

School Students' Career Guidance in the Context of Inclusive Education in Kazakhstan: Experience and Perspectives

Authors : Laura Butabayeva, Svetlana Ismagulova, Gulbarshin Nogaibayeva, Maiya Temirbayeva, Aidana Zhussip

Abstract : The article presents the main results of the study conducted within the grant project Organizational and methodological foundations for ensuring the inclusiveness of school students' career guidance. The main aim of the Project is to study the issue of the absence of developed mechanisms, coordinating the activities of all stakeholders in preparing school students for conscious career choice, considering their individual opportunities and special educational needs. To achieve the aim of the Project, according to the implementation plan, the analysis of foreign and national literature on the studied problem, as well as the study of the state of school students' career guidance and their socialization in the context of inclusive education were conducted, the international experience on this issue was explored. The analysis of the national literature conducted by the authors has shown the State's annual increase in the number of students with special educational needs as well as the rapid demand of the labor market, influencing their professional self-determination in modern society. The participants from 5 State regions, including students, their parents, general secondary schools' administration, and educators, as well as employers, took part in the study, considering the geographical location: south, north, west, center and the cities of republican significance. To ensure the validity of the study's results, the triangulation method was utilized, including both qualitative and quantitative methods. The data were analyzed independently and compared with each other. Ethical principles were considered during all stages of the study. The characteristics of the system of career guidance in the modern school, the role, and the involvement of stakeholders in the system of career guidance, the opinions of educators on school students' preparedness for career choice, and the factors impeding the effectiveness of career guidance in schools were examined. The problem of stakeholders' disunity and inconsistency, causing the systemic labor market distortions, the growth of low-skilled labor and the unemployed, including people with special educational needs, were revealed. The other issue identified by the researchers was educators' insufficient readiness for students' career choice preparation in the context of inclusive education. To study cutting-edge experience in organizing a system of career guidance for young people and develop mechanisms coordinating the actions of all stakeholders in preparing students for career choice, the institutions of career guidance in France, Japan, and Germany were explored by the researchers. To achieve the aim of the Project, the systemic innovative Model of school students' professional self-determination, considering their individual opportunities and special educational needs, has been developed based on the study results and international experience. The main principles of this Model are consistency, accessibility, inclusiveness, openness, coherence, and continuity. The perspectives of students' career guidance development in the context of inclusive education have been suggested.

Keywords : career guidance, inclusive education, special educational needs, psychological and pedagogical support, model of school students' professional self-determination

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