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Выделение новых профессий в сфере профориентации как императив нашего времени

Введение. Сложившаяся на настоящий момент ситуация с трудоустройством выпускников, когда почти половина из них не работает по специальности, – негативное явление, как для государства, так и для граждан. Одной из причин такого положения является разрыв между ожиданиями выпускников и реальным содержанием трудовой деятельности. Отправной точкой проблемы является неэффективная профориентация. Необходимость модернизации системы профориентации признается во всем мире. Одним из направлений этой модернизации должно стать прогнозирование новых профессий для профориентационной работы. Специалисты, обладающие новыми компетенциями, смогут обеспечить системный и плановый характер преобразований в сфере профориентации с целью ее оптимизации.

Цель исследования – обосновать необходимость и спрогнозировать появление новых профессий для повышения эффективности профориентационной работы.

Материалы и методы. В процессе исследования использовались материалы Европейского фонда образования, Всемирного экономического форума; документы Министерства просвещения РФ: письма, распоряжения, методические рекомендации; данные Росстата; научные статьи российских и зарубежных авторов. Использовались методы теоретического анализа развития профориентационной сферы; индуктивных умозаключений; прогнозирования на основе изучения документов и научной литературы по проблеме.

Результаты исследования. В настоящее время существует проблема профессиональной подготовки специалистов, занимающихся профориентационной деятельностью. Люди с образованием в области педагогики, психологии, социологии, социальной работы не могут эффективно решать многочисленные задачи современной профориентационной деятельности. Решение может быть достигнуто посредством введения новых специализаций работников этой сферы, соответствующих потребностям современности и трендам развития. Прогнозируется, что в дальнейшем эти специализации преобразуются в новые профессии. Спрогнозированы, например, такие новые профессии для профориентационной работы как форсайтер (прогнозист) профессий, профигровик, разработчик и тестировщик профессиональных проб, имиджмейкер профессий и др.

Заключение. Модернизация системы профориентации требует инноваций не только в содержании и техническом оснащении, но и в ее кадровом обеспечении. Результаты работы в дальнейшем могут быть использованы: в процессе разработки новых квалификационных требований; для обоснования предложений по подготовке специалистов перспективных профессий в сфере профориентационной деятельности. Они так же могут послужить основой для разработки программ обучения по новым специальностям

Ключевые слова: профориентация, новые профессии, трудоустройство выпускников, профессиональное самоопределение

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Evolvement of new professions in the sphere of career guidance as an imperative of our time

Introduction. The current situation with the employment of graduates, when almost half of them do not work in their speciality, is a negative phenomenon for both the state and the citizens. One of the reasons for this situation is a gap between the graduates’ expectations and the real content of labour activity. The core of the problem is inefficient career guidance. The need to modernise the career guidance system is recognised worldwide. Forecasting of new professions for career guidance should be one of the directions of this modernisation. Specialists having new competencies will be able to ensure the systemic and planned nature of transformations in the sphere of career guidance in order to optimise it.

The aim of the study is to justify the need for and predict the emergence of new professions to improve the efficiency of career guidance.

Materials and methods. The study involved the materials of the European Training Foundation, the World Economic Forum; the documents of the Ministry of Education of the Russian Federation: letters, orders, methodological recommendations; the data of the Russian Federal State Statistics Service; scientific articles by Russian and foreign authors. The following methods were used: theoretical analysis of the career guidance development sphere; inductive inferencing; forecasting based on the study of documents and scientific literature on the problem.

Results. At present, there is a problem connected with the professional training of specialists engaged in career guidance. People with education in the fields of pedagogy, psychology, sociology and social work are not able to efficiently solve the numerous tasks of modern career counselling. The solution can be achieved by the introduction of new specialisations of employees in this sphere matching the needs of modernity and development trends. It is predicted that these specialisations will be transformed into new professions in the future. For instance, such new professions for career counselling as career research foresighter (prognosticator), career guidance playwork specialist, career guidance testing specialist and developer, career guidance imagemaker, etc. will presumably appear.

Conclusion. The modernisation of the career guidance system requires innovations not only in its content and technical fit-out but also in its staffing. The research results can be further used in the process of development of new qualification requirements; for substantiation of proposals on training specialists in up-and-coming professions in the sphere of career guidance. They can also serve as a basis for the development of training programmes in new specialities.

