



Сравнительный анализ исторического опыта профессионально-педагогической ориентации в России и за рубежом

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АННОТАЦИЯ

Введение. Современная система профессиональной ориентации рассматривается в качестве одной из приоритетных задач успешного развития государств, что подтверждается актуальными документами как международного, так и российского уровня. При этом организация профориентационной деятельности на различных образовательных уровнях нуждается в обновлении и обеспечении целостности функционирования всех составляющих ее элементов. Поиск эффективных способов организации профориентационной деятельности и определил цель исследования – на основе сравнительного анализа исторического опыта профессионально-педагогической ориентации в России и за рубежом обосновать основные направления совершенствования профориентационной работы, базируясь на выявленных критериях сравнения.

Материалы и методы. Методологической основой исследования выступает методология сравнительного исследования, предложенная Б.Л. Вульфсоном и реализуемая в три этапа – проблемно-ориентированный (описание и констатация характеристик предмета исследования), критически-ориентированный (критическая аналитика полученного знания), конструктивно-ориентированный (анализ проблем и выявление тенденций развития предмета исследования). Ведущими методологическими подходами выступают системный, культурологический и личностно ориентированный.

Результаты исследования. Основываясь на методологии сравнительного исследования с учетом выявленных критериев был проведен сравнительный анализ исторического опыта профессионально-педагогической ориентации в России и в трех зарубежных моделях: европейской (на примере Франции), американской (на примере США) и азиатской (на примере Японии), позволивший обосновать основные направления совершенствования профориентационной работы.

Заключение. Сравнительный анализ исторического опыта профессионально-педагогической ориентации в России и за рубежом позволил обосновать основные направления совершенствования системы педагогической профориентации в нашей стране: создание единой системы профориентации, объединяющей все структуры, задействованные в этой сфере; научно-методическая поддержка системы профориентации в школе; подготовка на государственном уровне в рамках педагогических вузов специалистов в области профессиональной ориентации; включение структур, разрабатывающих и проводящих профессиональные пробы в общую систему профориентационной работы под эгидой педагогических вузов; создание региональных сетевых систем профориентации.

КЛЮЧЕВЫЕ СЛОВА

профессиональная ориентация, профессионально-педагогическая ориентация, сравнительный анализ, российский опыт, зарубежные образовательные модели, Россия, Франция, США, Япония

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Comparative Analysis of the Historical Experience of Professional and Pedagogical Orientation in Russia and Abroad

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ABSTRACT

Introduction. The modern system of professional orientation is considered to be one of the priority tasks of successful development of states, which is confirmed by relevant documents at both the international and Russian levels. At the same time, the organization of career guidance activities at various educational levels needs to be updated and ensure the integrity of the functioning of all its components. The search for effective ways to organize career guidance activities has led to the goal of this research, which is to use a comparative analysis of the historical experience of professional and pedagogical orientation in Russia and abroad to identify the main areas for improving career guidance based on the identified criteria.

Materials and methods. B.L. Vulfson, which is implemented in three stages: problem-oriented (description and statement of the characteristics of the subject of research), critically-oriented (critical analysis of the obtained knowledge), and constructively-oriented (analysis of problems and identification of trends in the development of the subject of research). The leading methodological approaches are systemic, cultural, and personality-oriented.

Results. Based on the methodology of comparative research and taking into account the identified criteria, a comparative analysis of the historical experience of professional and pedagogical orientation in Russia and in three foreign models was conducted: the European model (based on France), the American model (based on the United States), and the Asian model (based on Japan), which allowed us to identify the main areas for improving career guidance.

Conclusion. A comparative analysis of the historical experience of professional and pedagogical guidance in Russia and abroad allowed us to identify the main directions for improving the system of pedagogical guidance in our country: creating a unified system of guidance that unites all structures involved in this field; providing scientific and methodological support for the system of guidance in schools; training specialists in the field of professional guidance at the state level within the framework of pedagogical universities; integrating structures that develop and conduct professional tests into the overall system of guidance under the auspices of pedagogical universities; and creating regional network systems of guidance.

KEYWORDS

Professional orientation, professional and pedagogical orientation, comparative analysis, Russian experience, foreign educational models, Russia, France, USA, and Japan

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INTRODUCTION

International legislation considers the problem of professional orientation in the context of lifelong learning. The UNESCO document "Lifelong Learning: lifelong education for sustainable development" in the section "UN Sustainable Development Goals 2030" notes the right to education, the need to create an environment for children and youth conducive to the realization of their rights and opportunities as a basis for sustainable economic development of the state [1]. In the UNESCO Convention "On Technical and Vocational Development", vocational guidance is declared as a continuous process, one of the goals of which is to help graduates choose a profession and ensure freedom of choice [2]. The idea of ensuring freedom of choice in choosing a profession is also found in the European Social Charter, which emphasizes the need to take into account a person's personal qualities and professional capabilities when building a professional career [3].

The topic of professional orientation does not lose its relevance, which is confirmed by a significant number of regulatory documents being developed in the Russian Federation (Federal Law No. 273-FZ of December 29, 2012 "On Education in the Russian Federation" (as amended on 03/01/2020) (paragraph 3 of Article 66; paragraph 1 of Article 75); the National Project "Youth and Children"; Letter of the Ministry of Education of the Russian Federation dated June 1, 2023 N AB-2324/05 "On the introduction of a Unified model of vocational guidance"; Order of the Ministry of Education of the Russian Federation dated August 31, 2023 No. 650 "On approval of the Procedure for the implementation of measures for vocational guidance of students in educational programs of basic general and secondary general education" (Registered with the Ministry of Justice of the Russian Federation on October 5, 2023 No. 75467); Letter of the Ministry of Education of the Russian Federation dated 08/14/2025 N VZH-1399/05 "On the direction of information" (together with "Methodological recommendations for the implementation of a unified model of vocational guidance for students in grades 6-11 of educational institutions of the Russian Federation, implementing educational programs of basic general and secondary general education", approved by the Government of the Russian Federation. Protocol of the All-Russian Expert Council on Career Guidance No. 02 dated 07/16/2025).

International and Russian regulatory documents emphasize the direct relationship between an adequate career choice that is compatible with the graduate's abilities and opportunities, and "the development of the economy and the strengthening of the country's technological sovereignty" (Letter from the Ministry of Education of the Russian Federation on the implementation of the Unified Career Guidance Model).

