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THE FORMATION OF PROFESSIONAL PREFERENCES AMONG HIGH SCHOOL STUDENTS IN KAZAKHSTANI SCHOOLS

The choice of future profession is an important stage in the life of every high school student. Changes in the labor market transform models and methods of career selection which lead to changes in the professional preferences of young people. Throughout the career decision-making process, high school students may encounter conflicts between their interests, personal plans, and external circumstances. The article provides insights from a sociological study conducted among high school students. The study aims to examine the process of forming professional preferences of high school students. The sample size is 558 high school students. The socio-demographic structure of the respondents covers all important characteristics such as gender, type of school, nationality, and place of residence. According to the results obtained, the majority of students have made some degree of determination regarding their professional choice. The influence of career guidance work is evident in making decisions about future professions. High school students who independently undergo career guidance activities show comparatively high decisiveness in comparison with high school students who are limited to career guidance activities within the school. Most high school students have seen changes in their professional preferences over the past three years, largely influenced by shifts in the labor market and guidance from parents, teachers.

The data obtained can be used to optimize the organization of career guidance work in schools and to forecast the professional choices of school youth. The theoretical significance is associated with a deeper understanding of the process of forming professional preferences of high school students, taking into account various factors and decision-making about profession choice.

Key words: profession, professional preferences, type of school, state school, labor market, career guidance work.

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Қазақстан мектептерінің жоғары сынып оқушыларының кәсіби ұстанымдарының қалыптасуы

Болашақ мамандықты таңдау әрбір жоғары сынып оқушысының өмірінде маңызды кезең. Еңбек нарығындағы жаңартулар жастар ортасында кәсіби ұстанымдардың өзгеруіне ықпал етуде. Кәсіби таңдау жасауда жоғары сынып оқушыларының қызығушылықтары мен жеке жоспарлары және сыртқы орта факторлары арасында қарама-қайшылықтар болуы мүмкін. Мақалада жоғары сынып оқушылары арасында жүргізілген әлеуметтанулық зерттеу нәтижелері ұсынылған. Зерттеу жоғары сынып оқушыларының кәсіби ұстанымдарының қалыптасу ерекшеліктерін талдауға бағытталған. Іріктеу жиынтығы 558 жоғары сынып оқушыларын құрайды. Респонденттердің әлеуметтік-демографиялық құрылымы жыныс, мектеп типі, ұлт, тұрғылықты мекен-жай секілді барлық маңызды көрсеткіштерді қамтиды. Алынған мәліметтерге сүйенсек, оқушылардың басым бөлімі таңдайтын мамандығы туралы әр түрлі сенімділік деңгейде шешім қабылдаған. Кәсіби айқындалуда кәсіби бағдарлау жұмысының ықпалы байқалады. Өз бетінше профориентациялық кеңестер қызметін алған жоғары сынып оқушылардың болашақ мамандығы туралы сенімділік деңгейі мектепте жүргізілген профориентациялық жұмыспен шектелген қатарластарына қарағанда жоғарылау. Жоғары сынып оқушыларының басым көпшілігінің соңғы үш жылда кәсіби ұмтылыстары өзгерген. Өзгеріске еңбек нарығындағы жағдай және ата-ананың, мұғалімдердің кеңестері әсер еткен.

Алынған мәлімет кәсіби бағдарлау жұмыс тиімділігін арттыруда, мектеп оқушыларының кәсіби таңдауын болжауда қолданыс таба алады. Теориялық маңыздылық жоғары сынып оқушыларының кәсіби ұстанымдарының қалыптасуын әр түрлі факторлар ықпалын ескере отырып түсінуге негіз болуымен байланысты.

Түйін сөздер: мамандық, кәсіби ұстанымдар, мектеп типі, мемлекеттік мектеп, еңбек нарығы, кәсіби бағдарлау жұмысы.

