

Meshelova A.O.¹, Huang H.², Abdiraimova G.S.³, Kenzhakimova G.A.⁴

¹Ph.D student, al-Farabi Kazakh National University,
Kazakhstan, Almaty, e-mail: azat.meshelova@gmail.com

²Ph.D of social work, assistant professor of Florida International University,
Miami, USA, e-mail: huanhu@fiu.com

³Professor, al-Farabi Kazakh National University, Kazakhstan, Almaty, e-mail: g.abdiraimova@gmail.com

⁴Accociated professor, al-Farabi Kazakh National University,
Kazakhstan, Almaty, e-mail: sociokaz2010@mail.ru

PREVENTION OF UNEMPLOYMENT AMONG GRADUATES OF ORPHANAGES ON THE BASIS OF A STUDY OF YOUTH FROM ADAPTATION CENTER «HOUSE OF YOUTH» IN KAZAKHSTAN

Orphanages, widespread in Kazakhstan, in recent years have faced multiple challenges, including the economic crisis. Despite their significant quantitative and qualitative differences, many of them have certain characteristics. These similarities include educators who have minimal social and emotional interaction with children and, consequently, some degree of social and emotional burnout and neglect; big turnover of caregivers; large groups of children and a high level of non-specialized professional staff. This paper presents some research results based on the case of Kazakhstan and the changes that need to be implemented for effective social adaptation of children raised in orphanages, their sustainability in career choice and further integration into society. Generalized studies conducted in the orphanage «House of Youth» are a demonstration of both the effectiveness of social interventions and their ability to improve children's development in Kazakhstan. A research was conducted in «House of youth» – a center for adaptation and support of graduates of social institutions – in order to identify the main strategies and preferences of orphans and children without parental care. According to the results of the expert interview, where 80 young people from «House of youth» participated, 18.5% of respondents do not work anywhere, and a lot of employees (21%) temporarily work as wage-workers, which subsequently can cause the risk of losing their jobs. Having analyzed the results of the study, we prepared recommendations for modernization and correction of the career guidance work of orphanages. Also, proposals were included to the authorized bodies to improve the quality and efficiency of the work carried out to combat unemployment among graduates of orphanages.

Key words: orphans, orphanages, unemployment, intervention, professional choice, House of Youth

Мешелова А.О.¹, Хуанг Х.², Әбдірайымова Г.С.³, Кенжакимова Г.А.⁴

¹PhD студенті, әл-Фараби атындағы Қазақ ұлттық университеті,
Қазақстан, Алматы қ., e-mail: azat.meshelova@gmail.com

²PhD, Флорида Халықаралық Университетінің доценті, Майами, АҚШ, e-mail: huanhu@fiu.com

³профессор, әл-Фараби атындағы Қазақ ұлттық университеті,
Қазақстан, Алматы, e-mail: g.abdiraimova@gmail.com

⁴доцент, әл-Фараби атындағы Қазақ ұлттық университеті, Қазақстан, Алматы қ., e-mail: sociokaz2010@mail.ru

Қазақстанда «Жастар үйін» зерттеу негізінде балалар үйінің тәрбиеленушілерінің жұмыссыздығының алдын алу

Қазақстанда мейлінше көп тараған балалар үйлері экономикалық дағдарысты есепке алғанда көптеген мәселелермен кездесуде. Олардың саны мен сапасы әртүрлі болғанына қарамастан, олардың көпшілігінің өзіне сай ерекшеліктері бар. Оның ішінде тәрбиеленушілер мен тәрбиешілердің әлеуметтік және эмоционалды қатынас құра алмауы, олардың жиі

ауысуы, топтағы балалардың санының көп болуы және кәсіби мамандардың болмауы жатады. Бұл мақалада балалар үйінің тәрбиеленушілерімен олардың кәсіби таңдауы, сонымен қатар тұрақтылығын, болашақта қоғамға интеграциялануы сияқты тиімді әлеуметтік бейімделуіне алып келуі үшін жүзеге асырылуы керек өзгерістерді қамтитын қазақстандық кейстегі зерттеудің кейбір нәтижелері ұсынылған. «Жастар үйі» бейімдеу орталығында жүргізілген зерттеу әлеуметтік интервенцияны қолдану мен оның Қазақстандағы балалардың дамуына қолданылуы қабілетін ашып көрсетуге мүмкіндік берді. «Жастар үйі» мысалында жетім және ата-анасының қамқорлығынсыз қалған балалардың негізгі стратегиялары мен қалаулары анықталды. Зерттеу нәтижесі бойынша 18,5% респондент еш жерде жұмыс істемейді, ал 21% уақытша жалдамалы болып жұмыс істейді, бұл болашақта олардың жұмыссыз қалуы қаупіне алып келеді. Алынған нәтижелерді сараптай келе балалар үйінің кәсіби бағыттау жұмыстарының сапасын арттыруға бағытталған ұсыныстар әзірленген.