Keywords: career guidance, new professions, graduate employment, professional self-identification

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INTRODUCTION

The problems of employment, conscious choice of profession, and subsequent satisfaction with labour activity and career are topical all over the world. The relevance of the career guidance problem for the European Union countries is confirmed through the realisation of a large project “Career Readiness” by the European Organisation for Economic Cooperation and Development (OECD) (https://www.oecd.org/education/career-readiness/). The project is designed to develop recommendations on the way to properly prepare young people to plan their future in labour markets. The project analyses a large amount of data on career guidance, including those obtained from different countries. The research by Mann et al. showed that when adolescents learned about jobs, in or out of school, or tested them, this consistently correlated with their better employability in adulthood [1]. These findings were confirmed in a study by Covacevich et al. conducted as part of the same project. The authors found that schoolchildren who thought about their future work, explored different professions, and tested themselves in them were less likely to face unemployment in adulthood, got higher salaries and were more satisfied with their careers [2].

In order to be properly consistent with its functions in the rapidly changing world, the career counselling system should be reformed at the same or higher pace as the other spheres. The need to reform the career guidance system is currently realised both in Russia and abroad.

The report prepared within the framework of the European Training Foundation’s (ETF) initiative on innovations in career guidance in 2020 notes that the need for career guidance is now greater than ever before. However, paradoxically, this sphere itself faces difficulties in adapting to new circumstances and needs innovation [3].

The authors of the report distinguish four areas of sought-after innovations:

- use of information and communication technologies in career guidance systems;
- development of career management skills, help in acquiring decision-making and proactive skills;
- establishment of cooperation and development of collaboration mechanisms between key stakeholders (employers, government agencies, educational institutions, etc.);
- involving parents in young people’s career choices [3].

Active research on the efficiency of career counselling has been carried out in recent years towards modernising career guidance [4; 5]; new approaches and new methods thereof have been developed [6; 7]. Sara Santilli et al. proposed, for instance, a methodology for active group work with adolescents based on the workbook “My Career” developed by its authors. This methodology has been shown to be more efficient than the traditional methods of career guidance [6].

In Russia, the problem of job search in the specialisation area is also topical for graduates of higher and secondary vocational education institutions. A newsletter prepared in 2020 by the National Research University – Higher School of Economics provides the data of a survey conducted by the Federal State Statistics Service on how graduates assess the relationship between their current work and the mastered professional education. Only “53 per cent of recent graduates of Russian universities work in their speciality... Another 13% work somewhat close in their profile area. Five per cent of the graduates work in fact not in their
speciality. A total of 28% of the graduates – about 2.5 million – have an occupation that is in no way related to the education they have received” [8, p. 35]. The situation with graduates of secondary vocational education institutions is even worse. More than a third of them (38.3%) work not in their specialisation profile [8, p. 38].

Modern professions are getting rapidly transformed. People are used to constantly continue their studies and engage in retraining. Adults who have quite extensive work experience feel comfortable about the prospect of changing their profession. However, the impossibility to work in their speciality is a negative factor for university graduates who so far have no work experience. The survey results show that “only 44% of recent graduates among those who do not work in the speciality they have been trained in are fully satisfied with their job. The share of those who are totally not satisfied with their job... is 10%” [8, p. 46]. Job satisfaction is much higher among the graduates working in their speciality. A total of 66% are completely satisfied, 2% are not satisfied at all [8].

The authors deem that the situation when almost half of the graduates do not work in their professional profile is negative both for the state and its citizens. It represents an inefficient waste of public funds. This means an irretrievable loss of young qualified specialists, since qualification skills are quickly lost if a person does not work in his/her professional sphere. This points as well to the presence in the country of a significant group of young people who are not satisfied with their positions and often do not have a guaranteed income and clear life prospects. It can be assumed that the parents of these young people are also frustrated to a greater or lesser extent because they also had certain expectations that have not been realised. All this may cause disloyalty to the authorities and antisocial behaviour. In recent years, the subjective aspect of the career (wellbeing, satisfaction) has been recognised to be as important as the objective aspect (employment, earnings, career advancement) [9]. At the international level, the problems of human capital development, its low level, labour dissatisfaction and ill-being are associated with the global problems of sustainable development, sustainable future and care for the environment in the broad sense of the word [10; 11].

