

THE ROLE OF EDUCATION IN THE FORMATION OF COMPETITIVENESS OF STUDENT YOUTH AT THE MODERN LABOR MARKET

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Abstract: In connection with the emergence of a market environment formed in the post-Soviet period and the increasing role of innovative technologies in society, our country began to feel the need for young highly qualified personnel. In the framework of this study, the authors analyze the role of education in shaping the competitiveness of student youth in the modern labor market. Based on the

methodology of the secondary analysis of empirical data, the authors show that the educational institution overcomes the existing imbalance between the structure of training in the educational system and the structure of demand in the labor market through mechanisms such as attracting employers to the educational process, cooperation with business communities, and increasing the number of credits for

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practice in the structure of the main professional educational program, expanding the scope of the targeted student enrollment, the use of distance Online training and courses. The article also analyzes the risks of labor integration of Russian youth.

Keywords: education, youth, student youth, graduates, the labor market, employment, risks.

1. INTRODUCTION

Due to the fact that currently there is an increase in the role of innovation in the framework of economic development of countries in the context of globalization, which are associated with the introduction of information technology, there is a need to train highly qualified specialists in various fields of knowledge, the workforce of which is characterized by a variety of general cultural and professional competencies as well as creativity. The implementation of the training of highly qualified and competent specialists requires investment by the state in the development of human potential, which actualizes the issue of the effectiveness of investments in education, and its impact on the development of human capital.

Education in any state acts as an important element of the country's

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development, the growth of human potential; it also helps to reduce social inequality being a good social elevator. That is, education is the norm for economically developed countries and a guideline for developing countries. The growth in the level of education is accompanied by major achievements in the field of scientific and technical knowledge in all countries that have achieved significant economic growth. Thus, human capital is largely responsible for innovation, which can also be a huge competitive advantage for the country [4].

Considering human capital as a resource for the economic development of the country, it is worth noting, in this vein, the intellectual potential of youth, which can have a significant impact on the development of the national economy. Modern student youth are future highly qualified specialists and experts in various fields of life. Young people begin their conscious life path by building an educational and professional trajectory. At the same time, youth are exactly that socio-demographic group which responds most quickly to changes in society, very sensitively captures changes and quickly responds to them.

The multiple transformations that have occurred in Russia over the past

decades have led to changes in the labor market, which in turn has affected the growth in the level of requirements for the quality of the workforce according to the level of modern technologies. Transformation processes require young people to improve their own knowledge and skills in order to ensure productive employment, professional mobility and competitiveness, and therefore affect the functioning of such a social institution as education.

Since youth react most sharply to changes, and the processes of a market economy are very unstable and require flexibility from youth, the analysis of the role of education in shaping the competitiveness of student youth in the modern labor market is of particular scientific and practical importance. Indeed, it is education that helps to increase the level of human capital, which enables young people to adapt most successfully to the labor market, avoiding various risks [10; 16].

2. MATERIALS AND METHODS

The relevance of research in understanding the role of education in working life is confirmed by numerous studies in sociology of education.

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The range of Russian education is of interest to many domestic scholars. Analysis of education as a social institution with its explicit forms of reproduction mechanism of socio-professional structure of society and the reproduction of the relations of distribution is conducted by F.E. Sheregi [34]. Through the analysis of functions and dysfunctions of the Institute of Education, F.E. Sheregi notes that the criterion for the effectiveness of the educational system is not only the system itself and its graduates, the economy also plays a large role as a consumer of the final products of the educational system, recognizing the functionality of the system or stating the dysfunction of professional education, without showing the need for graduates.

A number of domestic scientists consider the process of modernization of the education system in different aspects, such as a comprehensive analysis of the functions of the educational institution [17], the combination of university and postgraduate education, continuing education strategies, the orientation of the modern education system on the labor market [36], the role of social management in the field of education [18], the competency-based approach to the activities of a teacher [31].

The issues of the education system often touch upon the problems of the agents of the educational process, which include students and the teaching staff of educational organizations. Of particular interest in the framework of this article is the direction of research in the field of educational sociology, such as the formation of educational and professional strategies of youth [5; 6]. It is also important to note that many works are devoted to the issues of youth in the labor market: the role of values in the professional choice of youth, demanded specialties in the labor market, necessary competencies, and primary employment opportunities for youth [Youth employment, 2017; 19].

