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IMPACT OF CAREER GUIDANCE FOR STUDENTS ON SOCIAL COHESION AND ECONOMIC STABILITY

IMPACTO DE LA ORIENTACIÓN PROFESIONAL PARA ESTUDIANTES EN LA COHESIÓN SOCIAL Y LA ESTABILIDAD ECONÓMICA

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ABSTRACT

The paper explores the critical role of social cohesion in the formation of educational policy aimed at ensuring the active participation of students in solving pressing social problems. The study

investigates the system of career guidance for students as representatives of educational institutions along with its influence on the level of social cohesion and constructive transformations in the educational space in Russia. Education plays a vital role in the path of society to a more cohesive and prosperous future. Furthermore, the promotion of social cohesion in educational institutions can form a favorable environment for constructive transformation potentially leading to social harmony, prosperity, safety, and economic development.

Keywords:

English language, Teaching, Monologue speech, TED Talks.

RESUMEN

El artículo explora el papel crítico de la cohesión social en la formación de políticas educativas destinadas a garantizar la participación activa de los estudiantes en la solución de problemas sociales apremiantes. El estudio investiga el sistema de orientación profesional para estudiantes como representantes de instituciones educativas junto con su influencia en el nivel de cohesión social y transformaciones constructivas en el espacio educativo en Rusia. La educación juega un papel vital en el camino de la sociedad hacia un futuro más cohesivo y próspero. Además, la promoción de la cohesión social en las instituciones educativas puede formar un entorno favorable para la transformación constructiva que podría conducir a la armonía social, la prosperidad, la seguridad y el desarrollo económico.

Palabras clave:

Lengua inglesa, Enseñanza, Discurso monólogo, Charlas TED.

INTRODUCTION

The advancement of digitalization and the introduction of innovative technology have generated new conditions of interaction between individuals that make up society as a whole and the state that provides it (Zotova et al., 2022). At present, the concept of social cohesion (hereinafter – SC) takes on increased importance for current trends of development and existence. Because SC refers to the connection of individuals in a society that constantly changes in the framework of digital transformation, which, in turn, promotes a redefinition of its role and place, the concept of SC acts as a kind of clue that bonds communities by fostering a sense of belonging, trust, and cooperation among people from different segments of society to address a different range of issues and problems (Mitiurnikova, 2007).

The matter lies in creating strong cohesive communities where everyone feels supported and valued. SC can be seen in various forms, such as community involvement in volunteer activities or even something as simple as neighbors helping each other out. Research on discovering the patterns of SC, the logic of its construction, and the identification of its categorical space has been conducted by many foreign and Russian philosophers and sociologists, who consider SC in theoretical and methodological aspects (Kholostova, 2013; Mitiurnikova, 2011a; 2014).

The overwhelming number of studies suggests that the ordinary problem of SC has become of paramount importance, as Zhukov (2009), states. Pavlenok (2013), also argues that SC is a crucial value for today's human rights-centered generation facing dramatic changes that fundamentally alter the foundations on which social ties used to be built. SC aims for a path that leads to equality, freedom, and more effective human relationships (Erkinbekov et al., 2023).

The importance of concern for SC has several reasons, among which are improvement of the mental and physical health of individuals in society, economic sustainability, and productivity, which ensures better living standards and reduced risk of conflict between different groups, thereby contributing to mutual understanding and compassion.

The primary indicator of innovation in any system is the combination of elements because when it is needed to analyze a system in its entirety, the main goal becomes to predict the properties of the whole as part of the interaction between the elements and the external environment.

The conclusions of researchers on this problem of SC boil down to a single path – along with the development of spiritual-material production, productive relations, and superstructure, it is necessary to consider the methods of development of the individual (their spiritual-material space), which together constitute society (Boyar-Sozonovitch et al., 2021).

Little space is given to studying the processes of integration of social institutions and actors in the era of digitalization, and sociologically oriented models for enhancing the performance of society in the context of ethnic and regional specificities remain undefined as well. For these reasons, the issue of continuing research into SC and identifying interconnections becomes a priority for contemporary society.