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Формирование профессиональных предпочтений старшеклассников казахстанских школ

Выбор будущей профессии является важным этапом в жизни каждого старшеклассника. Преобразования на рынке труда формируют новые модели и формы выбора профессии, которые ведут к изменениям в профессиональных предпочтениях молодежи. В процессе выбора профессии могут возникнуть противоречия между интересами и личными планами старшеклассника и внешней по отношению к нему ситуацией. В статье представлены данные социологического исследования, проведенного среди старшеклассников. Исследование направлено на изучение процесса формирования профессиональных предпочтений старшеклассников. Объем выборки составляет 558 старшеклассников. Социально-демографическая структура респондентов охватывает все важные характеристики, такие как – пол, тип школы обучения, национальность и место проживания. Согласно полученным результатам, большинство старшеклассников определились с профессиональным выбором в разной степени. В выборе будущей профессии прослеживается влияние дополнительной профориентационной работы. Старшеклассники, которые самостоятельно проходили профориентационную работу вне школы, проявляют сравнительно высокую решительность в выборе профессии в сравнении со старшеклассниками, которые ограничились прохождением только профориентационной работы в школе. У большинства старшеклассников за последние три года менялись профессиональные предпочтения, вследствие изменений спроса на рынке труда, рекомендаций родителей и учителей.

Полученные данные могут быть использованы в оптимизации организации профориентационной работы в школах, в прогнозировании профессионального выбора школьной молодежи. Теоретическая значимость связана с углублением понимания процесса формирования профессиональных предпочтений старшеклассников с учетом различных факторов и принятия решения о выборе профессии.

Ключевые слова: профессия, профессиональные предпочтения, тип школы, государственная школа, рынок труда, профориентационная работа.

Introduction

Success in one's professional life largely depends on the choice of future profession. Choosing a profession is linked both to social mobility and to socio-economic inequality, which persists into adulthood (Robertson, 2014; Bubić and Ivanišević, 2016). Choosing a profession within society is regarded as a social process wherein individuals, who are the decision-makers, possess an understanding of the professional division of labor. They are aware of distinct job roles, the requisite knowledge, skills, and abilities (specialties) needed for specific tasks or professions, as well as the methods for acquiring these competencies. Moreover, they recognize the opportunities available for applying these skills and knowledge.

The complexity of selecting a profession increases with age, as noted by Gati and Saka (2001). Young children tend to express their ideal career aspirations, focusing on what they envision for their future. However, as children mature, their perspective on career choice evolves into a dynamic interplay between personal growth and external influences, as observed by Howard and Walsh (2011).

During the career decision-making process, adolescents undergo a phase of self-discovery, where they contemplate their aspirations and explore various available pathways, as highlighted by Porfeli and Lee (2012). Opting for the right career path not only nurtures individuality but also contributes significantly to long-term well-being and job satisfaction (Kunnen, 2013).

Scholars identify two type of strategies in higher education choice made by school leavers. The first can be described as strategy where higher education identified as a social lift while the second – as an opportunity to belong to a certain social group. Therefore it is customary to distinguish two classical approaches to the study of educational strategies such as structural and subjective which are based on the understanding of education as one of the key mechanisms of individual socialization. Within the framework of the structural approach, obtaining an education is considered as achieving an appropriate social status, which is associated with rational grounds for choosing a future profession, qualifications and form of employment (Jardim et. al., 2017). At the same time, designing an educational trajectory is of great importance from the point of view of a gradu-

ate's economic preferences, since education is a certain indicator and allows us to assume a certain level of future wages and general well-being of a person (Deneulin et. al., 2009). The subjective approach involves analyzing the activity of the students as a subject implementing the strategy and chosen line of behavior during the educational process which are guided by their own needs and desires. In this vein, students' educational strategies are described in the works of I. Green-Demers, E. A. Skinner, M. J. Belmont and others (Legault et.al., 2006), which involved studying the motivation of students, the goals set and the chosen means of achieving it, determined by the values and ideas of the social environment (Jardim et.al., 2017). However, There is a growing trend in the importance of higher education for success in life and the significance of socio-economic factors in the choice of higher education (Baker et al., 2007), which has a powerful impact on the formation of educational strategies based on status and success in obtaining higher education.

American studies concerning university choice by school leavers highlight rational economic model, social model and expanded model which combines characteristics of both models. Rational economic model can be measured by indicators such as financial restrictions, the reputation of the university, future professional career and earnings while social model contains the influence of cultural and social capital – socio-economic background, prospects and academic achievements of students. Expanded model consists of factors such as cultural and social capital, support from college advisors and faculty, college status, and grant support (Kinzie et al., 2004)

Additionally, social dynamics play a pivotal role, influenced by key influencers such as family members, educators, caregivers, peers, and societal obligations (Wu et al., 2015). Individuals swayed by these interpersonal dynamics highly regard the perspectives of significant figures in their lives, often seeking guidance and depending on their input. At times, they may even compromise their own aspirations to accommodate the preferences of others (Guan et al., 2015).

