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CONDITIONS FOR CAREER GUIDANCE FOR HIGH SCHOOL STUDENTS WITH SPECIAL EDUCATIONAL NEEDS

Abstract

The article delves into the psychological and educational conditions that can significantly improve career guidance for high school students with disabilities. Promoting equal opportunities for individuals with disabilities remains a central priority for any state committed to social responsibility. This effort extends beyond ensuring physical access—it also requires building inclusive systems across cultural, economic, healthcare, and especially educational spheres.

In their research, the authors sought to pinpoint the main psychological and pedagogical elements that enhance vocational guidance for students with disabilities. They gathered insights through surveys and interviews involving both students and their parents, highlighting key themes like access to education, government support, and the specific challenges these students face when planning their careers.

The findings suggest that although many students with disabilities are motivated to pursue vocational training, the absence of early and structured guidance often becomes a barrier to further education and career growth. By introducing tailored psychological and educational support systems, schools can empower these students to make well-informed, practical career choices—giving them a better chance at success in their professional lives.

Keywords: psychological and pedagogical conditions, senior students, persons with disabilities, professional orientation, professional self-determination.

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АРНАЙЫ БІЛІМ БЕРУ ҚАЖЕТТІЛІКТЕРІ БАР ЖОҒАРЫ СЫНЫП ОҚУШЫЛАРЫНА КӘСІБИ БАҒДАР БЕРУ ШАРТТАРЫ

Аңдатпа

Мақалада мүмкіндігі шектеулі жоғары сынып оқушыларына кәсіби бағдар берудің тиімділігін арттыратын арнайы психологиялық-педагогикалық жағдайлар қарастырылады. Мүгедектігі бар адамдар үшін тең мүмкіндіктерді қамтамасыз ету – кез келген әлеуметтік жауапты мемлекеттің басты мақсаттарының бірі болып табылады. Бұл мақсатқа жету тек физикалық қолжетімділікті ғана емес, сонымен қатар инклюзивті әлеуметтік-мәдени, экономикалық, денсаулық сақтау және білім беру ортасын құруды да көздейді.

Зерттеу барысында авторлар мүмкіндігі шектеулі оқушыларға кәсіби бағдар беруді тиімді ұйымдастыруға ықпал ететін негізгі психологиялық және педагогикалық факторларды анықтауға назар аударды. Талдау оқушылар мен олардың ата-аналарына жүргізілген сауалнамалар мен сұхбаттар негізінде жасалды, онда білім алудың қолжетімділігі, мемлекеттік қолдау және кәсіби жоспарлауға байланысты жеке қажеттіліктер сияқты маңызды аспектілер қамтылды.

Зерттеу нәтижелері көптеген мүмкіндігі шектеулі оқушылардың кәсіптік білім алуға үлкен қызығушылық танытатынын, алайда ерте кезеңдегі құрылымдалған кәсіби бағдардың болмауы олардың білім алуды және кәсіби дамуды жалғастыру ниетінен бас тартуына себеп болатынын көрсетеді. Арнайы психологиялық-педагогикалық қолдау жүйелерін құру бұл оқушыларға өз мүмкіндіктерін ескере отырып, саналы және шынайы кәсіби таңдау жасауға көмектесіп, болашақта таңдаған саласына бейімделіп, табысты жұмыс істеуіне ықпал етеді.

Түйін сөздер: психологиялық-педагогикалық жағдайлар, жоғары сынып оқушылары, мүмкіндігі шектеулі адамдар, кәсіби бағдарлау, кәсіби өзін-өзі анықтау.

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УСЛОВИЯ ПРОФЕССИОНАЛЬНОЙ ОРИЕНТАЦИИ ДЛЯ СТАРШИХ ШКОЛЬНИКОВ С ОСОБЫМИ ОБРАЗОВАТЕЛЬНЫМИ ПОТРЕБНОСТЯМИ

Аннотация

В статье рассматриваются специфические психолого-педагогические условия, способствующие повышению эффективности профориентационной работы со старшеклассниками с ограниченными возможностями. Обеспечение равных возможностей для лиц с инвалидностью остаётся одной из приоритетных задач любого социально ориентированного государства. Для её достижения необходимо не только физическое обеспечение доступности, но и создание инклюзивной социокультурной, экономической, медицинской и образовательной среды.

