



Educational and Professional Attitudes of Kazakhstan and Russian Youth People

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Abstract

An international study of the educational and professional attitudes of young people will allow for the determination of national models of attitudes and values of young people from different countries, as well as to identify factors influencing the formation of attitudes of young people. This study conducts a comparative analysis of the educational and professional attitudes of young people in Russia and Kazakhstan, helping to determine the main trends in the formation of educational attitudes and orientations of young people in the two post-Soviet countries, as well as their career strategies. The study hypothesizes that the youth of Russia and Kazakhstan have a high level of educational potential and motivation to obtain higher education. The survey results of young people in Kazakhstan and Russia aged 14-35 years (n = 2005) were conducted in 2021. A sufficiently high level of career and educational aspirations of Russian and Kazakh youth, and a high level of motivation to study and work were revealed. The respondent majority from both countries recognize the value of higher education for professional and career growth and self-realization. The professional attitudes and desired professional guidelines of the youth of Russia and Kazakhstan are determined. The most prestigious professional fields, according to both groups of respondents, are law, medicine, economics, and the IT industry. The factors in choosing a profession are established: interest in the profession, high wages, and the role of the educational institution. This study reveals common features and features of educational and professional attitudes of young people in Russia and Kazakhstan.

Discipline: Youth Studies, Attitude Study & Analysis.

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1 Introduction

In the modern world, we are witnessing a global transition to a new value paradigm of education, upbringing, professional self-determination and transformation of educational and career attitudes of young people (Gaifullin, 2021, p. 141). In this aspect, conducting an international study and comparing the research data obtained will make it possible to identify and formulate a holistic interethnic model of professional attitudes and systems of professional relations of young people of different nationalities, identify factors influencing the formation of a system of value trajectories and attitudes of young people, predict social scenarios for further value trajectories of professional behavior of young people.

To achieve this goal, this article will consider the value trajectories and attitudes of modern Russian and Kazakh youth in the career and educational space. This comparative analysis will allow us to identify the main risks and trends in the formation of values and orientations of the youth of the two post-Soviet countries, their career strategies, moral and spiritual education and self-determination.

2 Method

A mixed research strategy based on a combination of quantitative and qualitative methods was used to collect empirical data. As methods of empirical research, the analysis of statistical data reflecting current gender, age, professional and educational information about young people in Russia and Kazakhstan was used. To study the educational and professional value trajectories and attitudes of the youth of Russia and Kazakhstan, the authors conducted an international empirical sociological study based on the quantitative method in 2021. The quantitative study made it possible to estimate the prevalence and magnitude of the studied parameters. Quantitative research data collection method: individual standardized interview. The object of the study is the population of Russia and Kazakhstan aged 14-35 years. The sample size is 2005 respondents. The sample represents the population of the specified age category of regional centers, cities of republican significance and villages of Russia and Kazakhstan. Processing and analysis of the results of empirical data were carried out using SPSS®17.0. The statistical error does not exceed 3.1% with a confidence interval of 95%.

The sociological survey was conducted in all regions of Russia and Kazakhstan. Kazakhstan is geographically divided into 6 regions: Eastern, Western, Northern, Southern, Central and Almaty. According to the administrative division, Kazakhstan is divided into 16 regions; these are 13 regions and three cities of special status: Almaty and Shymkent are megacities and the capital of the republic is Nur-Sultan. In turn, Russia is divided into seven districts and two large cities: Moscow and St. Petersburg. Each district covers several areas.

The sample represents the distribution of the population of the studied age category across all regions of Russia and Kazakhstan. In Kazakhstan, the cities of Almaty, Shymkent and Nursultan, and in Russia, the cities of Moscow and St. Petersburg are represented only by the urban population, the rest of the regions are inhabited by urban and rural populations.

The number of questionnaires for the survey of the population in each region was determined based on population data based on the results of the last population census, the share of urban and rural youth of each region in the total youth population of Russia and Kazakhstan was determined; in accordance with a certain proportion of youth in each region, the number of questionnaires in each region was determined.

