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DEVELOPMENT OF THE NATIONAL POLICY IN THE FIELD OF CAREER GUIDANCE AS A TOOL FOR THE DEVELOPMENT OF THE WELFARE STATE

The relevance of this scientific study lies in the growing significance of analyzing state-level strategies in the sphere of vocational guidance as a critical factor contributing to the formation and development of the welfare state. In contemporary socio-political discourse, the role of professional orientation has shifted from a narrow educational task to a broader instrument of socio-economic regulation and social integration. Accordingly, this research seeks to explore the interconnection between state-led career guidance policies and the structural evolution of the welfare state. The central objective is to evaluate the extent to which national policies in vocational guidance contribute to enhancing social development indicators and consolidating welfare institutions.

The study sets out a series of research tasks to achieve this aim. These include: the theoretical and methodological analysis of the state's role in career guidance as a developmental mechanism; the identification of global trends in public policy on youth career assistance; a comparative assessment of international best practices in implementing vocational orientation strategies; the development of methodological tools to evaluate the impact of diverse state approaches on welfare development; and the formulation of policy recommendations for public administration bodies regarding the use of career guidance as a strategic tool for social state advancement.

The research is grounded in a systems analysis approach, allowing the examination of vocational guidance as part of a complex and interrelated system operating under conditions of political and economic uncertainty. A comprehensive set of qualitative and quantitative research methods was employed, including comparative analysis, logical reasoning, synthesis, deduction, classification techniques, and sociological surveys. The empirical part of the study is supported by visualized data in the form of tables and charts, which illustrate the characteristics and effectiveness of various state approaches, stages of career guidance implementation, structural models of vocational education institutions, and the results of surveys conducted among target populations.

The practical significance of this study is defined by the applicability of its conclusions to policy-makers, civil servants, and scholars in political science and sociology, particularly those engaged in the formation of inclusive, socially oriented state policies.

Keywords: methods of improving the state activity, sustainable social development, shortage of personnel, vocational guidance of applicants.

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Әлеуметтік мемлекетті дамыту құралы ретінде кәсіптік бағдар беру саласындағы ұлттық саясатты әзірлеу

Бұл ғылыми зерттеудің өзектілігі әлеуметтік мемлекеттің қалыптасуы мен дамуына ықпал ететін маңызды фактор ретінде кәсіби бағдар саласындағы мемлекеттік деңгейдегі стратегияларды талдаудың маңыздылығының артуы болып табылады. Қазіргі қоғамдық-саяси дискурста кәсіби бағдарлаудың рөлі шектеулі білім беру міндетінен әлеуметтік-экономикалық

әлеуметтік интеграцияның кең құралына ауысты. Тиісінше, бұл зерттеу мемлекеттік кәсіптік бағдарлау саясаты мен әл-ауқат мемлекетінің құрылымдық эволюциясы арасындағы байланысты зерттеуге бағытталған.

Негізгі мақсат – ұлттық кәсіптік бағдарлау саясаты әлеуметтік даму көрсеткіштерін арттыруға және әлеуметтік қамсыздандыру институттарын нығайтуға қаншалықты ықпал ететінін бағалау. Мақалада осы мақсатқа жету үшін бірқатар зерттеу міндеттерін қояды. Оларға мыналар жатады: мемлекеттің даму тетігі ретіндегі кәсіби бағдарлаудағы рөлін теориялық және әдіснамалық талдау; жастардың мансабына жәрдемдесудің мемлекеттік саясатындағы жаһандық үрдістерді анықтау; кәсіби бағдарлау стратегияларын іске асырудың үздік халықаралық тәжірибелерін салыстырмалы бағалау; әртүрлі мемлекеттік тәсілдердің әсерін бағалау үшін әдіснамалық құралдарды әзірлеу; әлеуметтік қамсыздандыруды дамыту туралы және мемлекеттік басқару органдарына кәсіптік бағдарлауды әлеуметтік мемлекетті ілгерілетудің стратегиялық құралы ретінде пайдалануға қатысты саяси ұсыныстар тұжырымдау.

Зерттеу саяси және экономикалық белгісіздік жағдайында жұмыс жасайтын күрделі және өзара байланысты жүйенің бөлігі ретінде кәсіби бағдарлауды қарастыратын жүйелік талдау тәсіліне негізделген. Салыстырмалы талдау, логикалық пайымдау, синтез, дедукция, жіктеу әдістері және әлеуметтанулық сауалнамаларды қоса алғанда, сапалы және сандық зерттеу әдістерінің толық жиынтығы қолданылды. Зерттеудің эмпирикалық бөлігі әртүрлі мемлекеттік тәсілдердің ерекшеліктері мен тиімділігін, кәсіптік бағдарлауды енгізу кезеңдерін, кәсіптік білім беру мекемелерінің құрылымдық модельдерін және халықтың нысаналы топтары арасында жүргізілген сауалнамалардың нәтижелерін суреттейтін кестелер мен диаграммалар түріндегі көрнекі деректермен нығайтылған.