В ходе исследования авторы сосредоточили внимание на выявлении ключевых психологических и педагогических факторов, поддерживающих более эффективный подход к профориентации учащихся с ограниченными возможностями. Анализ был основан на данных опросов и интервью со школьниками и их родителями и затрагивал важные аспекты, такие как доступность образования, государственная поддержка и индивидуальные потребности, связанные с профессиональным выбором.

Результаты исследования показывают, что, несмотря на выраженный интерес многих учащихся с ограниченными возможностями к профессиональному обучению, отсутствие ранней и структурированной профориентационной поддержки нередко приводит к отказу от дальнейшего образования и профессионального развития. Создание целевых систем психолого-педагогического сопровождения может способствовать принятию более осознанных и реалистичных решений, тем самым улучшая адаптацию и успешность в выбранной профессиональной сфере.

Ключевые слова: психолого-педагогические условия, учащиеся старших классов, лица с ограниченными возможностями, профессиональная ориентация, профессиональное самоопределение.

Introduction. Ensuring equal opportunities for people with disabilities remains a core strategic objective for any state that values social responsibility. This effort seeks to foster their full participation across all facets of public life. It's reflected not only in making physical environments accessible, but also in promoting inclusive engagement in cultural, economic, healthcare, and-most crucially-educational systems. Within this wider framework, vocational education and the hurdles related to employment and career growth have taken on heightened importance, becoming key points of focus in both policy development and legal debate. [1]

Government-supported social programs play a crucial role in advancing the professional growth of people with disabilities. These efforts span from university admission quotas and vocational training funding to initiatives that promote inclusive hiring practices. A key component is employer engagement in career guidance, which helps students with disabilities gain early exposure to real work environments through internships while still in school.

In Kazakhstan, several employment-focused initiatives have opened up new opportunities for individuals with disabilities. Programs such as “Social Workplaces,” “Youth Practice,” “Public Works,” and “First Workplace” are designed to boost workforce participation. “Social Workplaces” and “Public Works” are especially accessible, as they don’t require formal qualifications. In 2024, 596 individuals with disabilities secured jobs through “Social Workplaces,” 5,679 through “Public Works,” and 138 through the “First Workplace” initiative. The latter focuses on young people under 35—especially recent graduates without prior job experience—by helping them build key professional skills in their first employment setting.[2,3]

In countries like Finland and Canada, inclusive education is often complemented by early exposure to real work environments through mentorships and internships. These programs provide students with disabilities valuable practical experience, which significantly boosts their motivation to continue their studies.

Several studies have examined the personal characteristics of individuals with disabilities, particularly regarding their approach to learning. L.S.Vygotsky’s theory of the “social situation of development” differentiates between primary disabilities—biological impairments—and secondary ones, shaped by social context. Vygotsky emphasized that development is not solely determined by biology, but also by the individual’s environment. These biological factors influence how personality forms and evolves, underlining the importance of viewing disability through the lens of broader social development. [4]

Researchers have long observed that social isolation and difficulties with adaptation are among the most common challenges faced by students with disabilities. N.I. Leiter emphasizes that a lack of communication and emotional support hinders not only academic performance but also emotional development. This often leads to heightened anxiety, discomfort during lessons, and even complete disengagement from the educational process.

Noteworthy findings have emerged from studies on self-esteem among students with hearing impairments. More than half of the participants perceived themselves as capable of handling various tasks; however, many tended to overestimate their actual abilities. This inflated self-assessment—particularly when combined with emotional instability and inconsistent ambition—complicates the process of social integration. Nonetheless, experts argue that these challenges can be effectively mitigated through the creation of supportive conditions.

Similar patterns have been documented among visually impaired students. For example, V.V. Kovalev, in his research on personality development among children with disabilities, identified several key recommendations. These include improving the learning environment, strengthening collaboration between educators and families, and fostering both intellectual and physical development. Most importantly, maintaining a child’s self-confidence is crucial. Such support enables students to overcome internal barriers and navigate the path toward personal growth.[5]

For many adolescents with disabilities, the path to higher education is obstructed from the very outset due to the multifaceted barriers they face. Primary impairments related to physical health present a visible obstacle—many educational institutions remain inaccessible. However, there are also less visible, yet equally critical, challenges.