3 Study Detail and Result

3.1 Research Background

The issues of value professional and educational orientations, attitudes, and expectations of young people are the focus of attention of both domestic and foreign scientists. This research is the subject of a comprehensive interdisciplinary analysis in the context of sociological, political science and cultural knowledge. The subject of sociological research about youth is its social professional mobility, integration and adaptation, professional self-determination; social, value and motivational portraits of youth as a social group; the role of state and public institutions in ensuring effective policy toward youth.

The study of the influence of the status and prestige of universities on the career attitudes of young people is presented in the work of Kaigorodova (2010). The scientific works of G.E. Zborovsky and P.A. Ambarova are devoted to various aspects of the educational activities of university students, the study of their values, needs and attitudes towards education and professional career (Zborovsky & Ambarova, 2019). The study of the relationship between values and career achievements of young people was conducted by Abramova et al. (2020). To study the problem of education values in the conditions of informatization of society (Shvetsova & Khorosheva, 2021). In the context of international integration, the values of Russian education are considered by Shafranov-Kutsev and Yarkova (2018).

The problems of social development of the youth of Kazakhstan are studied by Eshpanova et al. (2008). Abramova (2008) conducted a comparative analysis of the life orientations of young people in Russia and Kazakhstan. The peculiarities of the youth labor market and the employment of young specialists with higher education are reflected in the scientific works of S.K. Alimbaeva (Alymbaeva, 2007).

Traditionally, the process of choosing higher education has been studied from a socio-economic perspective, in which the factors influencing the choice of a particular university by young people are analyzed. These models tend to emphasize sociological and economic factors, such as parents' education, tuition fees, and social status, which partially explain differences in educational choices (Vulperhorst et al., 2020). It is important to note that these differences are much more pronounced in choosing a university than a specialty. According to the regression analysis, the influence of parents' level of education and family income on the choice of profession is not statistically significant (Shnarbekova, 2021). The demand for a certain area of professional training is dynamic and may vary depending on different conditions and situations (Pinchuk et al., 2022), while the value of a prestigious university in the labor market is static.

Based on the analysis of the literature on the choice of higher education, A. Bergerson emphasized that the socio-economic perspective was the most dominant and suggests that further research should focus on the individual decision-making process, studying the doubts of young people and ways to overcome them (Bergerson, 2009). Recent studies highlight the important role of interests and preferences of young people in choosing higher education (Vulperhorst et al., 2021). By definition, interests are any activities, ideas and objects with which young people identify themselves and strive to repeat them over time (Akkerman & Bakker, 2019). Thus, interests are inherently future-oriented and determine the life choices of young people, including the choice of higher education and specialty.

The choice of higher education is largely regarded as a complex rational process related to the attitude and management of role changes. In this aspect, the main attention is paid to parents, who are playing an increasingly important role in choosing a young person's higher education. According to the results of the study, they experience this process primarily as parents, not as consumers, and in the process of choosing, their desire to maintain good relationships takes precedence over choosing a certain educational trajectory or university. This is achieved in two main ways: through conflict avoidance and through family discussion (Haywood & Scullion, 2018).

Along with the massification of education, educational inequality has moved to another area - the inequality of choice. French sociologist Raymond Boudon describes inequality in education as a reflection of the social and gender-differentiated behavior of young people from different social groups. According to the research results, social differentiation begins already at school, where the initial educational capital is formed, influencing the choice of educational trajectory and professional prospects of young people (Labrosse et al., 2017). Studies show that successful employment is determined by the socio-demographic characteristics of young people (gender, social status, financial situation of the family) (Merenkov et al., 2019).

Thus, it should be noted the high interdisciplinary elaboration of the value orientations of youth as a social group, educational attitudes and professional orientations of youth. However, a small number of scientific papers are devoted to the comparative analysis of professional and educational values and attitudes of Russian and Kazakh youth. Therefore, the study of this problem is of not only scientific but also practical interest in connection with the need to understand the patterns of formation and possibilities for the implementation of educational trajectories and attitudes of young people in the educational space and the sphere of professional self-determination.