Бұл зерттеудің практикалық маңыздылығы оның тұжырымдарының саясаткерлерге, мемлекеттік қызметшілерге және саясаттану және әлеуметтану саласындағы ғалымдарға, әсіресе инклюзивті, әлеуметтік бағдарланған мемлекеттік саясатты қалыптастырумен айналысатындарға қолданылуымен анықталады.

Түйін сөздер: мемлекет қызметін жетілдіру әдістері, тұрақты әлеуметтік даму, кадрлар тапшылығы, талапкерлердің кәсіби бағдары.

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Разработка национальной политики в области профориентации как инструмента развития социального государства

Актуальность данного научного исследования заключается в растущей значимости анализа стратегий государственного уровня в сфере профессиональной ориентации как важнейшего фактора, способствующего становлению и развитию социального государства. В современном общественно-политическом дискурсе роль профессиональной ориентации сместилась с узкой образовательной задачи на более широкий инструмент социально-экономического регулирования и социальной интеграции. Соответственно, данное исследование направлено на изучение взаимосвязи между государственной политикой профориентации и структурной эволюцией государства всеобщего благосостояния.

Основная цель состоит в том, чтобы оценить, в какой степени национальная политика в области профессиональной ориентации способствует повышению показателей социального развития и укреплению институтов социального обеспечения. В исследовании ставится ряд исследовательских задач для достижения этой цели. К ним относятся: теоретический и методологический анализ роли государства в профориентации как механизма развития; выявление глобальных тенденций в государственной политике содействия карьере молодежи; сравнительная оценка лучших международных практик реализации стратегий профессиональной ориентации; разработка методологических инструментов для оценки влияния различных государственных подходов; о развитии социального обеспечения; и формулирование политических рекомендаций для органов государственного управления относительно использования профориентации в качестве стратегического инструмента продвижения социального государства.

Исследование основано на подходе системного анализа, позволяющем рассматривать профессиональную ориентацию как часть сложной и взаимосвязанной системы, функционирующей в условиях политической и экономической неопределенности. Был использован полный набор

качественных и количественных методов исследования, включая сравнительный анализ, логические рассуждения, синтез, дедукцию, методы классификации и социологические опросы. Эмпирическая часть исследования подкреплена визуализированными данными в виде таблиц и диаграмм, которые иллюстрируют особенности и эффективность различных государственных подходов, этапы внедрения профориентации, структурные модели учреждений профессионального образования и результаты опросов, проведенных среди целевых групп населения.

Практическая значимость данного исследования определяется применимостью его выводов к политикам, государственным служащим и ученым в области политологии и социологии, особенно к тем, кто занимается формированием инклюзивной, социально ориентированной государственной политики.

Ключевые слова: методы совершенствования деятельности государства, устойчивое социальное развитие, дефицит кадров, профессиональная ориентация абитуриентов.

Introduction

In the context of a rapidly changing social and economic reality, the issues of professional self-determination of citizens are becoming particularly important. The development of an effective national career guidance policy is becoming an important element of the State strategy aimed at implementing the principles of the welfare State. Career guidance, as a system of measures to support the choice of a professional path, plays a key role in ensuring social justice, sustainable development of the labor market and improving the quality of human capital.

The National Vocational Guidance Policy is not just a tool for regulating the interaction of the education system and the labor market, but also an important mechanism for supporting social equality, sustainable development and the realization of citizens' rights to decent work.

A welfare state involves ensuring that everyone has equal access to opportunities for self-realization, professional growth, and social mobility. In this context, career guidance is of particular importance: it allows you to identify and develop the potential of a person, ensure an informed choice of profession and adapt to changes in the employment structure. The development of a state career guidance policy is becoming particularly relevant in the context of rapid technological transformations, the transformation of the labor market and increasing requirements for the qualifications of employees.

Despite the importance of this area, challenges remain in the practice of public career guidance policy related to fragmented approaches, insufficient coordination between participants, and limited access to quality career guidance services for vulnerable groups. In this regard, a systematic approach is required to develop and implement a national career guidance strategy focused on long-term goals of social development, youth support, strengthening social justice and human capital growth.

This article is aimed at analyzing the theoretical foundations and practical aspects of the formation of state policy in the field of career guidance, as well as identifying its potential as a tool for the development of the welfare state.

