



## Management of Young Professionals Success in the Labor Market

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### ABSTRACT

The relevance of the study is determined by the new socio-cultural situation caused by the development of the information society. The purpose of the article is to identify the relationship between the general cultural competence and professional success of young professionals. The main idea of research is the theory of vocational education's humanization. The data is given of the author's sociological survey on the definition of the general cultural level of the students. The authors have developed the principles of management of young professional's success in the labor market from the perspective of humanization of education. The authors have shown the need to increase the level of common cultural competence among the majority of modern college students, providing a successful self-realization in the labor market. Article Submissions may be useful for developers of the federal state educational standards at all levels of education, teachers and heads of vocational educational institutions and professional higher education institutions, sociologists dealing with youth employment and education.

**Keywords:** Education, Humanitarization, Labor Market, Professional Activities, Young Professional

**JEL Classifications:** I21, I25, I28

## 1. INTRODUCTION

### 1.1. Background

Studying and analyzing the present generation of students many researchers are increasingly coming to the conclusion that the culture that has always been considered an integral feature of an educated man, leaves the youth environment. Reducing in the number of reading pupils and students gave rise to general cultural competences' deficit, necessary for the functioning of the student in the educational environment of higher education institution and in further professional activities (Gavrilina, 2012). This is a reduction of linguistic competence, i.e., of functional illiteracy, which is expressed, in particular, the inability of students to outline the lectures, independently structure the content of the educational text, apply the basic concepts as general scientific ones so those which have technical nature. The same concerns to any information obtained by young people, for example, according to the study "Impact of the media on

young people" only slightly more than half of the students fully understand modern language (55.6%) while for 37.9% of respondents "some words remain unclear" (Denisova-Schmidt, 2015; Leontieva, 2015).

Along with the above-described changes in the system of higher education in Russia there is a sharp separation and even opposition of humanitarian and technical-technological spheres of activities and thinking, whereby the activities of the modern engineer has not been affected by the humanistic spirit of creativity (Ivanova, 2012). That is why the humanitarization of education in general (Zinchenko, 2004), and especially of the technical one, is a priority for the Russian higher education' tasks (Bulanova-Toporkova, 2002).

### 1.2. Status of a Problem

In fact, only the humanities in the educational system today have educational potential and contribute to the development

of student's human principles: Morality, responsibility, conscience, tolerance, etc. We agree with Kirsanov and Kirsanova (2012), standing for humanitarization of education, that the study of the humanities at all levels of education, from primary to higher education, has always been a factor in the formation of the integrated personality, who is able to understand the ultimate social meaning of their professional activities and to distinguish it from the immediate short-term interests and goals.

Humanization of technical, technological and economic disciplines makes it possible to solve two important problems of higher education: To ensure the preservation of the global human livelihoods and increasing of the real value of each person.

Despite the importance of humanism and the human sciences in general attention should be paid to the fact that modern higher education does not pay enough attention to the humanities aspect.

This is largely due to the fact that society is increasingly focused on business values, so-called "useful knowledge." Student young people entering the technical, technological and economic universities are focused on obtaining of such knowledge, mistakenly hoping that they will provide an efficient and fast access to sources of financial capital (Hammer, 2008). In this light, the humanities are "unnecessary," optional. Dehumanization of society and dehumanization of higher education thus are intertwined. Modern universities are increasingly transforming into corporations, which use "effective" management practices, which serve not to the purpose of improving the quality of education, but the reduction of costs and optimization of the learning process and management systems for financial gain (Kozlov, 2003).

As a result we have: Unprepared students who are not ready to master university's curricula, the growing number of so-called "un-teachable" students, but having the ability to pay for education, i.e., bring profit for educational institution (Andreev, 2004), and as a result - low-skilled young professionals joining the ranks of the unemployed.

### 1.3. The Research Hypothesis

With the development of science, technology, educational methods, technology of storage and transmission of information the educational potential of society is growing. In this regard, the level of requirements for the whole educational system is increasing (Zhilavskaya, 2009). At the same time, Russian employers talk about the need and shortage of creative, highly educated experts, because only the presence of such successful employees can lead to the modernization of production, improving of companies' business image and the country as a whole. This can be achieved, in case of introduction of the theory of humanitarization of education through the interdisciplinary approach that promotes the formation of the students' nonstandard thinking, the ability to solve complex problems that arise at the intersection of different fields, to see the relationship of fundamental research, technology

and the needs of industry and society, to be able to evaluate the effectiveness of innovations, to organize its practical implementation (Orekhovskaya, 2015).