Түйін сөздер: жетім балалар, балалар үйі, жұмыссыздық, интервенция, кәсіби таңдау, Жастар үйі.

Мешелова А.О.¹, Хуанг Х.², Абдирайымова Г.С.³, Кенжакимова Г.А.⁴

¹PhD-студент, Казахский национальный университет имени аль-Фараби, Казахстан, г. Алматы, e-mail: azat.meshelova@gmail.com

²PhD, доцент Международный Университет Флориды, США, г. Майами, e-mail: huanhu@fiu.com

³профессор, Казахский национальный университета имени аль-Фараби, Казахстан, г. Алматы, e-mail: g.abdiraiymova@gmail.com

⁴доцент, Казахский национальный университет имени аль-Фараби, Казахстан, г. Алматы, e-mail: sociokaz2010@mail.ru

Профилактика безработицы среди выпускников детских домов на основе исследования молодежи из «Жастар үйі»

Детские дома, широко распространенные в Казахстане, в последние годы сталкиваются с многочисленными вызовами, включая экономический кризис. Несмотря на их существенные количественные и качественные различия, многие из них обладают общими определенными особенностями. Так, к примеру, воспитатели, имеющие минимальное социальное и эмоциональное взаимодействие с детьми и, следовательно, некоторую степень социально-эмоционального выгорания и пренебрежения; также наблюдается тенденция их частой смены; большие группы детей и высокий уровень неспециализированного профессионального персонала. В данной статье представлены некоторые результаты исследования на примере кейса Казахстана и те изменения, которые необходимо реализовать для эффективной социальной адаптации воспитанников детских домов, их устойчивости в профессиональном выборе и дальнейшей интеграции в общество. Обобщенные исследования, проведенные в центре реабилитации «Дом Юношества», являются демонстрацией как эффективности осуществления социальных вмешательств, так и их способности производить улучшения в развитии детей в Казахстане. На примере «Жастар Үйі» – центра адаптации и поддержки выпускников социальных учреждений выявлены основные стратегии и предпочтения детей-сирот и детей без попечения родителей. По результатам экспертного интервью, 18,5% опрошенных нигде не работают, а 21% – являются временными наемными работниками, что в дальнейшем несет риск потери работы. Анализируя полученные данные, подготовлены рекомендации по модернизации и коррекции профессионально-ориентационной работы детских домов, включены предложения уполномоченным органам по повышению качества и эффективности проводимой работы в целях борьбы с безработицей среди выпускников детских домов.

Ключевые слова: дети-сироты, детские дома, безработица, интервенция, профессиональный выбор, Дом юношества.

Introduction

The state defines the concept of social interventions aimed at government bodies, administration, caregivers, guardians. Social interventions are an important component in the adaptation and integration of children being raised in orphanages. For them, social interventions (caregivers, friends and surrounding) are useful,

especially during periods of social transition (graduation, career choice etc.) if they exist and take part. But they can also act as constraints hindering the attainment of goals.

There are a large number of studies and approaches demonstrating the effectiveness/limitations of social intervention programs to improve skills or, conversely, to impose one's own experience without coercion. In communities under

severe economic stress, a decrease in the number of jobs in the professional labor market leads to the fact that graduates of orphanages are displaced by their peers from households. This is a picture that researchers most often meet in different regions, and especially in post-Soviet countries (Andrew Collins W., 2008).

According to the Ministry of Education and Science of the Republic of Kazakhstan, as of the beginning of the fourth quarter of 2016, 29,666 children without parental care were registered in Kazakhstan, which is 5.4 per 1,000 children aged 0-17 years (National report, 2016). In Kazakhstan, the institution of relatives is highly developed, which affects the decrease in the number of children entering state guardianship institutions. In case of death, deprivation of rights or parental surrender of a child, the grandmother or grandfather or other close relatives take the child under guardianship. Thus, 7,231 children are currently being raised in orphanages in Kazakhstan.