Literature review

A widespread opinion exists that in comparison to the various resources existing in the world, including physical resources, the most valuable are human resources. In addition, those territories where a large number of the population is concentrated are currently actively developing and characterized by a strong economy. Based on the fact that the labor market is changing all over the world, the demand for the development of the working capacity of the population is a priority goal for commercial and non-commercial organizations in countries where the economy is developing (Muyia et al., 2018).

The achievement of success in the 21st century requires a systematic approach and cooperation to contribute to the long-term and sustainable development of the whole society (Yavuz, 2019). Numerous organisations and institutions have invested significant resources in familiarising more students and adults with the prospects of education and career in science, technology, education, and mathematics. These efforts have combined over the past few decades into a major movement in the field of education and career development (Blustein et al., 2020).

Professions are recognised fields of activity that require special knowledge, training and skills. Entry into the profession is achieved by obtaining a high qualification, for example, a university diploma. The theoretical knowledge base and professional qualifications distinguish professions from other activities and create a unique identity for their representatives. Professions have identified entry paths that help members practising in this field (practitioners) to create their professional identity. Governments

may also regulate access to certain professions, such as teaching and psychology (O'Reilly et al., 2020). The well-documented decline in investment in education in the global economy requires a critical analysis of the political reasoning affecting educational systems and student learning. One should agree that business interests and other external factors play an important role in the process of development of public education in each country. They are in close connection with economic and technical structures, which allows for speeding up the integration of established management models of various types of education. Regardless of whether they are managed by the Organization for Economic Cooperation and Development (OECD), the Program for International Student Achievement (PMDU) or local organizations, the subjects of educational activity are assigned the duty to implement the neoliberal development of education (Lemke et al., 2018). While the literature on social states has made great strides in describing and explaining these policies, comparatively less time has been spent on a systematic study of the results of such actions (Hannah et al., 2020).

Wealth is actively growing in a large number of countries. All developing economies have created new approaches to social security – health care, pensions, unemployment insurance and education. Some did it very quickly, such as the Republic of Korea and Thailand. There are states in which such processes are slow, such as India and China. Under the condition of economic development, there is an increase in social well-being. But the way welfare is organized will definitely change in the future. Humanity's needs were affected by external influences, which led to the necessity of reforming the available means for their provision. As wealth has grown, inequality has spread, coinciding with rising incomes relative to labor. As a result, there is a need to revise social relations. Ways to solve this problem may include new vectors of basic income, which are starting to be used in several European countries. The first consists in the distribution of new personal accounts intended for carrying out financial transactions with both legal entities and individuals. The second tool is loans for human resource development and lifelong learning. The latter provides for the right of a person to care, as well as new tools for processing all objects (Mulgan, 2016).

Materials and methods

The assessment of state approaches to the organization of vocational guidance as a tool for improv-

ing the state with high social indicators involves the study of digital, natural and economic indicators, the aggregate of which can determine the impact of the implementation of new strategies according to various state and social indicators. The system analysis in this scientific work made it possible to explore the ideas of professional orientation as a tool for the development of the social state in the context of a complex multi-component structure that must be involved and work in the conditions of an unstable political and economic situation.

System analysis made it possible to study the research object in detail as a structure with many interdependent elements, and therefore to obtain a deeper and comprehensive understanding of the research subject. The method of logical analysis was used to study the complex structure and individual components. It provided for recreation of the construction of state approaches in the context of professional orientation as a tool for the development of the social state. The method of comparing leagues is the basis of the process of evaluating common and distinctive features, which are the basis for future classification and grouping. Thus, within the framework of this study, statistical data on the issue of understaffing for different years were compared. On the basis of the synthesis method, separate parts were united into a single unit, and, consequently, it was possible to reveal the dependence and establish connections between the structural elements of the object. Due to the method of synthesis, the systematization of materials that reveal the peculiarities of the influence of social policy methods on each other was carried out, as well as the evaluation of their impact on career guidance as a method of developing the social state was made. The deduction helped to transform the understanding of objects and subjects from general concepts to individual judgments. On its basis, there was an ascent from the abstract to the concrete, namely, the constituent elements of the social state were outlined. The classification method was used to systematize ideas about the organization of a number of researched components from different fields and types of employment. Based on it, a system of subordinate categories, namely respondents, according to their personal and professional characteristics was developed. The survey of respondents is a way of collecting information by means of written responses to a system of standardised questions in a pre-prepared questionnaire. A total of 150 respondents took part in the survey. A targeted sampling procedure was adopted to recruit participants. The sample consisted of students and

schoolchildren from 13 to 22 years old. The survey was conducted in Astana. The data were collected using the semi-structured interview method. The respondents answered the question “What profession have you chosen/plan to choose for yourself?”, and “What influenced/influences your choice of profession?”. The respondents had no optional answers to choose from and could name any profession and motivation.