## 2. MATERIALS AND METHODS

The paper uses public opinion polls of the Sociology Institute of Russian Academy of Science, data of diagnostic-cultures in the sociological monitoring mode of sociological researches' laboratory of the Moscow Energy Institute under the direction of Andreev (2008), as well as data obtained from the study of Orekhovskaya and Gavrilina on the theme "The outlook of 1<sup>st</sup> year students in Moscow State Technical University (MSTU) after Bauman" (Orekhovskaya, 2014), conducted by the survey, with a sample of the cluster type. In addition to the mass survey of students (the sample included 1459 people) researchers conducted focus-groups and in-depth interviews with experts from the labor market, employers of large industrial enterprises in Moscow, Kazan, St. Petersburg, Heads of the Design Bureau in Samara, owners of large and medium-sized businesses in Ekaterinburg and Belgorod. The purpose of the survey was to determine the level of general cultural competence achieved in the course of training at secondary and high schools. The research program was varied. The most widely it was in 2005 and 2015, when it included mass surveys of students, focus groups and in-depth interviews, comparison of the results of 2005 and 2015 years.

## 3. RESULTS

### 3.1. Determination of the General Cultural Level of Students on the Basis of the Social Survey

The results of sociological research, conducted among 1<sup>st</sup> year students of the MSTU after Bauman, Moscow Aviation Institute, Kazan National Research Technical University lead to a disappointing conclusion about the low general cultural level of the respondents, that under current conditions greatly reduces the possibility of their successful professional realization. The obtained data show that between 2005 and 2015 years in the level of cultural competence of students of technical colleges particularly there was a sharp negative fracture (Orekhovskaya, 2013).

The study found a very modest knowledge of students not only in the knowledge of the school curriculum, but also in those areas that were directly related to their future profession. This is despite the fact that  $\frac{3}{4}$  of those surveyed - graduates of specialized schools, lyceums and gymnasiums. So, only half of the respondents could name the well-known Russian scientists, and not more than 60% of respondents could remember the famous Russian engineers (Orekhovskaya, 2014).

Thus, for example, humanities-students better were able to identify the outstanding scientists, including naturalists. However, gaps here were not as striking as those which were mentioned above. But in humanitarian universities Bohr, Wiener, Vavilov were more recognizable than in technical one. The only one

scientist whom the future engineers knew a little better was a well-known Soviet mathematician Kolmogorov. But Lobachevsky in humanitarian universities was correctly identified by 70% of respondents, and in the technical - only by 60%. And this is no accidental: Unfortunately, the history of national science and technology and the highest achievements are not familiar for future Russian aviation designers, power Engineers, programmers, communications engineers enough. Only 43% of students of technical colleges know that Vernadsky was a scientist, whereas among students of humanities the correct answers on this item was 30% more. One of the founders of the Russian genetics N.I. Vavilov is known by 48% of the students of technical universities and 64% of the humanities, and the great physiologist I.P. Pavlov accordingly 68% and 83%. However, perhaps the most important of these results is that all are comparable “nominal” indicators in 2013, fell sharply. For example, Vernadsky in 2002 was correctly identified almost by 82% of students, and in 2013 - by slightly more than 48%. Even in the answers on Korolyov there about 17% reduction in the total number of correct answers (Orekhovskaya, 2014). Somewhat better is the case with the knowledge of Russian writers and poets.

Table 1 shows that the first ten positions are occupied by the authors whose works are included in the school curriculum. Modern Russian prose was represented by such authors as Dontsova and Ustinova. Only 1% of respondents recalled children’s writers Bianki, Dragoonsky, Mikhalkov, Nosov. At the same time, it draws attention the huge gap between the first and tenth positions.

Analysis of the students’ knowledge in other areas shows that the greatest interest among them belongs to the music and to the history.

Table 2 shows the level of general knowledge of the respondents, which goes beyond the secondary school curriculum are very chaotic. It clearly highlights areas with the “failures” of knowledge. But even for parents of today’s students’ generation that knowledge belonged to the circle of “it must be known by every educated person.” The sharp fall in general cultural competence is evident.

These results lead to the conclusion that, despite the interest in history, according to the students themselves - especially military history, the first position in the questionnaires are taken by warlords most frequently mentioned in the media and in school textbooks. The vast majority of respondents (70.5%) mentioned the name of Georgy Zhukov, and among other names of generals of World War II were mentioned Rokossovsky (13%), Stalin (12%), Konev (4.5%), Katukov, Govorov, Vasilevsky (1%). The top three positions which were most often mentioned also included the great Russian generals Kutuzov (67.5%) and Suvorov (55.5%), but what huge battles had been won, what kind of victories had been won by them? For what merits Suvorov was awarded the highest military rank of Generalissimo? Answers to these questions for recent school graduates were “behind the scenes”! In the best case, there was an association between Kutuzov and Napoleon. The events and personalities involved in these events, revealed confusion, bordering on complete

