

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 vibrant colors: yellow, orange, and purple. These shapes appear to be layered, with some in the foreground and others receding into the background, creating a dynamic and modern aesthetic.

PART 03

KAZGUU LIBERAL ARTS DIGEST
ESSAYS



YOUNG PEOPLE DON'T WORK BY CHOSEN SPECIALTY

FROLOVA YELIZAVETA

While approximately one century ago, in the gilded age of pre-industrial society, the dilemma of customizability between education and job or being “career stranded” would sound utterly ridiculous, nowadays, in the relatively unfettered and free era, it has been converted into a real pain in the neck for modern human resources field. Since the low likelihood of being efficiently employed and fortuitously placed has become the so-called “litmus test” for both undergrad’s validity and universities’ viability, the educational institutions have been stripped away from the reputation of “assembly line” for top adepts in the undergoing specialty. The consistency and continuity of the stipulated school-college-job model have been woefully undermined by the fact that virtually the raft of contemporary alumni is tuned to come off the initial career path and jump into diametrically opposed vacancies. Overwhelmingly, according to the recent astonishing infotainments, the rash of egregious occupational incongruities has churned the market with crippling statistics of more than one-third of “marooned” undergrads ubiquitously from the emerging regions of the “old world” and well-known students’ hotspots of the “new world” (Boyadjieva et al., 2020, p. 108; Farooq, 2011, p. 540; Kupets, 2016, p. 149; Pholphirul, 2017, p. 540; Redpath, 1993, p. 98). Should the aforementioned data be dissected with rose-tinted glasses taken off, it will be incontrovertibly revealed that the derailment from chosen specialty does not

only foil the expectations of newly minted students but also, as Pholphirul (2017) punctuates, wastes both governmental and personal investments down the drain (p. 535). By and large, since job mismatch frequently goes along with squandering vital sources, it is urgent to dive deeply into both its external and internal premises, including a backlog of edification from the incumbent economy and the phenomenon of career prejudice, as well as put forward appropriate strategies to exterminate them completely.

Firstly, the paramount aspect that government should keep its eyes peeled on in scrutinizing the underlying reasons for a discrepancy between degree and occupation is the absurd separateness of tertiary institutions from what is happening across the board. More pertinently, they impudently neglect obvious nuts-and-bolts of supply and demand patterns in terms of workforce, but they even seemingly contradict these blueprints. For instance, as Kupets (2016) elucidates, at the dawn of the 2000’s for-profit Ukrainian educators tended to stamp graduates woefully disregarding economic requests of up and running workplaces at the mercy of students’ payability which led to the floods of redundant would-be specialists (p. 127). Alongside this, the rigidity and stagnation of universities can be markedly exacerbated by irrational surges in the economical background, which are constantly “moving the goalposts” for smooth enrollment in

the job field. Some illuminating examples of such widespread predicaments are discerned both, in Thailand and Spain and entail lopsided augmentation of work niches towards blue collars aggravated with floating bureaucracy (Albert et al., 2021, p. 17; Pholphirul, 2017, p. 536). In other words, the isolation of higher education, as well as its inability to suit unanticipated fluctuations of the market, is an obvious culprit of job mismatch. Turning to its resolutions, the most cost-effective one to squarely address the ordeal is making rapport between higher educational institutions and adjacent employers. For example, according to Kvilhaugsvik (2021), in Scandinavian states, these extensive tactics were narrowed down as going to the drawing board in running tertiary institutions under the auspices of local companies' executives have streamlined delivering undergrads to entities (pp. 10-11).

Moreover, a similar newfangled initiative was launched in Bulgaria in the framework of inclusive internship spots, which sparked the rates of students who dovetail into the enterprises in the following specialty by about 90% (Boyadjieva, 2020, p. 113). Namely, the ascribed method has made a noticeable difference in conflating preliminary theoretical instructing with on-site training for amateurs who are "fresh from the oven". The profit can also be amplified by such workable novelty as establishing inextricable correlations between majors and transcending the stipulated suites of correspondent aptitudes. Practically, as Redpath (1993) and Pholphirul (2017) put forward, it can be relegated to blending curricula incited by the inter-disciplinary mergers and acquisitions, which are also emphasize on by Lichy and Kvatova's (2019) nurturing "humanitarian" capabilities for administrative branches. As a result, it braces undergrads up for the dynamic shifts in job credentials, thereby obscuring the fossilized limits of the outmoded term "profession" and varying indicators of skills suitability.

Another apparent root cause of the staggering rift between preceding schooling and actual placement is opting for erroneous calling when enrolled in a university that can be triggered by evident or vicarious compression from social surroundings. More explicitly, should the individual drives of choice be unambiguously outweighed by foisted predilections from the social circle in knowingly losing the three-to-five ratio, as Shumba and Naong (2012) stress, it will be sufficed to say that the dissenting voice of a university applicant is either simply muted or subverted, which can induce later repulsion to wrongly selected field and giving up the imposed path (p. 173). Coming down to the pieces of parental advice that are the most notorious for their futility in guiding insecure university entrants, the top-ranked ones tend to be "bequeathed" post-soviet stereotypes depicted by Higgins (1976) as an urge to contend for socially respectful and prestigious post, go with the flow to "save the family face", or jump on the bandwagon, resulting in the plunge in putting down the roots in profession by virtually 40% (p. 158). Apparently, allegedly well-intended recommendations from near and dear people can measurably misconstrue immature career-seekers, turning them off from fallaciously instilled occupation in the long term. Nevertheless, the mechanisms of professional orientation are still not in the doldrums thanks to a range of implementable approaches inaugurated by the "time-outs" method to facilitate firm and concrete academical aspirations. To instantiate this point, a reasonable interim can manifest a so-called "buffer zone" for graduates to not exclusively recuperate from after-school turmoil but also dip their toes into trying out rigor and application in manifold working realms, which has both bolstered their immunity to obtrusion and won over respect and consideration from relatives (Leah, 2019, p. 25). That is, it lends a hand of support to bewildered students in sorting out and advocating for their preferences. At the same time, double-pronged aid for youth going astray in a raft of vacations is prolonged by meticulous

university info-boxes that enlighten aspects of profession lurking under the surface, which inhibits jumping into the obscure domain (Breen, 2003, p. 17). Therefore, the combination of measures presented above is a silver bullet that kills two birds in one shot.

Keeping in perspective the adverse aftermaths of education-job incoherence, the deviation of tertiary educated youth onto the wrong vocational track can be pre-empted by tackling segregation of institutions by employers' companionship and grappling with career aversion by authenticating priorities before university enrollment. Chiefly, should the regulatory bodies not tinker at the edges but cut to the chase in nipping these issues in the bud, not only the subject matter will be resolved with flying colors, but also such vicarious challenges as protracted market recession and average career resentment will have vanished without a trace. In the ensuing decades, ascribed predicament can act as a cautionary tale to not treat human resources with negligence and succinctly adumbrate the education-job convergence, which can accelerate workforce targeting processes. On balance, later on, emphasis can be placed on redirecting or outsourcing already inappropriately taken on workers to eschew the phenomenon of "written off" employees.

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