

The Change of Attitude to the Profession of University Graduates and Young Specialists

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ABSTRACT

The article studies the problem of attitude change towards the profession of university graduates and young specialists in Kazakhstan. The attitude to profession and professional motivation of students is considered as a form of human opportunities in the field of labor relations which is shaped only as a result of study in high education institution. The comparative analysis of professional stability of graduates and young professionals is given. The study findings show that less than half of the respondents of graduates are satisfied with the level of vocational education. This article shows the effect of motivational structure of professional orientation of graduates on their effective use of professional potential and professional occupation. The attitude to the chosen profession determines future professional strategy of occupation of university graduates. The authors of the article have revealed the following trends: most of young people understand the concept of higher education as "knowledge which is necessary for overall development", "key to career", "document necessary for life" by analyzing the results of sociological survey conducted in 2015 on work values, the employment strategies and work style of modern young people. More than half of young people work or want to work on their specialty. "Low salary", "it is difficult to find a job on specialty", and "do not like the chosen profession" are the main reasons of youth unemployment on their specialty. The authors show the main factors influencing on the change of attitude to the profession as a "lack of work experience", "functional irrelevant of vocational education to the requirements of the working place", "there are no acquaintances". Theoretical and methodological basis of scientific research are the studies on value orientations of young people in the sphere of labor, formation of dynamic attitude to the profession of university graduates and the effective use of their professional potential, study of motivational structure and strategy of university graduates and young specialists.

KEYWORDS

youth, university graduates, young specialists,
 professional potential, attitude to profession,
 professional motivation, higher education system.

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Introduction

The current global financial and economic crisis has had a significant impact on labor market of various states, affecting, in particular, the employment of university graduates. As more and more university graduates are facing the possible unemployment and part-time employment, higher education institutions

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are expected to take measures that will contribute to the employability of their graduates in the labor market.

Despite growing awareness of the importance of research about the change of attitude to the profession in the system of employment of university graduates and young specialists has not been thoroughly studied in a systematic manner taking into account the dynamics of education system and youth employment in many countries. Due to the economic crisis the university students are mainly focused on getting a job and making educational decisions that improve their employment prospects (Wu, 2011).

In this context, increases in tuition fees have been linked to changes in student expectations (Foskett et al., 2006; O'Connell, 2011). Students are considered to behave more like customers of a service, who expect 'value for money' and greater attention to their needs. As a result, knowledge of students' needs becomes more important as universities increasingly adopt for marketing orientation in the provision of services. Sander et al. (2000) draw attention to the fact that, for many decades, higher education institutions assumed they knew what students expected or valued in higher education (an 'inside out' approach). However, recent developments have resulted in the adoption of an 'outside in' perspective, focusing on the need to increase student satisfaction. Despite the growing awareness of the importance of addressing students' employability needs, the students' transition from the university to the labour market has not been investigated on a systematic basis in many countries including Kazakhstan.

This research work is aimed at studying of the attitude to the profession of university graduates and young specialists and employment prospects in the Republic of Kazakhstan. In particular, the attitude to the profession and the professional expectations of university students and young specialists is compared. On practical level the attitude to the profession of university graduates and young specialists comprise the basis for designing the strategy of professional motivation management and professional expectations of students. On theoretical level, the present study aims to study the degree of professional motivation influence on the attitude dynamics to the profession and employment of university graduates and young specialists. Factors of profession choice impact are studied from the perspective of modern higher education system and labor market. According to the study the attitude of university graduates and young specialists to the profession is shaped under the influence of market relations and have a relevant content. The basis of the attitude to the profession are requirements, profitability and profession prestige. It indicates that some university graduates and young specialists have a realistic idea of the chosen profession and employment prospects in labor market.

In addition, the attitude to the profession of university graduates and young specialists is shaped through the status of universities, specialty, region, gender characteristics. The employers' attitude to young specialists also plays an important role in the realization of professional potential of young people.

