

Adapting educational institutions to changes in the job market and the needs of students of historical specialties



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Abstract The success of employment of graduates of higher education institutions is one of the criteria for the effectiveness of the functioning of the higher education system, the job market and the economy as a whole. It largely depends on how productive the process of training and adaptation of graduates of higher education institutions to enter the job market is. At the same time, both domestic and foreign experience shows that a significant number of graduates face serious difficulties in the transition from education to work, find themselves employed in unskilled jobs or are unemployed. The work aims to highlight the problems of higher education institution graduates with a degree in history adaptation to the job market to develop directions for the realization of their professional and personal potential in the context of modern challenges. For this literary review, we used scientific articles concerning the social and job adaptation of graduates. It is settled that graduates and specialists in history meet a variety of problems concerning their employment, job and social adaptation. History is very important for understanding the roots of modernity and predicting the development of society in the future, but this speciality is unfortunately not in demand in the job market. Graduates of history departments, who are a priori characterized by the ability to work hard, face the impossibility of finding a job in their speciality and are forced to work outside their speciality. The relevance of the research topic is due to significant changes in the economy in the process of functioning of market relations, as well as the increasing role of the job potential of young professionals, on the development and effective use of which depends, first of all, the economic power of the state, the standard of living of its population and social progress.

Keywords: higher education institutions, historian graduates, social adaptation, job adaptation, employment.

1. Introduction

Rapid changes in living conditions force us to look for new approaches to training personnel capable of working effectively in the twenty-first century. A certain information system, a kind of cognitive infrastructure, should be formed between higher education and life, which will ensure the translation of production needs into the education system, and encourage it to form the content of new ideas and knowledge by the needs of today. An urgent need for a system of training specialists is their dynamic adaptation to the rapidly changing requirements of the national and international job market. The socio-economic transformations taking place in Ukraine are leading to a significant restructuring of many industries, the disappearance of some areas and the emergence of others. Industrial enterprises remain the main backbone elements of the most important spheres of the state's life, including scientific and educational - as a driver of consumer development and sources of knowledge, and social - as a condition for creating jobs to realize human potential and provide them with livelihoods.

The process of youth adaptation in the job market is carried out in the process of professional orientation and choice of profession, in the process of training or retraining in the chosen speciality, acquisition of social, communicative, and activity competencies, formation of personal value orientations, or job search, first employment, start of independent work, repeated search and change of job (Hanglberger and Merz, 2015). A successful adaptation process usually ends with stable employment and, adoption of laws and rules of the job market. Violations in the process of youth adaptation in the job market can have serious consequences, the main of which are chronic unemployment of large groups of young people, negative impact on the social and psychological development of young people and disappointment in work as a means of personal fulfilment. The



heterogeneity of young people as a socio-demographic group implies that they have separate age segments within which adaptation to the job market takes place with specific characteristics. The result of successful adaptation is the type of relationship between a person and the environment, when the needs and expectations of the parties are mutually balanced, at the level of diplomatic equilibrium.

The aim of the study to investigate the theoretical foundations of adaptation of graduates of higher education institutions with a degree in history to the job market to develop directions for the realization of their professional and personal potential in the context of modern challenges.

2. Literature review

The new paradigm of higher education in Ukraine as a self-improving system should take into account the rapidly changing conditions of functioning, national and state programs of society development, based on the analysis of global trends in higher education, constant search and implementation of educational innovations. The accelerated development of technologies, such as information and telecommunications, whose influence on all aspects of social life is increasing, opens up prospects for improving higher education, exchanging scientific and educational information, intensifying scientific cooperation and expanding cultural and educational exchanges (Raja and Nagasubramani, 2018; Haleem et al., 2022).

Adaptation of graduates of higher education institutions to the job market is the process of adjusting to new conditions and requirements associated with the start of employment (Alpaydın and Kültür, 2022). A person can adapt to life biologically, physiologically, psychologically, and socially. All of these options are closely related, but more attention should be paid to social adaptation, as the job market is a social phenomenon, and all its actors are considered in this context. Social adaptation is a procedure of adaptation, mastering, and often active, of a person or group to new conditions (Shuo et al., 2022; Alasmari, 2023). Modern sociologists distinguish between an active form when an individual influences the environment to change it to meet his or her needs, and a passive form, when he or she is included in the environment and perceives it as it is. Nowadays, there are no pure forms, but often one of them dominates. The reason for adaptation is the realization of changes, and the need to correct behavioural stereotypes to achieve success (Shuo et al., 2022; Alasmari, 2023). The faster a society moves on its development path, the faster the adaptation processes should be. They take place at three levels: macro-level, meso-level, and micro-level (Shuo et al., 2022).