The research involves conducting a theoretical analysis of a number of relevant scientific sources. Political scientists and sociologists actively research topics related to the development of national policy in the field of vocational guidance as a tool for the development of the welfare state. The issue of improvement and support of small and medium-sized businesses is relevant in scientific doctrine, and various researchers have been working on it in recent years.

Results and discussion

The literature on the regulatory social state provides analytical opportunities for studying these changes. Nevertheless, scientists interested in this topic are mainly focused on social policy, and there are few analyses studying how regulation solves social problems in other areas of social policy, such as the provision of vocational guidance services to citizens of the country, and the subsequent merging of this policy on the economic development of the state (Hartlapp, 2020). Quality education and career guidance are very important in the modern world. This assumes that methods of professional orientation involve the interaction of its subjects. This process allows developing a level of self-awareness, as well as the amount of knowledge about various types of professions and the labor market as a whole. As a result, an increase in the volume of personal and professional resources is expected. This method is based on a person’s freedom of self-expression, therefore, in the context of helping citizens with career guidance, the most important thing is to help participants determine and design the actions necessary to obtain the desired profession. To achieve this goal, several steps must be taken. This process should be organized and gradual, as a result of which it will be possible to improve the effectiveness of the emergence and dissemination of the project. In this way,

career guidance is being reformed into a separate algorithm of individual development, which can be described in four stages:

- Research. Open and unsystematic exploration of oneself and the environment;
- Crystallisation. A person has general idea of their educational plan and desired professional orientation, determines the sphere of action, as a result of which the scope of research, expression of personal interests is reduced;
- Specification. A person can evaluate, implement clear actions, define an algorithm and consider it the most priority among others;
 - - Execution. A person begins to take actions, makes clear steps, making personal efforts, and turns the project (constructed at the previous stages) into reality.

Tasks and functions of the departments of career guidance and organisational work in the Republic of Kazakhstan:

- Organisation and holding of events aimed at career guidance within the framework of cooperation of educational institutions of all levels;
- Organisation and control of summer employment of college and university students;
- Organisation and control of career guidance tests for applicants;
- Collection of reports on career guidance in the walls of educational institutions of the VET system of East Kazakhstan region and Institutes of the region;
- Organisation of participation of winners of regional championships at the WorldSkills Championship;
- Providing consulting assistance to colleges when filling out the NOBD;
- Collection and compilation of the annual report of educational institutions of the East Kazakhstan region system;
- Updating the passport of the system of technical and vocational education (KSU Centre of Vocational Education of East Kazakhstan Region).

A similar scheme is presented in Figure 1.

The general need for staff in the industrial sector shows (Figure 2) that workers with higher specialised education are most in demand – as much as 73.8%, followed by workers with secondary special education – 19.5%, and only 6.7% of employees need to have some other education to work in the industrial sector.