However, the turbulence in which modern Russian education operates creates a number of challenges that hinder the establishment of a comprehensive career guidance system in Russia.

Modern scientific publications reveal such problems as "the imbalance in the number of graduates from higher, secondary, and primary vocational education due to the prevailing public opinion about the prestige of entering certain educational institutions"; the preference of most graduates and their parents for higher education, which intentionally focuses career guidance work at universities; the quality of graduates' training is determined by the formation of theoretical subject knowledge, which is tested by the Unified State Exam, rather than their true interests and aptitudes; and the imbalance between the number of graduates in certain fields and the demand of the labor market for specialists in those fields [4]. A number of publications are devoted to the problems of professional self-determination (I.V. Sitnikova) [5], I.V. Zakharova [6]; orientation of schoolchildren towards the pedagogical profession (T.V. Sukhanova) [7], etc.

Research on the comparative analysis of career guidance in Russia and abroad is quite well represented in modern pedagogical science. M.V. Ivakina's research provides a comparative analysis of career guidance systems in Russia and abroad [8], while A.A. Bakanova's research focuses on analyzing models of career guidance for schoolchildren: international and Russian experiences [9].

Despite a significant number of publications exploring the most diverse aspects of career guidance, it has not been possible to find works that would conduct a comparative analysis of the historical experience of the formation and development of career guidance in Russia and abroad based on a criterion analysis using the methodology of comparative research (B.L. Wolfson), there are no publications on the history of the development of professional pedagogical orientation In foreign

countries, the issue of substantiating the borrowing of foreign experience in career guidance activities in order to improve the Russian system has been little studied, which necessitated the use of foreign and Russian historical experience in professional orientation in order to analyze constructive practices and critically analyze the prevailing trends in the organization of career guidance in Russia and foreign countries, the understanding of which will allow us to develop a number of proposals for improving career guidance works in our country, this defines the research problem.

The purpose of the study is to substantiate the main directions for improving career guidance based on a comparative analysis of the historical experience of professional and pedagogical guidance in Russia and abroad, using the identified criteria for comparing the Russian and foreign historical experience of professional and pedagogical guidance. The analysis of foreign experience is also relevant because Russian education has borrowed foreign practices throughout its history.

Tasks:

- to develop criteria for comparing professional and pedagogical orientation in Russia and foreign educational models;
- based on the methodology of comparative research, which is carried out in three stages – problem-oriented, critically-oriented, and constructively-oriented – to analyze the experience of the formation and development of professional and pedagogical orientation in Russia and foreign educational models;
- identify the main areas for improving career guidance in Russia, based on constructive foreign experience, taking into account the socio-economic, historical, and pedagogical context.

LITERATURE REVIEW

Referring to the concept of vocational guidance, it should be noted that there are many formulations of this concept. The Russian Pedagogical Encyclopedia defines vocational guidance as "informational and organizational-practical activities of the family, educational institutions, state, public, and commercial organizations that provide assistance to the population in choosing, selecting, or changing a profession, taking into account the individual interests of each person and the needs of the labor market."

In the Letter of the Ministry of Education of the Russian Federation dated 01.06.2023 N AB-2324/05 "On the Implementation of the Unified Model of Career Guidance," the following definition of career guidance is provided: "purposeful activities aimed at preparing students for professional self-determination based on their personal qualities, interests, abilities, health status, and the needs of society's development, which involves a comprehensive approach in educational, upbringing, and other activities" [10].

We share the view of V.I. Tarlavsky, who defines professional orientation as "a system of interaction between an individual and society (primarily education as a social institution), which contributes to the development and correlation of an individual's abilities, inclinations, interests, and individual psychological and physiological characteristics with the needs of society, as well as to their professional self-determination throughout their "professional life" [11, p. 69].

An analysis of the definitions allows us to identify the main components of professional orientation:

- professional self-determination and choice of profession;
- the priority of professions in the labor market;
- taking into account the interests, aptitudes, abilities, individual psychological and physiological characteristics of an individual for a specific activity;
- the activities of various institutions aimed at attracting graduates to a specific professional field.

Turning to the topic of research, it is necessary to highlight publications that consider the organization of career guidance work from the perspective of comparing Russian and foreign experience.

Comparing the organization of career guidance work in Russia and abroad, M.V. Ivakina, emphasizing the similarities and differences, concludes that the main problem of assistance in professional self-determination and support in our country is the lack of well-established interaction between all social institutions that are part of this system, as well as the weak participation and control by the state [8, p. 79].

T.Y. Shlykova (co-author), in order to conduct a comparative analysis of professional orientation, identifies three main models of foreign career guidance: American, Western European and Japanese; highlighting the positive experience of France in developing practical thinking of children as the basis for an adequate choice of profession, in special training of specialists for career guidance in schools; great attention paid in the UK conducting dialogue consultations, psychological trainings to identify individual professional inclinations; a five-step individual scheme for making decisions about a future profession in Canadian education; Fukuyama's unique methodology (self-analysis, profession analysis, professional tests), when in three years a graduate can try his hand at 48 different professions [12, p. 4-9].

Drawing on the experience of the United Kingdom, Finland, Sweden, Germany, the United States, Canada, and Japan, A. A. Bakanova comes to the following conclusions: in developed countries, the general management of career guidance is carried out at the state level; career guidance centers are established both in regions and in individual schools and colleges; special dossiers (portfolios) are created in schools to identify the inclinations and abilities of graduates, and on the basis of these dossiers, individual recommendations are developed that include a list of professions or specialties that are most suitable for an individual based on their interests and abilities [9, p. 9].

In the article by M.V. Shakurova (co-authored), a comparison is made of the age groups with which career guidance work is organized: in Russian education, work with students at the pre-professional and pre-vocational stages, as well as with adults who have lost their jobs; in foreign education, work with adults who are seeking employment, including job changes and career advancement (the central goal is to help them find employment and achieve a high level of professional competence). The authors emphasize that this feature is not always taken into account when transferring theoretical justifications and organizational and methodological solutions to the models of career guidance in the regional education system [13, p. 92].