HYPOTHESIS 1. The level of professional values and professional motivation are the indicators of professional development and realization of professional potential of university graduates and young specialists.



HYPOTHESIS 2. The graduates` satisfaction with university education has a strong impact on the change of attitude towards the chosen profession.

HYPOTHESIS 3. The actual professional activity changes the structure of young specialists` professional motivation.

Methods

Participants and Procedure

Participants consisted of university graduates of bachelor degree. A sociological survey was conducted from June to July 2015 among graduates of universities of Almaty and Chimkent cities. The sample consisted of 300 graduates in 6 large universities (including universities of Almaty city: al-Farabi Kazakh National University, D.S. Asfendiyarov KazNMU, Kazakh National Woman's Pedagogical University, K. Satpaev KazNTU, Chimkent: M.O. Auezov SKSU, Miras University), the gender structure is as follows: 76.3% - female and 23.7% - male.

Also, the survey was conducted among young specialists with higher and secondary special education of Almaty and Chimkent cities covering 200 respondents. The study participants are young specialists of different government agencies and enterprises. The structure of selective study population by gender is as follows: 61.0% - female and 38.5% - males.

The university graduates with higher education and young specialists with higher and secondary vocational education were involved in comparative analysis. The structure by level of education were as following: among the respondents (young specialists) with higher education, among the total population of participants the highest proportion comprises young specialists with higher vocational education - 61.3%; (21.6% - post-graduate education, 2% - the second higher education). 11.6% young specialists with specialized secondary education, 2.5% respondents have secondary education.

According to socio-demographic characteristics (gender) the vast majority of the respondents (last course students and young specialists) participated in the survey were the representatives of a female sex.

According to the profile of vocational education the graduates of humanitarian (28.9%), pedagogical (26.2%), medical (18.0%), socio-economic (14.6%), technical (9.2%), study of art (2.4%) and Pure science (0.7%) participated in the study.

Among the participants according to education profile a significant proportion of respondents make up young specialists with Humanitarian (33.2%); Technical (16.3%); socio-economic (13.8%); Medical (11.7%); Pedagogical (9.2%); Study of art (1.5%); Pure science (1.0%) education.

According to the study most of young specialists 27.8% work in the sphere of education, 17.5% in the sphere of law enforcement agency, 15.5% in public administration, 11.9% in health system. At the time of the survey 9.8% of respondents were not employed.

Work experience of the surveyed young specialists varied from 1-2 years 22.6%, 2-3 years - 24.7%, 3-5 years - 23.7%, above 5 years - 28.9%.

Sampling Procedures

The data were collected by distributing questionnaires among the last course students, during the second semester of the 2014-2015 academic year. Last course students were selected by quota-randomly from a list provided by different faculties of Universities. Questionnaires were distributed to young specialists where a multi-stage quota sampling was used, where socio-demographic characteristics (gender, age), the profile and level of education served as the main criteria. The data for young specialists were collected from April to June 2015 on the basis of a questionnaire. The participants were asked to fill in a questionnaire in order to understand better the attitude of young specialists to profession when they start their first job and what they feel about their chosen profession. The questions were designed taking into account the gained information of the following character: demographic characteristics of graduates and young specialists; the level of young specialists' education; satisfaction with the received profession; change of graduates' attitude towards the chosen profession compared with the first year of study; comparative analysis of graduates and young specialists' attitude change to the chosen profession, i.e., employment status of graduates after their graduation.

Measures

Satisfaction with profession. In order to measure satisfaction with profession the university graduates were asked a dichotomous question "yes or no". Also, respondents were asked to indicate the level of satisfaction with their specialty (profession) and university (for graduates) on these options: "satisfied with the university and chosen profession"; with university - yes, with profession - no"; "with profession - yes, with university - no"; "with none of them". For young specialists such options were offered as "completely satisfied"; "rather satisfied"; "be happy but not satisfied"; "not very satisfied"; "not satisfied at all"; "I find a difficulty in answering".