Some of these are “informational barriers,” such as difficulties in processing and retaining information, which significantly complicate the learning process. Others are “psychological barriers,” including anxiety, low self-esteem, and internal exhaustion stemming from continuous efforts to meet expectations and overcome limitations. Additionally, the “achievement barrier” arises when foundational knowledge and skills fail to develop adequately prior to university entry, leaving students unprepared for further academic demands.

International studies have highlighted that the link between professional aspirations and their realization among adolescents with special educational needs is far more complex than commonly perceived. In some cases, the very act of diagnosis-though intended to provide support-can have a paradoxical effect: the adolescent becomes viewed primarily through the lens of their limitations, leading to lowered expectations from both educators and parents (Cross & Donovan, 2002; Norwich, 1992).

Furthermore, research has shown that students with learning difficulties often lower their aspirations when selecting a profession and subsequently encounter more severe consequences in both education and the labor market (Rojewski, 1996–2014; Sanford et al., 2011). [6-12]

The listed personal characteristics of people with disabilities contribute to their educational setbacks and lead to inadequate professional self-determination. This is confirmed by several studies highlighting the low readiness of young people with disabilities for career choice and the need for targeted interventions to adjust this process. [13]

Yang et al. (2020) examined the effects of special educational needs on career life skills self-efficacy among students in Hong Kong. The study found that students with disabilities demonstrated notably lower self-efficacy levels compared to their non-disabled peers. These findings underscore the importance of creating specialized career guidance programs tailored to the unique needs of students with disabilities, with the goal of strengthening their self-efficacy and helping them chart a clear professional path. [14]

Yang Sin, and Savickas (2023) explored the factor structure and reliability of the Career Adaptability Scale (CAS) among students with special educational needs. Their findings offer a meaningful contribution to the study of career development in this population, confirming the CAS as a reliable and relevant tool for assessing career adaptability. This validation supports educators, counselors, and related professionals in better understanding the career-related needs of students with disabilities and designing more targeted, effective support programs. [15]

In psychology, “pedagogical conditions” refer to the various influences that shape personality development, encompassing both external and internal factors. Within pedagogical literature, this term describes the complex interplay of natural, social, internal, and external elements that contribute to a person’s physical, moral, and intellectual formation-ultimately guiding their behavior, learning, and overall personal development.

Psychological and pedagogical conditions, then, can be viewed as a purposefully structured environment in which these factors are integrated to foster effective education and training, largely through dynamic interaction between teacher and student. In this context, our primary focus is on identifying the specific conditions that most effectively support the professional orientation of students with disabilities.

Basic provisions. Effective professional orientation of senior schoolchildren with disabilities is possible only if targeted psychological and pedagogical conditions are created, including early information support, psychological support, the development of basic professional skills and an inclusive educational environment. These conditions promote conscious professional self-determination and successful integration of students with special needs into the educational and work environment.

Materials and Methods. This study uses a set of interrelated methods that guarantee both a quantitative and qualitative assessment of the circumstances of vocational guidance for high school students with special educational needs.

One of the main empirical tools used was a questionnaire aimed at determining the level of awareness of students with disabilities and their parents about various professions, their degree of motivation, as well as the main obstacles preventing them from obtaining a professional education. 49 questionnaires filled out by students and 37 questionnaires received from their parents were analyzed. This allowed us to form a representative sample and take into account both the inner beliefs of the students and the expectations of their immediate environment.

For a deeper study, the semi-structured interview method was used, which made it possible to identify subjective experiences, individual difficulties and personal meanings that are not always found in the survey. Interviews were conducted with both students and their parents, which provided a comprehensive understanding of the issue under study.

The information obtained was processed using quantitative analysis methods, including the percentage distribution of responses, comparative analysis of key points, as well as data visualization through graphs and diagrams. This provided a clear picture of the trends identified in the sample.