According to the data of the Russian Federal State Statistics Service, the main reason for the situation when university graduates’ jobs are not related to their educational profile is the lack of vacancies in their profession (speciality). This was the answer of 55% of the respondents. The other mentioned reasons included the low level of offered wages and unsatisfactory working conditions proposed by the employer. Only 6% of graduates reported that they did not meet employers’ requirements [8]. The Statistical Bulletin prepared by the Russian State Social University on the basis of the Federal State Statistics Service data summarises the 2016–2020 graduate survey results. The authors note the gap “between the graduates’ expectations and the employers’ proposals, as well as between the graduates’ expectations and the current characteristics of the subject area of their interest (speciality)” [12]. From the analysts’ point of view, these two factors (mismatch of expectations and reality, on the one part, and incorrect understanding of the specific features of work in the chosen speciality, on the other part) account for the substantial percentage of graduates working out of their specialisation profile. To put it in a different way, young people, before they start working, do not understand their future job responsibilities and do not realise the employers’ actual requirements. High school students have a vague understanding of the world of professions and their place in it. This is confirmed by the analysis of the first results of the “Ticket to the Future” project. When choosing a profession, the majority of 6th–11th-year school learners show quite a low awareness of modern professions and, in
general, of the system of vocational education, and demonstrate a low level of motivation towards choosing and mastering the tools for selecting a profession. “In terms of self-identification, schoolchildren demonstrate dependence on stereotypes and opinions of others and in general do not perceive the career trajectory choice as an actual life goal” [13, p. 8]. A similar situation is observed in the countries of Central and Eastern Europe. According to the results of the study conducted in Hungary, Slovakia, Romania, Serbia and Ukraine, a conclusion was made, based on the aggregate sample of 2,315 respondents, that young people often choose a profession without due knowledge of the corpus of professions and have vague ideas about their future speciality. Graduates rely on other people’s opinions and are influenced by parents or teachers. This often results in an erroneous choice of the future profession [14].

Thus, it can be stated that the origin of the problem of graduates’ employment in their specialisation area lies in a lag in the development of the career guidance system from the social needs. The Fourth Industrial Revolution (Industry 4.0) experienced by the world is characterised by the widespread introduction of cyber-physical systems into all sectors of the economy and of human life; continuous automation of production and domestic processes, the introduction of artificial intelligence into all spheres of life [15; 16]. In particular, the labour market is dynamically changing; some professions disappear, and some professions are transformed, including new professional competencies; new professions appear. Accordingly, the need for adequate career counselling is growing. On the other hand, career counselling itself benefits significantly from computer technologies. This includes not only the creation of online counselling platforms. Min Nie et al., for instance, have proposed a method for predicting career choices of college students based on computer analysis of big data regarding their behaviour on campus. Even when the learners themselves have not yet made an informed decision about their professional future, the results of data analysis of their behavioural attitudes help career counsellors to work with them [17]. Russia is actively working on the modernisation of the career guidance system. A project “Ticket to the Future” was launched under the patronage of the Ministry of Education of the Russian Federation within the framework of the federal project “Success of Every Child”, and methodological recommendations for its realisation were developed [18]. The purpose of the project is to shape the learners’ (6th–11th-year schoolchildren) conscious choice and their ability to choose a professional trajectory. The main objectives of the project are “systematisation and improvement of the existing practices of career guidance with the use of wide-sweeping digital tools, active inclusion of learners in the self-identification process on the basis of repeated professional testing, creation of the learner’s cumulative digital portfolio and development of recommendations on the construction of an individual learning plan in accordance with the chosen professional competencies based on the results of participation in the project” [18, p. 7]. A multifunctional online platform for the realisation and coordination of career guidance – “Ticket to the Future” (https://bvbinf.ru/) – was set up. In 2023, the Ministry of Education developed a unified career guidance model and introduced the concept of the “career guidance minimum” as “an integrated universal baseline framework of career counselling practices and instruments for relevant activities”. The methodological recommendations provide for three levels of realisation of the professional minimum: basic, fundamental and advanced. Starting from September 2025, the basic level will no longer be sufficient [13].