To measure the compliance of vocational education and specialization on which young specialists work the survey participants were offered the responses which include: "corresponds to the taken knowledge at university"; "close to the taken knowledge at university"; "does not correspond to the received diploma".

Control variables. Several demographic variables have been shown related to the change of an attitude towards the profession. Such variables include gender, age, education profile, university status. However, only a grade point average was used in the study.

Results

According to A. Montaev (2015) "In defining the peculiarities of professional self-determination process the main criteria of the choice of higher education institution by students and their parents are the followings: - the university prestige in the region which is an indicator of high competitiveness and stable position in regional market of educational services; - the availability of specialty of interest and the opportunity to pay the tuition fee; - employment prospects after graduation. Despite the increase of the last indicator, the employment prospects conceive of main criterion while the choosing future profession. As practice shows, during the last course the employment prospects may significantly change. Even involving in labor market, i.e., starting the work, a graduate for some time is in a state when he/she could not fully or thoroughly evaluate all pros and cons of his/her received specialty. Therefore, the volume of theoretical and practical knowledge and quality of vocational education services should exceed consumer



demands of a student as a consumer of these services, so that the level of residual knowledge and skills of a student were at the appropriate level”.

On the basis of analysis of a particular sociological study the strategy of attitude to future profession and the requirements for future work of university graduates were revealed, as well as the change of young specialists` attitude to profession during their first working place.

Motives of university entrance among graduates are one of basic factor for further development of professional potential and professional self-determination in labor market. According to the survey the graduates while entering the university are guided by different motives which in future determine their career growth (Table 1).

Table 1 - Distribution of respondents according to motives of university entrance, in %

№ п/п	Motives	in %
1	eagerness to get a diploma of university	30,0
2	eagerness to get a profession	37,3
3	university prepares competitive specialists	13,3
4	parents influence	8,0
5	there was a state-funded place	3,7
6	Student's life	1,3
7	low tuition fee at this university	3,3
8	profiling at school	0,3
9	little or no competition	1,3
	Total	98,7

The results of the study have shown that in the structure of graduates` motives the main factor is the eagerness to get a profession (37.3%) and a diploma of this university (30.0%), indicating conscious attitude and profession choice. This group of respondents is a qualified base of future labor market of the Republic of Kazakhstan. The second group is focused on university status (13.3%) while entering the university. This motive is explained by the quality of competitive personnel training. Here we could support the views of V.P. Mezheryskyi and E.V. Plossky (2003), who state that when purchasing a particular service of high school, the youth take into account university prestige and profession demand in society. And this, in its turn, mostly depends on common stereotypes about the prestige of certain professions and often do not reflect the requirements of market economy. Here, prestige value of such specialties as lawyers, financiers, economists are noted which do not meet the needs of market economy.

One of the indicators of level and quality of professional potential is the change of understanding of future career sense and attitude towards it. In the course of study it was revealed that 82.4% of respondents are satisfied with the university and chosen profession, 10.2% are satisfied with university education, but expressed dissatisfaction with the chosen profession. 6.1% noted satisfaction with the profession, but not with the university. The following fact is alarming because 1.4% of university graduates are not satisfied both with university education and future profession (Table 2).

The data suggest that university education for most of young people is the basis of shaping a future specialist. Dissatisfaction with the chosen profession of graduates is the result of low level of professional motivation while university entrance, and characterizes the importance of the certificate but not the content of future profession, i.e., diploma of higher education of a particular university. Dissatisfaction with the university and the profession suggests an unconscious choice and characterizes indifference of graduates to future profession. This fact shows the necessity of improvement of the system of professional orientation among final form pupils at school. Also, current youth has rational attitude towards the vocational education which contributes to an effective use of their professional potential in future. The data show that we need to improve the quality of teaching at universities.