Research indicates that cultural norms significantly impact the career decisions of young individuals (Wambu et al., 2017; Hui et al., 2018; Tao et al., 2018). Culture, defined as the shared mindset distinguishing one community from another, has been extensively analyzed across diverse nations. Students, from countries where individualistic culture is dominated, tend to consider their own inter-

ests in making higher education choice. It is common for western and US societies. Students who are originally from countries where collectivistic culture is dominant usually demonstrate different pattern in process of decision-making. They experience significant impact of social environment, group values and parents' advice. It is common for students from Asian and African countries (Hofstede, 2011).

In the process of making career decisions, individuals often encounter conflicts between their personal interests, plans, and external factors, which can result in substantial adjustments to their plans. The stability of graduates' interests and attitudes significantly influences their career choices, highlighting the importance of having strong convictions rather than being swayed by random circumstances. This stability is essential for attaining high levels of productivity and job satisfaction among young professionals. Contemporary researchers, both domestic and international, highlight the significance of motivation in individuals' professional self-determination, which is a key aspect of personal self-realization.

Scientific research methodology

The article presents the results of a survey conducted in the cities of Shymkent, Almaty, Astana, and in the Almaty and Turkestan regions. The sample size consisted of 558 high school students, including 114 (20.4%) from Shymkent, 79 (14.2%) from the Turkestan region, 145 (26%) from the Almaty region, 114 (20.4%) from Almaty, and 106 (19%) from Astana. In the Turkestan region, the survey was conducted in the Zhetysai district, and in the Almaty region, in the cities of Shelek, Talgar, and Raiymbek districts. In total, 424 respondents (76%) were from urban areas and 134 (24%) from rural areas. The socio-demographic structure of the respondents covers all important characteristics. 84.6% of the surveyed students attend general education schools, 24.4% attend specialized schools, and 6.4% attend Nazarbayev Intellectual Schools (NIS). 47.5% of students study in the Kazakh department, and 52.5% study in the Russian department. Regarding nationality, students of Kazakh nationality prevail – 76.9%, followed by Russian – 7.7%, Uzbek – 5.9%, Uyghur – 32 (5.7%), and representatives of other nationalities (Tatar, Korean, German, Greek, Ukrainian, Iranian, Azerbaijani, Turkish) – 3.8%. The obtained data were processed using SPSS version 21.

Results and discussion

Professional choice of high school students. According to the obtained data, the majority of students have determined their professional choice to varying degrees: 59.7% have fully decided, 30.5%

are more inclined to do so. Among the surveyed youth, the proportion of those undecided about their professional choice is 9.9%. Analysis by gender in terms of professional self-determination did not reveal statistically significant differences. The data are presented in Table 1.

Table 1 – Distribution of answers to the question “Have you determined your professional choice?” by gender

№	Response options	Gender		Total in sample
		Male	Female	
1	Yes	60,7%	58,7%	59,7%
2	Rather yes	29,4%	31,5%	30,5%
3	No	9,9%	9,8%	9,9%

The analysis of the question “Have you determined your professional choice?” by school type where students study demonstrates several differences. Students studied in specialized schools tend to be certain about their coming professional choice compared to students studying in public schools. The proportion of respondents who have already decided about professional choice is 64.0% among specialized schools’ students while among public school students their proportion is 58.9%. The

proportion of students who have not decided yet about which profession to choose is 9.9% in sample. Among specialized schools’ students their rates are lower compared to public school students for 2.1%. This variance can be attributed to differences in the intensity of career guidance initiatives between the two types of schools, with specialized schools generally providing more robust career guidance programs than general education schools. Detailed data can be found in Table 2.

Table 2 – Distribution of answers to the question “Have you determined your professional choice?” by school type

№	Response options	School type	
		General state	Specialized
1	Yes	58,9%	64,0%
2	Rather yes	30,9%	27,9%
3	No	10,2%	8,1%

Language is one of the indicators of self-identification for an individual. Therefore, we decided to analyze the question regarding professional self-determination in terms of the language of instruction in school. This analysis suggests that students who are instructed in Kazakh are more inclined to have finalized their professional decisions. Among students taught in Kazakh, the overall proportion of those who have settled on a career path stands at 93.6%, whereas among those instructed in Russian, this figure is lower at 86%. Consequently, the percentage of students who remain undecided

about their professional choices is twice as high among those taught in Russian compared to their Kazakh-speaking counterparts, with rates of 13% and 6.4%, respectively. The data are presented in Table 3.