3.2 Demonstrations

Russian youth are recognized as citizens of the Russian Federation aged 14-35 years (Youth policy in the Russian Federation, 2020). The number of Russian youth aged 14 to 35 years is 34.7 million people. Of these, there are 17.4 million male and 17 million female young people. As of

January 1, 2021, 26.4 million Russian youth (76.1%) lived in urban areas, and 8.3 million in rural areas (23.9%) (Official data of the Russian Federal State Statistics Service, 2021).

In turn, young people aged 14 to 29 are recognized as youth in Kazakhstan (About the State youth policy, 2015). According to the Statistics Committee of the Ministry of Education of the Republic of Kazakhstan, at the beginning of 2021, the number of Kazakh youth aged 14-29 years was 20.2% of the total population of the country (Official data of the Russian Federal State Statistics Service, 2021) (3.7 million people). The total number of young people is 51% (male), and 49% (female). Indeed, 2.1 million young people (56.4%) live in urban areas, and 1.6 million (43.6%) live in rural areas (Official data of the Russian Federal State Statistics Service, 2021) (Figures 1 and 2).

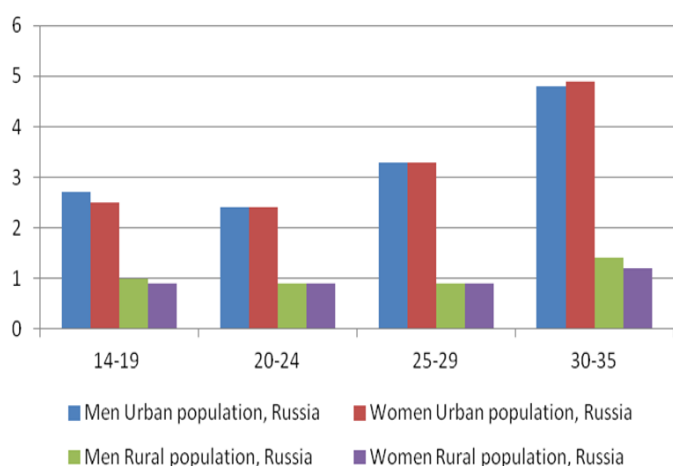


Figure 1: Young population of Russia (2021). (million people).

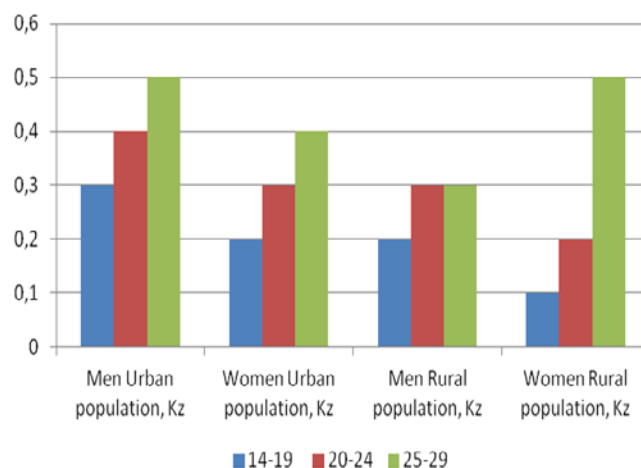


Figure 2: Young population of Kazakhstan (2021) (million people)

Analyzing the presented data, it can be concluded that the youth of Russia, as well as the youth of Kazakhstan, prefer urban areas to a greater extent than rural ones, which in turn, of course, affects the formation of a system of spiritual and moral, educational, socio-cultural values, educational and career attitudes, determines a special model of professional behavior.