Table 2. Distribution of respondents according to university and profession satisfaction

	satisfaction with the university, profession			
	both university and chosen profession	with university - yes, profession - no	with profession – yes, university - no	None of them
in %	82,4%	10,2%	6,1%	1,4%

In his work E.P. Ilyin (2004) notes: “It is obvious that the motivating factor for successful study was stronger than the factor of intellect. Progress in studies is not connected with student’s intelligence, while according to the level of motivation of educational activity the “strong” and “weak” students were distinguished. The former are keen on getting a profession at a high level, focused on getting good professional knowledge and practical skills. The latter in the motive structure mainly have external motivators: to avoid conviction, punishment for poor study, not to lose the scholarship, etc.”. We agree with the fact that the internal motivation does not always correspond to external motivation factors. Sometimes professional stereotypes, state policy in the sphere of employment and youth issues, the state and labor market requirements have a strong impact on professional values of young people.

Unfortunately, last course students assign less role to the creative and innovative labor, independence, relevance to professional abilities in importance of future profession (Table 3).

It should be noted that the dominant factor of the importance of future work for graduates is the opportunity to make money, have money for personal needs - 33.1%. It should be noted that the graduates identified this factor as one of the main ones, which will provide their material success and prosperity. About 22.5% of the surveyed graduates are focused on career opportunities, and every five university graduate is focused on self-realization possibility (12.6%), i.e. to prove himself/herself. Today, when choosing a profession, the youth shows a kind of “self-centeredness”: the profession is needed to realize their potential, to make a career, have a good income, i.e., to get something for themselves, and not to give people, society and the state. But this is not the time or place to break down (“there is no youth that used to be”). Ultimately, young people are shaped under those



conditions and in that socio-cultural environment which, as a rule, are assigned by previous generations (Bannikova L.N. and others, 2014) [

Table 3. Distribution of respondents according to the importance in future work (%)

Importance in future work	in %	
1	Possibility to earn money, have money for personal needs	33,1
2	career opportunity	22,5
3	Creativity	4,1
4	Staff	3,8
5	possibility of self-realization, to prove yourself	12,6
6	to achieve recognition	11,6
7	matching abilities	1,7
8	benefit people	6,5
9	possibility of professionalism	2,0
10	prestige of a position	0,7
11	self-dependence	0,7
12	modern technologies	0,7

In fact, graduates' action strategy is seen in the period of working place choice after graduation. Savinova A.N. (2006) supports the opinion that this strategy is a "set of orientation and motivations which are localized in the consciousness of an individual transformed into a stable set of meaningful, reflective activities lined up by a young man himself in a certain sequence to get a working place, starting from high school completion to the involvement in labor market after higher education institution graduation". Action procedure includes admission to the university, study at university, actions taken by a young man after university graduation in finding a job and during the work in an organization.

After graduation more than half of the surveyed respondents are planning to work on the specialty (51.7%), 16.9% of graduates find unnecessary to work on specialty, 12.2% of respondents are keen on getting postgraduate education, 10.1% of respondents want to get second higher education, 5.7% continue their education abroad. We are pleased by the fact that there is a group among the respondents who plan to take up science (1.7%). Only 1.0% of graduates are planning to have a family life and therefore find it difficult to answer the question.

E.F. Zeer (2001) notes that there are three types of students according to professional orientation:

Type 1 - students with positive professional orientation that represents the situation of relevance of an individual to the chosen profession.

Type 2 - the students who are not finally sure in their choice of profession. For them compromise between uncertainty, sometimes negative attitude to the profession and the continuation of study at university, the prospect of further work on the specialty is acceptable.

3 type - students with negative attitude to the profession. Motivation of their choice is due to public values of higher education. They have little understanding of the profession. Here, the leading motif expresses the need not in the activity itself, but in various related with it circumstances.

Results of the study show that just over half (51.7%) of graduates prefer to work on their specialty. According to E.F. Zeeru this is the type of students with positive professional orientation to their chosen profession. Respondents who think it is not obligatory to work on a specialty comprise 16.9%. 12.2% of graduates are going to continue their education at master's program and 10.1% get a second higher education, and 5.7% study abroad, 1.7% of respondents pursue science. Only 1.0% of the participants are going to have a family life. 0.7% of respondents are planning to start their own businesses.