The problems of unemployment among graduates of orphanages is associated with increased risk of crime and prostitution. On this issue, was cited statistics that «60% of boys enter prisons during the first year after the orphanage, 40% of girls go to the streets and become prostitutes (Omirezakov, 2014)». These indicators are not unique for Kazakhstan, for example in Zambia, researchers have proven that about one-third of prostitutes are orphans (UNICEF, 2005) and in several African countries, orphans are more vulnerable to homelessness and exploitative labor practices (UNAIDS / UNICEF / USAID 2004) (Jo Daugherty Bailey, 2012). This statistics shows that in orphanages the system of vocational training for orphans and children left without parental care requires careful processing. By the time of graduation from the orphanage the children need clearly know *where to study, where to work and where to live*. The last of these issues is currently being solved by the state. At the beginning of 2016, the number of children in need of housing in this category made 25,053, which is 84.5% of the total number of children left without parental care. 23,878 were put in the queue. In 2016, 1,486 children (6.2%) received housing, including 620 children from orphanages (Report of Children's status, 2016). On behalf of the state, the Kazakhstan Mortgage Company¹ gives the

youth of this category pre-emptive right to purchase housing (Kaidarova et al., 2016). Unlike previous years, in recent years the number of those who receive housing from the state has been increasing.

The state also takes all necessary measures to ensure that orphans and children left without parental care can receive higher or specialized education; there have been 7,779 educational deposits² opened within the state educational savings system for inmates of orphanages. Annually 1% of the total number of state educational grants (37,937 grants in 2017) (Mikheyev, 2017) is allocated to children of this category. The data show that Kazakhstan has a system for providing housing and education. However, there is no system for preparing for career choice and for further integration into working life. The state is trying in every possible way to support the system of employment of orphanage graduates. For example, according to the «Employment Road Map-2020» program, graduates of orphanages have privilege when applying for a job (Kaidarova et al., 2016). But the income from the jobs offered under this program is only slightly higher than the living wage in Kazakhstan³. Since the income is not sufficient, these jobs are less attractive. Orphaned children brought up outside the family find it difficult to build their own professional future, to be self-determined without having role models of professional self-determination of parents and having limited opportunities in socializing with representatives of various professional communities. In this regard, it is necessary to develop a mechanism for social work with orphans in an orphanage aimed at identifying professional inclinations, acquaintance with the types of specialties and professions, as well as social and psychological preparation of children for career choice. Support from the state and society is a positive predicate for improving the quality of life of children in orphanages (Yendork J. Salifu & Somhlaba, 2014). In order to get acquainted with the situation and in search for a solution to this problem, we conducted research in «House of Youth», where all of the three abovementioned problems of graduates of orphanages are partially and temporarily solved. Kazakhstan model «House of Youth» is a unique form of caring for older orphans, financed and controlled by the state. Such homes solve many problems of graduates, as losing

achieving of aims in social-housing economy sphere.

² Educational deposit is the cash deposit, which is provided by the State for orphans, for education after school graduating.

³ Subsistence wage in Kazakhstan is 87.92\$.

¹ Kazakhstan Mortgage Company's mission – state policy implementation in mortgage lending sphere as fiscal operator of mortgage lending secondary market, increasing of housing availability for population by providing of rental housing for wider population for solving of social-oriented targets and

their usual care and lifestyle, the former orphanage students often find themselves in difficult conditions (Gulfa et al., 2016). In «House of Youth» in the city of Almaty, 95 orphans and graduates of social institutions, from 16 to 23 years old, live and are being brought up. The older graduates (23-29 years old) are provided with one-room apartments (130 apartments) at «House of Youth».

In the course of the article, based on our observations and research in «House of Youth», we will analyze the situation in three directions:

1. In order to identify the effectiveness of ongoing work, describe the situation of vocational training for orphans in the conditions of the orphanage.

2. In order to identify the relationship of vocational training in orphanages with the further actions of orphaned children, obtain information about the experience of placement and current activities of graduates of orphanages.

3. Summarize the two directions stated above, to prepare a recommendation on vocational guidance for children so that they can formulate the knowledge, skills and abilities necessary for the right choice of a specialty and career path, being orphanage students.

Method

We collected data from multiple sources: survey and documentary data. We conducted an expert survey with the students of «House of Youth» from September 1, 2017 to October 15, 2017, where teenagers and young people who used to live in orphanages live and are brought up. Eighty of the 95 student of «House of Youth» participated in the survey (12 of them for various reasons were absent at the time of the survey, 3 refused to answer). The survey involved 46 male and 34 female respondents aged 16 to 22 years. Earlier, these children came to the orphanage at different ages (0 to 16 years), and they moved to «House of Youth» after graduating from orphanages (usually in 16-17 years).

The survey questionnaire contained 10 questions, 5 of which are aimed at describing the activities of orphanages, 3 questions on the definition of current activities and 2 questions for determining the desire and preferences in choosing a specialty and career. All responses were processed by the SPSS 21.0 computer program. 2 questions were asked in the form of a scaling method. The average interview lasted 25 minutes. The interview was conducted by the authors. The authors are independent researchers in the field of orphan protecting.

In addition, the analysis of additional information sources was conducted within the framework of the

above-mentioned method. Used documents can be divided into the following groups:

(a) Statistical collection and other information of statistical character. The main source of this information is publications on official web-sites.