The complexity of young people's adaptation processes in the job market is that it is necessary to work at all these levels at once. The Scottish economist Adam Smith (1723-1790) defined one of the axioms of any market: free competition as a condition for the optimal use of material, financial, and human resources. Therefore, the state cannot grossly interfere in the employment process, and young people must make efforts for their well-being (Pidvalna and Pavelkiv, 2021; Abelha et al., 2020).

Social activity, participation in volunteer projects, and the desire and ability to use the information received, analyze it, and draw objective conclusions are all things that will help with adaptation in the job market. At the same time, a young specialist should - possess all the knowledge and skills offered by his/her educational institution; - have a sufficient level of performance to fulfil his/her duties; - demonstrate a willingness to acquire new knowledge and skills necessary to improve his/her professional skills, including advanced training courses, learning from the experience of his/her colleagues; - be psychologically prepared to communicate in a team, adequately perceive criticism, thoroughly defend his/her opinion, correctly understand and use the

Overcoming the threshold of "study-work" by a young person entering the job market for the first time is associated with dramatic changes in activity, the type of social relations with others, and the way of life. The complexity of this stage in the job life cycle is marked by specific characteristics in any economic system, which is reflected in the formation of the relevant segment of the job market, its infrastructure, state and public institutions, areas of research, and methods of public policy. The goal of adaptation of university graduates can be considered their search for a full-fledged job, according to their profession and level of qualification, with favourable working conditions and regimes, level of earnings, employment guarantees, career opportunities, creative self-realization, etc (Alpaydın and Kültür, 2022).

Graduates of higher education institutions are a special social group in the job market: they simultaneously possess significant knowledge but lack sufficient professional experience. This makes them, on the one hand, an important part of the human resources and potential of the economy and society, and, on the other hand, a particularly vulnerable group of employees who may be discriminated against by employers. Graduates of higher education institutions are the main source of job resources. This category has several specific features: they have a higher educational level before entering the workforce compared to representatives of older generations; high mobility in terms of territorial, sectoral and professional distribution; the longest period of job activity compared to other sources of job replenishment (Doygün and Gülec, 2012). The position of a university graduate in the job market is influenced by the following factors: instability of supply and demand, due to the changing requirements of employers and the orientations of young people, and their social and professional uncertainty (Abelha et al., 2020). The situation is aggravated by social problems of young people related to the fundamental deformation of the socio-cultural and political realities of human development, which leads to growing difficulties in the self-determination of young people in terms of professionalism; and different competitiveness compared to other age groups. Graduates of higher

