



Pedagogical Managerial Mechanisms of the Labor Market Needs in a New Generation of Specialists

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ABSTRACT

Supply and demand are implemented in the competition between workers for engaging in a particular workplace or work performing, as well as among employers to attract the necessary labor force as a commodity, possessing intelligence, competence, qualification. Under these circumstances, a graduate of an educational institution is not in a favorable position for himself, because he does not have the expected by the customers, practical experience. The paper is aimed at scientific justification of pedagogical mechanisms of management of labor market needs in specialists of a new generation. The leading method in the study of this problem is the comparative method identifying pedagogical mechanisms of supply and demand management in specialists of the new generation in the labor market. The paper presents the results of significant increase fixing in the number of youth unemployment that requires the use of preventive and corrective measures in the management of the needs of the labor market. The authors revealed the structure and content of an innovative model of educational institutes' specialist graduates, including the structure of the individual; personal qualities; managerial roles; formulation of objectives; analysis, examination; the integration of new management ideas; the use of modern information and others. Presented in the article model of training of a competent professional, expected by labor market, also includes the curriculum (list of subjects, number of hours), requirements for the competence of each academic subject, and indicators and criteria of training quality, the detailed content of the curricula, scientific - methodical maintenance of educational process.

Keywords: Labor Market Needs, Demand for Professionals, Management, Mechanisms

JEL Classifications: I21, I23, Z13

1. INTRODUCTION

The analysis of the processes occurring in modern business, economic and management activities, confirms the facts of changes' acceleration in all its manifestations. Every leader, making decision, understands the importance of these changes and to succeed in the new environment, is eager to master new management strategies - a variety of technologies, new principles, mechanisms and competences, adequate specifically the emerging needs of the labor market (Irismetov et al., 2013; Gumerov et al., 2016; Barabanova and Ivanov, 2012). Similar situations occur in educational fields, engaged in professional training. However, to

date in these areas there is a clear imbalance in the organization of forecasting of labor market needs for qualified professionals of the new generation. It is manifested in the fact that long-term projects developed are not comprehensive by nature, and represent only a small segment of the most popular professions among the students and do not reflect the real needs of the economy in personnel. Moreover, the economic development of the modern state is defined, in addition to internally oriented goals, by processes of global character, which introduce significant changes in the structure of requirements to the quality characteristics of specialists (Gumerov et al., 2015; Komelina et al., 2016; Ivanov et al., 2014; Lipaev and Alekseeva, 2011).

The most well-known are the theories explaining the driving forces, mechanisms and scenarios for future changes in the labor market (the theory of change, transformation theory, modernization theory, and others.), and as the decisive forces that determine their development are called:

- “Innovations” (new technologies, technical progress, discoveries, inventions, etc.);
- The growing interdependence of peoples, countries, governments, globalization of economic and political relations;
- Reduction of natural resources of the planet, the growing threat for ecological bio-systems;
- Shifts in consumer preferences of the population;
- Modifying of the system of moral and cultural values;
- The increase of information transparency at all levels, from the individual to the state;
- The transformation of the economic human person into the corporative one (Kuznetsov, 2003).

Based on the identified trends in the course of the study the processes of transformation of the modern labor market that determine the structure and content of requirements in specialists of new generation were studied in detail. Analysis of labor market requirements to professional competence of modern specialist reveals that a sharp fall in demand for traditional mass specialty created a virtually uncontrollable process of quantitative and qualitative transformation of labor resources of the society. New forms of employment appeared which are not always legitimate. These contradictory processes are accompanied by the phenomenon of open and hidden unemployment. According to socio - pedagogical research of the employment problem (Vrazhnova, 2005; Ivanov et al., 2014) at the beginning of the third millennium, more than 50% of graduates work in other professional fields or are unemployed. The current situation is caused by inherent contradictions between the needs and capabilities of the main agents of the labor market: On the one hand there is a significant number of job vacancies are not occupied due to the mismatch between the quality requirements of the workforce to its actual performance; on the other hand, a huge number of unemployed registered with the employment services of the population, refuse from the offered jobs due to the mismatch between their needs. The current state of the labor market structure is characterized by the presence of nearly three independent components - the labor market, the market of educational services and job market (Kharisova et al., 2015). These structures carry out the needs for specialists - graduates of educational institutions under the specific laws that do not allow them to interact. The reform of higher education structure adds some confusion to the synchronizing process of educational services and labor markets' functioning: The usual specialty is limited, because as the main qualification is introduced bachelor's degree and as high one - Master's degree. Today, the status of bachelor's degree owners in the labor market is deliberately unclear and not winning. To the question, why do we need bachelors and masters, the current labor market provides no answer moreover, the higher education system puts it just before the fact of changes in the structure of training. The over-saturation of the labor market by these professionals encourages