In the study by T.N. Galinskaya and E.V. Khromova, the authors identified trends (the mandatory inclusion of career guidance in the educational program, the opportunity for adolescents to try out various professions, and the creation of individual portfolios for each student) that contribute to the successful development of adolescents' ability to make informed choices about their future careers. In foreign education, special attention is given to fostering independence and self-assessment skills among adolescents, which are essential qualities for their ability to adapt to changing circumstances [14, pp. 163-167].

In foreign publications, we find various aspects of career guidance. In some works, it is emphasized that the key issue is not the mere existence of career guidance activities in schools, but the alignment of goals, expected outcomes, and implementation mechanisms at the national and school levels [15]. This approach provides a framework for understanding career guidance as a managed process involving the distribution of responsibilities and resources.

In the Anglo-Saxon educational tradition, which is primarily representative of the United States and the United Kingdom, special attention is paid to the role of schools and management leadership in the field of career guidance. Empirical research shows that the presence of dedicated career guidance leaders and their involvement in the school's management structure are significant factors in the sustainability and effectiveness of guidance practices [16]. This logic is further developed in network-based school support models, such as Careers Hubs, which aim to improve the quality of career guidance through inter-school and inter-sectoral collaboration [17]. The Anglo-Saxon model emphasizes the measurability of results, individual responsibility of students for their choices, and the close connection between career guidance and the labor market.

The European tradition, within which the French experience can be considered, is more focused on the organization of specialized career guidance services and their regulatory integration into the education and social support systems. Comparative studies show that career guidance is understood as an institutionalized service that relies on the professionalization of counselors, regulatory frameworks, and interagency collaboration [18]. In addition, an analysis of the training of career counselors in the Nordic countries demonstrates that different historical trajectories of the profession can lead to the development of common competencies and convergence of approaches [19].

In general, the continental model is characterized by the perception of career guidance as an element of social policy and a mechanism for preventing educational failure.

The East Asian tradition, of which Japan is a representative example, is often presented in international literature through the lens of the transition from education to employment and the culturally-defined scenarios of professional choice. Although country affiliations are not always explicitly stated in Scopus-indexed publications, research highlights the role of cultural and ideological factors in shaping career decisions and normative perceptions of the "right" trajectory [20]. This allows us to view the Japanese experience as an example of the close connection between career guidance and collective expectations, as well as the institutional support for the school-to-work transition.

An analysis of the current scientific literature on the organization of career guidance work in Russia and abroad has allowed us to identify the main criteria that reveal the specifics of the activities under study:

- the role of the state in the organization of career guidance work;
- the availability of career guidance services (programs) in the country;
- the availability of professional tests;
- the participation of schools in the organization of career guidance work.
- the use of effective methods of career guidance, and the opportunity for graduates to try their hand at various fields of activity.

MATERIALS AND METHODS

The methodological basis of the study is the methodology of comparative research proposed by B.L. Vulfson [21] and implemented in three stages: problem-oriented (description and statement of the characteristics of the subject of research), critically-oriented (critical analysis of the obtained knowledge), and constructively-oriented (analysis of problems and identification of trends in the development of the subject of research) [22, p. 31]. The leading methodological approaches are systemic, cultural, and personality-oriented.

A systematic approach in comparative pedagogical research provides an analysis of the phenomenon under study (in our case, career guidance) in relation to the trends in the development of national education systems. A systematic approach to the evaluation of foreign pedagogical experience involves considering both the individual invariant and integrative aspects of the educational process, as well as the holistic coverage of the education systems of different countries or regions in their unity and internal connections. Systemic analysis allows for the identification of trends and contradictions in the development of education, the factors that influence and impact this development, and the selection of the most successful practices, as well as their assimilation and transformation in practice. At the same time, it is important not just to record the positive aspects of the experience, but also to identify the content and trends of didactic research, as well as to understand the fundamental principles of the educational process that have been developed in the global theory and practice of education. Given the structural diversity of the career guidance system in different countries, a systematic approach focuses on developing unified criteria for comparison that ensure objective conclusions [23].

The culturological approach allows us to consider the processes of professional self-determination in different countries, taking into account the socio-cultural characteristics of educational models. The concept of "professional orientation" in different countries reflects the uniqueness of the socio-economic, cultural and historical development of the education system; the place and importance of the teacher in the self-determination of youth; a pragmatic/idealistic approach to choosing a profession, which makes it possible to comprehensively explain the national characteristics of professionalization as a cultural phenomenon.

The personality-oriented approach involves considering the process of professional orientation from the perspective of an individual, taking into account the complex intersections of the needs of the state, the labor market, educational institutions, and the individual. This approach emphasizes the importance of considering personal interests, motivations, aptitudes, and capabilities, which helps individuals make informed career choices. The scientific interpretation of "career guidance" as a system of activities aimed at preparing young people for choosing a profession, from the perspective of a person-oriented approach, allows us to analyze it as an individual work that takes into account physical, psychological, intellectual, and motivational characteristics through such forms as counseling, interviews, individual testing, etc. Understanding "career guidance" as a personal choice of a future profession focuses on the individual's understanding and objective assessment of their knowledge and skills, as well as their potential in various professional activities.

RESULTS

In accordance with the methodology of comparative research, the problem-oriented stage involves describing and stating the characteristics of Russian and foreign experience in professional and pedagogical orientation in the historical context.

Referring to the historiography of professional orientation in our country, the following historical periods can be distinguished.

The period of the emergence and understanding of the topic of choosing a profession (the end of the XIX century - 1917): the appearance of the first career guidance institution, the so-called job search service in 1897; the publication of pre-revolutionary publications introducing various professions (K.K. Weber "Stories about factories and plants" (1871), V.N. Tatishchev, "A conversation between two friends about the benefits of sciences and colleges" (1887), L.I. Petrazhitsky, "University and Science" (1907), and others; the first attempts to justify the choice of profession (The Penitent Encyclopedist, 1900); the officially unregulated experience of city mediation bureaus, individual university and gymnasium teachers in choosing a profession; widespread tradition of choosing a "family profession".

