

Current Problems of Modern Organization of Career Guidance for Students with Special Educational Needs at University

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Abstract: The article deals with the organization of career guidance for individuals with special educational needs in the Republic of Kazakhstan. This paper considers the professional orientation of young people with disabilities based on the theoretical analysis of the current state of career guidance organization. The authors pay special attention to the problem of effective career guidance activities, which largely depend on the comprehensive and consistent nature of these activities and involve all the aspects of the educational process.

Keywords: Career guidance, vocational education, employment, youth with special educational needs.

INTRODUCTION

There is a rapid process of humanization in the relationship between state and society and individuals with special educational needs, increasing their integration in various areas of socio-economic activity of Kazakhstan. According to the Ministry of Labor and Social Protection, today, there are 674.2 thousand people with special educational needs in our country, including 61.9% of the employable population. However, less than 5% of individuals with disabilities are employed.

One of the essential conditions for socialization and self-realization of individuals with special educational needs is their vocational education and their full participation in public life. This determines the importance of psychological and pedagogical support for children and young people before entering the world of professions and professionalization of a future specialist.

This process of entry into the professional world for young people with disabilities is multi-stage and interconnected with differentiated career guidance. As a research problem, it is almost undeveloped in pedagogical science. When studying the professional orientation of young people with disabilities, we focused on researchers in the field of pedagogy and psychology by Bratus BS, Bozhovich LI, Vygotsky LS, and in the field of social pedagogy by Akatov LI, Goncharova OL. At the same time, professional orientation in pedagogy is considered within the framework of personal opportunities and demands of society. Individual readiness for working activities and professional culture are shaped in the process of vocational training. Meantime, in Luzan SS, Gordievskaya's Ye, studies in the field of professional orientation show that individuals with special educational needs experience significant difficulties in the process of professional self-determination due to individual psychophysiological factors limiting their capabilities [1].

Career guidance in Kazakhstan is a fairly independent system. It currently operates in the form of providing information and advice to students by

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professional interests, individual abilities, and psychophysiological characteristics. Development of inclusive education and modernization of vocational education in Kazakhstan made professional orientation and professional self-determination issues of individuals with special educational needs particularly relevant, taking into account their personal and social attitudes, psychological and physiological capabilities. Laws "On education", "On social protection of individuals with disabilities" allow people with disabilities to receive both professional and higher education. The state creates conditions for education, correction of developmental disorders, and social adaptation of individuals with special educational needs based on specialized pedagogical approaches. The number of educational organizations providing them with educational services is increasing. Nevertheless, the current socio-economic situation, where market relations fundamentally determine intensity and tension of labour, when the number of people with disabilities increases among population every year, raises the problem of self-actualization of a person with special educational needs, where professional activity plays a special role. Today scientific literature has no theoretical justification and developments, practical methods, and tools of professional orientation of individuals with special educational needs, which would contribute to the solution to these problems. Unfortunately, there is no comprehensive system of career guidance for disabled job seekers in our country, which would allow socialization and personal contribution to the social development of special needs students [2].

Analysis of current state of career guidance organization in Kazakhstan showed main contradictions between importance of career guidance for individuals with special educational needs and society's needs in its effective organization, on the one hand, and relatively insufficient use of methods and means for its organization, actual underestimation of this work, mostly non-systemic, episodic help from specialists, on the other hand.

METHODS

Research methods and techniques: At different stages of the work, the following methods were used: theoretical analysis of the literature, observation, ascertaining experiment, questionnaires, methods of statistical processing of empirical data, including descriptive statistics, correlation analysis, cluster, factorial, multiple regression analysis.

Reliability and validity were provided by a comprehensive analysis of the problem in determining the initial theoretical and methodological principles; a combination of empirical and theoretical methods adequate to the goals and objectives of the study; a combination of quantitative and qualitative analysis of materials; using methods of mathematical statistics; compliance with the requirements of validity; using standard and reasonable psycho-diagnostic methods.