In making decisions about future professions, the influence of the type of career guidance work is also evident. Students who independently underwent career guidance activities demonstrate comparatively higher decisiveness in their choices compared to students who limited themselves to career guidance activities provided by the school.

Table 3 – Distribution of responses to the question “Have you determined your professional choice?” by language of instruction in school

№	Response options	Language of instruction in school	
		Kazakh	Russian
1	Yes	64,5%	55,3%
2	Rather yes	29,1%	31,7%
3	No	6,4%	13,0%

Ranking the responses regarding the choice of professional activity indicates an increasing attractiveness of natural sciences among school students. Thus, one-third of the students plan to choose natural sciences, constituting 30.5% of the total. The attractiveness of social and humanitarian sciences remains stable, with 26.7% of students deciding to study in

this field. Information technology completes the top three attractive professional fields, with 21.3% of surveyed students planning to pursue careers in this area. Less attractive professional trajectories among students include economics and legal sciences, with only 9.5% of students planning to study in these fields. The data are presented in Table 4.

Table 4 – Professional Directions Preferred by High School Students

№	Professional Fields	Responses
1	Natural Sciences	30,5%
2	Social and Humanities Sciences	26,7%
3	Information Technology	21,3%
4	Technical Sciences	18,8%
5	Foreign Languages	17%
6	Art	10,2%
7	Economic Sciences	9,5%
8	Legal Sciences	9,5%

A comparative analysis of students’ professional preferences by regions shows that in the Almaty region, “Natural Sciences” and “Social and Humanities Sciences” were the most preferred, at 31.7% and 26.2%, respectively. In the city of Almaty, “Natural Sciences” and “Information Technologies” are 32.5% and 28.1%, respectively. In the capital, “Social and humanities” is 32.1% and “Natural sciences” is 23.6%. In the city of Shymkent, “Social and humanities” and “Natural sciences” are equally attractive 28.9%. In the Turkestan region “Natural sciences” is 36.7% and “Social and humanities” is 30.4%.

It is important to take into account that the majority of students (82.5%) have changed their pro-

fessional preferences over the past three years, of which 45.3% changed their professional choice significantly, 37.2% changed their initial choice slightly.

The main factors that influenced changes in the professional preferences of students are: 1) changes in the labor market, 2) advice from parents, relatives, friends, 3) availability of employment in different areas of employment. Every third graduate takes the above factors into account when choosing a future profession. The least important factors are: vocational guidance at school and the work of universities and colleges to attract applicants. The data is presented in Table 5.

Table 5 – Factors influencing the professional choice of high school students

Factors of choice	Percentage of observations
Changes in the labor market and demand for professions	38,0%
Advice from parents, relatives, and friends	37,8%
Availability of employment opportunities in different fields of work	37,1%
Changes in their interests for self-realization	34,6%
State educational policy (support for universities, number of grants, etc.)	31,5%
Information on the Internet and in the media	26,9%
Self-obtained information from educational organization websites	12,0%
Professional orientation in school	6,8%
Work of universities and colleges to attract applicants	4,8%

High school students who strive to receive a grant make up 85.6%. Accordingly, the share of those planning to study for a fee or at a foreign university is 14.4%. A comparative analysis demonstrates that the rate of those wishing to study on the basis of a state grant is higher among high school students of regional and regional schools in comparison with their peers studying in the cities of Almaty, Astana and Shymkent. Differences are also observed in the following indicators:

- by type of school: high school students of general education schools more often show a desire to receive a state grant in comparison with high school students of specialized schools, respectively 86.1% and 84.9%.

- by language of instruction: high school students of Kazakh-language schools are more likely

to receive a grant (87.9%) compared to students of Russian-language schools (83.6%).

The ranking of respondents' answers regarding educational plans after graduation shows that the majority of high school students strive to enroll in the best universities, including those located in large cities. High school students also pay special attention to the proximity of the university when planning their education after graduation. Studying at a college or secondary specialized educational institution is the least attractive for high school students; only 1.3% plan to study in these types of educational institutions. The desire to study at a foreign educational institution prevails among high school students from urban schools, in particular the cities of Almaty and Shymkent. The data is presented in Table 6.