The period of the origin of the career guidance service (1917-1936): career guidance services acquire state status (Resolution of the Labor and Defense Council on the establishment of the Central Labor Institute in 1921, Decree on the establishment of a bureau for choosing professions for teenagers in 1922, etc.); vocational counseling laboratories are being developed, which not only helped graduates in choosing a profession in accordance with their psychophysiological characteristics, but also conducted in-depth scientific research; a state management system for career guidance is being formed, which included branch offices at the departments of the People's Commissariat of Labor of the RSFSR, psychotechnical laboratories at research institutes, professional bureaus at enterprises (factories); large-scale professional consultations across the country; the connection of psychology with the choice of profession is scientifically substantiated; receives justification of the freedom to choose a profession [24, pp. 135-140].

The period of neglect of career guidance work (1936-1950s): the decisive event for radical changes in career guidance activities was the Resolution of the Central Committee of the All-Union Communist Party (Bolsheviks) "On Pedagogical Perversions in the System of the People's Commissariat of Education," issued in 1936. This resolution banned career guidance as it did not align with the goals of the socialist state. It also criticized the ideas of labor education proposed by P.P. Blonsky, S.T. Shatsky, and others. Additionally, there was a lack of scientific research to support the freedom of choice in career selection.

The period of revival of the theory and practice of career guidance activities (1950s – the end of the 1980s): research institutes and laboratories were opened, which dealt with the development of the problems of differentiated training, the creation of profile classes, in-depth study of individual subjects (A.M. Golomshtok, N.K. Goncharov, N.M. Shakhmaev, B.A. Fedorishin, etc.); as a result of the adoption of the Resolution of the Central Committee of the Communist Party of the Soviet Union "The Main Directions of the Reform of General Education and Vocational Schools" (1984). The issue of professional career choice is becoming a real concern for the government. Regional Youth Career Guidance Centers and professional counseling centers are being established in major cities, and schools are focusing on labor education and career guidance, as well as differentiated and specialized training. The subject "Fundamentals of Production. Career Choice" has been introduced.

The period of transferring the career guidance function from the education system to the employment service (1990s): the key document of this period was the Law on Employment, which introduced changes to the previous management structure. The Ministry of Education of the Russian Federation did not include career guidance activities in its responsibilities, while the Ministry of Labor of the Russian Federation considered career guidance in the context of employment and defined it as an "additional service."

The period of modern transformations in career guidance activities (the early 2000s to the present) can be interpreted as a time of revival and widespread development of the ideas of career guidance, their practical implementation, and the active participation of the state in solving the problems of choosing a profession and self-determination. The introduction of a unified model of career guidance activities (professional minimum) (Letter of the Ministry of Education of the Russian Federation dated June 1, 2023, No. AB-2324/05 "On the Implementation of the Unified Model of Career Guidance") can be considered the beginning of the revival of career guidance at the state level.

The implementation of the goals outlined in this document is ensured both at the school level and by universities, which highlights the role of the state in implementing career guidance activities in our country. The "Ticket to the Future" and "Professionalism" programs, as well as the online platforms "Proektoiya," which provide opportunities for graduates to participate in professional tests, learn about various professions, and use construction kits to organize career guidance events, all contribute significantly to career guidance efforts. At the same time, it should be noted that the government tends to focus graduates on working in skilled trades, which can be seen in the government documents, projects, and online platforms, reflecting the shortage of labor in industry and agriculture.

The history of professional orientation for the teaching profession as a whole is intertwined with the general chronology of the formation and development of the career guidance system in Russia. The ups and downs of the state's interest in this issue are directly related to the socio-economic situation and the demand for teachers (educators, and professors) in the labor market.

Many researchers (T.V. Sukhanova, N.V. Korepanova, N.V. Starodubova, L.V. Bayborodova, and others) associate the emergence of sectoral pedagogical career guidance with the establishment of pedagogical classes (18th–19th centuries): the Smolny Institute for Noble Maidens, which aimed to train not only educated wives and mothers, but also home teachers and governesses for working with children. The Mariinsky Women's Gymnasiums of the Department of the Empress Maria's Institutions played an important role in the development of pedagogical education. Thanks to the reforms of Konstantin Dmitrievich Ushinsky, two courses were established in these gymnasiums, which specifically prepared graduates to work as home teachers, mentors, and governesses.

The practice of training home teachers in additional pedagogical classes at women's institutes, gymnasiums, and boarding schools, which emerged in the late 18th and early 19th centuries, actively developed and spread in many Russian provinces in the second half of the 19th century. Essentially, pedagogical classes throughout pre-revolutionary Russia provided professional education, and upon graduation, women could immediately start working. It is important to note that the emergence of pedagogical classes was primarily a women's profession.

The post-revolutionary period was characterized by a shortage of teaching staff, which was exacerbated by the elimination of illiteracy. There was a huge demand for teachers of the new Soviet generation, which was met through the establishment of two-year pedagogical institutes and teacher

training colleges. "Graduates of pedagogical classes from the pre-war and post-war years were able to start teaching immediately after completing their schooling, and they were allowed to become pioneer leaders, kindergarten teachers, and even elementary school teachers" [7, p. 81].

The period of the 1960s and 1970s should be highlighted, when the organization of pedagogical classes began to be viewed as a means of promoting and orienting students towards future careers in education. In 1979, the Ministry of Education of the USSR issued an instructional and methodological letter titled "On Strengthening the Work of Secondary Schools, Public Education Agencies, and Teacher Improvement Institutes to Orient Students Towards Pedagogical Professions" [7, p. 82].

The result of the state's and educational organizations' activities was an increase in the number of applicants who chose to become teachers, and most of them continued to work not only in schools but also in pedagogical universities, forming a tradition of continuity in the teaching profession. It is worth noting the informal and competent approach to the organization of pedagogical classes, which truly ensured professional selection and immersion in the profession. Along with studying general education subjects, students in pedagogical classes worked with university professors to master the psychological and pedagogical aspects of the teaching profession.

The period of the 1980s, both in general in the field of career guidance and in relation to the teaching profession, was characterized by significant achievements: an increase in the number of pedagogical classes, a deepening of their curriculum, and the recruitment of the most capable and well-prepared graduates into educational institutions [25, p. 99].

The following decade was no exception in terms of the general trend in the state's attitude towards career guidance. As in the case of many other professions, a negative and sometimes humiliating attitude towards teaching was formed, which led to a decline in the prestige of the profession, a decrease in the number of students enrolled in teaching programs, and a sharp reduction and closure of teacher training classes in schools [26, pp. 16-24].