MATERIALS AND METHODS

The present study utilizes a mixed type of research. A literature review was conducted and various theories and models on the nature of talent, giftedness, and SC were explored. This research has given an understanding of the different types of giftedness, their distinguishing characteristics, and potential consequences for the educational environment. The principles underlying SC and the key role of social programming in developing student talent were also explored.

The primary research method was a survey developed for this study to efficiently identify and classify the types of talent and giftedness in students. This information will help teachers better adapt the learning process and support the unique strengths and needs of each student.

In this study, we propose one of the most universal and simultaneously simple methods – an online survey with a range of questions, part of which collect basic information about the respondent. The other part of the survey questions is aimed at assessing the participant according to the presented types of giftedness (under the veil of simulated situations and amusing formulations, for example, to choose the most interesting area of responsibility within the team project) to identify the qualities of the respondent's character, their weaknesses, and potential and to determine the priority area of training using neural network technologies. A generalized diagram of the survey process created in the Draw.io environment is shown in Figure 1.

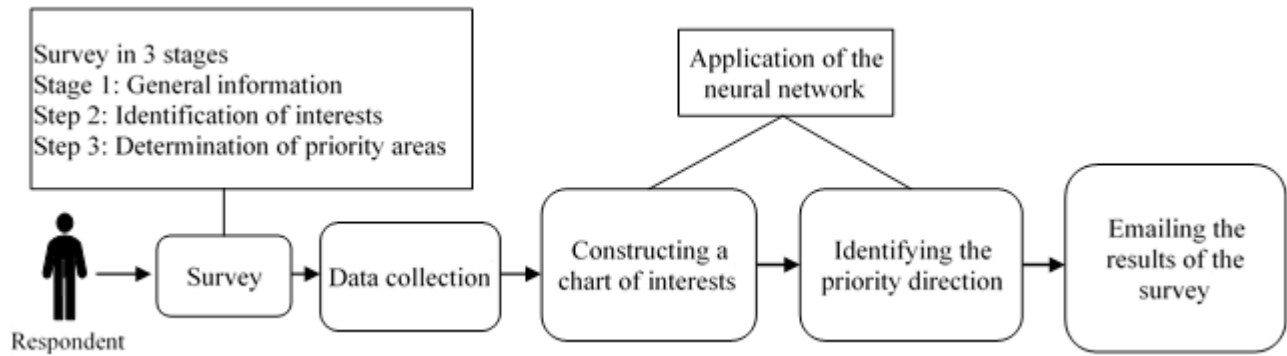


Figure 1. Summarized scheme of the surveying process.

Source: Author's elaboration

RESULTS AND DISCUSSION

Understanding SC is essential to address social disadvantages, such as social exclusion and marginalization, where discrimination and inequality continue to flourish in all corners of society. A cohesive society encourages everyone to participate in and share the success of the community. It helps build connections and a sense of belonging, promotes inclusion and diversity, and encourages open dialogue and mutual understanding between people of different backgrounds. A cohesive society in the context of the SC phenomenon, in turn, is achieved by analyzing the operation of a comprehensive career guidance system (CGS) (Bonkalo et al., 2022).

A comprehensive CGS is a complex social formation that undergoes evolutionary development and is closely intertwined with the development of the economy, the state, society, and other spheres of activity, the components defining a system of various measures (i.e. organizational, social, career guidance, pedagogical, and psychological, aimed at determining the personal type of giftedness) (Mokhov et al., 2023).

A comprehensive CGS includes value-normative complexes that guide and control the actions of young people (Gladysheva, 2022). In its operation, this system provides a behavioral system that aligns with cultural norms and social principles, which set reliable patterns for strengthening social life with SC, quality of life, and social harmonization being the target functions.

Social relations between public and private institutions arise through the operation of the information space of career guidance in each subject of the model society (Figures 2, and 4).