Selection of articles related to keywords such as «youth», «orphanages», «unemployment», «career choice» was used;

(b) Official Documents, such as National Report «Youth of Kazakhstan – 2016», Report on Children's Status in the Republic of Kazakhstan by the Ministry of Education and Science of Kazakhstan;

(c) The investigation and scientific works database of the Institute of Education Sciences – The Education Resources Information Center (ERIC) was evaluated (Institute of Education Sciences – The Education Resources Information Center (ERIC) <http://eric.ed.gov/>).

Results

Assessment of vocational training in orphanages

Before assessing the current activities of young people, we wanted to analyze the relationship between their professional goals in childhood. Professional self-determination at its initial stages lays the foundations, determines the strategy for further professional formation and development of the individual. According to the results, only 54 (67.5%) respondents answered that their current activities have no connection with their dream in childhood, 26 (32.5%) of the respondents said their current activities are more or less related to their strategies in childhood. These results show that students in orphanages do not receive a clear idea of their future activities and do not develop purposefully. In order to specify our results, we can give an example of an empirical study of our colleagues from Russia who have obtained similar results: *Despite the fact that most inmates of orphanages and boarding schools have made their professional choice, ... 70% of them do not have certain professional plans and professional prospects, which is explained by the reduced activity of students of orphanages and boarding school in the process of professional self-determination, an unbiased position regarding their future, including professional one* (Povarenkov, Khaimina, 2015). Another reason for this problem is the fact that most of the orphanage children do not have a clear idea of the types of professions. We will discuss the level of awareness of professions of children after age 16 later, and now we would like to present data on children of an earlier age. In the course

of the survey, a question was asked to identify the professional goals of children in orphanages. The answers were diverse, we tried to group them together to get a general picture of the areas of professions, specialties and work activities. (The survey results were processed using the SPSS program).

By the field of activity, we divided the professions into 13 categories. Participants answered this open-ended question, and provided 95 different

answers. One group was equated with the answer «I do not know», in one group all indefinite professions (director, millionaire, bandit, astronaut, city akim, etc.) were collected. All the other answers were divided into the following areas: security (including military professions), transport, creative (including sports-related professions), economic, linguistic, agrarian (including industry), pedagogical, technical, medical, services, legal). The responses resulted as follows (see Table

Table 1 – Professional preference of orphans

What did you want to be when you were young? n= 80 (95)	Answers		Control Percentage
	N	Percentage	
Creative (art)	24	25.2	30
Service	15	15.8	19
Technical	11	11.5	13.5
Don't have clear idea	8	8.4	10
Legal	7	7.3	8.7
Pedagogical	6	6.3	7.5
Don't know	5	5.3	6.2
Economic	5	5.3	6.2
Linguistic	4	4.2	5
Security	4	4.2	5
Medical	3	3.2	3.9
Transport	2	2.25	2.5
Agriculture	1	1.05	1.25
TOTAL	95	100	118.75

As we see, the children have work strategies, most of them – 24 out of 95 answers (25.2%) – would like to be engaged in creativity. In this category we have included those who want to go in for sports, gymnastics, those who want to become an artist, actor, painter, singer, chess player, dancer and so on. We attribute this indicator to the fact that the majority of children in orphanages do not have direct contact with representatives of different professions, and their strategies come from those professions that are shown on TV and on the Internet. As it is known, if you turn on the TV or browse through social networks, it seems that the most fortunate, happy and popular are creative people, like artists, actors, singers, etc. As the studied children grow up, they do not find themselves in the desired field, and this may well affect the negligence of choosing a profession. On the one hand, vocational guidance activities, for example, concerts dedicated to the

holidays, meetings, master classes on drawing and art therapy workshops, as well as various creative competitions can affect this. The very fact that children have specific goals and desires requires a lot of work to be done to withstand risks, and use the same goals to strengthen certain skills and abilities.

The second category is young people who would like to see themselves in the service sector (15,8%). In the sub-group of services, we have included answers such as: cook, hairdresser, clothes designer, administrator in a cafe, in shops, tourist guide, entrepreneur (including those who want to do business), sales consultant, pizza delivery man, manicurist, etc. These children are likely to find the desired job, because higher education in these professions is much more accessible, some of them do not require higher education at all (Miryukova & Sokolova, 2015). This can be called the result of vocational training in orphanages, because in

the orphanages of Kazakhstan, in most cases, the vocational orientation is aimed at teaching cookery, sewing, and hairdresser's art. While visiting excursions and summer camps can give birth to a desire to become a tourist guide in the child.