When it comes to modern career guidance for the teaching profession, it is worth noting the new approaches, one of which is the trend towards networking, which allows for the integration of resources from various educational organizations. At the same time, there are a number of problems (discrepancy between the preferences of graduates and the state's requirements regarding the priority of professions; the dominance of obtaining higher education over the interests of graduates; the desire to secure a budgetary place without considering individual inclinations; the prevalence of pragmatic interests in a profession (prestige, status, and economic attractiveness) over personal attitudes (the personal meaning of a profession, understanding of the prospects for personal development and self-development, and consideration of individual interests, inclinations, and abilities), etc.), which can be addressed through a critical analysis of the development of career guidance ideas in foreign countries.

Describing the foreign experience of professional and pedagogical orientation in the historical context, it seems reasonable to distinguish three models: the European model (based on France), the American model (based on the United States), and the Asian model (based on Japan), based on geopolitical and sociocultural differences.

When examining the history of professional orientation in France, as one of the European countries, it is important to note its leadership as the country where the first career guidance service was established in Strasbourg in 1903, which led to France's selection among European countries.

The emergence of vocational guidance ideas in France is associated with the development of the concept of social pedagogy on the role of the social environment in the development of a child's personality (E. Durkheim, I. Chartier), on the one hand, and the theory that emphasizes the importance of taking into account physiological characteristics and innate qualities for the child's subsequent development (A. Binet), on the other.

The period of the origin of the career guidance service is associated with the emergence in 1903 of the first career guidance office, the work of which was organized on the basis of the "three-dimensional model" of Parson F., borrowed from American education, and involving the identification of personal characteristics of graduates, the study of the requirements for a particular profession, the correlation of the psychological and personal characteristics of a graduate with the requirements

of a particular profession, on the basis of which a conclusion was made about the compliance or incompliance of a person, the so-called "trait-factor" scheme. An important feature of the model is that the career guidance service was created at the state level.

The period of expansion of the career guidance service in the country was observed in the 1920s, which was initiated by the Law on the widespread establishment of centers for training career guidance specialists for children and adults. The main objective of this period was to provide employment in the most in-demand working professions by finding the most accurate match between the characteristics of those seeking employment and the requirements of the profession, which led to the development of an "idealistic model" based on the widespread use of tests.

The period of development of the "educational" concept of career guidance in France (1950-1980s) is associated with the names of A. Vallon and A. Leon, who promoted the idea of a continuous process of introducing children to the world of professions, starting from elementary school, and gradually preparing students for the process of choosing a profession. The main role here is given to the school as an institution that teaches independent and conscious self-determination under the guidance of professional consultants. However, the shortage of workers in the labor market led to a significant influence of the state on professional choice, which manifested itself in the narrow differentiation of education in high schools. This approach is referred to by the authors as a technocratic model, in which the state determined the profiles implemented in educational institutions (lyceums).

The modern period of career guidance is characterized by state management of career guidance activities; continuity of the process of familiarization with professions, starting from elementary school and up to the completion of training; professional support for the choice of profession; close connection of the centers of choice of profession with the families of graduates, teachers, enterprises. The state, represented by the National Bureau of Information on Education and Profession (a structural unit of the Ministry of Education of France), centrally organizes the familiarization of graduates with professions, on the basis of the conducted diagnostics using tests, gives recommendations on their choice. This work is carried out by specially trained career guidance specialists who coordinate the interaction of the school, enterprises, parents. The effectiveness of work is ensured by an individual approach to graduates, which takes into account the personal, psychological, intellectual, and other characteristics of children.

The conducted research revealed a lack of publications on the history of the development of sectoral pedagogical orientation in France, so we will base ourselves on the general principles of career guidance in this country, which also apply to the choice of a teaching profession. It is important to note the trend towards a shift from a mechanical approach (matching personal qualities with the professional requirements of a specific profession) to a conscious choice of a profession through the development of self-awareness, self-reflection, and self-assessment, as well as the "education of young people to make independent choices.

Career guidance for the teaching profession is largely related to the multi-stage educational system of schooling (college; general education, technological, and professional lyceum), which has led to different stages of career guidance: familiarization with the teaching profession, organizations where this profession can be obtained, and levels of obtaining the profession in the college; familiarization with the routes for obtaining the teaching profession at the university; admission requirements; professional tests that identify the professional interests and abilities of graduates; and training in self-determination skills and the final choice of profession in the lyceum.

The American system of career guidance dates back to 1908, when the first career guidance service, the Career Guidance Bureau, was established in Boston, marking the beginning of career guidance in America. The organization of these early career guidance services was based on the "three-dimensional model" of F. Parsons, which determined the compatibility of personality traits with the requirements of different professions. However, unlike the French and European models, career guidance in America did not have a centralized governmental structure, which is characteristic of American education as a whole. As a result of decentralization, there are many different centers, offices, and employment services that provide testing, information about the job market, and individual consultations.

The period of intensive development of the career guidance system dates back to the middle of the 20th century, when the Guidance service was widely developed, bringing together a wide network of specialists (psychologists, teachers, career guidance counselors, doctors, representatives of legal structures, etc.) and holistically researching information about a child (studying living conditions, area of residence, relationships in children's collective, health status, academic performance, interests and hobbies, etc.), on the basis of which he makes recommendations on professional orientation, implemented through the selection of curricula, elective disciplines, and study profile. It should be noted that specialists for the Guidance service are trained in teacher training colleges or at teacher training departments in universities. This period is characterized by the improvement of the school testing system, the expansion of the functions of employment services, and the introduction of career guidance courses in schools.

The period of modern career guidance development (late 20th – early 21st century) can be described as the individualization of career guidance work: a career counselor creates a separate file for each student, which, with the student's consent, is transferred to the employment service upon graduation. Based on the data from the personal file, state employment centers provide counseling services about available job vacancies, and it is also possible to undergo career testing, which can lead to a recommendation for employment [27, p. 28].

It is significant that the concept of "profession" in the United States has recently been replaced by the word "career", emphasizing the importance of success, pragmatism, security in choosing a profession, and the need to see opportunities for professional growth. The Career Development course has been introduced into the school curriculum and is aimed at developing self-esteem, self-knowledge, objective assessment of one's interests, hobbies, as well as real abilities and abilities. Currently, a lot of attention is being paid to the development of information technologies that help graduates both to get acquainted with the world of professions and to pass tests for a particular profession.