Analysis of scientific sources showed that the study of educational and professional strategies of youth is a very relevant direction in sociology. In connection with the reform of the education system and changes in the labor market, it is important to understand how the educational institution can increase the competitiveness of students in the modern labor market.

Since the object of this study is students, it is important to turn to the concept of human capital. The founders of this theoretical concept are G. Becker and

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T. Schulz, who considered education as the main factor affecting the social and economic well-being of workers, as well as contributing to the country's economic growth [35; 3]. The main aspects of the formation of human capital include material costs for education, medical services, mobility costs that facilitate the migration of workers, as well as investments in information search about the state of the economy [3]. The development of the human capital concept coincides with the emergence of market relations. In connection with the transition of Russia to market relations, there was a sharp change in the socio-professional structure of Russian society, which led to the disappearance of old professions and the emergence of new ones.

Since human capital is a complex social phenomenon, the use of systemic and structural-functional approaches is required.

3. THE RESULTS OF THE STUDY

Insofar as Russia has embarked on the path of the innovative model of economic development [On the Concept of Long-Term Socio-Economic Development, 2018], and the dynamics of socio-economic processes has increased, dramatic changes are taking place in the lives of Russians. It

makes adjustments to their life plans, changes previously existing strategies and forces them to look for effective ways to adapt to a new reality. One of the distinct strategies of modern Russian population is a professional strategy - many citizens tend to seek employment, which will ensure a decent standard of living.

In the framework of the ongoing transformational processes, education is an

important adaptive resource, since on the basis of education the entire resource potential of a person, that is, human capital, is formed. Human capital is “knowledge, skills, abilities and other qualities embodied in people and contributing to personal, social and economic well-being” (Figure 1) [14].

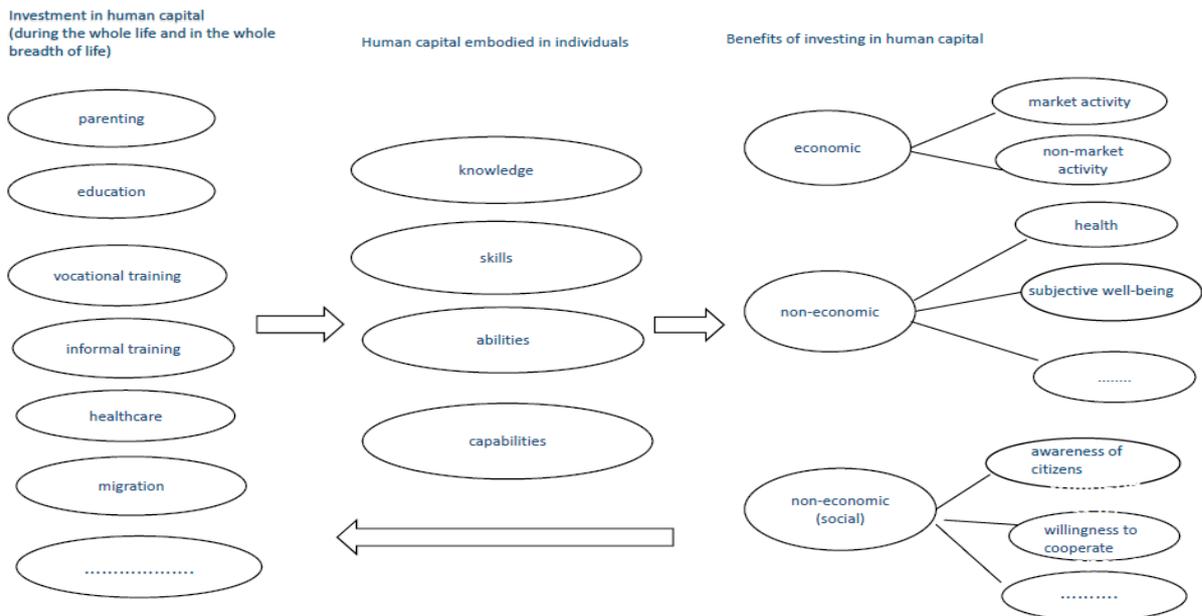


Figure 1. Scheme of formation of the human capital: components and benefits

Turning to the scheme of human capital formation (Fig. 1), which was developed by the Organization for Economic Cooperation and Development (OECD), we see that education is an important component for

state investments; it contributes to the formation of human knowledge, skills, abilities and capabilities that provide economic and non-economic benefits.