Young specialists

Young people in choosing future career mostly pay attention to work content and conditions. To the question "What is important in work?" young specialists indicate the level of salary - 25.4% as one of the most significant factors at work, young specialists defined this factor as one of the most important could be explained by the orientation of youth to well-being. 18.3% of the surveyed said that interesting work could be considered as the importance of work. 10.2% of young specialists believe in conditions for professional growth and career. 17.8% consider the work result is the most important. 4.6% of young specialists assume the intellectual and personal development, i.e., they are eager to acquire new knowledge and experience which is one of the most important conditions for development and the growth of a specialist (Table 4).

Table 4. Distribution of young specialists according to the most significant factors at work in %

Importance in work	in %
High job salary	25,4
interesting job	18,3
job-security guarantee	7,1
job performance	17,8
good relations with colleagues	5,6
good conditions for career growth	10,2
possibility for personal and professional growth	4,6
comfortable working conditions, the availability of necessary means of work and innovative technologies	4,1
achievement of wealth	1,5
fair treatment of management to personnel	1,5
ease and profitability of a job	1,5
Others	2,5

Comparative analysis of the received data in this article and the results of studies of Russian scholar L.M. Ser (2007) shows that Russian youth would be satisfied with: high salary - 79%, interesting work content - 48%, good working conditions - 40%, presence of social guarantees - 30%, presence of professional growth opportunities - 27%, creative work - 19%. 19% of young people are intended



to look for a job by the criterion of its prestige, usefulness for society - 13%. To get a good job according to 50% of the surveyed young people one must have high qualification and knowledge. The data shows rational approach of modern Kazakh and Russian youth towards the choice of future job.

Consequently, one of the key research questions is to determine the degree of commitment of young specialists to the chosen profession, i.e. how close their work is connected with the obtained profession, and how much they are satisfied with their profession. According to Bordovskaya N.V. (2000): "The satisfaction with the profession is an integrative indicator that reflects the attitude of the subject to the chosen profession. It is absolutely necessary and is extremely important as a generalized characteristic. Low satisfaction with the profession in most cases becomes a cause of staff turnover, and it, in its turn, leads to negative economic consequences. In addition, satisfaction of the chosen profession to a large extent depends on the psychic health of an individual. A high level of professionalism, that is one of decisive factors of psychological stress relieve also contributes to its preservation!

Young specialists in the survey were asked a general question about their overall satisfaction with their profession. The received overall result could be considered quite high - 67.9%. 52.6% of respondents are satisfied with it fully, the 15.3% of young specialists are rather satisfied.

Percentage of respondents who expressed negative opinion comprised 6.6%. About 0.5% of the respondents are not satisfied with the received profession. 6.1% of young specialists are not much satisfied with their profession. 24.0% of young specialists in labor market, who took part in the survey find it difficult to evaluate the satisfaction with their profession, keeping a neutral position "satisfied, but at the same time not satisfied". These data illustrate that there could be problems in choosing a profession. Also there is a problem of change of structure and quality of vocational university education taking into account the request of young people and the modern labor market.

At the same time, we would like to note that the main condition for successful realization of professional education in their actual professional activity is the balance between the content of work and professional knowledge. According to the responses (70.5%) the work corresponds to their qualifications.

However, 14.0% of respondents noted an irrelevance of their qualification to the demands of profession. In this respect, the main problem is the lack of working skill, i.e. work experience on specialty.

One of the main research questions is in what extent young specialists are loyal to their specialty (chosen profession). In other words, how close the current work is connected with the received profession.