It is worth noting that 11,5% of respondents prefer to engage in technical professions. Such experts are not only able to find work, but our Republic needs such personnel. *«The most in-demand today are builders, specialists in the field of transport, technological machinery and equipment, as well as machine builders. They are followed by metallurgists, power engineers, workers in the field of oil and gas, computers, radio engineering, electronics and telecommunications, as well as technology and design of light industry products. Then there are experts in the field of mining, automation and management, instrumentation and heat power engineering.»* – the official body of the Government of Kazakhstan reports (yk-news.kz, 2016). Thanks to these children, we can get the opportunity to replenish the shortage of the necessary staff, while providing them with stable and

in-demand work. We need to motivate children with such desires. They require an individual approach. In addition, for these specialties a decent number of grants are allocated. A graduate, taking into account his quota, has a great chance to get a grant and to receive a scholarship, and he can use the educational fund for further development.

Of the participants of our survey, 7.3% would like to receive a legal education. Legal and economic education is a trend in all developing countries. However, the labor market for lawyers is full of specialists, and therefore, very competitive. 13.7% of the total response indicated that they do not know (5.3%) or have a vague idea of their future profession (8.7%). What attracted our attention is that it was these 13.7% (highlighted in green) answer the question «Assess the level of vocational training of the orphanage where you lived before graduation?» with an average of 3.2 points using the scaling method. The other children gave higher scores (see figure 1). $n = 80$ (80) (All answers); $n = 15$ (15) (participants who do not know and have a vague idea of their future profession)

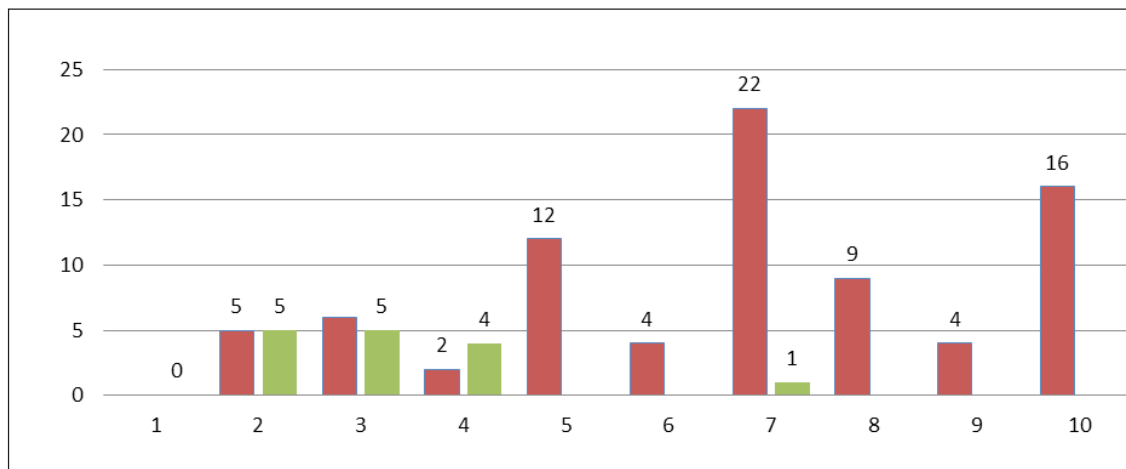


Figure 1 – Assessment of vocational training in orphanages by the graduates

As we can see, the level of satisfaction of graduates with the career guidance from orphanages averages 6.8 ($n=80$) out of 10. Next we tried to identify the main types and content of career guidance work that was conducted in the orphanage. Usually, orphanages train children to become a seamstress, a builder, a mechanic, a flower-grower, a typist, a plasterer, a furrier, a shoemaker, a specialist in artistic woodworking, a cook, a master of embroidery and knitting (Shipitsina, 2011). We can see that such a variant of training is

useful for only 1/3 of students. We agree with the opinion of our colleague from Russia who claims that the structure of the components of professional self-determination of children who are brought up in orphanages and boarding schools is tightly organized, there are many links between individual components of professional self-determination (Gordievskaya & Starobina, 2009). Children who were brought up in the family did not find such hard and strong links (Khaimina, 2006). A high degree of integration of the structure in the literature is

called a negative factor, since this indicator testifies to the inflexibility, rigidity of the entire process. This process does not take into account individual characteristics, but makes them take up the proposed professions.