As a quantitative measure, human capital is presented as the

economic value of a skill set and is measured through the human capital index. The human capital index is a comprehensive indicator and allows us to quantify the contribution of education and health to productivity and to the income level of the next generation of citizens [15]

According to the project for the development of human capital, Russia is included in the group of countries with a

high human capital index and takes 34th place among 157 participating countries (Figure 2). The human capital index makes it possible to assess the competitiveness of human resources in the labor market. Monitoring index of human capital contributes to the creation of the state mechanisms and strategies for investment in areas such as education and health.

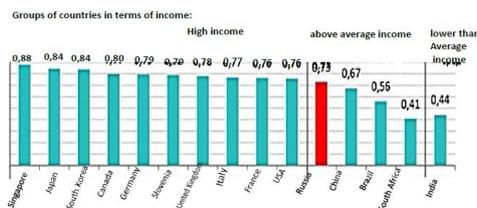


Figure 2. Human capital index in selected countries, 2018⁷

As part of this work we will focus namely on education as one of the resources contributing to the human capital index.

According to many studies, education has a tremendous impact on the indicators of the labor market: employment, wages, unemployment [33]. Education allows a person to enrich his capital, which in the future allows him to get a well-paid job. The process

of education also forms labor values generating labor activity.

Statistics show that Russia is one of the most highly educated countries in the world [8]. The salary of people who have higher education exceeds the average: the salary of workers who have higher professional education is 14.4% higher than the average salary in the Russian Federation [4]. It's worth noting that in a modern

⁷ Data taken from the World Bank "Human Capital Development Project" URL: <https://www.vsemirnyjbank.org/en/publication/human-capital#What>

“knowledge society” people who do not have a certain level of education may not only be disadvantaged in the labor market, but also become marginalized socially [25]. That is, education and the labor market are linked by elements of human capital.

When considering human capital, it is important to pay attention to such a socio-demographic group as youth, since it is in this age period that educational and professional strategies are actively formed.

Youth are an active subject of social dynamics. Young people play a significant role in social reproduction, possessing innovative and translational functions. Since the current situation in Russian society is characterized by new dynamic and profound changes, the purpose of which is to form a market society with specific socio-economic relations, the youth will be able to become in this situation the most significant human resource that will be the driver of the economic development of the state. Currently, the Russian youth face more severe socio-economic terms than the previous generation of young people. Youth are forced to pass from planning their career paths to real career trajectories in a very short period.

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For modern young people, it is important to succeed professionally. Young people pay great attention to education and are constantly striving to increase the level of their professional education, through which they intend to take their rightful place in society [20; 16]. More than 60% of Russian youth adhere to an instrumental attitude to education as a means of achieving goals such as obtaining a diploma, prestige, and career advancement. But young people still understand that knowledge and the process of obtaining knowledge (education) are necessary for preparing a person for life, therefore they also recognize its terminal value [38]. Most Russians are convinced that higher education accompanies a successful career and facilitates the achievement of life goals, although over the past 11 years there have been noticeably fewer supporters of this point of view (76% in 2008 and 58% in 2019) [Higher education: social elevator or lost time, 2019]. However, according to data obtained by the VCIOM polling "Higher education: social elevator or lost time?" over the past 15 years, education has been for Russians primarily a tool for successful employment (48% in 2004 and 44% in 2019), career advancement

(28% in 2004 and 26% in 2019), as well as self-improvement as a professional (26% in 2004 and 22% in 2019). It is worth noting that at present, Russians are increasingly inclined to the opinion of a decrease in the accessibility of higher education for all citizens (63%). Speaking about the problems of modern students, they note that 21% of respondents say that there are not enough budget places and education on a commercial basis is rather expensive. In addition, 22% of the FOM survey participants say that many graduates experience problems with finding employment after graduation [Students, 2019].

Turning to the statistical data, we note that by the end of 2019, there were 741 organizations in Russia where students mastered higher education programs. In 2019, 933.2 thousand people graduated from higher education institutions who acquired bachelor's, specialist's, and master's programs and

531.5 thousand people mastered the training program for mid-level specialists.