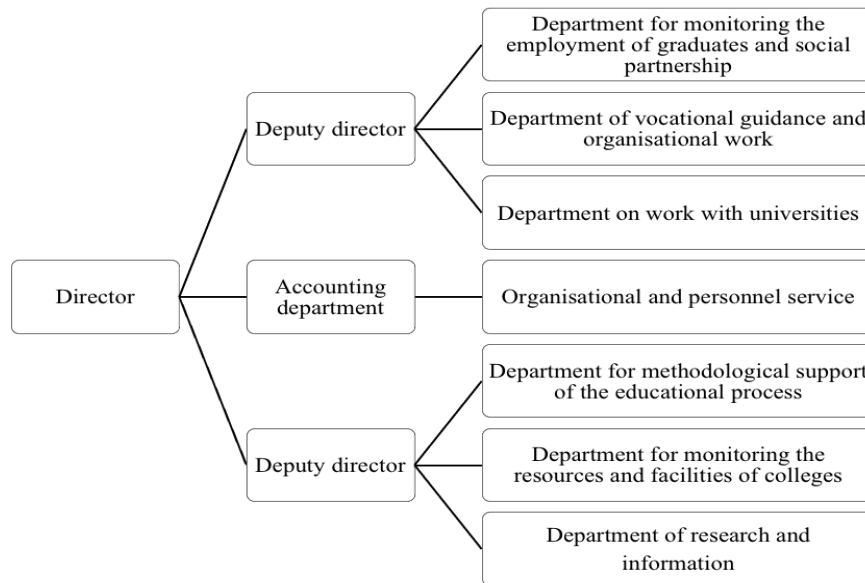


Figure 1 – Structure of the vocational education centre

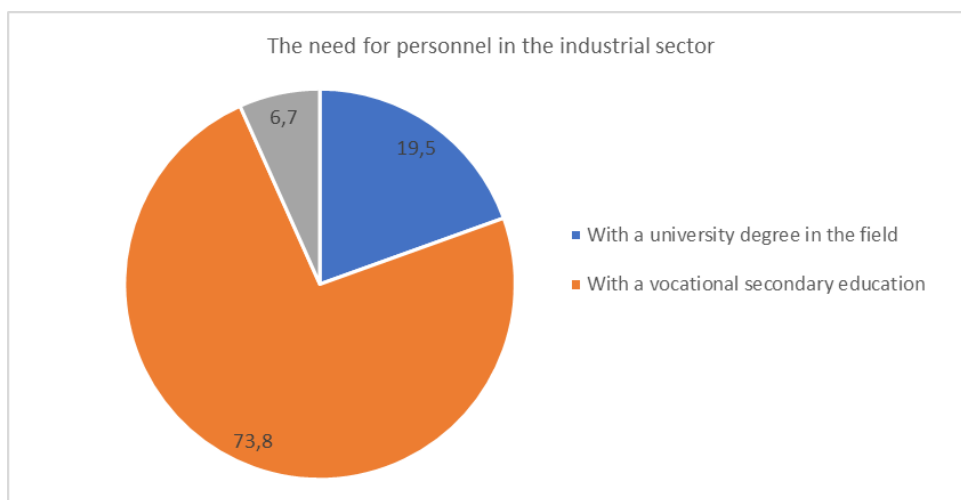


Figure 2 – The need for personnel in the industrial sector

At the moment, there is an acute shortage of qualified specialists in the Republic of Kazakhstan. This problem is especially visible among engineering, industrial, medical, and pedagogical specialties. A sharp imbalance among applicants choosing humanities and technical specialties creates a disparity among young qualified specialists. As a result, the labour market lacks 240 thousand specialists in the construction sector, 25 thousand people in the field of mechanical engineering, 12 thousand medical workers, 5 thousand teachers. There is also a clearly visible shortage of personnel in the transport sector (almost 6 thousand people), among

miners and other professions in DPI (more than 4 thousand people), and among many other working specialties (Syzdykova, 2018).

In addition, as part of this work, a survey of 150 respondents was conducted, the sample consisted of students and schoolchildren aged 13 to 22 years old. The survey was held in Astana. The respondents answered the question “What profession have you chosen/plan to choose for yourself?”, and “What influenced/influences your choice of profession?”. No optional answers were given so the participants could name any profession, and name an unlimited number of factors that influenced the choice of pro-

profession. As a result of the survey, the most popular specialities among respondents were medicine (16.67%), finance/economics (16%) and engineer-

ing (10.67%). In addition, a large number of respondents (14%) were undecided about their future profession (Table 1).

Table 1 – The answers to the question “What profession have you chosen/plan to choose for yourself?”

Specialisation	Number of people	In percentage terms (%)
Medicine	25	16.67
Finance/Economics	24	16
Engineer	16	10.67
Pedagogy	9	6
Jurisprudence	9	6
Programmer	6	4
Political Science/International Relations	6	4
Translator	5	3.34
Marketing/Management	5	3.34
Mathematician	4	2.67
Journalism	4	2.67
Internal forces	4	2.67
Biotechnics	3	2
Tourism	2	1.34
Chemist	1	0.67
Communications/Radio engineering	1	0.67
Cook	1	0.67
Physicist	1	0.67
Public administration	1	0.67
Dispatcher	1	0.67
Agricultural technician	1	0.67
Undecided	21	14

Among the factors influencing the choice of a future profession, the “Advice of parents/relatives” turned out to be the most significant. 117 respondents named this option. The least applicants follow the advice of friends – only 11 responses (Table 2).

Table 2 – The answers to the question “What influenced/influences your choice of profession?”

Motivation	Times selected
Advice from parents/relatives	117
Quality of the curriculum	86
Advice from teacher	59
Quality of teaching staff	51
Relevance of the profession	50
Salary	48
University prestige	47
Advice of friends	11

One of the most controversial parts of the educational environment is professional education, which affects the learning algorithm of young people. Most of the problems in classroom-based countries are caused by the large amount of theoretical information that students learn, which does not lead to the desired educational results, and also does not satisfy the needs of students in practical skills. In a study of the effects of an Australian reform aimed at replacing the general form of the educational environment, aimed at eliminating the disadvantages of excessive classroom learning, the researchers concluded that the reform led to a significant increase in enrollment in private colleges. To a greater extent, this is due to a closer connection between the educational courses that students master and the requirements of employers. It is also worth noting the improvement of students’ academic performance without a negative impact on equality (McVicar et

al., 2018). Thus, the impact of social policy on the learning process has led to an improvement in the labour market situation, thereby reducing the unemployment rate.

