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## **CAREER GUIDANCE IN HIGH SCHOOL: A CASE OF THE US, THE UK AND KAZAKHSTAN PUBLIC FUNDED SCHOOLS**

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**Аннотация.** На сегодняшний день более 60% молодых рабочих в Казахстане работают не по специальности и имеют дело с демотивацией и эмоциональным выгоранием. Одна из причин заключается в том, что они не сделали правильный выбор специальности, когда учились в вузе. Профориентация – многоэтапный и сложный процесс, напрямую влияющий на выбор выпускниками и учениками старшей школы их будущей карьеры. Очень важно направлять и поддерживать учащихся на этом динамичном этапе их жизни. В данной статье анализируются сущность и основные функции процесса профориентации и профориентации в средних школах Великобритании и США путем сравнения с местными казахстанскими школами. Исследование направлено на обзор литературы и фонового опыта для определения профориентации и профориентации в средней школе. В нем рассматриваются документы политики профориентации и консультирования 3 государственных школ Великобритании, США и Казахстана, выявляются общие моменты и ошибки в этой области.

**Ключевые слова:** профориентация, профориентационная консультация, принятие профессиональных решений, старшеклассники, профориентационная политика

**Abstract.** Nowadays, over 60% of the young laborers in Kazakhstan do not work in their specialties and deal with demotivation and emotional burn-up. One of the causes is that they did not make the correct choice of specialty when they were in high school. Career guidance is a multistage and complicated process that directly influences students' career decision-making. It is significant to guide and support students during this dynamic milestone of their life. This paper analyzes the importance and main functions of the career guidance and career counseling process in high schools in the UK and US by comparing it with local Kazakhstani schools. The study aims to overview the literature review and background experience to define career guidance and career counseling in high school. It reviews the career guidance and counseling policy documents of 3 single-gender schools in the UK, the US, and Kazakhstan, identifying common points and errors in this field.

**Key words:** career guidance, career counseling, career decision-making, high school students, career guidance policy

## Introduction

Throughout the last ten years or more, the world work market has encountered development, the vast measure of vocation specializations, college majors because of the fast development of innovations and the world economy. Other than leading to new callings and college majors, these consistent changes have impacted the capacities and prerequisites of numerous existing vocations, making them hard to foresee.[1,] Therefore, ongoing diversification of the higher education field and the job market has resulted in students' confusion and lack of knowledge about the requirements and skills needed for different careers. Gati and Levin (2014) ensure that there are a significant number of variables that impact the challenges experienced in pursuing a professional decision, for example, having a diversity of options from which to pick, social obstructions, financial circumstances, and interior clashes of having settled on some unacceptable decision. [2] According to Kelly and Lee, of all these existing barriers, lack of information is the main factor preventing high school students from making a career decision independently [3]. For example, while making decisions on future careers, many students are usually guided by their parents or elder siblings and barely by specialists. Not appropriate career guidance can be the reason for the lack of information in this field; obviously, students can make the wrong career choice. In Kazakhstan, in recent years, 60% of citizens do not work by their specialty. The reason is undecisive labor and a lack of proper career guidance for young people. Consequently, they misunderstand or do not fully understand their potential. Most of the students rarely know preferences and preconceptions about specific activities. Kazakhstani students have, in common, a low level of cognition of their skills, interests, and abilities. [4] Career guidance effectively influences the career decision-making process of graduating students and the Future of lifelong labor. According to Ali & Graham, career guidance is not a once-in-a-lifetime exchange of knowledge that directs a person in a particular direction for the rest of his life in a world where "career" is becoming more flexible. As life progresses, external situations and experiences bring new aspects to a person's life.[5] As a result, the need for guidance arises at various stages of a person's life. Herr & Cramer define *career counseling* as a mostly articulated process in which a counselor and student are in a vibrant and collaborative relationship, concentrated on recognizing and functioning on the student's goals in which the counselor utilizes diverse techniques or processes to obtain self-understanding, the perspectives, and behavior of counselee.[6]

Ali & Graham determine practical career guidance as a process that helps people understand themselves and their capacity to do something for their future career development. Moreover, career guidance helps people explicitly in

- assessing their career development needs at various periods of their lives,
- understanding the process of practical career choice,
- identifying their future aspirations and taking appropriate measures to achieve their future goals [7]

Career decision-making is the process of understanding, exploring, and choosing alternative career options that are most suitable to individuals' interests and perspectives.[8] Numerous studies show that the career decision-making process can be phased into objectives such as:

1. exploring individual's competencies, strong sides, skills
2. finding out alternative career options through the self-exploration process [9]

Career decision-making is a multistage and dynamic process. [10]