Table 6 – Educational plans of high school students after graduation

Educational Plans After Graduation	Percentage of observations
To enroll in a Kazakhstani university that provides the best education in the chosen field	47,8%
To receive education at universities in the largest cities of Kazakhstan – Astana and Almaty	32,9%
To enroll in a university in my city or the nearest city	30,9%
To enroll in a foreign university that offers the best education in the chosen field	22,8%
To enroll in a university where there are more chances of receiving an educational government grant	15,5%
To start working	9,5%
To obtain a profession in a college or vocational school	1,3%

Analysis of respondents' answers to the question "Have your professional preferences changed over the past 3 years?" indicates that the overwhelming majority of high school students changed their professional preferences to varying degrees: 45.3% changed to a significant extent and 39.2% to a slight extent. Only 11.8% of all surveyed respondents have not changed their initial professional preferences over the past 3 years. The share of students who did not have specific professional preferences is 3.6% while rest of the students have decided on their professional preferences. The data is presented in Table 7.

84.5% of all students surveyed changed their initial professional preferences to varying degrees within three years. Analysis of factors shows that

the top three reasons for changes are: transformations in the labor market and demand for professions – 38.0%, advice from parents, relatives, friends – 37.8% and availability of employment in various fields of employment – 37.1%. The significance of such factors in the transformation of students' professional preferences indicates that they are sensitive to changes in the labor market and employment opportunities in the process of professional self-determination. The least significant factor in changing the professional preferences of students is professional orientation organized by universities and colleges to attract applicants. Only 4.8% of all respondents noted it as a factor that influenced their decision to change their professional preferences. All data are presented in Table 8.

Table 7 – Distribution of answers to the question "Have your professional preferences changed over the past 3 years?"

№	Response options	Percentage
1	Yes, significantly	45,3
2	Yes, insignificantly	39,2
3	No	11,8
4	There were no special preferences	3,6
5	No answer	,4

Table 8 – Factors that influenced the transformation of professional preferences of high school students over the past 3 years

№	Factors	Percentage
1	Changes in the job market and demand for occupations	38,0%
2	Guidance from family members, relatives, and acquaintances	37,8%
3	Job prospects across diverse employment sectors	37,1%
4	Changes in self-realization interests	34,6%
5	State educational policy (support for universities, number of grants, etc.)	31,5%
6	Information on the Internet, informational media	26,9%
7	Self-obtained information from educational organization websites	12,0%
8	Universities' and colleges' efforts to attract prospective students	4,8%

A comparative analysis of the significance of factors in changing the professional preferences of high school students by gender illustrates that there are no statistically significant differences. There are minor differences in the ranking of the importance of the following factors: (1) availability of employment in different areas of employment, (2) information on the Internet, information media, (3) the work of universities and colleges to attract applicants. The importance of employment availability in dif-

ferent areas of employment is slightly higher among female high school students compared to male high school students and the figure is 17.0% and 15.2%, respectively. The same trend is observed in assessing the importance of "information on the Internet, information media"; this factor is slightly more important for girls than for boys, 12.1% and 11.3%, respectively. The work of universities and colleges to attract applicants, on the contrary, is slightly more important for boys (2.8%) than for girls (1.5%), but

in general, in the hierarchical ranking, this factor is the least important in both groups. The data is presented in Table 9.

The hierarchy of factors influencing the change in professional orientations among high school students over the past three years remains consistent across different school types. However, there is a slight difference in the degree of significance of individual factors, such as: (1) changes in the labor market and demand for professions; (2) state educational policy (support for universities, number of grants, etc.); (3) information on the Internet, informational media. In forming professional preferences, changes in the labor market and demand for professions are more significant for students in general education schools, with percentages of 19.9%

and 16.0%, respectively. However, it is worth noting that this factor is among the top three factors in importance for both groups in changing students' professional preferences over the past three years. Additionally, state educational policy (support for universities, number of grants, etc.) is more significant for students in specialized schools compared to those in general education schools, with percentages of 15.6% and 13.4%, respectively. However, information on the Internet, informational media is less significant for students in specialized schools: only 8.6% of students in specialized schools rely on this source in reassessing their professional preferences, while among students in general education schools, the percentage is 12.2%. The data is presented in Table 10.