To identify the characteristics that have the most influence on the distribution of young specialists on the question about the connection of the current work with the received profession, let us see the results of the survey. To the question "Do you work according to your qualification" - 59.0% of respondents work on the specialty. In other words, employment on the specialty means that the content of work, rights and duties of a specialist are totally connected with the received specialty in the institution of vocational education. About 23.9% of respondents believe that their current work is close to a received diploma in an

education institution. Another 17% have a job, the position of which does not coincide with the received education, i.e. it does not correspond to the received diploma.

So, more than half of the surveyed workers work on the specialty, but it is important to consider that the situation is not characterized as favorable, as there is an employment indicator not on the specialty - 17.0%, which indicates that there is imbalance of number of graduates and labor market requirements. There is a problem of effective use of professional potential of young specialists in labor market.

At the same time, we would like to note that the main condition for successful realization of the received professional education in their actual professional activity is that there is an imbalance between content of work and professional knowledge. Most respondents answered the question "Does the level of your qualification correspond to the requirements of your job" (70.5%) as yes, the work corresponds to their qualifications. 14.0% of respondents said that their work required high skills. However, there is irrelevance of their skills to the demands of profession (2.1%). In this respect, the main problem is the lack of skills of work, i.e. work experience on specialty. Those who said that requirements are slightly below of their qualifications are 6.2%. Some participants found it difficult to answer (2.1%). Those who said that requirements are far below of their qualifications are 1.3%.

On the basis of analysis of sociological research results it was revealed that the attitude towards profession and university, as well as the level of satisfaction with the process of receiving vocational education, employment strategies are the basis for effective use of professional potential of young people in labor market.

Information obtained on the basis of the submitted list of indicators allows us not only evaluate the actual state of the choice of profession and the satisfaction with profession of graduates and young specialists, but also identify the factors that influence on their formation.

The realization of choice of profession and satisfaction of graduates and young specialists with education institutions of professional education will help to shape indicators that provide an opportunity to evaluate the effectiveness of the employment process, improve the quality of education in education process.

It should be noted that during the work young specialists change their attitude towards their chosen profession. About 78.0% of respondents note that their attitude to the profession has not changed, even strengthened. But 19.0% of respondents said that the attitude to the profession decreased, as well as the desire to work on the profession has vanished (3.6%). A number of young specialists want to change profession (4.1%). These data indicate discrepancy of professional vision and real professional activity of young specialists.

The level of qualification to the requirements of workplace influences on the professional potential of young specialists. According to this criterion we have identified three groups of young specialists:

1 group of respondents is characterized by the compliance of qualification level with working place requirements (60.7%). In this group there is high percentage of job satisfaction and good chance of improving professional potential.

2 group of respondents is characterized by the fact that the job requires higher skills (14.8%). This group of respondents due to the insufficient level of



professional education and experience have difficulties in their professional activities. Further professional development depends on motivation of young worker.

3 group of respondents are engaged in work that is below or does not correspond to their qualifications (30.2%). This group includes the low level of professional motivation, high level of job dissatisfaction. Professional potential of a young specialist is not fully realized.

Discussion

This article studies the change of attitude of university graduates and young specialists to profession and the data about these attitudes after their employment. The present study examines the effects of satisfaction with profession before graduation and how young specialists already working in different fields evaluate it. The results showed that both graduates and young specialists recognize the importance of the profession and vocational education as a whole.

University graduates completing professional training clearly understand the importance of professional activity. According to the results of the study, most graduates have optimistic goals - a focused career growth in their chosen profession.

The difficulties of students' professional formation process show the following facts: quite a lot of students consider their future profession not prestigious (44.8%) and in demand (44%) in labor market, in this regard, 45.5% of students-graduates said that they would change their profession which they study. 8% of respondents stated that they were not going to work on their specialty, 36.2% would look for any kind of work, focusing on high salary, 20.7% of undergraduates would like to receive additional education on another specialty. This study confirms a steady tendency in life plans of many young people to work abroad.

However, one can note positive aspects: during the study at university young people are becoming aware of the importance of obtaining fundamental knowledge at university. Despite the growing awareness of the importance of solution of university graduates' requirements in labor market the transition of students from the university to the labor market has not been studied on systematic basis in many countries.