It is worth noting that, for all the attention to the career guidance problems, the issue of staffing towards the modernisation of the professional orientation system has not been considered. Meanwhile, from the authors’ point of view, it is extremely important who will
be engaged in it – what kind of specialists and what professional competencies are needed to be able to cope with the objectives of modern efficient career counselling. The sphere of career guidance, as well as other fields, is a domain facing the transformation of professions and demonstrating the tendencies for the emergence of new professions.

The aim of the article is to substantiate the due need and prognosticate the transformation of existing occupations along with the emergence of new professions towards increasing the efficiency of career guidance.

MATERIALS AND METHODS

In the process of the research, the following materials were used: the Report “International Trends and Innovations in Career Guidance” prepared by the European Training Foundation (ETF); the research materials obtained within the framework of the project “Career Readiness” realised by the European Organisation for Economic Cooperation and Development (OECD); the documents of the World Economic Forum (WEF) devoted to labour market dynamics and transformation of professions as a result of the Fourth Industrial Revolution (Industry 4.0); the letters, orders, methodological recommendations of the Ministry of Education of the Russian Federation addressing the issues of modernisation of the career guidance system in Russia, the joint report of the Agency for Strategic Initiatives and Moscow School of Management SKOLKOVO on the future of education. The experience of the “Ticket to the Future” project, including its online platforms, was analysed. The authors also used the materials from the Unified Qualification Index, the professional standards and the data from the Russian Federal State Statistics Service. The Russian tentative atlases of professions of the future, articles by Russian and foreign authors on the transformation of professions and career guidance were analysed. The following methods were used: theoretical analysis of the trends and processes in the development of professions and the career guidance sphere; inductive inferences; forecasting based on the study of documents and scientific literature on the problem.

RESULTS

The Unified Qualification Index of jobs – head managers, specialists and employees – sets that only a person who has received education in the field of pedagogy, psychology, sociology and social work can work as a professional career counsellor or a specialist in career guidance [19]. In addition to career counsellors, psychologists and educational psychologists may engage in career counselling, which is fixed in their qualification characteristics. People with such education cannot be well-versed in all the variety of modern professions, their dynamics, in the prospects for the emergence of new professions. As noted in the Letter of the Ministry of Education and Science as of February 2, 2016 No. VK-163/07, a person “who has psychological, sociological, pedagogical and social education cannot perform the multiple duties of a career counsellor since this area is not included in the curricula and educational programmes” [20, p. 108].

The second problem is that the career counsellor’s job responsibilities are very broad and diverse. They are recorded in their entirety in the Unified Qualification Index [19] and in the Professional Standard [21]. The analysis of these documents leads to a conclusion on the need to differentiate this profession.
Despite the current understanding of the need for radical changes in career guidance, many specialists engaged in it implement it almost in the same way as a quarter of a century ago. As noted by Blinov et al., in most cases “school career guidance represents testing based on outdated methods, complemented by career counselling classes and parent meetings” [22, p. 81]. Most specialists involved in career guidance still do not have sufficient knowledge about the world of modern professions, the labour market, the peculiarities of the economy of their regions and many other things that are important for efficient career counselling. Foreign authors also draw attention to the problems of the professional identity of career counsellors and the need for their professional support [23].

Blinov et al. note that at the moment, especially with the launch of the “Ticket to the Future” project, one can state that the professional self-identification environment is quite saturated. However, a certain problem remains, which, from the authors’ point of view, lies in the insufficient pedagogical support of career-oriented self-identification: “What instructions were received by the learners before the professional testing cycle, what questions were offered to them with a view to get answers to them on the basis of the testing results? How and according to what criteria were the results of each testing self-assessed? How were these results discussed and what final conclusions were drawn from them? And the main question is...: what comes further? What shall I do after I passed ten tests of which I liked two, when I decided that I want to be either a cook or a lifeguard” [22, p. 74]. The authors particularly note that the two-year (by the time of publication of the article) experience of the “Ticket to the Future” project showed that the project failed to solve the problem of the learners’ pedagogical support in the process of formation and further realisation of their individual educational trajectories. The authors state: “It is sad, but it is no surprise: this is a much more complex and ‘smart’ task than the organisation of wide-sweeping online diagnostics and implementation of practical group activities” [22, p. 77].