Let's analyze statistical data on the level of education and forms of employment of Russian and Kazakh youth. In Russia, the majority of young people study or work: over the past ten years, the level of young "career and educational marginals" - people who do not want to work or study, amounted to about 10.6%. According to statistics, currently, in Russia as a whole, more than a third of young people aged 17-25 are receiving higher education. The main areas of employment of working Russian youth are the service sector, trade, management and marketing, and the IT industry.

In Kazakhstan, the majority of young people are also studying and (or) working. At the beginning of 2021, employed youth aged 15-28 years amounted to 2.01 million people, while the recorded youth unemployment rate was about 3.8%. The main areas of employment are trade, agriculture, and education. Youth entrepreneurship amounted to more than 470 thousand people.

Thus, analyzing statistical data, we can assume a fairly high level of career and educational aspirations of Russian and Kazakh youth, and a high level of motivation to study and work. Let's

consider the results of the sociological analysis of Russian and Kazakh youth by the questionnaire survey (n=2005 people) conducted by the authors in 2021. In this study, respondents from Russia and Kazakhstan were asked to answer a set of questions about their level of educational and professional values, career orientations and attitudes, and patterns of behavior in the educational space.

According to the general opinion of respondents from both countries, higher education should be recognized as the most successful level of education for personal and professional career self-realization (41.3% - of the youth of Russia, 47.0% - of the youth of Kazakhstan) (Figure 3).

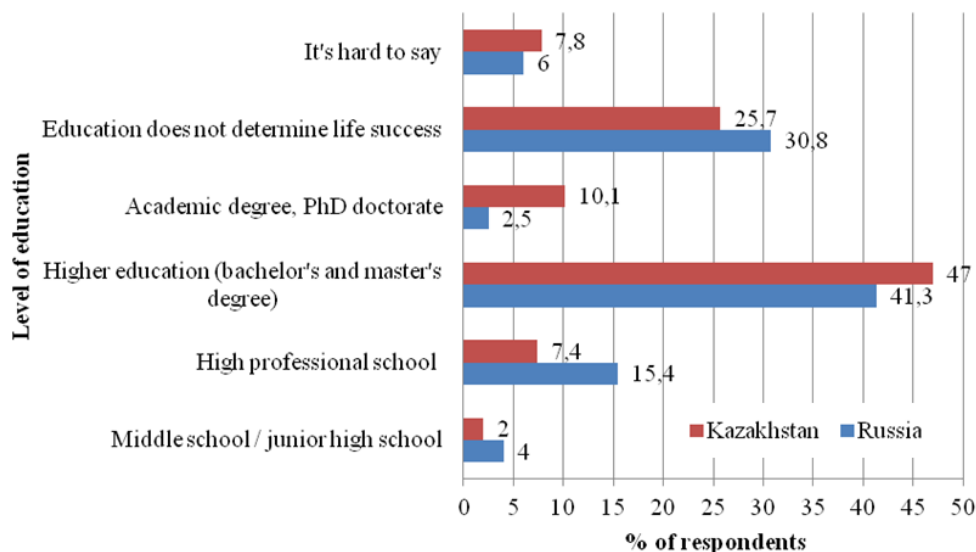


Figure 3: The level of education and life success in Russia and Kazakhstan (in % of the number of respondents)

Secondary specialized education is gaining more and more popularity among Russian youth (15.4%), while in Kazakhstan, in comparison with the responses of Russian youth, academic degrees and PhD are among the factors of vital professional success (10.1%). At the same time, about a third of young respondents from Russia and Kazakhstan believe that education does not determine life success and is not the core value of professional and career triumph (30.83% of Russian youth, and 25.7% of Kazakhstan youth).

The most prestigious professions, according to both groups of respondents, are law, medicine, economics, and the IT industry. The least prestigious are journalists, translators, linguists, metallurgists, auto mechanics, and miners.

However, national peculiarities were revealed when answering this question. According to Russian youth, the most in-demand are specialists in medicine, in particular surgeons and dentists (34.5%), as well as IT specialists (30%), and bloggers. Young people of Kazakhstan consider such professions as law (21.1%), entrepreneurship, and economics (16.8%) to be the most prestigious and profitable.