In addition, elements of qualitative analysis were used, namely the interpretation of detailed responses from respondents and data obtained during the interview. This approach allowed us to study the motivational attitudes, emotional state and cognitive difficulties affecting the professional self-determination of adolescents with disabilities.

Thus, the set of methods used provided a comprehensive consideration of the problem and allowed us to substantiate specific psychological and pedagogical conditions conducive to effective professional orientation of students with disabilities.

Results and Discussion. The study employed a combination of surveys targeting students with disabilities and their parents, followed by both quantitative and qualitative analysis of the findings, along with statistical data processing. The qualitative phase focused on high school students with disabilities from specialized schools in Almaty, who were identified as prospective college or university applicants. Recognizing the strong influence of family and immediate social surroundings on adolescents' life choices, parents or guardians were also included in the study. In total, 49 student questionnaires and 37 parent questionnaires were analyzed. While the number of young people with disabilities enrolling in colleges and universities in Almaty has shown steady growth in recent years, the proportion of special school graduates advancing to higher education remains relatively low. At the same time, survey responses from students with disabilities in specialized educational institutions and their parents reflect a strong interest in continuing education at the college or university level to pursue professional qualifications. (see Figure 1).

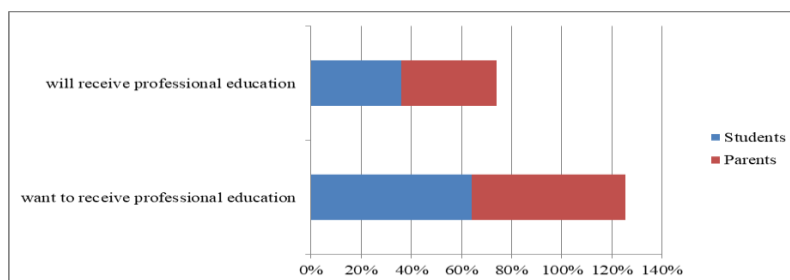


Figure 1. Survey results of high school students from special educational institutions and their parents on the desire and intent to enroll in a university or college

A striking observation is that only half of the students who express a desire to pursue professional education actually plan to enroll. This highlights a significant gap between ideal aspirations and concrete plans among graduates with disabilities—the pattern of “wanting to, but not enrolling.” Gaining a clear understanding of the causes behind this disparity and identifying the specific barriers preventing access to higher education is essential for addressing the issue.

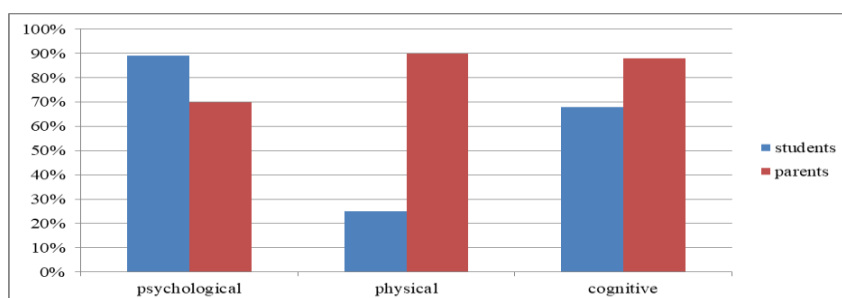


Figure 2. Survey results of high school students from special educational institutions and their parents on barriers to obtaining professional education

Students from special institutions and their parents identified the primary obstacle to higher education as inadequate foundational academic preparation, which often prevents students from passing entrance exams or qualifying for state-funded placements (see Figure 2).

Another critical barrier is a widespread negative societal perception of professional education. Many respondents believe that vocational training does not necessarily lead to stable employment or a successful life. The issue of under-preparation among graduates with disabilities was repeatedly emphasized, particularly regarding the demands of university or college admission.

Equally significant is the absence of a supportive internal environment. Students often face a lack of both physical comfort and psychological safety, compounded by insufficient pedagogical and practical support. The findings suggest that inflated self-esteem among students with disabilities may also contribute to unrealistic career expectations, stemming from a failure to fully recognize the challenges posed by their conditions.