education institutions are at high risk of losing their jobs. Employment opportunities for the new job force entering the job market for the first time are reduced due to their lack of work experience, and the decline in job market demand makes it difficult to find employment for graduates; high variability (Doygun and Gulec, 2012). This is because graduates of educational institutions that train specialists in different fields enter the job market. In turn, the lack of demand in regional job markets leads to the fact that the majority of applicants are not employed in their specialized fields, so for many of them retraining is an employment opportunity. Young people as a social group have their peculiarities related to the difficulties of adapting to modern socio-economic conditions: professional and social self-determination, employment, professional adaptation, etc. Adaptability characterizes the employee's ability to adapt to the content and conditions of work, as well as to the social environment in which it takes place (Hanglberger and Merz, 2015). An employee with a high level of adaptability should improve his or her professional qualifications and personal qualities. Improvement of professional qualification level is aimed at more efficient performance of job duties by optimizing operations by the technological process and established standards, as well as providing opportunities for decision-making and actions in standard or non-standard production situations. Personal qualities are improved primarily to ensure more efficient use of the work schedule and working conditions in the workplace. In addition, it is important to develop an employee's ability to interact with other members of the workforce. The effectiveness of innovative shifts in graduate employment largely depends on the level of employee adaptability and is determined by social attitudes towards job satisfaction. The traditional format of satisfactory work is stable employment, which leads to a deterioration in the adaptability of employees, as the prolonged absence of significant changes in the work process devalues the needs and mechanisms for adapting to new conditions (Lee, 2014; Hanglberger and Merz, 2015; Liu, Chao, Kain and Sung, 2019). That is why young people have the highest level of adaptability, but gradually lose it over time. Adaptation of a university graduate to the job market is a process of adjusting to new realities and requirements related to the start of employment (Bikse and 2013; Hanglberger and 2015). For full adaptation, a graduate must be competitive in the job market. The competitive advantages of a graduate in the job market are considered to be education, work experience, and behavioural competencies, including the capacity to meet today's job market claims and the capacity to implement their exclusive productive specifications in the job market (Dachyar and Dewi, 2015). Employers make decisions about hiring young professionals based on an assessment of a list of characteristics, with behavioural competencies taking a fairly large share in this set of specifications. The personal qualities of a graduate that affect his or her competitiveness and ensure his or her interprofessional competence include: learning ability, organization, independence, responsibility, self-control, self-persuasion, self-compulsion, self-motivation, foresight, prudence, risk-taking, need for activity and engagement, need for rivalry and competition, need for self-assertion, need to realize one's personal potential, reliability, dedication, sense of duty, general culture, orientation, and a sense of purpose (Bikse et al., 2013; Dachyar and Dewi, 2015).

Experts distinguish four stages of adaptation of graduates (young professionals) in the new workforce: The first stage is during the senior year of study at a university. At this time, a young specialist is influenced by two factors at once: the socio-cultural environment of the educational institution and the external professional environment. At this stage, it is significant that the student has an adequate understanding of the future profession so that entering it is not an unpleasant surprise and does not negatively affect the desire to continue working in the profession in the future. An inadequate understanding of the nature of the future activity, which is formed by the student under the influence of knowledge gained in the university or public opinion, makes him or her unprepared for possible difficulties. The second stage of adaptation concerns the first year of work of a graduate who integrates into the organizational environment of the enterprise and acquires practical knowledge and skills. This period is used to be successfully finalized if at its end the young specialist feels like a part of the team and successfully performs his/her job duties, does not come into conflict with other team members, and enjoys the trust of employees. The third stage of adaptation takes place in the second year of employment. Professional experience increases, and the employee becomes a part of the team. The young specialist makes the final decision to continue working in the chosen speciality or at a particular workplace. They begin to form an idea of their future career and the ways of professional growth in this workforce. An indicator of the effectiveness of adaptation at this stage may be: the young specialist's initiative, the degree of his / her contribution to the common cause, the acquisition of new skills, self-improvement and self-development. The fourth stage takes place in the third year of work. It is characterized by the depth of the specialist's involvement in the profession and the team. An indicator of effectiveness at this stage can be the professional recognition of a specialist in the team, fully independent performance of their duties without the control of a mentor or supervisor (Liu et al., 2019). The main factors of discrimination against graduates in the job market include gender, social and personal differences, work experience, form and place of education, and the rating of the university where they received their degree.

The behaviour of graduates in the job market is usually grounded on their personal and social attitudes, which are supplemented by an objective level of professional training. These attitudes can be influenced by various factors. The influence level of a particular factor will always vary for each applicant, but identifying similar patterns in behaviour helps to increase the efficiency of both the training system and the possibility of real employment for young applicants. The coincidence of the applicant's capabilities and desires is not only a sort of condition for his or her social satisfaction from the job but also a rational understanding of his or her potential. The choice of social and value vectors of graduates' behaviour in the job market is usually rated by the conditions of the job market, exact cultural traditions, life experience and level of education. To appraise the

influence of social relations and the development of the modern job market, one ought to study this influence as a classification of factors: external, internal, and corporate. These classification criteria are determined by the forms of influence of certain factors.

Corporate factors are the factors that determine the company's policy in the job market. They include economic factors and corporate social responsibility. External factors are determined by the state of the environment and the situation in the job market. They contain socio-demographic, social and legal factors, as well as factors of state regulation of employment and the job market. Internal factors are determined by the physiological and psychological characteristics of a person. These factors include biomedical, gender, psychological and environmental factors. For each individual, specific factors will be more or less important. Thus, the adaptation of a university graduate to the job market is a long process of accommodation to the new realities and requirements associated with starting a job. Overcoming the threshold of "study-work" by a young person, who for the first time enters the job market is usually followed by dramatic changes in his/her activity, ways of social relations and life.