Addressing the issue of sectoral pedagogical orientation in the United States, it should be noted that until the mid-20th century, the American educational system held the belief that a bachelor's degree in a specific subject area was sufficient for teaching at a school, and there was a lack of emphasis on psychological, pedagogical, and methodological training. However, since the 1960s, there has been a reevaluation of this perspective, leading to the development of professional training models in universities, teacher training departments, and teacher education colleges. This period coincided with the increased demand for teachers in the United States, which led to the need for professional orientation in the field of education.

A significant role in this was played by the Guidance service, whose goal was to familiarize students with the specifics of teaching, involve high school students in working with younger students, and develop their organizational, creative, and emotional stability skills. The study and evaluation of students' personal qualities, psychological characteristics, and suitability for teaching played an important role in career guidance. We should recognize the active participation of universities with pedagogical profiles in organizing career guidance: the presence of a special faculty called "Future Teacher," the creation of "specialized classes" (similar to our pedagogical classes), and close cooperation with mentoring teachers.

Currently, there is a comprehensive model that includes trained specialists from the Guidance service (familiarization with the profession; identification of psychophysical, personal, and academic characteristics in terms of their compatibility with teaching), school counselors (familiarization with the profession, creation of individual profiles for graduates, and close cooperation with parents regarding career choices), and university mentors (immersion in the profession and development of basic professional skills).

As an example of the Asian model, let us turn to the experience of Japan.

The period of the emergence and comprehension of career guidance ideas in Japan is associated with the name of I. Soju, who first used the term "professional leadership", translating from English "professional guidance" (vocational guidance) in 1915. This time is characterized by the process of urbanization in Japan, an active job search, in which people were helped by commercial labor exchanges. The consequences of the First World War aggravated the problem of employment, indicating the need for an employment service.

The origins of career guidance services can be traced back to the first half of the 20th century, when the first career guidance center was established in Japan in 1919 to help children choose their schools or jobs. In the 1920s, both private and public institutions began offering career guidance services.

The period of the formation of vocational guidance activities is considered to be the 1940s-1960s: a new structure of secondary school is formed, one of the subjects of which is vocational guidance; a report by the Central Board of Education is published, where vocational guidance is considered as a strategy for the development of scientific and technical education; a special test, the "F-test" by S. Fukuyama, is developed and actively used to diagnose the ability of graduates to make informed career choices. The test includes 62 indicators that assess intellectual, emotional, and volitional abilities, sensory development, physical development, and various special abilities.

The current stage of career guidance development is characterized by a focus on building a successful professional career, which is especially important in a lifetime employment system where individuals choose their field of work for most of their lives. This is achieved through the widespread practice of work experience in Japanese schools, where students have the opportunity to choose from a variety of 16 different occupations based on their own preferences. Over the course of three years, students have the chance to try out 48 different jobs in various professional fields, which greatly simplifies the process of selecting their future career path. Then, the graduates fill out questionnaires of 62 items, the content of which is based on self-analysis, the same items in relation to each student are evaluated by teachers and psychologists of the school, based on the comparison, an index of self-esteem is derived and an individual program of further education is proposed, aimed at further development of the professional qualities of the graduate. Thus, it can be stated that the wide availability of passing professional tests as a basis for the accurate choice of a profession, which is provided by specially trained specialists in the field of career guidance.

In Japan, the state provides a coordinating function, and the substantive part of career guidance is focused on schools and based on in-depth self-reflection, which develops from elementary school onwards.

The focus on the teaching profession in Japan is largely determined by the high prestige of the school teacher, based on the legacy of Confucianism, and it is no coincidence that 60% of secondary school teachers are male. In this sense, it is not about promoting the teaching profession, but rather about making the right choice, which is determined by a set of professional tests that students undergo starting from the seventh year of schooling and learn to conduct detailed self-analysis. Professional tests for teaching positions are held in kindergartens and schools affiliated with universities as experimental sites where new teaching and educational methods and technologies are developed. It is important that the conditions under which the professional tests are conducted are similar to real-life conditions.

The identification of historical stages in the formation and development of the career guidance system in Russia and foreign countries provides a basis for critical analysis (the critically-oriented stage of the study) in accordance with the criteria identified in our research (the role of the state in organizing career guidance work; the availability of career guidance services (programs) in the country; the availability of professional tests; the participation of schools in organizing career guidance work; the use of effective methods of career guidance work; and the opportunity for graduates to try their hand at various professions).

In general, in France and the United States, career guidance activities are managed by the government, and the American system is characterized by decentralization and a wide variety of organizations and forms of work. In Japan, the government coordinates career guidance activities at the school level. In Russia, the role of the government in career guidance has varied depending on the political, socio-economic, cultural, and historical circumstances that influence society's demand for certain professions, its attitudes towards them, and its priorities for career choices. Currently, the government views career guidance as a prerequisite for the further successful development of various sectors of the economy from the perspective of staffing, encouraging graduates to choose working professions.

Career guidance services in France are represented by local career guidance centers managed by the National Bureau of Education and Occupations Information, whose specialists introduce students to the world of professions starting from elementary school, involving parents in this

process. Consultants provide individualized guidance to graduates, using tests to identify their inclinations and interests in various fields of professional activity, and then guide them towards their next educational path (college or high school). In the United States, career guidance services are organized around the Office of Career Services, which has expanded to include various centers, offices, and services, currently centered around the Guidance Service. It should be noted that there is a wide variety of career guidance services, both public and private, where students can take tests, receive information about available job opportunities, and receive employment recommendations. These services work closely with schools, creating individual profiles for each student based on their interests, abilities, and practical skills. While the Japanese career guidance system is primarily focused on schools, the country also has a government-run Employment Service that provides information about job opportunities and works closely with school counselors. In Russia, since the 90s, the functions of career guidance have been assigned to the state Employment Service, which is indicative of the Ministry of Labor; currently, there is a gradual transfer of authority to the Ministry of Education and its subordinate educational institutions (schools, colleges, universities, additional education institutions, etc.).