employers to ignore the qualification obtained by the applicant at the University, taking into account only the level of practical training. As a result, 70% of graduates from Agricultural Institute, 50% of graduates with an engineering degree, 30 - 40% of doctors, economists and lawyers do not get a job in their specialty (Chizhova, 2004). Employers seek to acquire employees with higher education, even for replacement of posts, responsibilities of which are quite simple and do not require such a high level of preparation. This situation increases the importance of the diploma of higher education as a formal document, and poses before educational institutions objectives not only to improve the quality of specialists' training demanded by the labor market, but also to create scientifically based preventive and corrective pedagogical mechanisms of the labor market needs' management in the new generation of specialists. The majority of experts (Larionova and Mashkova, 2007; Kapelyushnikov, 2006) to priority mechanisms to manage this process reasonably refer innovative models of: (1) Modern specialist expected by the labor market; (2) the specialists' training process, carried out in educational institutions in accordance with the needs of the labor market. The results of the study confirm the assumption that these mechanisms are the starting point in the creation of scientifically based, theoretically and practically appropriate integrative approach to the management of the interaction between labor market and market of educational services.

2. LITERATURE REVIEW

2.1. The State of Knowledge of Key Concepts

2.1.1. Labor market

Modern discourse of the concept “labor market” reflects the different approaches to the understanding of its nature, role and place in the mechanism of reproduction of labor power. In some cases (Kurakov, 1997), it is regarded as self-regulation mechanism of supply and demand. In fact, it is not a direct regulator of supply and demand, it creates the conditions for their satisfaction. In other cases (Kuznetsov, 2003), the labor market is understood as a set of relations concerning the movement of labor forces. As the direct entities of such relations are considered the available capable owners of labor forces and owners of manufacturing means that show their demand. The results of the most important studies on this issue (Polterovich, 1997), agree that the modern discourse of the concept “labor market” must conform to the system of social relations, reflecting the level of development and the reached at this period the balance of interests between participating in the market forces: The state, the owners of labor forces and owners of means of production. As the competing forces in the labor market, along with the owners (young professionals) and the owners of the means of production (customers in the labor market) there are the universities that carry out professionals' training and thereby influence the formation of labor market needs.

2.1.2. The needs of the labor market

The modern system of labor market needs is based on the ideas of the famous futurist Toffler who in the 70 years of the twentieth century noted the impact of industrial civilization on the requirements for the quality of employees: Obedience, punctuality,

willingness to mechanical work (Toffler, 2002). Appropriate qualities were formed and in educational institutions too. With the advent of information civilization work becomes more diverse, less fragmented, individual and creative. Every worker independently performs larger task. Flexible schedule and free pace of work replace the previous need for mass synchronization of behavior. Workers have to cope with more frequent changes in the work, changes in the reorganization of production processes and products' production. For the successful implementation of the latest production technologies at the enterprises there is a need for highly educated and well-trained competent professionals capable to design, implement and manage production systems. In this regard, there is a need to reassess and rethink the existing models of experts' personality, contributing to the rethinking of the specialists' training process with the specified qualities in educational institutions.

2.1.3. The educational services market

The complexity of the functioning of the market of educational services is largely determined by the diversity of its actors and their different directional role settings. In general terms, according to most researchers (Rubin, 2007), based on the positions of the participants in this market, they can be classified as producers, users and administrators. Moreover, one and the same entity can have two - three role-playing settings. The role of the manufacturer is related to the development, production and provision of educational services; the role of the user is connected with the search and acquisition of educational services; the role of the administrator is in determining of the rules of the game and external impact on the market mechanism and conditions of its functioning. Authorities (state and municipalities) are a priori imposed the role of administrator, though they also act as producers (in terms of institutions of state and municipal universities) and users (as an employer, every educational institution is a producer). However, various associations of universities (university community), represents the organized force and possessing a certain influence on the authorities are also involved in the administration of the market. Every employer operates in the market of educational services as a user, but the employers' associations also have the role of administrator. Applicants and students, as well as indirect users of educational services (specialists, staff, etc.) play the same role. An increasingly active participant in this market today is the mass media. Addressing an effective mechanism to influence public opinion, the media use their administrative resources in the development of the education market.