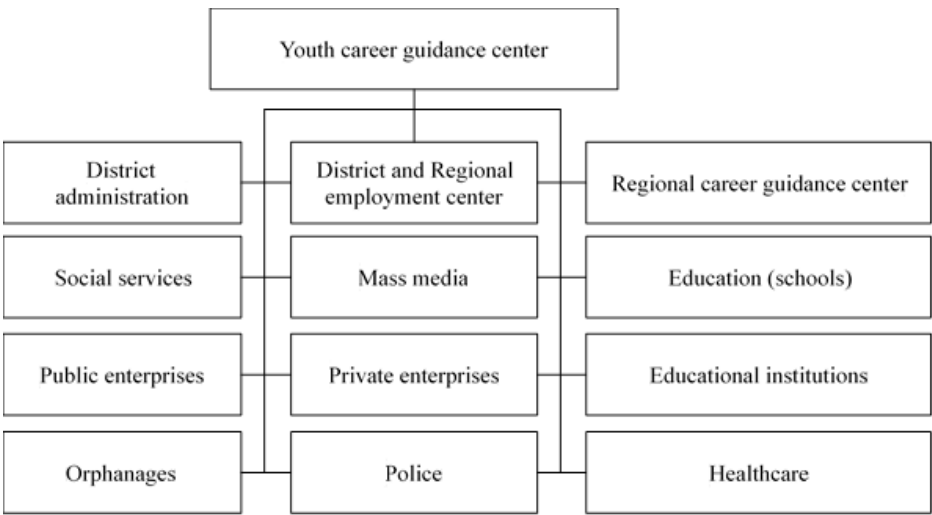


Figure 2. SC and social relations arising in the operation of youth career guidance centers.

Source: Author's elaboration

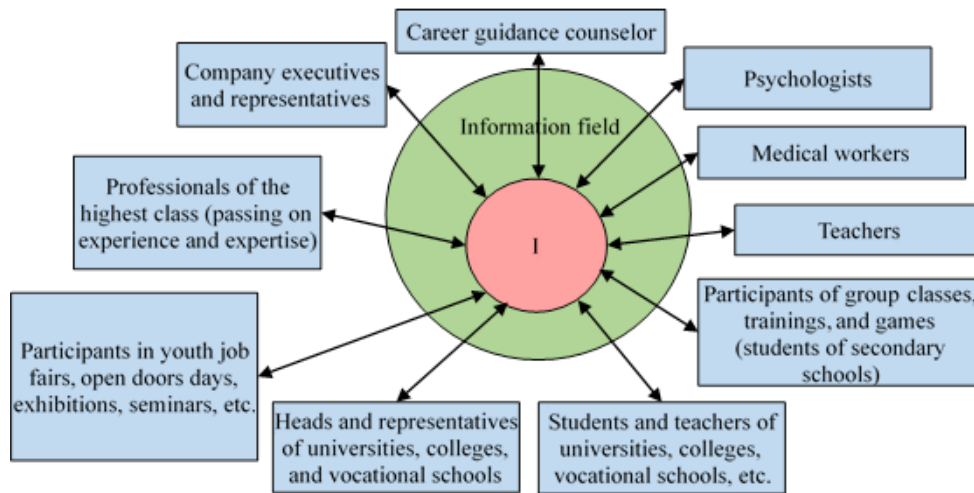


Figure 3. The system of relationships and interrelationships of a person in the current system of career guidance generating SC.

