Labor Socialization of Teenagers'*. Moscow: MHU Press, 2005.
- [2] S.V. Ryazantsev, V.A. Gnevasheva, *A New Model of the Labour Market in Russia: the Role of External Factors*, Moscow: Ekon-inform, 2014.
- [3] V.A. Gnevasheva, *Socal Model of Labour Force Forming*. Germany: LAMBERT, 2016.
- [4] V. A. Lukov, *Social and Cultural Value Orientations of Russian Youth*. Moscow; Innsbruck: Moscow University for the Humanities, 2007.
- [5] Val. A. Lukov, "Education as a Response to the Challenges of Globalization," *Knowledge. Understanding. Skill*. no 1, pp. 106-109, 2006.
- [6] V.A. Gnevasheva Dutch disease of Russia's economy? // *Mezhdunarodnye Protsessy*. 14(4). Pp. 146-154. 2016.

IJOART