The algorithm of career guidance work through the eyes of graduates looked as follows (table 2) We received 108 answers to the question. The question was open-ended. Each student gave more than one answer, but some did not give any:

Table 2 – Activities affecting the choice of profession

Were there any activities conducted that influenced your choice of profession? N = (80) 108	Girls		Boys	
	n=(34) 55	%	n= (46) 53	%
There were master classes and workshops	12	21.8	14	27.4
There were meetings, conversations	8	14.2	8	14.9
There were job fairs and education expos	5	9.1	7	13.3
Attended businesses and factories, shops along with the orphanage staff	5	9.1	9	16
Carried out household tasks (cleaning the house, attending community cleanup days, working in the kitchen, etc.)	18	33.6	8	14.9
I do not know (or I do not remember)	7	12.2	7	13.5
TOTAL	55	100	53	100

Among the girls, most claim that the choice of the profession was influenced by the fact that they were taught to do their housework at the orphanage. But it cannot be said that through fulfilling these duties, they obtained a desire to become a cook or a maid, it is more about mastering certain skills and abilities, which led to the fact that they could treat this or that craft as a job, or as a source of income. One of the questions we asked concerned the current activities of these young people. 56% of all respondents are still receiving education, 26% work or earn extra money in one place or another, 18% refused to give information about their activities. We decided to compare the answers to this question with the answers to the previous one. About half (46.8%) of the total number of responding girls (n=34) work and study in the service sector, in particular as chefs, waitresses, technologists, cleaning ladies, hairdressers, manicure masters, etc. This fact once again proves our position that children need more than education on theories, they need to learn practical skills to promote their integration into labor activity.

And the boys are most influenced by master classes, workshops, training. Taking this into account, we propose to expand and diversify the techniques of this method. Such methods require more participation from the community. The orphanage can use the help of volunteers and public organizations to improve this method. In

connection with this goal, it would be effective to attract entrepreneurs, activists, generally successful persons who could give the children plenty of information and leave a good impression.

There are other methods of vocational training for orphans in the orphanages of Kazakhstan. We previously wrote that «The journalists staged a big scandal noting that the children of the orphanage at night bake bread, and in the daytime they sell at large bazaars». During the conversation Amina Adzhibekova (director of the orphanage «Perzent») said that the children do it with pleasure, that in her orphanage all children love to work, and they practically do not have free time. Respectively, none of the students of this orphanage until today has acted as an actor of social conflicts. All of them find jobs and housing. We believe that they are more inclined to work, and for this reason they quickly adapt to work activity. Our respondents were also asked about additional tasks that could cause a strain on children. When asked «Did you or your friends (or roommates) have to do heavy physical work in the orphanage?», 76% of the respondents confirmed that they did not perform heavy physical work. 24% said they were subjected to such work. But when we clarified the form of this «hard work» they confined themselves only to the work of household level (cleaning in the room, duty in the dining hall, etc.). These answers lead to the conclusion that in the conditions of state orphanages, children are

less exposed to physical exertion in the course of labor education only by performing daily household classes.

Labor trajectories of graduates of orphanages

When talking to the respondents, we identified the areas of work where they had to work after graduating from the orphanage. As mentioned earlier, only 26% (n=80) of our children found a job. This is 21 respondents. Full listing of their answers is as follows: *a P.E. teacher, a janitor in the orphanage № 1, a worker in a cola and lemonade production shop, «Mega» shopping mall, a barman, a chef, a furniture maker, an internet club, a racetrack, a cinema, «Aksai Nan» (Bread Factory), a singer in a cafe, a cafeteria, in «Alma-Arasan» (restaurant) as a waiter, in «March 8» (cafe) as a kitchen worker.* As we can see, the trajectories of graduates are different. Career guidance should cover different motives, presenting a huge choice to children, so that they move purposefully. Since almost all of the listed professions are unstable, this also causes a certain threat. They are less promising and sooner or later a person will give up this job. However, our opinion contradicts the opinion and conclusions of our foreign colleagues who, according to the results of the survey, received data that 92% of orphans have worked at the place for more than 5 years, and 68.8% for more than 10 years. (J.E. Bettmann et al., 2015) It is necessary for the child to receive a higher education, they have the opportunity and strength for this. This year, out of 130 children who took UNT¹, 107 passed the threshold level (50 points) (Press service of the mayor of the city of Shymkent, 2017). 492 orphans participated in the competition for the award of educational grants (Uranyakayeva, 2017). This means that they at least have a chance to receive a grant in specialties with a low passing grade: *chemical technology of inorganic substances – 50 points, chemical technology of organic substances – 50 points, technology of woodworking and wood products – 50 points, technology of processing materials under pressure – 50 points* (Press service of the mayor of Shymkent, 2017). Plus, despite the fact that for children of this category, college education is free of charge, each year different universities allocate additional targeted grants that are provided specifically to children from orphanages. For example, in 2017 in South-Kazakhstan region 95 secondary school graduates,

namely orphans and children left without parental care, were sent to higher education institutions for free education. Initially, children of this category were provided with 103 grants. But 8 of the grants were not assimilated. In the orphanages during taking the UNT and the CTA², and when applying to the university, it is necessary for the government to allocate the personnel who handle the situation, and also can analyze and assess the possibility of obtaining a grant. Career counselors contribute to that learning process by helping their clients engage in an active lifestyle to generate unexpected events, to remain alert to new opportunities, and to capitalize on the opportunities they find.