According to Sweet and Watts (2004), "Career guidance refers to services and activities intended to assist individuals, of any age and at any point throughout their lives, to make educational, training and occupational choices and to manage their careers." [11]

These activities are offered in middle or high schools, colleges, universities, or workplaces. It is important to note that career guidance in schools does not only aim at assisting in making an immediate career choice once but also helps them acquire and enhance career development skills

necessary for future sustainable growth.[12] Thus, the general idea of the career counseling process is to guarantee that more young people can find pathways that guide them to sustained occupations with decent pay, good working conditions, and career opportunities. [13] Considering the significant role of career counseling, Zunker (2002) states that to fulfill the requirements of counseling programs, counseling practitioners have to obtain specific skills, techniques, and strategic plans to provide an effective service.[14] Thus, most high school students worldwide find the career decision-making process overwhelming and stressful. To this end, they appear to seek professional guidance that can help them make informed decisions for their future careers.

Career decision-making involves gathering information about an individual's occupational preferences, competency, and career choices and processing the collected information. Combining the knowledge about a person with the existing and relevant career alternatives is essential, thus overwhelming for a young individual to cope with alone without the guidance of professionals.[15] Unlike in many developed countries where schools offer comprehensive career counseling to their students, there is no established career guidance in the mainstream schools in Kazakhstan. According to a survey conducted among 9th and 10th-grade students in eight regular schools of Almaty, only 5.8% of 10th graders and 15% of 9th-grade students made their career decisions independently. Ninety percent of the survey participants stated the importance of having career guidance in schools to help them choose their occupational path; 82% of students highlighted salary as a critical factor in making a career choice regardless of their subject preferences.[16] It suggests that students are bent to be guided by false ideas and stereotypes about certain professions and do not realize the longstanding consequences of their decisions. Thus, due to the absence of professional career guidance in regular schools, many students might choose professions that may be prestigious and well-paid but not in high demand in the local job market in Kazakhstan. This might lead to difficulties finding a job after graduating from university or poor attitudes to work. In general, an uninformed occupational choice can result in a shortage or excess of specialists in certain areas, negatively influencing the country's economy. Huges and Karp (2004) believe that "giving young people the tools and knowledge to plan for their futures realistically is a primary goal of education." [17, p 2] However, in the few years that career counseling in special schools has existed, little is known about the program's content and how it functions and assists students in their career decision-making. There are no common evaluation standards or quality control of the work done. Since the program is relatively new, there is a shortage of research on how it works. It is unclear how high school students benefit from career counseling and what the students and parents think about the program's usefulness. Therefore, this research aims to explore current practices in career counseling through information derived from career guidance policy analysis of the UK, US, and KZ.

### **Methodology**

This part discusses the methodology employed for this inquiry to answer the central research question, "How does Career Counseling at special schools in the United Kingdom, the United States, and Kazakhstan help high school students make their career decisions?" It determines the qualitative research design, including document analysis and the rationale for choosing this particular design. It also briefly discusses the ethical considerations throughout the study to ensure the research site's anonymity, confidentiality, and privacy. The chapter ends by highlighting the limitations of the study.

In order to find out the role of career counseling programs in assisting high school students to make career decisions, a qualitative research design was adopted. Several reasons prompted the author to employ qualitative research. First, the characteristics of qualitative research meet the aim pursued in conducting this study to explore how career counseling influences students' career choices and obtain an in-depth understanding of the program from the experiences and views of those involved in the program.[18] Secondly, qualitative research enables researchers to present the data through descriptive, analytical, reflective, and interpretive accounts making sense to all readers.[19] Therefore, the qualitative research design was chosen in order to be able to generate

rich data through in-depth document analysis and to present the findings in a descriptive, analytical and reflective manner.

Document analysis is a regular procedure for examining or evaluating documents, and it was used as another valuable data gathering tool in this study. As Corbin and Strauss claim, "Document analysis requires that data be examined and interpreted to elicit meaning, understand, and develop empirical knowledge." [20] Documents are considered a good source of data as they provide necessary and valuable information for the researcher in exploring and understanding the central phenomenon. The documents analyzed during this study consisted of a career counselor's job description, school records about graduates, and an operational plan/schedule with current students. Document analysis provides the advantages of "being in the language and words of the participants." [21] However, information in some documents may not always be available to the public, and in case of availability, it may be incomplete, false, and inauthentic. [22, p.245] Furthermore, documents can present information in the context of the research participants and give background information and historical insight into the central phenomenon. [23] Such information and insight can help researchers "understand the historical roots of specific issues and indicate the conditions that impinge upon the phenomena under investigation." [24, p 29] Thus, information drawn from documents can help the researcher, for instance, to contextualize the information gathered during interviews and prompt questions that are to be asked and clarified in further research.