An important condition for career guidance is the availability of professional tests. In France, the availability is determined by the need to choose the type of lyceum (general education, technical, or professional) after completing the college, which is the basic level of education. This is done through testing for mental abilities, determining professional interests, and comparing students' current achievements with their past results. A comprehensive approach to evaluating test results is crucial. American students regularly undergo testing organized by the Guidance Service and school counselors.

The Japanese system provides its graduates with the widest possible opportunities to try out various professions, offering 48 types of work over a three-year period, as well as a two-way questionnaire for graduates and the psychologists who work with them. In our country, professional testing has been conducted since 2010, but it has only become more widespread since 2018. Currently, various online platforms, university departments, colleges, and centers for advanced professional training (CPPT) are initiating professional testing.

The focus of career guidance activities at school is primarily characteristic of the Japanese education system, where career guidance is deeply integrated into the educational process and is part of the curriculum. In France and the United States, career guidance at school is coordinated by the National Bureau of Education and Occupations Information (France) and the Guidance Service (United States), whose ideas and technologies are implemented by career counselors who work individually with each graduate. In Russia, the topic of learning about professions is present in the preschool and school curriculum, but the lack of trained professionals in career guidance and the lack of practice in immersing students in a particular professional field do not translate this topic into a conscious process of choosing a profession, assessing one's abilities, interests, and real opportunities.

In terms of the application of effective methods of career guidance and the availability of opportunities for graduates to try themselves in various fields of activity, the Japanese system stands out, providing various types of practices that allow students to try themselves in a wide range of professions and to align their aspirations, interests, and capabilities. In this context, it is worth noting the creation of individual profiles for graduates during their final years of education, which reflect various aspects of their development and provide a wealth of material for analysis, as implemented in France and the United States. In the Russian system, attention should be paid to the growing popularity of game methods, such as professional training, designers developed on the Bilet v Budushchee portal, Proektoriya, WorldSkills championships, etc.

The comparative analysis allows us to move on to a constructive-oriented stage, to formulate trends in the development of career guidance in our country, taking into account the constructive experience of the studied countries: the creation of a unified career guidance system in Russia, uniting all structures involved in this field (career guidance services, universities, vocational training institutions, advanced vocational training centers, schools, information resources, employers); scientific and methodological support for the career guidance system at school, which involves systematic continuous work to introduce, immerse and diagnose students with the world of professions; training specialists in the field of professional orientation at the state level within pedagogical universities; inclusion of structures that develop and conduct professional tests in the general system of career guidance; creation of regional network career guidance systems.

DISCUSSION OF THE RESULTS

The generalizations obtained during the study indicate the need to improve the career guidance system in our country, taking into account the constructive experience of foreign countries in the following areas: strengthening the integrity of the career guidance system with the support of the government; uniting career guidance services with a common goal and integrating them into the overall career guidance system; ensuring the accessibility of professional testing for school and college graduates; expanding the school's authority in career guidance as the primary institution where career decisions are made; developing effective methods of career guidance, including the use of information technologies; and training career counselors to work in schools.

The provisions formulated by us are consistent with P.A. Ambarova and M.V. Nemirovsky, who argue that Russian schools are "at the beginning of the process of building a new effective system of career guidance. Serious and extensive work is required to study Russian and foreign experience and adapt it to the modern labor market and the characteristics of the current generation of students, which requires a conceptual approach to setting goals, content, mechanisms, and forms of career guidance on a systematic basis" [4, p. 198]. We are impressed by the authors' conclusion that "effective professional orientation of schoolchildren is considered a prerequisite for their professional self-determination and achieving success in the field of professional education" [4, p. 188].

We find confirmation of the expediency of studying foreign experience in order to build a domestic career guidance system in the publication by M.V. Ivakina, which presents a comparison of the current state of career guidance systems in Russia and abroad through a generalization of the experience of implementing career guidance support [8]. A comparison of career guidance systems in schools in Europe, Asia, America, and Russia convinces us of the importance of providing an opportunity to "try on" various professions in order to successfully develop self-esteem skills in graduates, which is consistent with the results shown in the work of T.N. Galinskaya and E.V. Khromova [14, p. 165].

We agree with A.A. Bakanova, who emphasizes the need to take regional conditions into account when organizing career guidance work, conducting prompt monitoring of the labor market, and regularly adjusting regional vocational training programs [9]. This idea is reflected in V.I. Tarlavsky's publication on the feasibility of developing a predictive model for the development of a region's career guidance potential through the organization of sectoral career guidance clusters [24].

The idea of the need to conduct diagnostic measures to identify not only the graduate's inclinations, but also his predisposition and potential capabilities, including through professional tests, is consistent with the opinion of A.A. Pastukhova [28, p. 376].

The publications by C.H. Jorgensen, H. Hautz, and J.Li [19], S.O. Chukwuedo, I.M. Onwusuru, and N.M. Agbo [30] support the view of career guidance as a mechanism for supporting career trajectories and integration into the labor market, as well as the specifics of changing the employment orientations of undergraduate graduates, taking into account the demand for their profession in the labor market [31].

The effectiveness of the career guidance system is confirmed by the increased role of educational organizations in shaping professional self-determination, as well as the influence of social and personal determinants on the professional self-determination of graduates, as shown in the publications of I.V. Zakharova [32] and Liu [33]. In some studies, career guidance is considered as a task not only for schools, but also for pedagogical universities, which influence the self-determination of applicants and future teachers [34]. Unlike the European model with its managerial and results-oriented focus, the Russian discourse largely retains its focus on the category of professional self-determination as a pedagogically mediated process.

The presented results convince of the need to create a model of network interaction, the center of which is a pedagogical university, coordinating the activities of interrelated structures: schools, employment centers, centers of advanced vocational training, secondary vocational education institutions, and additional education institutions. The pedagogical university implements the tasks of professional education, professional promotion, and professional counseling, which are provided by teaching psychological and pedagogical disciplines in pedagogical classes, creating an attractive

atmosphere for the teaching profession, training specialists in career guidance, and conducting professional tests.

Schools provide professional education through continuous familiarization of students with the world of professions, identifying objective opportunities, interests, and personal needs for making an informed choice of future profession. This work should be carried out by exempted specialists with a pedagogical education in the field of career guidance. Employment centers inform pedagogical universities about the region's needs for pedagogical personnel, providing information about the dynamics of the labor market for educators, teachers, tutors, social workers, managers, etc. The Center for Advanced Professional Training collaborates with universities and secondary vocational education institutions to develop practical skills for graduates, immerse them in the professional environment, and conduct professional diagnostics for graduates.