Studies of the development of workplaces, as well as the labor market, show that unusual multi-component tasks in various professional fields are promising for the coming years. In turn, standard tasks are mostly performed by automated systems, which contributes to their devaluation and makes it impossible to employ staff. Any work can be considered as a set of challenges, including both simple and complex. However, the reform of the labor market will clearly reflect on the structuring of leadership, as well as counseling and vocational training. The vacancies themselves will also reflect changes over time (Valverde et al., 2020).

In order to promote the development of a professional learning environment, in 2012, the innovative policy “Career guidance and leadership in secondary vocational education” was launched in the Netherlands. Three case studies were conducted to describe the impact of this project on social policy outcomes. Surveys and discussions were organized in three schools. The researchers concluded that communication between the principal and teachers, as well as between the teachers themselves, plays an important role in the development of the educational process. This is explained by the fact that the process of developing and implementing a school-wide strategic policy involves establishing a connection between different levels of the organization. The development of dialogic communication between the subjects of the educational process is possible due to the provision of educational and transformative leadership (Draaisma et al., 2018).

In the context of globalization, an important task in Kazakhstan was to reform the higher education system in order to establish standards for universities that correspond to the most successful foreign higher education institutions. Reforming the field of education is an important tool in various contexts, in particular as a tool for bringing the educational environment to the appropriate level, as well as as a way to join the EU. The policy of the latter envisages the development of trilingualism, which includes motivation of young people to be fluent in three languages. These include Kazakh, Russian and English. During the implementation of such an approach in higher educational institutions, the English language acquires the status of the main language during the study of master’s programs. However, the efficiency

of implementing the described process is not high, which is explained by traditionalism. Based on this, in order to develop competitiveness not only at the national, but also at the international level, higher educational institutions need to develop new approaches to the organization of the educational environment, as well as improve current professional practices (Agbo et al., 2017).

The Chinese economy is characterized by restructuring and transformation. It has been particularly affected in recent years, which is caused by internal and external reasons. As a result, there was a sharp decline in economic development indicators. In particular, in 2019, the benchmark for GDP growth was 6-6.5%. The lack of highly qualified technical specialists and skilled workers is the main factor affecting economic growth. In his report, the Prime Minister gave unprecedented importance to vocational and technical education, making the development of professional and technical education the main tool for ensuring specific economic factors within the established range. The expansion of recruitment is also an important measure to stabilise employment in the country. In 2018, a meeting of the Politburo of the Communist Party of China was held, which focused on stable employment of the population, finance, international trade, foreign investment, national investment; at the same time, stable employment of the population was considered an important task. A priority place in the process of development and consolidation of the economy is played by educational and professional training, which also affects the realization of full professional employment. Chinese public policy pays special attention to such a vector as employment as to an important component for ensuring the well-being of society and solving problems of national stability (Fan, 2020).

The history of welfare building in the states of Europe and the Asia-Pacific region is an important tool for organizing inclusive educational activities. Tracing the multi-component forms of social welfare in Europe and the complex approaches on the basis of which social protection systems are implemented, it is worth noting that social problems have constantly appeared in the provisions of national development strategies of states. “Slow” learning sessions in Europe reveal the connection between ideas, attitudes and institutions. This approach is the basis for the formation of developed and stable social states. The history of East Asia gives “quick” advice that it is advisable to develop the policy of social security in the form of a mandatory element

of the algorithm of economic modernization of the state (United nations ESCAP, 2019).

The most common methods of working with unequal educational poverty are monitoring and grouping. These methods are often based on the results of surveys, which allow characterizing students' skills by various characteristics, as well as developing them within the limits of individual educational courses. An approach based on sorting students according to their educational capabilities has been used for a long time. This makes it possible to develop various vectors of the educational process and form educational plans. However, at the moment, this method of observation is characterized by a stratifying effect. In particular, the study revealed approaches based on which students who differ in the level of educational preparation from each other were disproportionately distributed between classes. This had a negative impact on their future academic training. In the USA, after the adoption of the Act on Elementary and Secondary Education in 2001 as the No Child Left Behind Act, all educational institutions were tasked with developing the success of subjects of educational activities under the age of 12. The task of this regulatory document was to reduce the achievement gap by 2014. It was not fully implemented. In 2015, the Every Student Succeeds Act gave educational institutions the right to exercise local control. This made it possible to define one's own expectations for all subjects of the educational process, to develop and implement educational reforms. The latter include suspension from studies, grouping of students with different skills. There are currently three gaps in the literature on school reform. In particular, it is necessary to assess the relationship between educational approaches and the standardization of teachers' expectations of students. In addition, it is important to consider the beliefs of teachers and the expectations of students during the implementation of local measures aimed at reinforcing federal standards. A third problem is that studies of the nature of the refusal to reform and its relationship with racial expectations of teachers have been limited, but it can be called the beliefs that teachers internally hold about the level of student achievement that they can achieve in the future (Liou et al., 2019).