Krushelnitskaya shows that the emergence of new highly specialised socio-humanitarian professions is the answer to the challenges of modernity. In this paper, the authors will try to identify the professions that seem to be necessary for the organisation of efficient career guidance in modern conditions. Some of these professions will be new; some of them will receive new content. A number of professions will be interconnected.

**Career counsellor** (according to Krasnoshlykova’s terminology [24]) with basic higher education including training in the world of professions, psychology, and pedagogy. This specialist provides direct pedagogical support of career guidance for schoolchildren. A career counsellor’s task is to help the development of self-awareness and professional self-identification. This work has two aspects. On the one hand, teenagers are poorly aware of their own inclinations, desires, resources and limitations. This is the area primarily dealt with by today’s career counsellors having psychological and pedagogical education. The accent in their work is placed on reaching schoolchildren’s understanding of their own individual and personal features, resources, and needs, which will help them to decide on the general line of their future professionalisation. On the other hand, a professional counsellor must be well-versed in the world of professions and the labour market, know the content of professions, their specific features and the trends in this global area, and guide the learners in the proper direction.

**Professiograph/career research expert.** This specialist collects and analyses information on the content, dynamics and prospects specific to various professions; analyses changes in the requirements set by a profession on a person, etc. This specialist will need to prepare and disseminate all kinds of reference and methodological manuals and information materials to
be used by career counsellors and the target audience – teenagers, their parents, employers, and all those involved in career counselling to a greater or lesser extent.

**Career research foresighter (prognosticator).** This specialist’s task is to monitor different trends in the development of new occupations. The digitalisation and the development of artificial intelligence result in reduced demand for some professionals and even to disappearance of the related professions, while new professions are emerging at the same time. In the future, when today’s teenager or young man receives vocational education, the situation with the content of particular professions and the labour market may change significantly.

**Foresighter (prognosticator) of the labour market.** “Fashionable” professions have been in existence at all times. Different periods demand either “physicists” or “lyricists”, lawyers or economists... In some areas, there is an excess of specialists, and young people cannot find a job in their speciality. According to HeadHunter’s research, the competition for jobs among managers and lawyers is very high in 2023. For instance, 9 specialists apply for a vacancy of a lawyer [25]. This situation has been in place for several years, but meanwhile, applicants continue to attack universities that provide training in legal specialties. At the same time, there is an acute shortage of specialists in other industries. People often have no idea about new occupational opportunities. Meanwhile, there already exist dual-degree and “dual-competence” programmes when, for instance, legal education is mastered as an additional degree to economic and financial training profiles, etc. When forecasting the labour market, a specialist should take into account the global trends in the development of science, technology, geopolitical, economic and social relations, as well as the strategic goals and features of the country’s development [26].

**Reviewer (navigator) of/in the labour market and employing companies.** If a young person has decided on the future profession this, as mentioned earlier, does not guarantee that after graduation from the professional educational establishment he/she will find a job in the chosen specialised area. The interesting/favourite job is only one of the criteria used in finding a job. The salary level, career prospects, image of the organisation, convenience of location and many other factors are important. A young person chooses a particular organisation and a job in a concrete speciality. For example, a graduate applying to a major established company may be offered a lower-level position than he/she hoped for. In a small company, his/her position and salary may be higher. However, a small company may have an unstable position in the market. Here a person himself/herself chooses what is more important to him/her. However, in order to make a choice, one must know what to choose from and what the possible consequences of this choice are. This very information should be provided by the labour market reviewer having knowledge of employing companies.

Talking of new professions in career guidance, it is worth remembering that such specialists have to deal with representatives of Generation Z. Young people have their specific experiences and specific ways of processing information connected with immersion in the digital environment. Generation Z representatives are used to and prefer to work with figurative, emotionally charged content. The game for them is not only a form of leisure but also a means of learning new things, a way of communication, etc.