The cooperation between additional education institutions and pedagogical universities is aimed at shaping students' perceptions of professions in an entertaining and creative way, highlighting talented and capable children, including those interested in teaching.

CONCLUSION

A theoretical analysis of scientific studies devoted to the problem of a comparative analysis of professional pedagogical orientation in Russia and abroad, allowed to identify the main criteria of comparison:

- the role of the state in the organization of career guidance work;
- the presence of career guidance services/programs in the country;
- the availability of professional tests;
- the participation of the school in the organization of career guidance work;
- the use of effective methods of career guidance work, the availability of opportunities for graduates to try themselves in a particular field of activity.

Based on the methodology of comparative research, which is carried out in three stages: problem-oriented (description and statement of the characteristics of the subject of research), critically-oriented (critical analysis of the obtained knowledge), and constructively-oriented (analysis of problems and identification of trends in the development of the subject of research), significant historical periods of the emergence, formation, and development of professional orientation in Russia and in three educational models were identified: the European model (based on France), the American model (based on the United States), and the Asian model (based on Japan). The analysis of these periods led to the following conclusions:

- the role of the state in organizing career guidance work is largely observed in France and the United States. In Japan, the state coordinates career guidance activities at the school level. In Russia, the role of the state in career guidance has varied depending on political, socio-economic, and cultural-historical circumstances. Currently, the state views career guidance as a prerequisite for the successful development of various sectors of the economy from a human resources perspective, encouraging graduates to choose vocational fields;
- the availability of career guidance services (programs) in France is represented by local career guidance centers managed by the National Bureau of Education and Occupations Information, while in the United States, the career guidance service was built around the Office of Career Services, expanding to include various centers, offices, and services, currently centered around the Guidance Service. The Japanese career guidance system is focused on schools, but the country also has a National Employment Service. Since the 1990s, in Russia, the functions of career guidance have been assigned to the State Employment Service, which is part of the Ministry of Labor. Currently, there is a gradual transfer of authority to the Ministry of Education and its subordinate educational institutions (schools, colleges, universities, additional education institutions, etc.);

- the availability of professional tests is most widely represented in France, which is due to the need to choose the type of educational institution at the senior stage of secondary education (lyceum (general education, technical, professional). American students regularly take tests organized by the Guidance Service and career counselors working in schools. The Japanese system provides its graduates with the broadest opportunities to try themselves in a particular profession, providing 48 types of work over three years, as well as a two-way questionnaire for graduates and teachers-psychologists who work with them. In our country, professional training has only become more widespread since 2018;
- the school's involvement in career guidance is primarily present in the Japanese education system, where career guidance is deeply integrated into the educational process and is part of the curriculum. In France and the United States, career guidance at the school is coordinated by the National Bureau of Education and Occupations Information (France) and the Guidance Service (United States), whose ideas and technologies are implemented by career counselors who work individually with each graduate. In Russia, career guidance faces a shortage of trained professionals in conducting career guidance work, as well as a lack of active methods of "immersion" in a particular professional field;
- the use of effective methods of career guidance, the availability of opportunities for graduates to try out various fields of activity, is most widespread in the Japanese system, which provides various types of practice, allowing students to try out a large number of professions, to correlate their aspirations, interests and capabilities. In the Russian system, noteworthy are the game methods that are gaining popularity: professional training, designers developed on the portal "Ticket to the Future", "Proektoria", WorldSkills championships, etc.

As a result of the comparison, we concluded that it is necessary to improve the Russian system of pedagogical career guidance based on constructive foreign experience in the following areas:

- the creation of a unified career guidance system in Russia, which would unite all the structures involved in this area (career guidance services, pedagogical universities, secondary vocational education institutions with a pedagogical profile, advanced training centers, schools, information resources, and employers), and whose activities would be aimed at achieving a single goal: ensuring an informed choice of a teaching profession that takes into account the needs of the labor market. The system should be funded by the government;
- scientific and methodological support for the school's career guidance system, which involves systematic and continuous work on introducing, immersing, and diagnosing students; the introduction of special courses on teaching adequate self-analysis and self-assessment in choosing a profession. The organization of informal and purposeful work in pedagogical classes, which bring together graduates who are interested in becoming teachers and have personal, psychological, and intellectual inclinations for this type of activity, which should be identified through diagnostics;
- training specialists in professional orientation (career counselors) at the state level within the framework of pedagogical universities and their employment in schools to ensure qualified work with graduates on the conscious choice of a teaching profession. The main task of career counselors is to teach teenagers to determine the type of occupation in accordance with their abilities and interests, as well as to compare the demands of the modern labor market with their capabilities;
- inclusion of structures that develop and conduct professional tests in the general system of career guidance work under the auspices of pedagogical universities;
- creation of regional network systems of career guidance, the work of which is based on knowledge of the professional shortages of the region (in this case, teachers, educators, social teachers, tutors), the development of employment programs that involve prompt adjustment depending on the labor market.

Thus, a comparative analysis of the sectoral pedagogical orientation in Russia and in foreign educational models demonstrates the need to adopt foreign constructive experience that takes into account the socio-economic, historical, and pedagogical context and aims to improve the domestic

system, as the risks of educational failure caused by an incorrect choice of profession are primarily related to the success of students' professional self-determination.

DATA PREPARATION

Data on the organization of career guidance work in Russia and in foreign educational models, the constructive experience of which allows to improve the Russian system of career guidance work, obtained during the study as part of the implementation of the state task on the topic "Scientific and methodological foundations for the design and implementation of sectoral career guidance systems in the region based on a cluster approach" in accordance with the Agreement on the provision of a subsidy from the federal budget for the financial support of the implementation of the state task in the field of science (theme number OTGE-2025-0028).

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Вклад автора	Author contribution
Дюжакова М. В.: концептуализация, методология, проведение исследования, создание черновика рукописи, создание рукописи и её редактирование, получение финансирования	Marina V. Dyuzhakova: Conceptualization, Methodology, Investigation, Writing - Original Draft, Writing - Review & Editing, Funding acquisition
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