Table 9 – Influential Factors Shaping High School Students' Career Preferences Over the Past 3 Years, Segmented by Respondents' Gender

№	Factors	Gender	
		Male	Female
1	Changes in the labor market and demand for professions	16,7%	16,4%
2	Advice from parents, relatives, and friends	16,6%	16,4%
3	Employment opportunities in various fields of employment	15,2%	17,0%
4	Changes in self-realization interests	15,6%	14,6%
5	State educational policy (support for universities, number of grants, etc.)	13,7%	13,7%
6	Information on the Internet, informational media	11,3%	12,1%
7	Self-obtained information from educational organization websites	5,0%	5,5%
8	Professional orientation in school	3,1%	2,8%
9	Universities' and colleges' efforts to attract prospective students	2,8%	1,5%

Table 10 – Factors Impacting the Evolution of High School Students' Career Preferences in the Last 3 Years, Categorized by School Type and Language of Instruction

Factors	School type		Language of study	
	General	Specialized	Kazakh	Russian
Changes in the labor market and demand for professions	16,0%	19,9%	17,4%	15,8%
Advice from parents, relatives, and friends	16,7%	15,1%	16,1%	16,8%
Employment opportunities in various fields of employment	16,3%	15,6%	16,1%	16,2%
Changes in self-realization interests	15,2%	14,5%	14,4%	15,7%
State educational policy (support for universities, number of grants, etc.)	13,4%	15,6%	14,1%	13,4%
Information on the Internet, informational media	12,2%	8,6%	13,4%	10,2%
Self-obtained information from educational organization websites	5,1%	5,9%	4,8%	5,6%
Professional orientation in school	3,0%	2,7%	2,3%	3,5%
Universities' and colleges' efforts to attract prospective students	2,1%	2,2%	1,5%	2,7%

Regarding the language of instruction, variations are noted in the following aspects: (1) shifts in the labor market and profession demand, (2) alterations in self-fulfillment interests, and (3) access to information on the Internet and media. The impact of labor market changes and profession demand on reshaping professional preferences is more pronounced among students instructed in Kazakh compared to those in Russian. 17.4% of students in Kazakh-language classes and 15.8% of students in Russian-language classes changed their professional preferences based on this factor. In contrast, the impact of alterations in professional interests is more significant among students receiving instruction in Russian compared to those in Kazakh, with the proportion of students altering their professional preferences due to this factor being 15.7% in the Russian group and 14.4% in the Kazakh group. Furthermore, information sourced from the Internet and media holds greater significance for students instructed in Kazakh than for those instructed in Russian, with respective proportions of 13.4% and 10.2%. Full data is presented in Table 10.

Conclusion

The professional preferences of high school seniors are shaped by socio-economic and political changes. According to the obtained data, the majority of high school students have determined their professional choices to varying degrees. However, a comparative analysis by school type indicates that students from specialized schools have been more decisive in their choices. The influence of the type of career guidance activities is also evident in making decisions about future professions. High school seniors who have independently undergone career guidance activities demonstrate comparatively higher determination in their choices compared to

students who have relied solely on school-based career guidance.

It is important to note that the majority of high school students have changed their professional preferences over the past three years. The main factors influencing these changes include: 1) changes in the labor market, 2) advice from parents, relatives, and friends, and 3) availability of employment opportunities in various fields. One-third of high school seniors consider these factors when choosing their future profession. The least significant factors include: professional guidance in schools and the efforts of universities and colleges to attract applicants.

Ranking the factors by their importance in changing professional orientations over the past three years among high school seniors, by school type, shows that the hierarchical structure is identical in both groups. While there exists a minor distinction in the level of significance attributed to specific factors, including (1) changes in the labor market and profession demand, (2) state educational policies (such as university support and grant allocation), and (3) information accessed through the Internet and media, it is evident that “changes in the labor market and profession demand” hold greater importance in shaping the professional preferences of students attending specialized schools compared to those in general education schools. Conversely, students in specialized schools assign comparatively less significance to information sourced from the Internet and media. Thus, modern trends in the labor market and new requirements for specialists necessitate a proper assessment of one’s attitudes and abilities, as well as consideration of labor market needs. Traditional career choice strategies among school youth lead to ineffective employment. Currently, global socio-economic changes in the structure of the national economy and the value priorities of school youth are shaping new models and forms of career choice.

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Келіп түсті: 23 сәуір 2024 жыл

Қабылданды: 28 тамыз 2024 жыл