A similar solution is offered by Krumboltz (Krumboltz, 2009), who states that consultants encourage clients to actively participate in the lifestyle formation, to generate unexpected events, and be able to effectively use their opportunities and benefit from the opportunities they find.

But this opinion does not disprove the correctness of children's choice of specialties with high scores. It is necessary to give the most successful children an opportunity to study in the leading universities of the country, in prestigious faculties. In the course of our survey, we asked our respondents «Name 5 professions that you consider the most promising today.» The answers were as follows (see Table 3) *(We asked to name 5 professions. In the final result of the questionnaire we received 283 answers. The question was open-ended. Each student could name more than five answers, but some gave less than 5 answers. And some did not name any answer).*

Among the answers were often encountered such professions as a civil servant, programmer, psychologist, architect and designer. As we can see a lot of these professions are in fact the most popular specialties in Kazakhstan. *Obtaining a grant will be the most difficult in specialties with high passing grades, among which a considerable number is occupied by medical specialties, such as public health – 129 points, pharmaceuticals – 130, dentistry – 131, pediatrics – 126, general medicine – 128. This category also includes training in the areas: information security systems – 125 points, logistics – 128, state audit – 126, international relations – 126, global economics – 125, finance – 124 points (ratel.kz, 2017).* Graduates of orphanages in Kazakhstan clearly understand that high-quality higher education

¹ UNT- Unified national testing, which is taken after school and serves as an entrance exam. The total score is 140 points, the minimum entry point depends on the specialty, to participate in the grant competition, you must score at least 50 points.

² Comprehensive testing of entrants is an entrance exam for graduates of schools of past years and graduates of technical and vocational education institutions. Total number of questions – 120

is a guarantee of highly profitable labor activity. Therefore, the state should motivate the most hardworking and successful in their studies, giving them a chance to receive a grant in any university,

and in any faculty. And this privilege should be propagated in all orphanages. These children should be given a double opportunity to get a job, motivating employers with support from the state.

Table 3 – Top 5 promising professions through the eyes of the students of «House of Youth»

Could you name 5 most promising professions? n = (80) 283		Answers		Control Percentage
		N	Percentage	
1	Economist, accountant, bank official, financier, manager, auditor, marketing consultant	56	19.8	70
2	Lawyer, customs officer	37	13	46.25
3	Singer, actor, dancer	29	10.2	36.25
4	Businessman (including administrator, sales manager)	21	7.4	26.25
5	Doctor, dentist	16	5.6	20
99	All other answers	124	43.8	155
TOTAL		283	100	353.75

Discussion

We have tried to describe the professional preparation of orphanages, by interviewing graduates who have already found their place in society (a student of a higher or vocational education institution, a working adult). Ideally, the result of vocational guidance should be the emergence of the child's professional interest, professional self-determination, adaptation to the chosen profession, the acquisition of knowledge, skills and abilities in the profession; solving social and financial problems through participation in children's production activities; the choice of an educational institution for the continuation of professional education (Baiborodova, Serebrennikov & Chernyavskaya, 2010). At the same time, we must take into account the fact that outside the family the development of the child goes along a special path with the formation of specific personality traits that manifest in special emotional complexes (insecurity, impulsiveness, low empathy, etc.) (Shulga & Tatarenko, 2013). For these reasons, social and pedagogical work should be conducted in accordance with their social and psychological characteristics. Raising a child in an orphanage leads to a low self-esteem, increased aggressiveness, which leads to the fact that he cannot find a common language with others. This negatively affects socialization. Being a student of an orphanage, he has a «dependent» syndrome, this is reflected not only in his everyday life, but also in

making vital decisions (White, 2012). When deciding on the choice of a profession in the current social, economic and cultural context, the future specialist should be adequately informed about how it will be used later in life (Tang, Fouad & Smith). Most authors who consider the professional development of personality argue that the most effective way of preparing for a professional life is labor education. For example, Bandura writes that four factors affect the professional development of a person: imitation (verbal persuasion), learning, accomplishment of a task and genetic inclination. Of the four, the accomplishment of the task, that is, the actual trial of the problem is the most powerful influencing factor (Bandura, 1986). Thus, social and pedagogical work in the conditions of the orphanage is the basis for the child's further professional development.

In Kazakhstan, the issue of professional and labor training of these children is acute, so that in the future they can find stable work so that they can financially sustain themselves. According to domestic authors, 95% of crimes among young people in Kazakhstan is committed by the unemployed (Altynbekov, 2015). The problem of professional unpreparedness entails huge risks, which can have a negative impact on the society (Shaukenova Z.K.; Nissanbayev A.N.; Abdiraiymova G.S., 2015).