**Career guidance playwork specialist.** This specialist develops and organises career counselling games, quests, and quizzes. Games have been used for a long time in career counselling. However, what is meant here is, in the first place, modern games that include vocational testing and make it possible to get acquainted with different occupations by solving professional tasks directly and engaging in professional activities (imitating
Most games that are currently used in career guidance are aimed at broadening one’s orientation in various spheres and provide only insufficient familiarisation with concrete professions. Pryazhnikov, for instance, refers to such types of new career guidance games as “professiance” (professional puzzles) (card-based information retrieval methods), playwork card-based methods, tabletop professional orientation games, discussion games, blank games with a class, playwork career counselling exercises [27]. Such games are easy to prepare and organise, but they do not provide for in-depth delving into specific occupations. Imitative and communicative professional games are more attractive for modern young people.

Professional testing developer and specialist. Professional testing is now recognised as a very significant element of the career guidance sphere. It is important that these tests are safe and interesting for children, being relatively easy to organise. It is equally important for them to be relevant to the realities of professional life. They should include performance of tasks characteristic and typical of a particular profession rather than some infrequent, unrepresentative activities. Professional testing should involve different levels of difficulty and be oriented to trainees’ age and proficiency.

Career-guidance game writer and computer games designer. Career counselling computer games can be of different types, but in any case, they should be designed by people who are well-versed in a particular profession, who know the typical professional objectives and difficulties, and who are able to show the profession in an unbiased and at the same time attractive way. There exist simulators enabling one to feel oneself a pilot or a car racer; there are numerous “shooter games” where the players act as fighters. Simulation games for many other professions are still waiting for their developers. Game design should be modern, appealing to young people, but relevant to professional realities; it should not represent some abstract fantasy environment.

Imagemaker and PR professions manager. The rapid transformation of professions and the emergence of new professions have led to a situation when many of them remain unfamiliar or incomprehensible to the population at large for durable periods. People often have outdated and primitive ideas about particular professions. It is necessary to actively present new professions to the population and promote them in the public mind. Specialists of this profile should be well-versed in the modern content of professions and their specifics; they should be able to present the profession perceptibly, objectively and at the same time attractively for the audience (with regard to the learner’s age and educational level). It is necessary to create and update brands for different professions, to be used in career counsellors’ work, on informational and educational platforms, and in social media. They can also be used by vocational training institutions and employers.

Tutor-navigator. This specialist is an assistant in designing and implementing an individual educational trajectory of professional and career development. The tendency towards shifting to personalisation in education is noted in the report “The Future of Education…” prepared by the Agency for Strategic Initiatives [28] as well as in the works by other researchers, both national and foreign. Castaño Muñoz et al., specialists of the Joint Research Centre of the European Commission, note that personalisation represents an educational development vector for both children and adults. With respect to children, it will mean a personalised curriculum where the emphasis will be placed on active experiential learning combining individual and team forms of work [29]. The tutor’s work should include assistance in realising professional development motives, setting goals and supporting and adjusting one’s professional trajectory with regard to changed conditions. The tutor should
work with young people both in their school years and after a graduate enters a specialised secondary or higher educational institution.

**Career consulting master-trainers.** If, as a result of career guidance and professional testing, the adolescent has already chosen one or two professions, the further work is carried out by a career consulting master-trainer. This work will allow the teenager, firstly, to get a more adequate idea of the profession (reducing the risk of disappointment), and secondly, will allow him/her to develop towards better acquaintance with the chosen industrial or scientific activity. The career consulting master-trainer should work with adolescents individually, focusing on the individual development trajectory chosen by the child (and his/her parents). An example of such health support activity is fitness club trainers who conduct group and individual classes.

Vocational self-identification of adolescents and young people takes place not only in the course of special educational counselling but also as part of their broad cognitive and creative activity. Those who, in addition to mastering the compulsory programme at educational institutions, are willing to engage in research, technical, creative and sportive clubs, leagues, schools and groups with interest and pleasure represent the main intellectual and creative potential of the society. In the future, they will be faced with solving problems of strengthening the country’s technological sovereignty, its economic, technical and scientific development. As an example, a research supervisor is needed to work with such children. This specialist’s task is to help in identifying problems, setting research tasks, and mastering the research technology. There is also a need for a project group supervisor who, in the course of project work, will support children in mastering the project work technology and the specifics of group interaction. Startup mentors and many other specialists are needed in this sphere as well.