DISCUSSION

It is known from practice that most often, people with special educational needs study at universities who have professional self-determination. This determination was not based on specially organized activities and study of their individual psychological, physiological characteristics, and opportunities to obtain information about the world of professions, psychological research, and classification of occupations most prevalent in society, mastery of which would be available to them. Most often, these are students who entered their majors on a common basis, as well as students without disabilities, did. In connection with such low organization of career guidance for young people with special educational needs and to determine their professional self-determination, taking into account medical indications, we took a survey among students with disabilities studying at ZhSU named after I. Zhansugurov in Taldykorgan.

Twenty-five respondents took part in the survey, including 77% of girls and 23% of young men aged 17 to 45 years. The results of the survey were as follows.

Table 1 Question: "How do you Study?"

Answer choice	% of total responses
Excellent	3%
Good	52%
Satisfactory	45%

The share of the self-determined with professional choice is higher among students with good and excellent marks than among those who study satisfactorily (70% to 31%). This may be due to the fact that young people who study good and excellent chose their profession purposefully and go to university to enter this speciality. Whereas, students with satisfactory marks very often do not go where they want to study, but where they can do.

Table 2: Question: "Have you ever been Professionally-Oriented ?"

Answer choice	% of total responses
Yes	50%
No	28%
Difficult to answer	10%
I don't know what it is	12%

These indicators are very unfavourable. For a young person to choose the right major, based not only on their desires but also on their capabilities, he must be involved in certain career guidance activities. That would later develop their abilities in a much more successful way with a major that really suits him. But 50% of respondents do not remember the moments of their career guidance, although they studied in schools. We can question the correctness of the chosen major.

Table 3: Question: "If you were Professionally Oriented, where did it Happen?"

Answer choice	% of total responses
At school	50%
Nowhere	24%
Your option	26%

16% of respondents, who chose their own options of the answer, independently tried to study some literature about the major, 10% - were guided by parents. School psychologists or social educators working in our schools do not receive specialized training for career guidance activities, and perhaps this is the cause of low rates.

If a young man did not pass professional diagnostics, then what kind of career guidance can we talk about? Not knowing our abilities and qualities that may correspond to a particular profession and did not relate to another – we cannot make the right choice. At the same time, 20% out of the entire share of those who had career guidance believe that it was useful for them, 30% – believe that it was not. The leading chosen professions are lawyers and economists. A large number of respondents decided to become a psychologist. No one wants to get a working speciality among those who have chosen their future profession.

Such indicators show the low value of a person's abilities to a particular type of work. Family plays a huge role in the life of a young man or woman who

Table 4: Question: "What Factors and Motives Influenced your Choice of Profession?"

Answer choice	% of total responses
Parents and relatives	50%
Excursions to enterprises	0%
Meetings with interesting people, representatives of professions	8%
Mass media	19%
Family tradition	5%
Study of various subjects at school	4%
Own work experience	2%
By chance	12%

chooses his/her future profession and, in fact, usually makes a choice for the young man, deciding his fate. This has negative consequences very often, which are expressed in personal and professional failures, in an inability to complete training within the chosen profession. Unwillingness to work by speciality, as well as in the fact that a large number of young people who get a completely different profession than their first after receiving education.

84% of the total number of respondents are going to continue their education after graduation, and the other 16% found it difficult to answer.

Table 5: Question: "What Attracts you Most in your Chosen Profession?"

Answer choice	% of total responses
Profession prestige	36%
Salary level	33%
Creative nature of work	11%
Mass media	9%
Family tradition	5%
Study of various subjects at school	4%
Own work experience	2%

It can be concluded that when choosing a profession, modern youth with disabilities are guided by the material side exclusively. Therefore, the choice of a young man's future profession depends on his social status.

50% of respondents did not pass vocational guidance according to the survey. 45% of them responded positively to the question: "If you did not pass vocational guidance, would you like to pass it?".

The main argument for this answer was the desire to learn their own abilities (55%). 15% of respondents said that they do not want to pass professional orientation, and 40% found it difficult to answer. Analyzing these results, we can talk about lack of awareness among young people about career guidance, its purpose and opportunities.