The most significant factor in choosing a future profession, according to Russian and Kazakh youth, is the factor of good income and earnings (64.3% of the youth of Russia, and 64.1% of the

youth of Kazakhstan). The second most important place is the relevance and relevance of the profession in the labor market.

For the youth of Kazakhstan, unlike the Russian youth, a profession that enjoys great recognition and respect in society is significant (37.5% of the responses of the youth of Kazakhstan). In our opinion, this data indicates a high spiritual, moral and valuable component in the system of professional, personal, and career self-realization of Kazakhstani youth.

The education received generally corresponds to the formed values and expectations of Russian and Kazakh youth. Respondents see and appreciate the prospects for material and socio-status growth in it (Figure 4). But at the same time, a separate group of respondents notes a value-motivational and status deficit in the education they receive, which will give neither income nor social status in the future, according to 12.4% of young people from Russia and 7.4% of young people from Kazakhstan.

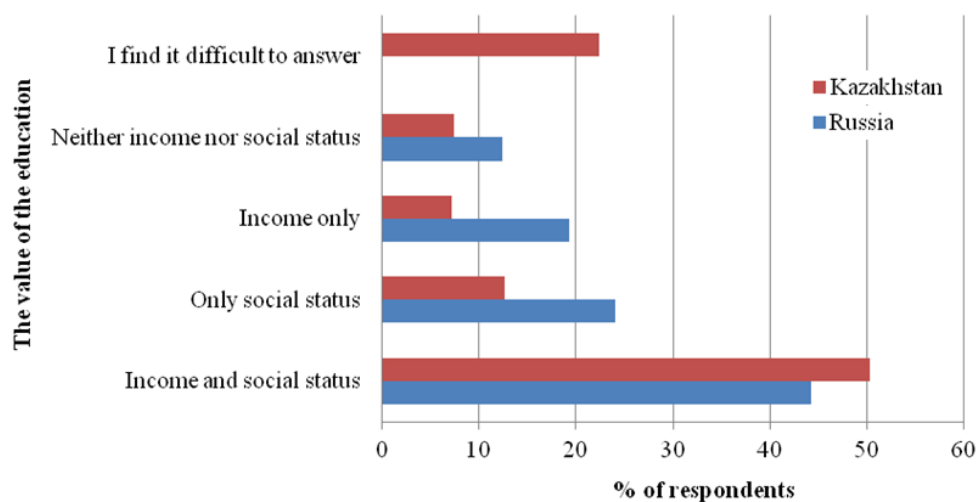


Figure 4: The values of the education received in the assessments of respondents from Russia and Kazakhstan (in % of the number of respondents)

Continuing the discussion about educational and career values, expectations and attitudes of Russian and Kazakh youth, we note that, in general, both groups of respondents are satisfied with the education they receive: they like the profession they receive (31.9%), and they are interested in the specialty. At the same time, about a third of the young Russians surveyed would prefer to choose a new specialty (30.8% - the youth of Russia, 20.0% - the youth of Kazakhstan), which indicates a discrepancy with the expected educational settings.

The results obtained correlate with the respondents' answers to the question "do you work in your specialty", where 34.9% of Russian youth and 25.2% of Kazakh youth chose the "no" option.

The most significant when choosing an educational institution, according to Russian and Kazakh youth, are the interest in the specialty received (57.2% of youth of Russia, 51.7% of youth of Kazakhstan), the possibility of obtaining high-quality knowledge (52.3% of Russian youth, 61.4% the youth of Kazakhstan), the authority and rating of the university.

Let us know that Kazakhstani youth people are more tending to the possibility of free

education as a determining factor when choosing an educational institution (46.8%), the possibility of obtaining high-quality knowledge.

Satisfaction with professional activity by young people in Russia and Kazakhstan is determined by such parameters as interest in the profession, high income, and the possibility of professional growth (Figure 5).