### **Findings United States**

In the US, school counselors in middle and high schools are responsible for providing counseling and guidance to students, including various aspects of academic and career-decision making problems. Concerning career guidance, school counselors are required to provide a foundation for acquiring knowledge, perspectives, and skills that students will obtain to make a successful transition into the labor market and from job to job across their career life span. In middle schools, school counselors assist students in future career development through self-assessment activities, comparing middle school with high school and using evaluation results, and involvement in extracurricular activities. Students are expected to draw a relationship between interests and aptitudes and make smart long-term career decisions. Thus, school counseling programs play a pivotal role in preparing students for a successful transition to the next level of education or joining the workforce. [25]

#### *Elementary school level*

In elementary schools, counselors work with children individually, in small groups, or classrooms, having some bonds with every student in the school. It is also essential to work with parents to build a strong relationship and analyze the family requirements. Although the roles of school counselors vary, typical tasks include individual counseling, small-group counseling, large-group or classroom presentations, involvement in school-wide behavior plans for promoting positive and extinguishing negative behaviors, and consulting with teachers, parents, and the community. Additional duties might include developing classroom management plans or behavior plans for individual students, such as conducting SST and IEP meetings. [26]

#### *Middle and high school level*

Likewise, for elementary school counselors, the roles of middle and high school counselors vary depending on the community and the school administrators. Counselors deal with many student problems—personal, academic, social, and career issues. Typically, these areas get blended when working with a student on any one topic; thus, it is difficult to separate the duties of a counselor based on a specific problem. Counselors in middle and high school have experience in all these areas, including career guidance and counseling to help young people make career decisions. [27]

There are a few special career development programs for high school students, such as:

- Big Future is a great site provided by the College Board that allows students to search for colleges based on several characteristics.

- YouScience uses an algorithm that combines aptitudes, interests, and 21st-century careers to make the highest quality career and academic recommendations. Previously, this was only available through professional counselors costing thousands of dollars. It uses 5-to-8 minute performance-based exercises for each facility to capture actual areas of the highest potential. The assessment does not rely on self-reported user data, which can be 'gamed' or manipulated. It shows precisely where personal abilities are best aligned with over 500 career options, and it is all in one online experience. Students can access YouScience from their student portal.

These kinds of career development programs help young people take care of their future careers and prepare for college.

### **United Kingdom**

The career guidance policy does not differ from other developed countries in the UK, but it still uses particular approaches. Careers guidance has a significant contribution to make to British students' education to make a successful transition from school to adult life. This supports the Government's national target to minimize the number of graduates who leave school and be classified as NEET (not in education, employment, or training). To help an effective transition, the school should inspire students and provide several opportunities to learn about further education, training, and careers options through a range of methods. [28] The UK Government has developed career guidance policies for all phases of the educational process, including middle and school. The UK career guidance system is associated with Gatsby Benchmarks, where career guidance is systemized. This benchmark provides a basis for the other seven benchmarks. A stable careers program allows schools and colleges to meet the requirements of their legal or contractual careers by offering a range of high-quality careers. Inspiring progressive career activities enable students to make well-informed decisions about education, training, apprenticeship, and employment opportunities. The careers program should have strong backing from the governors and senior leadership team and be embedded in school or college structures by developing a strategic careers plan.

### **Kazakhstan**

In Kazakhstan, career guidance has been processed through different periods, directly connected with Kazakhstan's political situation. For instance, Career guidance or vocational guidance was developed during the USSR period in Kazakhstan from the 1950th till 1990th. Afterward, in the post soviet period, where career guidance or career development was essential, there were issues such as a lack of counselors and specialists. Career guidance started to be supported by the Government from 2010th till nowadays. It has gone through complex and diverse periods and has improved. As an example, the author reviewed the career guidance policy of the public-funded school for gifted children across the country, which is under the board of Bilim-Innovation. The career guidance program has started in this school since it opened this school in the early 1990th. Now BIL schools have developed an improved career guidance system that helps dozens of young people achieve their dream careers.