**Table 1: The knowledge of Russian writers and poets**

Writers	Number of percentage	Poets	Number of percentage
Tolstoy	75.5	Pushkin	87.5
Dostoevsky	52.5	Lermontov	54.5
Bulgakov	37	Mayakovsky	46
Gogol	35	Yesenin	44.5
Pushkin	29	Block	34
Chekhov	27	Akhmatova	34
Turgenev	24.5	Tsvetaeva	26.5
Solzhenitsyn	17	Fet	22.5
Gorkiy	16	Tiutchev	16.5
Sholokhov	13	Nekrasov	88

**Table 2: Recognition of Russian warlords, artists, composers and teachers**

The famous artists	Number of percentage
Warlord	
Zhukov	70.5
Kutuzov	67.5
Suvorov	55.5
Artists	
Shishkin	52.5
Aivazovsky	38
Malevich	35
Composers	
Tchaikovsky	79
Glinka	34.5
Mussorgsky	27
Teachers	
Makarenko	13.5
Sukhomlinsky	1.5
Doctors	
Pirogov	26.5
Sklifosovsky	18
Sechenov	18

ignorance of historical material about the Patriotic War of 1812. <10% of respondents indicated commanders of different historical times, starting with Alexander Nevsky (12.5%) and ending with the generals of World War II which were mentioned above. This indicates on the lack of consistency in historical knowledge, which is often exacerbated by computer games. Unfortunately, the number of students is constantly increasing who get their “knowledge” about historical events and facts from computer games, sometimes referring and citing them as a source of information.

Noteworthy is the fact that the first lines of profiles of respondents are filled by the names of the composers, generals, artists who, as they say, “at the hearing.” But knowing of the names does not give us confidence that the students know the names of the music, or be able to recall the paintings of an artist. According to the students themselves, they reluctantly visit museums, exhibitions and theaters. Most often, making it if it is necessary to do, i.e., following the instructions of the teacher, explaining their position by the lack of interest in these kinds of art. Some students prepared mini-presentations about the work of a composer using musical fragments from his works. It should be noted that such a spontaneous initiative of classmates aroused genuine interest in the student group.

But if the warlords', artists' and composers' names is recalled by the bulk of the students, the Russian teachers' and doctors' names, according to the survey, are not familiar to many of them. Just over a quarter of respondents were able to name the Russian doctors, focusing on modern medical agencies, which were named after their names. The request to remember what famous discoveries these people had done caused great difficulties among the respondents.

Thus, the observations show that:

- Vocabulary of students is limited, vast majority of respondents possess the speech which is very monotonous and full of jargon, and their evaluations are in "black and white" plane, that showed a lack of analytical thinking;
- Students often are not able to discuss and comment the issues on contemporary politics, philosophical problems, trying to bring global issues to domestic ones;
- Historical knowledge of students are fragmented and episodic by nature, students with great difficulty can compare the events occurring at the same time in Russia and other countries, identify cause and effect relationships, analyze and highlight the effects of the various historical facts.
- It can be admitted that one can talk about stereotyped knowledge of youth. The lack of interest in reading literature, attending classical music concerts, exhibitions and theaters is caused by the lack of cultural practices, the ability to understand what they saw, the desire to reflect and analyze the depth of artistic or musical masterpiece.

### **3.2. Principles of Management of Young Professionals' Success in the Labor Market from the Perspective of Humanitarization of Education**

It is obvious that there is a need in the situation's fracture, serious measures should be taken by the scientific community, teachers, consisting in the change of the content of general, vocational and higher education.

The authors have developed a system of methodological principles, aimed at strengthening of the cultural and humanitarian component of education determining the level of personal development and contributing to the success of a young specialist in the labor market:

1. The principle of goal-setting, the essence of which is in the education of the citizen of the country, an educated man, who is capable of social and professional adaptation, socially active, professionally and personally successful.
2. The principle of cultural creativity of modern education determining the basis for integration in the educational process of leading mechanisms of social and cultural growth necessary for successful self-realization in any professional and management activities.
3. The principle of self-development creates awareness of the need to comply with the requirements of time. In a rapidly changing world, new inventions, theories, methods and rules appear the knowledge of which is necessary for a successful career. Work on yourself is a continuous phenomenon, the knowledge need to be fill up all the time. Humanitarization of higher education should contribute to the knowledge

of the man about himself, his desire for continuous self-development.

4. The principle of humanization of education is in the identification in technical, technological, economic culture of humanitarian conditionality, providing priority valuable component of vocational training.
5. The principle of integration requires greater attention to the expansion of disciplines' range of a humanitarian cycle and at the same time enriching of the natural sciences and technical disciplines with material, revealing the struggle of scientific ideas, people's lives - scientists and discoverers, the dependence of socio-economic and scientific-technical progress on personal, moral qualities of man, his creative abilities. Thus, the prospect of renewal and actualization of education's humanitarization is related to the interpenetration of the natural sciences and the humanities, on the one hand, and on the other - to the strengthening of the role of arts education.
6. The principle of education through educating, designed to shape young people's openness to other cultures, ability to appreciate the freedom of the individual, respect for human dignity and individuality, to prevent conflicts or resolve them by non-violent means.