According to the results of the study of FOM and VCIOM, modern graduates, having left the walls of the educational institution, experience difficulties with employment within the existing labor market. Referring to the data obtained in the analysis of the situation of higher and secondary vocational school graduates in the labor market in Russia, in 2018, the number of unemployed graduates of higher and secondary vocational education who graduated from educational institutions in the previous (2017) amounted to 126 thousand people, more than half of them had a higher education diploma [1].

Analyzing the labor market according to Rosstat 2016, we note that graduates were able to find jobs in such areas as aviation, automation, life safety (Figure 3) [1].

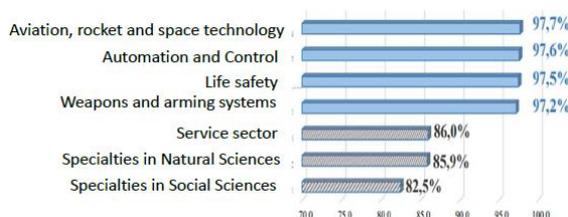


Figure 3. The rate of employment among the higher education graduates by specialty as of 2016 (%)

Statistics on youth employment overlap with the opinion of Russians on the issue of professions in demand in the near future. According to the Russians surveyed, the top demanded areas of the labor market in the future (in the future 7-10 years) would include high-tech production (33%), IT-technologies (26%), healthcare and social services (24%). Workers, on the contrary, are more likely to be considered the least promising (less than 1% of respondents mark them) [Future labor market: people's forecast, 2017].

In general, the modern youth labor market is a specific socio-demographic segment of the economy, which is subject to its own laws, due to both the peculiarities of Russia and the characteristics of youth (instability of life attitudes of young people, lack of work experience and, therefore, less competitiveness) [13], which must be taken into account in employment policies.

The modern labor market is a very variegated picture; it is structured and consists of a set of certain segments that do not substantially resemble each

other. The main difference lies in the characteristic of the product (labor force), which plays a key role in a particular segment.

It is customary to distinguish five segments of the modern labor market [2]:

1) the segment occupied by highly qualified specialists with corresponding high pay and stable full-time employment;

2) the segment of the qualified personnel, where specialists with higher and secondary education are represented, also skilled workers whose incomes and employment are relatively stable;

3) the labor market of working professions, within which there is an imbalance of supply and demand: the demand for labor has a tendency to constant reduction, due to social and professional uncertainty of young people. This entails a reduction in income, a decrease in job guarantees, temporary, part-time or secondary (assuming the existence of additional work), up to part-time employment - partial unemployment and full youth unemployment;

4) the labor market of low-skilled workers and workers in the service sector, where labor supply exceeds demand, hence low incomes, unstable, incomplete employment;

5) residual labor market - where services are offered by those groups of young people who are new in the sphere of labor, partially unemployed, who have lost contact with the labor market or are unemployed.

Based on the foregoing, a comprehensive analysis of the modern labor market and youth employment has allowed us to identify several groups of risks in labor integration of Russian youth that are directly related to the third, fourth and fifth segments of the modern labor market:

- Firstly, the risk of deprofessionalization is seen as a process associated with the loss of professional qualities, knowledge and skills by young people, a decrease in their professional level as a result of a set of internal reasons such as unsuccessful self-realization in the professional sphere, unwillingness and inability to work; and of an external nature: the crisis of the institute of labor, the difficulties of youth employment by profession, low wages [21; 27]. Among the causes of the risks

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of youth deprofessionalization in the modern labor market, one can rightly include a high percentage of young people whose labor activity is not related to their education; the priority of material motivation, which in the absence of a spiritual one destroys the professional "I" of the individual "and the motives of professional self-affirmation.

- Secondly, the risk of youth freelancing as an extra-organizational, independent form of youth employment, in which a young specialist independently offers and sells his services on the labor market without a fixed-income permanent employer. According to a survey conducted by the site for freelancers - Free-lance.ru, the three most popular areas of professional activity of young people include IT-sphere, which includes programming and a set of work to create and promote websites (33.1%); design and multimedia (39.2%); various work with texts, such as writing, editing, translation, etc. (16.8%) [37].

- Thirdly, in accordance with the third segment of the labor market, the lack of demand for many professions leads to the fact that a significant part of young people who are in search of work cannot find jobs in their specialty.