Source: Author's elaboration

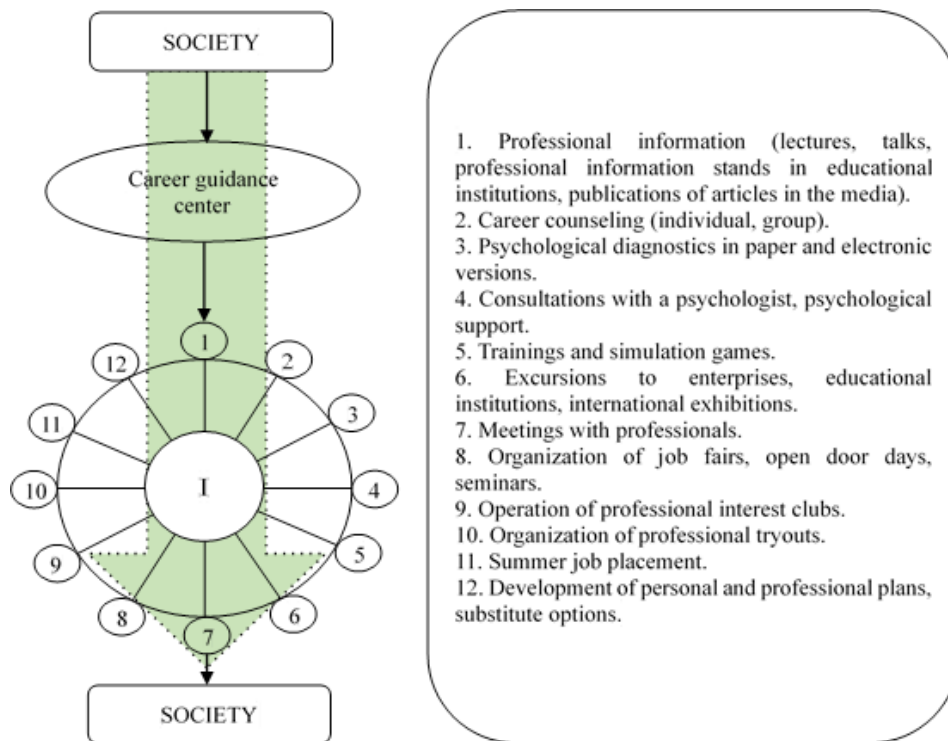


Figure 4. Activities of youth career guidance centers generating SC.

Source: Author's elaboration

Persons endowed with talent in some areas remain the drivers of modern development and society in general, as through their influence on various values, observers (rank-and-file professionals) are exposed to perspectives in their use. In light of today's concepts and changes of moral and spiritual transformation gents, the importance of gifted youth translates into a promising task, which can ultimately have a major impact on the social life and spiritual culture of the next generations.

The leading indicators for identifying gifted young people are believed to be those that manifest already at school. These can be both high motivations to attain the required skill to perform various kinds of activity and achievement itself in the concept of an individual's inner talent (good memory, the ability to express oneself in creative activity, leadership skills, etc.).

Considering the theoretical and empirical methods for identifying talented youth, readily available is psychological diagnostics – through several activities aimed at quantitative and qualitative assessment of the respondent, an expert evaluation of their intellectual, psychological, creative, and social abilities is formed. In practice, this method is sometimes used for group studies.

Giftedness can be distinguished into types by the nature of the activity and the areas of the psyche that provide for it. The main types of giftedness are described in detail below.

General cognitive or intellectual giftedness is defined by a high level of intellectual development. Diagnostics and assessment of intelligence are usually carried out with a variety of tests for all types of activities, so this type is universal and applicable to each case.

Psychomotor giftedness refers to the ability to adapt quickly to the setting of precise conditions and coordinated movements (linked to their combinations), which is characteristic of success in sports, playing musical instruments, or choreography.

Academic (including mathematical) giftedness is the characteristic feature of individuals with strong motivation, driven by strong interest and analysis of the acquired knowledge in the field of study. Yet at the same time, those having academic giftedness may well not differ from others in overall performance, because their chosen field does not always go in parallel with other areas (for example, a deep interest in engineering and disregard for veterinary science).

Communicative (including leadership) giftedness refers to the ability to establish interpersonal connections, understand the temperament of a person by their views and manner of communication, and on that basis predict further behavior (reaction to this or that action, topic of communication, etc.). A hallmark of this type of giftedness is social intelligence. It also expresses the quality of a leader, but as a secondary indicator, since this type of giftedness can include not only leaders capable of leading but also the so-called non-professionals, to whom people are drawn for support in moments of psychological distress and spiritual weakness.