This correlation of interests and positions of the entities of the education services' market involves their interaction although up to now high schools do not identify themselves as the party responsible before the market (Vyugina, 2010; Ivanenko et al., 2015).

2.2. Alternative Views on the Problem of the Study

In the 70s of the twentieth century English scientist Daniel Bell introduce into scientific use the concept describing a new stage in the development of industrial society. He denotes it by the term "postindustrial society" (Bell, 2004). The main component

of the economic system of such society, according to Daniel Bell does not become materialized labor, but the amount of intelligence invested in a product. If at the end of the XX century the intelligence is determined by the level of information, at the beginning of XXI century intellectual consumption is determined by the quantity of used in its production of patents, "know-how", research, developments, innovations, knowledge. These components provide the needs of the labor market due to the educational level of workers. In addition, D. Bell notes that, in the first decade of the XXI century cardinal changes in the structure of the industry should be expected (reduction of the role of natural resources' mining and refining industries, the increase in the share of production with high level of intelligence) that will create an avalanche-like splash of labor market needs in highly intelligent specialists that require appropriate governance mechanisms.

3. RESULTS

3.1. Components of an Innovative Model of Specialists - Graduates of Educational Institutions

In the process of the carried out research the basic components of an innovative model of specialist - graduate of educational institutions are defined.

Component 1: Structure of the person:

- Thinking: How to implement mental operations, the ability to apply them in a variety of standard and non-standard situations;
- Emotional - strong-willed qualities: The emotions, the will aspect, ways of expression and achievements typical for educational activities and the particular society;
- Values and value orientations: The traditional, basic, priority, "market" and virtual;
- Knowledge: Facts, laws, regularities in the field of fundamental, humanitarian, scientific, professional and practical training to ensure the adoption of creative solutions in the process of life activities;
- Experience in dealing with personal, human, educational and vocational significant problems;
- Traditions, norms and rules: Due to the socio - economic and socio - political transformations of life activities of the individual, family, society, state and international community.

Component 2: Personal qualities:

- Psychological: Empathy (ability to empathize); emotionality (within normal limits for the student community, profession); authenticity, openness towards others and new phenomenon, process; goodwill; development of intuition; stress resistance; optimism as a philosophy of life; the development of perception, will;
- Intellectual: Analytical, autonomy, self-organization, capacity for self-transformation, reflexivity, responsiveness, creativity, self-identification, observation, critical thinking, integrity of thinking;
- Behavioral: Interpersonal skills, initiative, resourcefulness, improvisation, relaxation, ability to overcome risks, to lead and to obey, the responsibility for the decisions making.

Component 3: Abilities, skills and ways of working.

The object of the application:

1. People, interpersonal roles:
 - To organize the communication process;
 - To diagnose the relationships between people;
 - To create positive emotional forms of communication with people;
 - To motivate and inspire people;
 - To manage conflicts;
 - To negotiate.
2. Activities, managerial roles, decision making:
 - To organize their own activities;
 - To organize daily joint and innovative activities in the team;
 - To make decisions in standard and non-standard situations;
 - To behave appropriately in the competitive environment;
 - To apply innovative technologies;
 - To distribute and evaluate resources for achieving these goals.
3. Information, information roles:
 - To predict the development;
 - To plan and design activities (individual and collective);
 - To formulate goals;
 - Analysis, examination;
 - To develop and implement documentation necessary for professional activities;
 - To integrate new ideas;
 - To analyze, apply information;
 - To develop and improve the creative and intellectual potential of the individual and the collective as a whole;
 - To use modern information (print, electronic and technical) means.

The allocated components of the innovative model of the future professionals have mobile qualities, are modified under the influence of new meanings of training activities focused not on executive functions, but on the development of the functions of self-identification of students in the difficult conditions of reality:

- Formation of skills of holistic perception of the world and a sense of unity with it, as well as a holistic perception of the process and results of operations;
- Mastering the technology of optimal decision making, the ability to adapt to various changes, predict the course of this or that situation arising from the activities, to prevent the negative effects of extreme events;
- Mastering the culture of a systematic approach to activities and major general methodological principles of its organization, the principles of sustainable systems' construction, as well as the formation of the objectivity, independence and balanced judgments, behavior and activities.