Guidance counselling cannot be exhausted by the sole activities of the professionals mentioned above. In the course of their work, they will need to actively interact with many other professionals. Programmers and other IT specialists are needed to develop online products. The creation of profession-related brands and their promotion will require interaction with media representatives, scriptwriters and film directors, designers, etc. Interaction with specialists – people actually working in a particular profession, along with employers – is necessary beyond doubt. Thus, it can be stated that network interaction within a cluster of specialists is necessary for career guidance in modern conditions. The forms of network interaction can be different. IT technologies significantly extend the possibilities of such interaction; this is particularly shown by the experience of the online platform “Ticket to the Future” and the examples given in the report of the European Training Foundation [3].

**DISCUSSION**

The data obtained by the authors in the course of the analysis of international and Russian sources have shown that, although much attention is paid to innovations in career guidance, the issue of its staffing is practically ignored. The authors believe that innovations in the training of modern career guidance specialists are long-pending and necessary. Several new professions have been identified, which, in the authors’ opinion, will make career guidance and vocational self-identification of young people more efficient. The proposed approach, in contrast to the views presented in other works by foreign [30] and Russian researchers on professions of the future [31; 32], is challenging in its nature. One
can agree with the authors of the above-mentioned concepts that it is necessary to take into account the global development trends, but this approach seems to be too general and in fact not able to consider the Russian labour market peculiarities. In the authors’ opinion, new professions should be forecast in terms of responding to the challenges faced by the country. Instead of focusing on career atlases available in Russia, which present new professions in various industries [32] and activity spheres [31], it is proposed to pay attention to professions that will help to resolve specific pressing problems. This applies to the problem of effective career guidance addressed by the present research which aims to advance the level of young people’s professional employment by way of the given approach.

The new professions proposed herein tend to include a combination of knowledge and competencies that are not yet reflected in professional educational programmes. These proposals are in line with the ideas presented by Zeer et al. on the need to train transprofessionals – specialists capable of mastering and realising activities specific to different types and groups of professions [33].

In order to address the existing problems efficiently, interprofessional interaction is important, along with the creation of transdisciplinary teams both on online platforms and through real interaction between various structures interested in effective professional orientation of young people. This is consistent with the practice of the “Ticket to the Future” project [18], which is maintained by a large team of specialists representing different professions. The need for interprofessional interaction and integration of efforts by various structures – as an innovation in career guidance – is noted by the authors of the European Training Foundation Report [3].

Some of the above-referred professions identified by the authors cannot be presented as completely new. For instance, tutoring activity is already being introduced in the educational process within the sphere of professional and pre-professional training. However, one can agree with the conclusions of M. Bray who note that nowadays teachers are not in fact ready for tutoring support of pre-vocational programmes [34]. Therefore, the authors consider it important to accentuate the need for such specialist training.

**CONCLUSION**

Efficient and high-quality career counselling is very important for any dynamically developing society. In order to cope with its functions well in the rapidly changing world, the career counselling system should be reformed at the same or higher pace as the other activities.

For the career counselling system to function at the level of modern requirements, it is necessary to pay due attention not only to innovations in the content and technical aspect of career guidance but also to the training of specialists competent in this sphere, to the upcoming and factual changes in the functionality of professions and the emergence of new specialised areas. Timely scientific analysis will enable all those concerned to make prompt organisational decisions, secure employees’ necessary training and retraining, and establish networking of specialists representing different fields.

The advanced specialisation of employees, with subsequent transformation of specialisations into new professions is the trend of the modern time, along with transprofessionalisation, when competencies previously specific to different professional groups are combined into a new profession. This is the proper way, already pursued, of modernisation in the field of career guidance.
A number of professions that presumably are, or in the near future will be, necessary for the organisation of efficient career guidance in modern conditions have herein been identified on the basis of the analysis of the processes taking place in the sphere of vocational counselling. Some of these professions are new; some of them have gained new content. A number of professions are related.

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