Leadership giftedness in its pure form is expressed in the ability to dominate and interact with the team without the risk of damage to its microclimate, as well as influence other people. Young people tend to have well-developed organizational skills, which allows them to establish contacts and effectively prevent developing conflicts when necessary. Leadership giftedness is characterized by the quality of being initiative, which, in turn, is expressed through public activity and willingness to put projects into practice in the real world.

Artistic and aesthetic giftedness implies a sensitive, emotional, and critical attitude to reality. In people with this type of giftedness, worldview becomes especially expressive, and when communicating with others they need to receive the emotional payoff inherent in human interactions.

The main idea of creative giftedness is the ability to create new priority ways of solving problems (both known and emerging with time), which are marked by flexibility, cohesion, openness to others, and observance of order. An important aspect of creative giftedness is experience acquired in other countries, where there may be other or non-standard views on a given situation (problem). The simplest example is becoming fluent in foreign languages over a short time.

Practical giftedness involves a combination with leadership giftedness since initiative is inextricably linked with talent, as well as a focus on solving real-world problems. This group includes people with a high level of success, an exhaustive amount of knowledge, and experience in real activities. A feature of individuals of this type of giftedness is the rational use of their knowledge and, at the same time, understanding of their weaknesses and strengths.

Spiritual and value giftedness is a relatively new group (poorly developed as of now) focused on the spiritual life of people. Typical examples are philosophers and various spiritual figures who seek to maintain and develop the spiritual life of society, proposing new ways and methods of comprehension of reality (or parts of it).

The spiritual portraits (characteristics, properties, needs) of talented youth are very different, so certain methods (programs) of support are required to preserve them and identify them against the general background of talented individuals.

Examples of the completion and output of the survey are shown in Figures 5, 6 and 7. The survey form is presented in Google Forms, a well-known web editor for creating and administering surveys so that participants have no difficulty using the interface.

Survey

This survey is designed to identify the priority direction of training based on the unique qualities of the respondent (participant)

intele577tuver@gmail.com

Change account

*Required

E-mail *

intele577tuver@gmail.com

Next

Clear form

Figure 5. Respondent identification page in the Google form.

Source: Author’s elaboration

Section two. Personal qualities

What attracts you to the profession (multiple answers possible)? *

☐ highly needed by people

☐ pays well

☐ there will be no problem finding a job

☒ I am interested in doing this job

☒ allows discovering abilities

What affected your choice of an educational institution? *

☒ availability of the specialty of interest

☐ recommendations from family, friends

☐ prestige of the institution

☐ proximity to the place of residence

☒ Other:

Opportunity to realiz

Figure 6. Example of a filled-in survey.

Source: Author’s elaboration

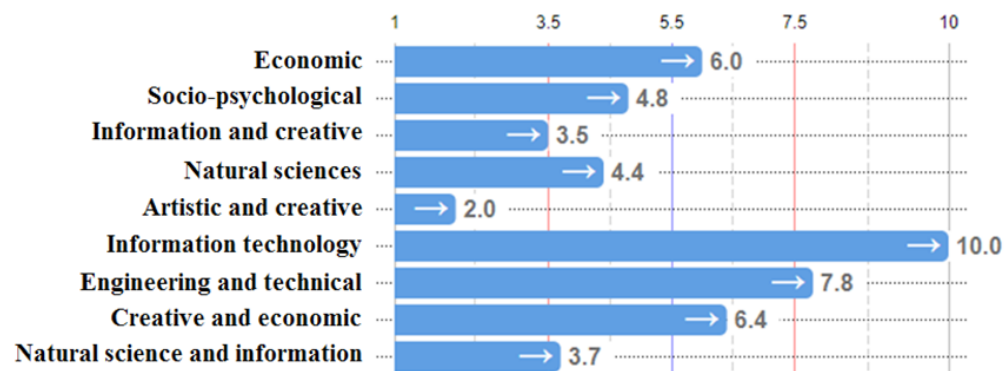


Figure 7. Example of the output of survey results.