3. Materials and methods

For a comprehensive search, we searched for relevant studies in the ERIC Database and Web of Science Database over the past decade. To remove a large number of irrelevant papers during the manual search, a selection of terms was created: "graduates/social adaptation", "graduates/job adaptation", "graduates/employment", "graduates/historian", or "higher education institutions/ historian graduates". The current literature review includes works that aim at the problems of graduates (including historian graduates) in employment, social and job adaptation and ways of coping with these problems.

4. Results

A graduate of a higher education institution is a carrier of properties that, from the employer's point of view, can be mutually beneficial (among personal qualities – energy, enthusiasm, sociability, diligence, ease of learning new information; among professional qualities – a desire to try yourself in different areas of the professional field, lack of stereotypes in the professional approach, desire for "interesting" work and professional growth) and negative (lack of practical experience, often misunderstanding of the goals of professional development, high expectations from work) (Darawsheh, 2018). From an employer, a young professional expects an opportunity to try himself or herself in a professional field, gain the necessary knowledge and skills, and earn money. Employers, in turn, want to see candidates understand their goals, work in a team, and possess the necessary knowledge and skills (Carroll et al., 2019). The clash of these essentially opposite requirements and expectations is an important factor for young professionals – university graduates. The vast majority of young people face employment problems. Therefore, the difficulties with the professional adaptation of former students are closely related to the job search. Young professionals, while choosing a future profession, usually focus on its prestige rather than on the realities of the job market and, as a result, a significant number of university graduates do not work in the speciality they have obtained.

The most significant component of a person's socialization and involvement in the workforce is obtaining a profession. Building a successful career in a professional field requires excessive professional training. The duration of the period of "entry" into job activity at the first workplace depends on the individual qualities of the graduate, on factors of production and social and domestic nature. Therefore, the period of entry into the field of job activity begins from the moment of choosing a future profession. Among the personal characteristics that enabled university graduates to find a job faster, respondents identified the following: a desire to learn and develop; connections; the ability to team - work, and establish relationships with people, sociability; and the capacity for remote work.

Young graduates, who for the first time enter the job market, are practically unprepared for difficulties and stress (Darawsheh, 2018). The main difficulties faced by graduates in their first job are refusal to be hired due to lack of experience; difficulty in adapting to the workplace; difficulty in overcoming the threshold of "study-work"; lack of self-presentation skills; lack of interview skills; lack of jobs with "decent pay"; inability to work in a team.

These difficulties cause acute stress reactions among young people, which develop in half of the cases (Pedrelli et al., 2015). So, it is very important to provide graduate students with reliable information about the situation on the job market, forecasts of possible changes, criteria for assessing the competitiveness of young professionals from the perspective of employers; problems that graduates may face when they enter the job market; teach them how to behave themselves in the job market; develop self-presentation skills, teamwork, etc. The overwhelming majority of young professionals believe that studying at a higher education institution has a positive impact on the development of teamwork skills. It can be mentioned that in the initial period of entering the workforce, the adaptation process for young professionals at their first job is uneven. The main obstacles in finding the desired job for university graduates are ambitions; place of residence, health status; and low salary.

When choosing a job, university graduates are mostly guided by: salary (Koshy, 2016), advice of friends and acquaintances, type of activity, and prestige of the organization. Overstated salary expectations, on the one hand, indicate the ambitions of young people, and on the other hand, the deficiency of information about incomes at the regional level. Young

graduates should understand that salaries at the initial stage of entering the job market depend on many factors: socio-demographic indicators, employee's abilities, family, cultural, and human financial capital (Posselt and Grodsky, 2017). In addition, a graduate's salary depends on the job nature, the employment area, whether the graduate works in the field of his or her speciality, and whether the job corresponds to his or her qualifications.

Today, young people are a rather vulnerable risk group due to their peculiarities related to the difficulties of adapting to modern socio-economic conditions: professional and social self-determination, employment, professional adaptation, etc. (Posselt and Grodsky, 2017). The main factors influencing the adaptation of young professionals are highlighted: the relevance of the work to the specialty obtained at the university; the possibility of developing creative potential and professional advancement; conditions for intra-organizational mobility; and the attractiveness of work.

