

KAZGUU LIBERAL ARTS DIGEST

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"KLAD" is a student journal first published at M. Narikbayev Kazguu University School of liberal arts. This journal is aimed at enhancing students' involvement into science and research.



INFORMATION ABOUT THE JOURNAL

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«KLAD” journal admits for publication various types of articles: original research, review articles, short reports or essays, reflections, case studies, methodologies and cases in english; containing the results of fundamental and applied research in the field of philosophy and identity, history of kazakhstan, pedagogy, linguistics and methods of teaching languages, translation, and tourism.

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The background features a dark blue gradient with intricate, white, wavy lines that create a sense of depth and movement. Overlaid on these lines are several large, flowing, organic shapes in shades of purple, blue, and orange, which appear to be part of a larger, continuous pattern.

PART 03

KAZGUU LIBERAL ARTS DIGEST
ESSAYS



GRADS UNEMPLOYMENT BY THEIR SPECIALITY

ISMAGUL MEREY

Young people have gained more professional freedom in recent years. Personal choices and opinions are universally acknowledged and expected in the current social framework, including professional path choices and interaction with their entire life, assorted as they can be. Despite this, a sizeable proportion of urges in Kazakhstan do not work in their field. The components of this issue are not merely reelected; they are the byproduct of collisions among several indicators of academic life and the state of culture in Kazakhstan.

The freedom of choice being a very platonic dilemma, the changes in Modern Kazakhstani culture are constantly under modifications, mainly by the influence of the west and developed countries in the east, like Japan and Korea; the idea of liberality and accessibility in prime had a confirmation in giving young adults the affirmation of choice. Following then, the freedom in picking their major and elements of interest modifications play significant aspects in the actual happenings of this dilemma.

Contrary to freedom of choice, the practices of cognitive inquiry on the issue's subject are indeed a natural outgrowth of one's privilege. Not every high school graduate is involved in their future employment. Cases including such young people being pressured by their elders' perceptions and deflective thinking, competitiveness in securing free-tuition education, and opponents of the country's

economics are impacting the roles of academic institutions to shift the desired pick (Kazistaev, 2019). Per the statistics, many high school grads nowadays concentrate their college/university degree on trends. Trends encompass a variety of factors in the practicality of enrolling in the desired field and the applicability in the professional world. More explicitly, trends are followed, so they ensure that degree holders will have a better chance of landing a job right after graduating due to its popularity. These preconditions are routinely checked in a compelling, but not a tale, manner in Kazakhstani culture through acquaintances and relatives that presently participate in these industries. The drawback of determining the major based on current trends will have the inverse effect because trends are a well-known subject of change. For illustration, specializations in IT domains are reportedly highly desired in the workforce; nonetheless, the situation is a shred of existing empirical evidence to change within the next 10-15 years due to the scene of intellectual intelligence advancing hastily and having roots in eliminating folks in the IT business (Nugerbekov, 2016). The subsequent most considerable prominent rationale behind grads not working in their industry is a change of interest. As the average formal higher education lasts up to four years, students' views and perspectives on their future careers may differ from those they had when they first

enrolled at the university. Moreover, it is reasonable because of our subject of human psychology and young folks being prompted to learn and experience that may not leave space for their primary specialty.

To assist countless graduates who are not working in their specialization, the crux of the start date would be the interval from the last semester of a student's senior year. During this time, high school counselors and faculty promoters frequently ring school clocks to emphasize to their pupils about decisions they have still yet to make on whether to seek further education (Ham & Hayduk, 2013). Higher education is viewed as a luxury that one may have over another, enabling the individual with far more leverage and a greater variety of career possibilities (Resolution of the Government of the Republic of Kazakhstan No. 316, 2011).

That is why, without the idea of taking a gap year and taking the time to make a solid future employment plan, parents generally encourage their students to continue their education immediately after finishing their senior year. So, the first proposal for strengthening graduates' capacity to operate with their specialization is to offer students ample time to make the best conclusions. A gap year could be the optimal method to minimize the difficulty of seniors making poor decisions right from the outset of their journey, sparing their parents' income, who may well have committed to their tuition and the unpleasant.

Moreover, squandered experiences in the unwanted profession (Coetzee & Bester, 2019). The moral of selecting the best fitting specialty for the pupil is that they are most zealous. Thus, no matter how many derivations and irritating changes occur in their career area, the purely driven individuals offer the most delicate work. The following proposed solution for lowering unemployment substantial is to categorize the appropriate workplace divisions and maximize their specialty allied work. It can

be done by higher education institutions coordinating in pitching their soon-to-be graduates to specialty-related corporates or by organizations that provide free tuition. Financial investments in high school students through passing countrywide marked examination require their students to work in their area of expertise for at least three years after graduation, which leads to a boost in the rate of graduates working in related jobs; even so, this happens because of students having no other way around the terms and conditions, they assigned themselves to receive tuition-free education.

The problem of degree holders not actively engaging in their specialty should undoubtedly be regarded as a diversified subject, with multiple and no precise methods in leveling its rates in Kazakhstan. Consequently, permitting high school graduates to have and invest more consideration and importance into their career and education is perhaps the most versatile solution to this versatile onset. Most people are uninformed of such a venture as a gap year since it is misunderstood as a year of doing nothing, which sways people away from its initial and truly beneficial premise. Spreading information and educating high school seniors about their alternatives in taking a break or furthering their education might be acceptable to begin on the road to lessening total employment. The applied forces in luring or assigning university graduates may momentarily increase the rates. However, there is no strategy to select the professional destiny of grads for themselves, instead of for the sake of the, not only concerned in Kazakhstan but globally.

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