Thus, according to the results of the survey, it can be said that young people with special educational needs who have already entered a university participated in professional orientation at a minimum level. Schools do not introduce professional orientation lessons and give the appearance of career guidance activities. Additionally, if they are held, it is only mainly in the form of excursions and collective conversations, there is no individual work with a young graduate. From this, it follows that it is impossible to orient a teenager to the right choice of profession with the help of the above methods, especially if he or she has certain health problems.

Psychological and pedagogical importance of professional orientation for young people with disabilities includes individual ability to make the right choice, taking into account their subjective capabilities, motives, attitudes and interests that they develop for specific types of the profession [3, 4]. From a psychological point of view, professional self-determination involves an active interest and capabilities; development of qualitatively new ideas about themselves; shaping level of claims concerning new levels of "professional development", construction of personal, professional plans, images of the future (mental regulators of professional destiny) [5]. Subjective experiences can be associated with their reduced self-esteem of professionally significant qualities to the chosen professional activity. Professional self-determination should also involve individual moral and ethical aspects, as the choice of the profession should be based not only on logical but also on moral grounds and arguments. In this regard, compliance or inconsistency of professional activity requirements to the individual and their subjective characteristics are important, which are reflected in the following factors:

Individual position in society in connection with this profession, actual place of a person as a professional among people, workplace and conditions, opportunities for professional growth, content, the complexity of work tasks and requirements of the profession to physiological, personal qualities. However, many

disabled people underestimate the severity of their disease [6].

The primary task of professional orientation for young people with and without disabilities is to provide assistance and assistance in choosing a profession that meets personal qualities and is suitable for his individual psychophysiological data. Nevertheless, it has its own characteristics. When it comes to career guidance of a person without special needs, the solution of this issue depends on individual interests and psychological aspects. In case of professional orientation for individuals with disabilities, both personal and clinical psychophysiological characteristics are important as well as adaptation degree of the body to the selected work. Career guidance is a basic stage in social and labour life of individuals with special educational needs, the proper organization of which depends on the effectiveness of vocational training and further employment [7].

In this regard, it should be noted the UN experts studied and emphasized the increase in the number of individuals with disabilities is due to socio-economic and demographic factors. According to the official data of the Ministry of Population Labor and Social Protection of the Republic, the number of disabled people over the past five years has increased by 7.5% to 674.2 thousand people in Kazakhstan. These figures allow us to conclude that further increase in disability can lead not only to a socially dangerous decrease in growth of healthy population and fall in number and quality of human resources of the Republic, as well as the growth of socially maladapted citizens in the country. After all, practice shows that population with disabilities who are capable of working make up a certain reserve of the socio-economically promising population of the country, which is not used enough [8].

In this case, professional orientation is a combination of special methods and measures within the framework of professional self-determination of young people with special educational needs in selecting the necessary activity, taking into account for their individual characteristics, capabilities and needs. Analyzing the experience of economically developed countries, we can conclude that career guidance is included in the system of state personnel policy, which increases the effectiveness of career guidance from a socio-economic point of view. In such countries as the USA, Germany, France, Japan, professional advice is provided by career consultants and expert analysts, who are special education specialists [9]. Career

guidance system generalization for individuals with special educational needs abroad makes it possible to determine the following features:

Reducing the age limits for career guidance; practical experience in profession; development of information systems and network databases that ensure interaction of all participants in the process of career guidance; tendency to expand the rights of individuals with disabilities in receiving complete vocational education and professional development that give people with disabilities maximum opportunities for different types of work.

Special needs individuals with any form and degree of disability are allowed to be employed due to the level of their abilities and interests [10].

First of all, we see positive results and problem-solving in developing proper career guidance, which results in self-actualization and employment of persons with special educational needs. In our studies of career guidance problem for individuals with disabilities, we agree with E.B. Yevladova's opinion, who considers professional self-determination as a multidimensional process, including sociological, socio-psychological and differential psychological components [11].