Both in Kazakhstan and abroad in the field of pedagogical and educational practice when working with orphans, a wide range of interventions is used. These include active teaching methods; trainings of

self-confidence, creativity, development of various abilities, skills, thinking, memory, attention; training of communication skills; individual counseling of children and adolescents on psychological problems; psychological support of the educational process; group work with children, focused on improving the psychological climate among children, addressing intra-group or inter-group conflict situations, and processing age-specific psychological problems, etc. And when choosing a profession and work trajectory, step-by-step strategies are used, aimed at identifying the basic skills and abilities of the child. M. Richmond, when structuring the strategy of intervention in the practice of social work, derives the main stages: 1) obtaining information; 2) diagnosis (state of social deviation); 3) forecast (prospect of improvement); 4) treatment (rendering of assistance to the client) (Richmond, 1922). In modern science, a large number of techniques and principles of intervention have been developed in order to improve the specific needs of a particular group (Butcher, Stelmachers & Maudal, 1983). Jolene Metcalf, in her work, deals with the problem of intervention with certain groups, putting forward therapeutic methods in the practice of social work (Metcalf J, 2013). In the theory of intervention in the work with children, the authors singled out the intervention aimed at the health and everyday life of children and youth as one of the most important techniques (Guoa,b, Xiaoshan Zeng b,c, Qiaoyu Zhuang a Yubin Zheng b,d, Shenren Chena, 2015). In social work, direct and indirect mechanisms of intervention are identified. The direct path of intervention implies a rational-educational component, through which intervention is conducted via training, and the indirect form – through motivation (Goffman, 1963). Social intervention can help to expand participation in groups, create new connections between people by acquiring social skills, improve social support among friends, which greatly improves the ability of the individual to adapt to the working environment (Emma & Spencer, 2017).

Investigating the practice of social work with young people who need social support, the researchers found that obtaining higher education and employment are indicators of effective intervention in combating unemployment among young people (Salter, Foley, Teasell, 2010). Ajzen believes that an important point in conducting an intervention is carrying out work to change the person's behavior: his values and perceptions. Behavioral intervention consists of several determinants: attitudes, subjective norms and the perception of behavioral

control. Changes in these factors lead to changes in behavioral intentions (Ajzen, 2006). Thus, we came to the conclusion that a variety of methods of intervention can positively affect the structure of the behavioral qualities of the individual, which can be used to prevent and combat unemployment among youth from orphanages.

Vocational orientation work in orphanages

If we talk about the professional strategies of the students of «House of Youth», we found out that 25% of the students of the orphanage wanted to be engaged in creative activity. We associate this indicator with the wrong organization of leisure in the orphanage. This decision could be influenced by their impression from the TV, social networks and the Internet, where the success and popularity of people from the creative sphere is demonstrated. We believe that when such children grow up, they do not find themselves in the desired field, and approach rashly to the choice of profession. Children who want to see themselves in the sphere of services and technical professions (26.25%) have a great chance to enter higher education institutions and get stable jobs. In Kazakhstan, there is an acute shortage of personnel in the technical professions, teaching these children technical skills, we can not only prevent unemployment, but also to fill a number of missing staff at their expense.

In the orphanages of Kazakhstan, various kinds of career guidance work are conducted. But the theoretical approach in career guidance is not effective. 33.6% of girls claim that the main factors in choosing a specialty were the skills acquired in the performance of daily tasks (like cleaning the room and watch in the dining room). We have come to the conclusion that, in contrast to the educational hours and master classes conducted, integrated models of vocational guidance are more effective. At the same time, we cited the examples from the family orphanage, where children work and earn money from an early age, mastering the skills of earning money. In the future, unlike graduates of state orphanages, they find stable jobs. Thus, we came to the conclusion that intervention career guidance should first of all be aimed at the introduction of labor skills.

Conclusion

The state has taken all necessary measures to provide higher and specialized education for children from orphanages: in colleges, education is free; each child is given money for education; 1% of the total educational grants (about 375) are allocated

to children of this category; additional targeted grants are provided. However, not all of them receive higher education, or do not finish school. In this regard, we propose to the government:

First, during taking the UNT and the CTA, and when applying to the university, to allocate the personnel who handle the situation, and also can analyze and assess the possibility of obtaining a grant;

Second, to motivate employers who will provide children from the orphanage with work, in the form of tax exemptions, as well as state support. The same employers should be a guarantee that the graduate will not be unemployed after graduating from university or college;

Third, to allocate targeted grants for children from an orphanage with high studies ratings with the right to choose a university and a speciality.

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