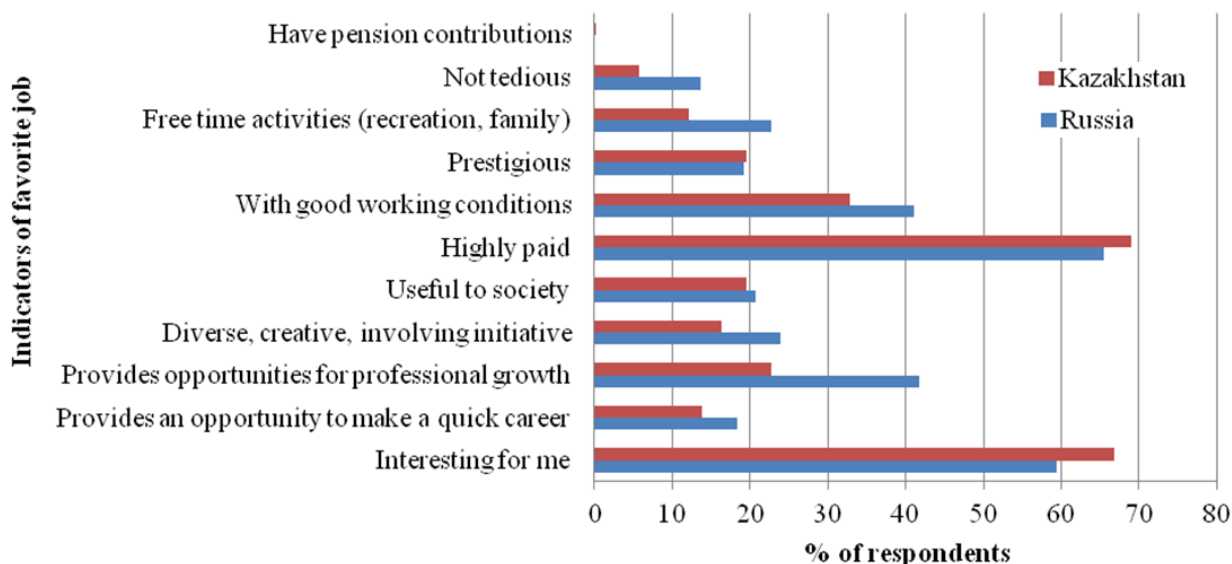


Figure 5: The requirements that a favorite job should meet, according to respondents from Russia and Kazakhstan (%)

4 Conclusion

In the course of a comparative study, the value trajectories and attitudes of modern Russian and Kazakh youth in the educational space were studied. As a result of the survey held, we could highlight a fairly high level of career and educational aspirations of Russian and Kazakh youth, and a high level of motivation to study and work. The majority of respondents from both countries recognize the value and importance of higher education in the context of personal and professional career growth and self-realization. The factors contributing to and hindering the formation of a system of value trajectories and attitudes of the youth of Russia and Kazakhstan in the educational and professional environment are identified. The positive factors include interest in the profession, high wages, and the role of the educational institution. Risk factors include low requirements for the profession, lack of personal interest and interest in the profession, and low income.

The most prestigious professional fields, according to both Kazakhstan and Russian youth people are law, medicine, economics, IT industry. The least prestigious are journalism, linguistics, metallurgy, and working specialties. However, national peculiarities were revealed when answering this question. According to Russian youth, the most in-demand are specialists in medicine, in particular surgeons and dentistry, as well as IT specialists, and bloggers. The youth of Kazakhstan considers such professional fields as law, entrepreneurship, and economics to be the most prestigious and profitable. Speaking about further possible scenarios of professional behavior of young people in Russia and Kazakhstan in the near future, we note the rapid growth and demand

for IT competencies in the Russian and Kazakh labor markets, the transformation of value-professional attitudes towards greater freedom and creativity, socio-professional mobility and flexibility of working youth.

5 Availability of Data and Material

Information can be made available by contacting the corresponding author.

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