Source: Author's elaboration

Any process that requires the use of information technology and control over it by a subject requires regulating the issues of information security. The task of minimizing risks in the activities of any organization (enterprise) to preserve the continuity of business processes is given little attention by the owners because of the following factors:

- Insufficient elaboration of issues on methods of risk reduction;
- Inability to conduct quantitative and qualitative analysis and assessment of risks;
- Lack of security policies in the organization (enterprise).

The above factors are a source of disruption and decline in economic relations, which leads to the degradation of society.

Comprehensive provision of information and economic security is directly contingent on the human factor, which, in comparison with information risks and threats, is poorly predictable due to the varying skills of personnel and their understanding of responsibility to the objects of protection. The implementation of threats in the case of violation or failure to comply with job duties leads to increased damage (material, moral, reparative, and physical).

To reduce the risk of incidents and optimize the consumption of available resources, it seems promising to use methods and simulation tools as metrological instruments, as well as the harmonizing principle of the golden ratio with fractal properties (Boyar-Sozonovitch et al., 2021).

There is a continuing debate about the ways to compel some information, through which the subject of influence (performer – person, user) would be able to perceive it and consequently dispose of the information obtained for a certain purpose. All methods of social programming (“zombification”) are based on the factor of replacing one’s consciousness with an alien one so that the human brain perceives this information as one’s own belief (Reboul, 2021; Litwinowa et al., 2022). To implement such a mechanism, the initiator of the influence must take into account the psychological portrait of both the potential performer and the social order as a whole. Historically there is a much greater number of the easily suggestible part of the population due to many reasons. For instance, the gradual replacement of the standard system of values (creating families no longer being a trend, dysfunction of the law of social hierarchy) noticeably reduces the level of education. In turn, at a certain level of development, this impact will be able to disrupt the traditional CGS and replace the structure of the creation of each personality with a global hive mind (hive intelligence).

Today’s CGS consists of three main areas of activity (Figure 8).

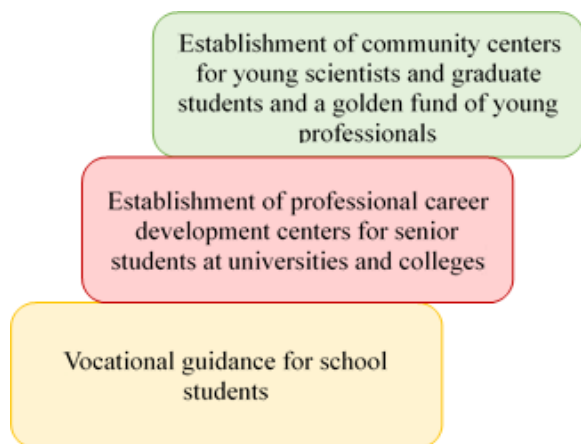


Figure 8. Main stages of the CGS.

Source: Author's elaboration

The first direction of work provides the familiarization of graduating students with available professions. The second direction involves the creation of professional career development centers for students (PCDCS). The third is creating young scientist and graduate student community centers and the young professionals golden fund, acting as a conclusion to the CGS process (Toward an active, fair and socially cohesive Europe, 2007).

Integrative institutions maintain cohesion and mutual responsibility of all subjects of social groups, which occurs as a result of compliance with the rules, role system, and restrictions in the institution. An important element in initiating career guidance is cohesion.

Considering the principles of formation of SC as a complex phenomenon, of relevance and significance are the functional principles focused on the system of values used and aimed at preserving the worldview foundations of society.

SC acts as a solution to prevent problems of today's youth, which may appear in employment, organization of management of organizations/enterprises, and setting conditions for training. As part of the emergence of SC, an important input for its formation is conflict as a starting point for the adjustment of the system of relations. As an example of the realization of the described process, we can mention the cooperation of organizations/enterprises and universities.

The structure of CGS consists of value and legal orientations and relations. Here the principle of interaction between the structural elements of the comprehensive CGS is produced, which defines SC as a property of each individual's orientation to a particular group.

The CGS helps society grasp the levers for further development, as SC weakens factors directed toward the disengagement of society. The principle of cohesion aims to ensure the protection of the interests and values of young people and society as a whole, prompting the organization of various services to provide moral and psychological help related to the misunderstanding of the choice of priority profession, successful employment, and disorientation in building further career development. In the context of the CGS, SC is characterized by the method for adjusting to the new requirements of existence.