The role of the counselor is covered by an individual or a group of people in a school – depending on the school context. In BIL networking schools, while performing their duties, counselors should rely on a very close and meaningful collaboration with the pastoral care staff - Vice-Principal Pastoral, Values-based education team (Qundylyk Team), tutors, and homeroom teachers. BIL offers pastoral or guidance support to students depending on their setting. In BIL, counselors work with students in individual (Grade 11), small groups (Grade 9-10), and classroom settings (Grade 7-8). In BIL, counselors serve Grades 10-11 by providing a program that focuses on the significant aspects of career counseling and university planning. With a goal of 100% university preparation, college counselors work in coordination with other teachers and the school administration to assist students in discovering their strengths and interests, exploring career alternatives, and finding best-fit universities that will meet these strengths and values. Counselors serve Grades 7-9 by designing and managing a program of activities to support students with developing individual portfolios to demonstrate mastery of academic standards and the growth of

global competency skills. In Grade 9, these portfolios showcase students' readiness to move forward to the next level of education - career and university planning.[29]

#### Conclusion

Career guidance is a relatively new program in the context of Kazakhstan. As the findings demonstrated, the program was introduced in the public-funded special schools mainly due to a condition to realize the strategic plan of the country to join elite educational organizations outside Kazakhstan. In other words, the career counseling was implemented in the public-funded special schools more to fulfill the requirements of accreditation and affiliations with elite educational organizations around the world than to make it an integral part of the school curriculum, which can address students' needs for career counseling. In addition, unlike in other schools in the world, the career counseling in public-funded special schools has a double purpose where the primary and significant focus has been on university guidance rather than career counseling. There are clear expectations from career counselors to help students find 'good' universities and get admissions. This shift from career counseling to college counseling is because of the priorities set by educational authorities and school management, who want as many students as possible to get admission to top universities. As Bell and Bezanson claim (2006), "Until counselors are accountable for success in our schools, they will not be viewed as critical leaders in the system". [30, p 9] To this end, the CCs are pushed to focus on university counseling since by focusing on university counseling, the authorities can see the results of the career counseling immediately and explicitly, whereas the effects of career counseling are though

Because of the newness of the career guidance in the educational field of the country, multiple issues prevent a higher quality and more effective delivery of the program. The significant cases delaying the successful delivery of the program are identified as

1. deficiency of career guidance staff as there is only one career counselor in each school to deal with around 700 students;
2. lack of finances such as lack of space for conducting meetings and events, lack of data about universities and graduates;
3. Over-expectations of students and parents tend to consider the CC as the person solely responsible for students' successful admission to universities on a scholarship basis.

When this does not happen, they blame the CCs for not fulfilling their jobs appropriately.

To prevent these actions, the following recommendations will be proposed:

1. To make effective career guidance policy in the governmental level
2. To give equal opportunities for all mainstream schools in Kazakhstan
3. Counselors play the most important role in this process, to maximize the number of high quality specialists in a few years

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## UNDERSTANDING OF PERSONAL BRAND BY TEACHERS

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**Аннотация.** С активным ростом пользователей социальных сетей выросла и потребность умения заявлять о себе в этой платформе. Активно пользователями начал использоваться термин личный бренд. Сейчас он используется не только коммерческими организациями, но и отдельными людьми. Данное исследование направлено на то, чтобы узнать насколько учителя Казахстана понимают значение персонального брендинга и определить ключевые составляющие его значения. Личный бренд учителя может быть эффективно использован в образовательных целях и популяризации профессии учителя.

**Abstract.** With the active growth of social network users, the need for the ability to express yourself on this platform has also grown. The term personal brand began to be actively used by users. Now it is used not only by commercial organizations, but also by individuals. This study aims to find out how teachers in Kazakhstan understand the meaning of personal branding and to identify the key components of its meaning. A teacher's personal brand can be effectively used for educational purposes and to promote the teaching profession.

**Key words:** Personal brand, social media, instagram, teachers' personal branding

### Introduction

In the 21st century, we cannot imagine our life without social networks. The 2020 pandemic has riveted even more people to their phone screens. People were in need of interaction with other people, posting and sharing their thoughts, commenting and discussing different topics, creating online communities, and sharing knowledge in a collaborative way.

Most kids today are at the stage of “content consuming”, they only possess Social Media Knowledge, the ability to use and understand social media. The goal is how to move them to the ultimate level of Social Media Intelligence. At this level, they have a complete understanding of the implications and strategic application of social media, which is a requirement of 21st century skills. Could this be done within social media with the help of educators? Students should be equipped with the social media intelligence to publish and communicate in ways that will help them to learn, grow and develop an online reputation that will follow and serve them well through many different life stages and identities [2].

The functionality of many social networks allows one to use them not only in an entertaining aspect, but also in an educational one. There are already studies on the use of various social platforms such as Facebook, Pinterest, Twitter and Reddit, describing their positive and negative sides. [1]. However, very little research has been done on the use of Instagram, despite the fact that it is one of the most popular social networks among young people [3].

M.Pittman and B. Reich made an experiment comparing different social media platforms and its effect on people's sense of loneliness [4]. The result was that platforms sharing photos and