Individual differences

Comparing the attitude to the profession of university graduates and specialists we are pleased by the fact that university graduates and young specialists' attitude to the profession is optimistic.

As it is shown above a little more than a half of the surveyed graduates (51.7%) are planning to work on specialty and 59.0% of young specialists entering the labor market work on their specialty. These figures prove the initial plan of a graduate to work on the profession and after the involvement in first working place the attitude to the profession has not changed. These results were predicted by the hypothesis 1.

However, there are young specialists who are disappointed about their profession and express dissatisfaction with their chosen profession. So, for example, about 16.9% of graduates thought that it was not necessary to work on

their specialty, but 17% of young specialists do not work on their specialty, their work does not correspond to the received diploma. According to the results of the study we can say with confidence that the attitude towards the profession has changed while entering the labor market. So, for example most of respondents (78.0%) indicated that their attitude towards their chosen profession had changed, even strengthened. It shows the impact of real professional activity on the structure of labor motivation of young specialists. These results were given by hypothesis 3.

Material well-being plays an important role in market conditions. According to the results of our study high salary constitutes an important factor for both graduates and young specialists.

In the course of the study it was revealed that 82.4% of graduates are satisfied with university and chosen profession. Among young specialists overall satisfaction with their profession is 67.9%. Thus, the hypothesis 2 partially supports these results.

Practical outcomes

Studies on the change of attitude to the profession of university graduates and young specialists could be useful in theoretical and information terms for managers of education system and employment control and for university graduates in regulation of future personnel training of the Republic of Kazakhstan.

It is particularly important for graduates as the first job after graduation influence on their future career success and professional results (Richards, 1984; Steffy and others, 1989). The results of this study support the opinions of scientists that the need to obtain necessary professional training strengthens self-efficacy of youth job search (Caplan, R.D. and others 1989; & Eden Aviram, 1993; Vinokur, A.D. and others, 1991). There were some limitations while interpreting the study results. Firstly, university graduates of different universities and young specialists working in different institutions and structures of Almaty and Chimkent cities took part in the survey. Thus, the observed differences and similarities in the effects of different variables to the change of an attitude to profession and satisfaction with profession are applied to graduates and young specialists of different institutions. Secondly, the present study describes the situation in a particular social group.

Despite these limitations, the results of this study will be considered in the development of education policy at the level of higher education. It shows that higher education institutions could not take a responsibility without considering the attitude change to the profession of university graduates. It was found out that despite the overall number of similarities in respect of profession and specialty, the evaluation of the chosen profession and working conditions by university graduates and young specialists are significantly different. Real professional activity changes the relation to the profession in positive as well as negative perspective. It indicates that the actual work activity and received vocational education is not always correlated. Higher education institutions should take into account the requirements of employers to a future specialist.

Conclusion

In conclusion, it should be noted that there is a positive tendency in relation to a profession among graduates and young professionals. On professional



orientation and relation dynamics to a young people profession in the process of study at university and after introduction to labor market influence:

1. High professional motivation of students that contributes to successful study;
2. The level of study quality at university, focused on the development of professional motivation of students, helps to strengthen the internal student motivations, thereby increasing the interest in chosen profession;
3. Pessimism, which is observed among respondents, can be attributed to the lack of understanding of young people about the existing possibilities in the labor market. Consequently, it is important to inform students about employment possibilities after graduation for management in the system of education;
4. Future specialists, who have a high degree of professional motivation, are aimed at independent and conscious setting of goals determining the strategy of their professional activities.

In general, the results of this study demonstrate the necessity of data collecting on dynamics of professional orientation of graduates while studying at university and their introduction to labor market. Such data can help to assess the degree of effective use of professional potential of university graduates and provide information about the real conditions they face, thus, to identify problem areas that should be solved not only at the level of individual institution, but also at the state level. We hope that further research will help to affect the realization of youth employment in Kazakhstan and in other countries.

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