Lately, a number of changes were provoked in the scientific doctrine. They are caused by an increase in the concentration of attention on a complex analysis, which is based on the profile of the individual's interests. Analyzing the features of the latter, it should be established that mathematical lit-

eracy is an advantage in the context of a student's realistic orientation and a disadvantage in the case of an artistic orientation. In addition, the similarity of occupational interest profiles within families was analyzed and it was found that the profiles of mothers and fathers were very similar in contrast to the profiles of matched randomly paired dyads. In addition, the educational choice of students strongly depends on the profile of interests. Profiles of professional interests are determined by the features of their specialties, namely scientific, technical or mathematical (Eztel et al., 2021).

Professional interests have proven to be important for successful work in the workplace and educational institutions, given their relationship with outcome variables such as labour productivity and job satisfaction. In addition, the measurement of professional interests is important in practice: the assessment of professional interests can improve a person's self-understanding, promote self-exploration and help in making realistic decisions, providing feedback, new opinions, and information. The inventory of professional interests is one of the most frequently used indicators in the practice of career counselling (Li et al., 2018).

Modern leaders in the field of professional psychology have established a certain regularity, which is explained by the fact that the crisis of models and professional development has come as a result of economic forces. In the conditions of high economic growth and an obvious shortage of quality labor in India, formal professional education started gaining urgency. In the Indian government, it is professional development that has become particularly widespread. As a result of this, there was a modernization of government policy, as well as methods of combating various kinds of problems (Pilz et al., 2021). In the field of educational policy, the dominant position was occupied by the neoliberal discourse. This was manifested in the development of reformist approaches. The case study explored the course of politics through the prism of criticism and its impact, which shaped long-term changes in society. It has been proven that the loss of professional experience affected the working conditions, as well as the peculiarities of the interaction of citizens. This conclusion was obtained from the analysis of a wide range of documents, programs, and tests. Support for the education of students, teachers, and schools has decreased. This historical review informs policymakers who will have to determine the course of future education policy (Tucker et al., 2021).

Many scientists from various fields, including political science and sociology, were engaged in the study of this issue. Its theoretical and practical components were analyzed, which provided for broader description of the properties of career guidance in the process of state development. Therefore, it is appropriate to compare the results obtained in this study with leading ideas in scientific doctrine. For example, F. Akkök et al. studied the theoretical foundations of the career guidance category, namely its essence, meaning and structure (Akkök et al., 2021). They established that the above-mentioned concept should be understood as a scientific-circle structure of approaches, methods and means of influencing a person for the development of his professional self-determination. The researchers emphasize that in the career guidance process, it is important to take into account the individual's personal characteristics, as well as the needs of the labor market. The importance of this process is revealed in several directions, namely in familiarizing people with various categories of professions, as well as in developing their skills of analysis and evaluation of various types of such activities. As a result, quality assurance of the formation of professionally important personal skills. The researcher revealed the composition of the system of professional orientation, which includes professional information, counseling, selection and selection, adaptation. This approach is consistent with the results obtained in this study. This allows asserting the unity of approaches to the concept of career guidance in scientific doctrine.

In turn, P. Abbott and L. Meerabeau disclosed the functions of professionalization. They paid attention to such as social, economic, psychological-pedagogical, medical-psychophysiological (Abbott et al., 2020). The first consists in mastering a certain amount of skills by an individual, on the basis of which they can qualitatively carry out their social and professional activities as a separate representative of society. This function resonates with the purpose of career guidance, as it also involves the development of young people in accordance with modern state and social relations. The economic function is associated with improving the quality of the workforce, increasing job satisfaction, reducing staff turnover, and increasing their professional activity and productivity. The researcher reveals the psychological and pedagogical function in the context of the formation and development of interests and motivation in young people to ensure their normal professional choice. It is important to con-

sider the potential and abilities of the individual, which must be taken into account. She described the medical and psychophysiological function of career guidance. In her opinion, it consists in the organization of simultaneous observation and monitoring according to the degree of physical and psychophysiological development of a person. The described processes involve the analysis of an individual's state of health, their psychological characteristics and other personal attributes that play an important role in the implementation of professional activities. Such conclusions correspond to the results of this study, as they allow revealing the purpose of career guidance, as well as show the directions of its influence on the individual.