Together with the fact that many young people become freelancers, it causes the risk of a final change of professional activity as a result of professional uncertainty and marginality of youth [12]. According to A.G. Pukhova, T.K. Belyaev and others, every fourth young specialist annually becomes a candidate for retraining, getting a second profession. In addition, one fifth of youth quit due to dissatisfaction with the profession and the nature of work already at the initial stage of work after graduation [26].

- Fourth, the risk of youth seeking illegal forms of earnings in the shadow sector of the Russian economy results in the increase in a number of youth's economic and criminal crimes, the incidence of alcoholism and drug addiction, and as a result, the growing rate of youth mortality. [11; 12].

- Fifth, the last two segments of the labor market (fourth and fifth) turn into the risk of youth unemployment (a high degree of risk of job loss). Specialists note an increase in the group of young people who do not work and study anywhere. According to the international labor organization (2016), 4.1 million people in the country were classified as unemployed, whose average

age was 34.5 years. In an unstable economy, due to the saturation of the labor market with the offer of labor services by more competitive categories of the population, young people are a low competitive, pronounced risk group [32,39].

The process of employing graduates does not only occur after graduation, it is closely included in the period of study. According to a survey conducted by the Federal State Statistics Service of the Russian Federation, 45.0% of all graduates worked during the training period, including 28.1% constantly and 16.9% from time to time; almost a quarter of the work was related to the profession received during training.

From the analysis of the data, we see that there are difficulties with the employment of graduates of educational institutions in the specialty and this is often due to inconsistency between the education system and the labor market. Of course, educational organizations understand their gaps in this matter; therefore, they are actively working to eliminate them.

Higher and secondary vocational education programs are guided by federal state educational

standards in the directions of study that are implemented in educational institutions. These standards do not stand still and are very actively updated, forcing adjustments to the educational process. Since the knowledge paradigm of education has been supplemented by a competency paradigm, the approach to teaching students has changed. Currently, much attention is paid to the practice of students and the conclusion of agreements with relevant organizations, within which students practice is implemented. In the curricula of basic professional educational programs, there are more specialized disciplines on the profile of training, especially for master's degree programs. Much attention is paid to the assimilation of professional competencies in the areas of training. To improve the qualifications of students, employers are involved in the educational process. Educational organizations are also trying to attract the business community to the educational process, conducting joint lectures, seminars, and trainings, which allows the student community to expand their knowledge boundaries, delving into the intricacies of the profession.

Of course, not only the educational institution should focus on

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the labor market, but also the labor market must certainly make an order for the necessary specialists. Within the framework of this order, targeted directions from organizations with subsequent employment of a graduate can operate. Training in targeted areas to a certain extent solves the problem of personnel, i.e., the state or private enterprise pays tuition. After graduation, the young specialist is obliged to find a job in the organization from which he received the recommendation and to work in it for 3-5 years. When educational institutions receive the admission target numbers for the next year, the target enrollment of students is necessarily taken into account.

To attract students' interest in various disciplines within the framework of curricula, educational organizations actively use online technologies, for example, the exchange of information through corporate email. Online courses and distance learning on various educational platforms are also gaining popularity. Non-formal educational channels are starting to work very actively - training outside educational organizations: trainings and webinars.

4. CONCLUSION

After analyzing the role of education in shaping the competitiveness of students in the modern labor market and employment, we concluded that education helps young people become the most effective resource for the socio-economic development of the state.

The main risk groups for the labor integration of Russian youth are the risk of deprofessionalization, the risk of youth freelancing, the risk of a final change in the type of professional activity, the risk of youth seeking illegal forms of earnings, the risk of youth unemployment. Considering these risks is the most important task facing state youth and educational policies. A clear understanding of the problematic specifics of the modern labor market and the problems of youth employment is a means of preventing risks and negative trends in youth employment.

The Institute of Education is closely interconnected with the labor market; therefore, there is an urgent need to smooth out the imbalances between the structure of training in the education system and the structure of demand in the labor market. Currently, mechanisms such as attracting employers to the educational process, cooperation with

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business communities, increasing the number of credits for practice in the structure of the main professional educational program, expanding the scope of the target student enrollment, using distant learning and online courses are used to solve this problem.

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