3.2. The Model of Specialist's Training

In terms of present economic reforms, where professional competence and qualifications are combined with intellectual qualities, quality of education is determined by the degree of conformity of the result not so much with knowledge and skills, how much with the human intellect, educated, with clearly

defined objectives reflecting the interests of the individual, society, state. Therefore, the graduate of the modern University is not just a specialist of high qualification. In the context of globalization, openness and uncertainty of social development this graduate:

- Specialist-intellectual, able to identify problems, develop solutions, critically evaluate obtained results – both immediate and remote;
- A man capable to form his own reasoned position on any issues of public life; understanding and if it is possible sharing the principles of operation of an open, civilized society;
- Willing to learn new skills, be able to relate his own intellectual knowledge, skills, competencies, interests and the interests of various communities, is able to use his own intellectual potential in his own operations, manage himself, his own life.

The model of specialist training, as evidenced by the results of the study should include the potential readiness of educational institutions to the activity, state of scientific research, unused reserves; spiritual values; the willingness to consume the spiritual values (including scientific knowledge, experience, creativity, transmitted to students and others). The introduction of these characteristics into the model of specialist's training allows correct the educational process and overall system of training. Building of a training model, as of any object begins with the identification of specific components and their essential characteristics. The process of their selection is governed by the principles of the model's forming and these data transfer into the language of the educational process. The number of characteristics and their structure are determined not only by specialty, but also by possible specializations. This study used the following structure and content of the model of the future specialist's training. The first unit is logical - methodological, revealing the basic methodological approaches to the construction of the model, its essential characteristics. The second block is the structural - functional, reflecting the basic requirements for modern specialist as a person and a professional, uniting, integrating and subordinating them. The third block is the process, carrying out the transition from the training model to activities' model.

3.2.1. Logical and methodological unit of model

The logical-methodological block allocates objectives, functions, philosophical, general theoretical, psychological, pedagogical and other basics of building of specialist's training model. The main objective of the model is to identify and justify the modern specialist's training correspondence to his personal, the labor market and society needs. Reflection in the training model of the essential characteristics of the specialist's model to correct the content of education, the educational process as a whole, the system of professional selection of applicants is an important condition for management of the labor market's needs.

3.2.2. Structural - functional unit of the model

The main generalized requirements for specialists' training required by the labor market in the research process are the high level of intellectual capacity and professional competence. The backbone

element of personal potential is personal - core requirement of the individual. All kinds of activities which are undertaken by the individual, act as solution needs. On the one hand, they have a decisive role in the efficient professional activities, on the other they are themselves the product of these activities, social relations and cultural influences. Through the activities the existing needs are implemented and new ones are formed.

3.2.3. Technological unit of the model

Taking as a basis of the model of specialist's training the generalized model of professional activities, one can automatically receive information on the basic requirements for professionals from the labor market, trends in the use of these specialists, scope of application, effectiveness of its use and, the most important thing, one can manage the needs of the labor market for specialists. Development of a model of specialists' training on the basis of their activities provides opportunities to have a broader look at the problems of experts' using, to assess the quality of individual departments of educational institutions and to build a model as a standard of pedagogical mechanism of management of labor market needs.

4. DISCUSSIONS

The testing results of the pedagogical mechanisms of management of labor market needs in specialists of a new generation confirmed their theoretical and practical feasibility, both from the perspective of determining the place and role of the modern labor market, needs in training and in the aspect of rethinking of pedagogical mechanisms for managing labor market needs. The problem of the study has significant prognostic resource that reveals the specifics of requirements to specialists' training for new structures of products' production with a high level of intelligence ("know-how," patents, innovations, creative knowledge, developments, etc.). In the course of the experimental work the students identified the priority needs of the labor market: The willingness of the specialist to implement the innovations (75%); to disclose the creative potential of specialists and ability to creative activities (73%); to make horizontal communications between individuals, creative teams in the implementation of labor market needs (69%); to find ways of the most active investments in person for maximum impact obtaining: Training, improvement, retraining, psychological mobilization (67%); growing of leaders and organizers of technological breakthroughs (59%).

5. CONCLUSIONS

The content of the results of the study indicate on the importance of pedagogical approaches to the management of labor market needs in specialists of a new generation. This is confirmed by the trend of awareness and acceptance by students of the needs of the labor market as a necessary component of educational activities, and by teachers as an innovative educational environment, requiring pedagogical enrichment. A direct and inverse relationship of these independent structures becomes a motivator of their innovative development.

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