### **3.3. Determining of the Relationship between the General Cultural Competence and Professional Success of Young Professional**

The conducted analysis of the results of sociological surveys, scientific literature, allowed making of the following generalizations:

- There is a more primitive not only teaching material, but also a young man's worldview in the whole, which is very negatively impact on the analytical and strategic thinking, the ability to think strategically in the sphere of professional activities;
- The unformed system of historical knowledge is a very dangerous trend in the formation of a young man's personality, as the transformation of value orientations takes place. In this case at any social and political shake with a high degree of certainty the outbreak of aggression and intolerant behavior can be predicted. In practice, this is expressed, for example, in a comprehensive transforming in the peoples' mass consciousness of the concept "patriotism" from moral and humanitarian sphere into the field of nationalism and extremism, in patriotism's transformation into a bargaining chip of the political struggle, which is fraught with a split in a society and aggravation of confrontation.

It should be noted that some of the students during their training in secondary school received additional education: Were involved in music or art schools, clubs of modeling and technical creativity, theater studios. They demonstrate a higher level of general cultural education and find time to read fiction books, visiting exhibitions, concerts and theaters. The calculated correlation coefficient (for 40% of the students who participated in the study) showed a clear relationship between the general level of culture and success in the development of educational curricula. So in the surveyed group about 30% mastered the curriculum with good and excellent marks  $\frac{3}{4}$  finished music or art school.

Based on the above mentioned it can be concluded that the higher the educational level, the higher the level of employment and the level of personal success of young professionals in the labor market. In 2014, the level of employment among the population with higher education was 81%, the unemployment rate of 4%; with secondary education - 73% and 6%; primary vocational education - 72% and 8% respectively. Significantly is higher the levels of unemployment and lower the levels of employment among people without vocational education (in average - 23% and 17%, respectively).

The conducted in-depth analysis of the various sociological research suggests that under current conditions the level of education largely contributes to young people's successful self-realization in professional activities. More than a third of respondents (37%), who made a successful career, had two higher educations. The absence of plans to achieve success in professional activities is typical for individuals who do not have higher education and have low socio-professional status, the largest proportion of them are in the group with primary and incomplete secondary education - 84% and 58%, respectively, against 27% of recorded ones in group who received two higher educations (Gorshkov, 2011).

As it is noted by Gavrulina (Gavrulina, 2012), the study of the life and professional career of young people and school graduates shows that the higher level of education people have, the more they tend to increase it. In other words, the desire of young people to increase the level of education is certainly indicates on the increasing role of education as a value.

#### 4. DISCUSSIONS

The goal of any modern university is to give students sufficient knowledge that will be needed not only in the professional activities and in successful competitiveness in the labor market, but also in everyday life in general (Sink, 1989; Goleman, 2005). In addition to the quantitative amount of knowledge their qualitative aspect is important too. That is why it is important to talk about competence and, above all, about the general cultural competence. The fact that in common life it is called by not very strict concept of "general culture" serves here as a natural base for a systematic, institutionally organized learning (Andreev, 2008). With the expansion of the circle of knowledge mastered by man, and ways of life activities, it expands, deepens and transforms. However, the nature of the "common culture" is not influenced by directly related with the education factors of social life, in particular, a variety of informational and communicative interactions, and this influence is often overrides the impact of education (Tyurina, 2011).

Management of young professional's success in the labor market has a dual effect, which consists in mutual employee's benefits, on the one hand and companies' on the other. The young specialist receives as a result of stable job, worthy material compensation and the possibility of self-realization as a professional and personal. The company also receives a worker with a high degree of loyalty to the interests of the organization, increasing of the productivity

of labor specialist, reducing of staff turnover and a full disclosure of human abilities.

#### 5. CONCLUSIONS

Studying and analyzing the current generation of students, the authors conclude that the culture that has always been considered an integral feature of an educated man, leaves the youth environment. In the middle of the last century, Russian scientists, designers, engineers who made a breakthrough in the world of science were distinguished by a deep knowledge and keen understanding of the culture. Trying of their own hand at literature, art, philosophy was "de rigueur" among the natural sciences and technical intelligentsia. Today, probably, quite different socio-psychological types, general cultural competence replace them which still have to be formed, by building as far as it is possible the strategy for the integrated effects of the entire educational system. That is why the humanitarization of education is a priority task for the Russian secondary, vocational and higher education. This way of learning through interdisciplinary approach will contribute to students' creative thinking, the ability to evaluate the effectiveness of the proposed solutions and organize their practical implementation.

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