D. Niati et al. (2021) and M. Coetzee (2022) believe that professional orientation is an effective tool for the development of the social state. They justify this position by the fact that professional propaganda involves the spread among young people of those types of professions that are characterized by a labor shortage. The researchers claim that if professional orientation is carried out correctly and qualitatively, it is possible to improve the modern attitude of society, namely schoolchildren and students, to the problem of timely and correct choice of profession. In this case, it would solve several critical social problems at once. First of all, to help young people decide on their future professional direction, as well as to staff enterprises that need it. This position is consistent with the results of this study. It describes ideas that ensure the interests of a wide range of people, namely potential professional personnel and employers.

R. Lent and S. Brown studied practical approaches to solving this issue (Lent et al., 2020). They researched and characterized the most common methods of career guidance work. Among them, conducting vocational orientation training, excursions to educational institutions of vocational and technical education and employment centers, organizing a trade meeting, conducting a vocational survey. The described means contribute to the activation of young people's motivation to study the peculiarities of various types of professional activity. According to the researchers, they provide for teaching young citizens to choose a professional activity wisely. As a result, there is a timely detection, as well as an increase in the individual's interest in the future profession. The disclosed approaches are generic and also somewhat outdated, which indicates their inefficiency. Within the framework of this study, slightly different measures were devel-

oped and proposed, which contribute to the qualitative development of the welfare state.

Unlike previous researchers, M. Vedernikov et al. revealed the structure of the professional profile (Vedernikov et al., 2021). In his opinion, this component plays the most important role in career guidance. It contains general information about the profession, as well as its connection with science and technology. In addition, the professionogram reveals the social and economic significance of professional employment, which allows an Indian to determine the level of its practical value. The researchers consider it necessary to indicate on this map the production properties of the profession, to describe the peculiarities of the labor process, sanitary and hygienic working conditions. At the same time, it is important to note separately those features of activity that may be contraindicated for certain categories of persons. They note the need to describe the amount of knowledge and skills necessary for professional activity. Such conclusions are consistent with the results obtained in this study. They reveal an important career guidance tool, namely the structure of the professional profile.

The discussion shows a number of common features in the approaches of scientists to the study of the career guidance process. To a greater extent, they coincide with the conclusions obtained in this scientific work. They reveal the content of vocational guidance, which allows for proving its priority in the process of development of the social state.

Conclusions

The main principle of the development of the welfare state by the method of career guidance can be called a general improvement in the effectiveness of public education. Improving the performance of the resources and facilities, educational programmes, the level of teacher training (especially in the field of STEM disciplines), in the future will result in students having high-quality training for admission to higher educational institutions in technical specialties (it is in this area that the highest shortage of personnel is observed today). Higher professional edu-

cation as a whole is subject to the great influence of national policy. Due to the intervention of the state apparatus, it is possible to increase the quality of vocational education by the following scheme of actions: 1 – scaling the best curricula to all educational institutions, 2 – systematic improvement of quality by optimisation and control methods, 3 – capacity building by improving the quality of teaching staff, 4 – permanent system-wide improvement designed to contribute to the sustainable development of the system of higher professional education to develop a welfare state.

Particular attention should be paid to the results of the survey of respondents. Among the factors that influenced the choice of profession by them, no state organisation was named. Accordingly, it can be concluded that it is necessary to improve work with children in the field of career guidance, popularisation of state organisations aimed at informing applicants about the highly-demanded professions, and methodical work with teaching staff with the above-mentioned goals. The always pressing issue of resources cannot be left aside. The issue of modernisation and improvement of the system of professorial education is directly related to the shortage of personnel in many profitable sectors of the economy of Kazakhstan. The shortage of workers in the industrial, machine-building, mining, oil and gas and other fields brings much greater losses in the future than spending on training qualified specialists today. In addition, the shortage of workers in such socially important areas as medicine and pedagogy in the future leads to financial and labour losses.

World experience indicates that the creation of a state of welfare using any one method is impossible. It is always a systematic work aimed at different spheres of human life and activity. The fight against unemployment is an important stage on the way to building a welfare state, and solving the issue of vocational guidance of applicants can help redirect the flow of workers to industries experiencing a shortage of workers. Thus, the construction and implementation of a competent state approaches to the organization of career guidance can become one of the steps towards a socially just society.

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