From a social point of view, professional self-determination is a set of social tasks that individuals face for their further development. The second component is the decision-making process. When passing through stages of this process, an individual develops a certain balance between his personal preferences and interests and requirements of society, in which there is a system of labour division, which sets the framework for individual diversity [12].

From a differential psychological point of view, professional self-determination is expressed in the process of shaping an individual lifestyle, in particular, professional activity. In this case, professional self-determination is represented by individual professional self-concept, which includes experiences, intentions, professional actions (actions in the professional field), understanding of specific social conditions and their place in them, etc.

In any case, professional self-determination involves shaping a subjective attitude to particular work activity, mobility in the labour market, the ability to navigate in this market and adapt to its changing trends. It is obvious that professional self-determination is a part of personal self-determination [13].

Personal self-determination as a psychological phenomenon occurs on the border of late adolescence and early adulthood. The main characteristics of personal self-determination are as follows:

- need for personal self-determination is the need for developing a semantic system where ideas and concepts about selves and the world are merges;
- self-determination is future-oriented;
- personal self-determination is associated with the choice of profession, but not limited to it [14].

Thus, vocational guidance for persons with special educational needs is determined by the following factors:

Due to their physiological health, they choose a profession and workplace objectively; they are not sufficiently informed about professions, vocational training, state of the labour market and requirements of employers.

However, persons with disabilities are in poorly competitive categories for the labour market, as many of them are unattractive to employers, and their employees often require special facilities and specially equipped workplaces. Third, individuals with disabilities, who are often poorly adapted to the social environment, have a fairly limited area of social contact. As a result, they may suffer from infantilism, have inadequate ideas about their professional qualities and physical abilities, or be passive with respect to labour dispositions. Fourthly, professional retraining, and receiving the second higher education is inaccessible or unaffordable for the most. Thus, the price of error in choosing a profession automatically increases for people with special educational needs compared to the healthy part of the population. Therefore, in this case, careful career guidance should be carried out. This encourages scientists and practitioners to create new forms of implementing socio-pedagogical, psychological assistance to this category of population in professional self-determination and employment [15].

Transformation of all life spheres of modern society has necessitated a deep rethinking of the existing system of education and training of the younger generation. Lifelong education today is becoming an integral part of every person's lifestyle, the main goal of which is comprehensive individual development,

maximum development of abilities, adequate preparation for further employment [16].

Implementation of this goal requires an integrated approach to education and vocational guidance of adolescents. Especially it is important to use this approach in working with young people with disabilities who experience difficulties in professional self-actualization due to objective narrowing the choice of future professional activity and challenges in receiving professional education.

Need for a comprehensive approach to education has found some development in theory and practice of home pedagogy. Thus, an integrated approach to career guidance of individuals with special educational needs has been justified as one of the leading principles of socialization in pedagogical theory recently [17, 18]. There is no doubt that the theoretical foundations of an integrated approach will be developed in connection with creating an integrated system of lifelong education in the near future.

As we can see, an integrated approach is a truly scientific approach to understand such a complex phenomenon as humane pedagogy. It is applicable and effectively works when considering phenomena, objects of reality, relations, activities, etc. of all systems and levels. In this sense, an integrated approach works as a basic requirement, as a law. When considering an integrated approach to career guidance of individuals with special educational needs, it acquires the rank of the fundamental principle that reflects essential aspects of the educational process, leading socialization of persons in this category as a final result.

The problem of career guidance for school graduates with disabilities and employment of these young people in our country has been and remains highly relevant and often challenging to solve. Therefore, it is necessary to develop the concept of career guidance among people with disabilities. Effectiveness of career guidance activities will largely depend on how close the contact of the school with institutions responsible for training and employment. This work should be comprehensive, consistent and permeate all aspects of the educational process [19].

Based on the discussed above, it should be emphasized that one of the important features of career guidance for individuals with special educational needs is to take into account their individual and physiological characteristics, needs and interests. It is

necessary to focus on positive aspects of the personality of a special needs individual; it is also important to promote the initiative and independence of people with special educational needs. Career guidance should be based on such principles as systematic, consistent, of planned character, like compliance with all these principles can lead to positive results [20].

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