Ultimately, the lack of an inclusive academic environment emerges as a major concern. Both students and their parents express fears that the academic setting may be physically inaccessible or psychologically unwelcoming, further discouraging pursuit of professional education.

Survey results from high school students revealed that a considerable portion lack sufficient understanding of their chosen professions. Only 18% of those who had selected a career path demonstrated a clear grasp of its requirements, while the remaining 82% were unable to articulate the specific activities associated with their chosen field.

Several factors were found to influence career decisions, including personal interest (18%), parental influence (21%), prestige (12%), salary level (9%), working conditions (11%), and future employment prospects (29%). In 38% of cases, a combination of these elements shaped the students' choices.

Among those who had not made a career decision, the primary reasons included a lack of motivation for professional activity (55%), difficulty relating personal abilities to job requirements (35%), limited information about professions (5%), and challenges in choosing from a wide range of options (5%).

During the process of career self-determination, high school students tend to rely on parental opinions (32%), peer influence (19%), or make decisions independently (49%). However, participation in school-based career guidance activities proved limited-82% of respondents had not attended due to illness or lack of opportunity. Only 10% took part occasionally, though often in a superficial manner that had little impact on their career choices. Additionally, 8% were unsure whether they had attended such events, as they were unclear about what these activities involved.

These findings underscore the urgent need to enhance the career guidance system within educational institutions. It is crucial to ensure students have access to comprehensive and reliable information about various professions, implement meaningful guidance programs, and foster conditions that support informed, independent career decision-making.

For all applicants, including those with disabilities, admission to universities or colleges primarily depends on their level of academic preparedness and potential for growth in line with higher education standards. A review of related studies shows that individuals with disabilities are frequently unready for immediate transition to higher education after high school, particularly when their educational background includes significant gaps. Nonetheless, strong motivation to learn plays a vital role in helping them navigate this transition.

In practice, people with disabilities often exhibit a disconnect between knowledge, growth potential, motivation, and career choices. This is typically influenced by developmental factors, irregularities in self-assessment, and interruptions in secondary education.

To address these issues, it is essential to establish targeted support measures before students with disabilities enter higher education. Such conditions should help offset existing limitations and create pathways toward overcoming barriers-ultimately promoting sustainable development in both the personal and professional growth of future students.

In this study, we set out to identify the key psychological and pedagogical conditions that enhance the professional orientation process for students with disabilities.

Our findings show that the first essential condition is providing informational support during career selection. This involves equipping students with the knowledge they need to make informed, realistic choices that align with their abilities, interests, and current labor market demands.

The second condition centers on psychological support during the enrollment phase. This includes offering guidance to both students and their parents on choosing a career path, fostering personal qualities essential for social integration and future employment. Programs involving mentorship and professional support from psychologists and educators can play a vital role in reducing anxiety and strengthening applicants' confidence.

An equally important condition is the opportunity to acquire basic professional skills through structured courses that offer official certification. These programs, which may be conducted at colleges or universities, typically span 8 to 36 hours and combine theoretical instruction with hands-on practice.

In conclusion, implementing targeted psychological and pedagogical conditions during the career orientation process enables students with disabilities to make more informed, realistic decisions and improves their chances of adapting successfully to their chosen profession.

The professional orientation of high school students with disabilities remains a crucial step in ensuring equal opportunities for all members of society. Our study confirms that effective career guidance must be rooted in psychological and pedagogical support-encompassing early informational assistance, counseling, professional skills training, and a supportive environment for students and their families.

Conclusion. In Kazakhstan, meaningful progress is being made to expand employment opportunities for individuals with disabilities, supported by a range of programs designed to make professional engagement more accessible. Nevertheless, introducing career guidance early and ensuring it is effectively implemented within schools remains essential to advancing equal access to both education and employment.

Our research indicates that stronger societal support and focused efforts to involve employers can significantly enhance the educational and professional trajectories of students with disabilities. Close collaboration between schools, families, and the labor market is key to building a cohesive support system.

For these students, access to accurate information, psychological preparedness, and foundational professional skills are critical for adapting successfully to academic and workplace environments. Strengthening these components will help close the gap between aspirations and realistic pathways, promoting fuller inclusion in both education and society at large.

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