In finding ways to solve the socio-economic problems of the regional economy, a special role is played by the golden fund of young specialists and the formation of micro-groups of young scientists and postgraduate students with high levels of professional intellectual skills and experience (Kurushin, 2007).

A micro-group is a limited group of people that has some important qualities, such as the knowledge of all participants and the cyclical interaction of all participants within the group. A micro-group carries out a cyclical process characterized by the parameters of the stability of its participants, support for the social microclimate, communicability, and integrity. In the concept of a micro-group, cohesion is distinguished as a metric of collective relations and the psychological result of such interactions.

An indispensable condition for the implementation of the young scientists community centers is the presence of mentors, whose goal is to guide young scientists and graduate students to boost their interest in science, thereby ensuring the development of scientific activities and bringing new generations closer to the realization of the idea of SC.

Through the intensification of social interaction within civil society, SC generates sociality and legitimacy of power and increases the responsibility of power and political culture. Thus the integrative function of the system is realized, characterizing a strong civil society resistant to crises and conflicts (Mitiurnikova, 2011b).

The implementation of a comprehensive CGS brings about a simpler way to identify and prepare talented, gifted young people for their future highest priority areas of employment, which entails emergence, as well as synergy.

Emergence is a quality or property of a system that is not inherent in its elements separately but arises due to the association of these elements into a single system. Even the ancient Greek philosopher Aristotle said: "The whole is greater than the sum of its parts".

A comprehensive CGS is a social system and social institution of society that has a structure conditioned by the processes of social interaction. A comprehensive CGS is marked by a unified functional specificity of its elements and subsystems.

Human capital is the output of a comprehensive CGS that is directly associated with the transition of quantitative indicators into qualitative assessment and the principle of synergy, which involves the dynamic interaction of all components in the system. Human capital can only be capital when it exists in a unified system of information interaction, which forms a well-defined field of meanings and thought forms closely connected with their material carriers (at the level of the individual, enterprise/organization, and the state) (Mitiurnikova et al., 2022).

SC and harmony associated with it is an idea (constantly operating only upwards on the graph) of the identity and solidarity of people and groups of society, which consists in achieving equilibrium (particularly in the lower coils of the Busygin-Maslow spiral). This idea for each country has a purely unique, specific way of implementation and achievement of the set goal that gradually replaces the tendency of degradation and, consequently, the emergence of generations that antagonize (act aggressively) the harmonization of society and the ideas put into it.

Thus, the three directions of the CGS show the SC passing as a core through different strata of society, including youth, which entails the creation of a new class of society, the so-called institutional investors.

At the heart of the idea of youth career guidance centers is hive intelligence (collective common mind, micro-group interaction) affecting the spiritual-creative types of the giftedness of young people. This may suggest that the centers of comprehensive CGS as a result are capable of becoming a unit (foundation) of the common mental field of meanings and thoughtforms in the Russian Federation as the main indicator of the formation of the future concept of a sustainable and fair state. In this case, SC can be defined as an indicator of subjectivity and a sign of social action, where reconstructed institutional opportunities help to highlight certain interests and set the goals of groups (Pitelinskii, 2022).

CONCLUSIONS

The last two decades have brought about a dramatic transition to more dynamic and flexible microsocial communities, highlighting the effectiveness of social development in new given directions, which possess the principles of synergy and dynamism that place the values of each individual at the forefront. The processes considered are fair

factors that influence SC and change in the sociocultural space. Acquiring innovative functional qualities, personality ceases to be a mediocre component for SC and becomes key at a certain stage, entering into unity and interdependence with the hierarchy of mental and semantic constructions generated by socio-economic relations.

Among the sources of processes and phenomena, many of which underlie the construction of SC, stands out the stable functioning of the social institution of the CGS. The main conditions for the SC model to be formed in youth career guidance centers should be flexibility, relevance, and the feasibility of its implementation.

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