According to the survey results, the factors that have the greatest impact on a graduate's job activity include financial incentives, innovations in the company, fear of losing a job, and moral incentives. Protecting the interests and rights of employees is important when adapting a university graduate to their first job. Thus, the main factors of discrimination against a university graduate in the job market include gender, social and personal differences, work experience, form and place of education, and the rating of the university where they received their degree (Posselt, 2021). Therefore, to adapt a university graduate to the job market, it is useful to take into consideration the level of their professional training for getting their first job, obstacles in finding the desired job, and difficulties that young people face. The following groups of difficulties should be identified: adaptation to a new team, deficiency of certain skills, experience and knowledge necessary to perform work activities, assumption of responsibility, financial difficulties, change of social role, high workload, insufficient support from management, and difficulties in finding/choosing a job (Pyne and Grodsky, 2020; Hubanova, 2021). While obtaining higher education, students receive theoretical knowledge of their speciality, but currently, in many higher education institutions, the final years of the curriculum do not include disciplines focused on obtaining professional career skills (Posselt, 2021). These disciplines, in some cases, form professional skills, but simultaneously, students often do not perceive them as necessary for building a career and are only used to get a grade. So, young people today are a rather vulnerable risk group due to their peculiarities related to the difficulties of adapting to modern socio-economic conditions: professional and social self-determination, employment, professional adaptation, etc. (Darawsheh, 2018).

The main areas of facilitating the adaptation of graduates in the job market include 1) education, vocational guidance, informing job market actors about mutual needs and expectations, as well as about projected trends in their development, vocational training and retraining, promoting permanent employment of university graduates, promoting youth entrepreneurship; 2) formation of a system of value orientations, professional and career motivation, communication, social and activity competencies that meet current job market requirements (Litalien and Guay, 2015). The efficacy of these areas is primarily determined by their complexity, close interconnection, systematicity and sequence of implementation: from the first agents of socialization – family, and educational institutions, to the moment of successful involvement of a young person in job activity (Dudnik, 2020).

Public authorities, local governments, employers, trade unions, higher education institutions, the state employment service (bin Zamri, 2023), youth employment centres, etc. should be involved in the employment and adaptation of university graduates. The main task of the government and state in the area of job and employment of university graduates should be to ensure conditions for achieving economic independence and realization of the right of young citizens to work; creation of new jobs; organization of employment services to assist in employment; and formation of a system of professional orientation. In the area of job adaptation of young people and their entry into the job market, the state policy should focus on two main areas: employment promotion (first job, social and job guarantees for socially vulnerable categories of young people, etc.) and support and increase of economic activity, youth employment, and youth entrepreneurship (Zayed, 2022). The activities of higher education institutions to promote professional self-determination, employment and successful adaptation in the job market graduates should be aimed at - informing graduates with reliable data on the situation on the job market and modern requirements for young professionals, increasing the adaptive capacity of graduates through the formation and development of professional and personal skills, and enhancing their competitiveness; - involving graduates, employers, and leading professionals in career events (job fairs, training, seminars, round tables, "guest lectures", master classes), which will allow the former to adapt to market conditions; - conducting career guidance work to help graduates (Semenets-Orlova, 2022). Effective interaction between employers and Higher education institutions is a prerequisite for the full development of the higher education system and job relations. Combining efforts and developing various forms of cooperation between enterprises and higher education institutions will make it possible to train high-level specialists capable of designing and ensuring the production of competitive domestic products and services, and to realize the dynamic development of industry based on high-tech technologies. For the job market and the educational services market to function successfully, it is useful to scientifically determine the volume of training for the region's needs. Therefore, regional state administration and local governments, together with employers and higher education institutions, should - participate in the development of regional and state programs on the functioning and development of higher education; - monitor the provision of the region with qualified personnel; - participate in the foundation of the state order for the training of specialists with higher education; - forecast the

need for training qualified specialists in a particular field by the needs of the regional economy; - introduce a mechanism to incentivize employers who create and book jobs for young workers (bin Zamri, 2023).

Employers need to aim at the specific advantages of higher education graduates. First, young people have updated knowledge (they had to research while writing final qualification papers and preparing for exams, and graduates have up-to-date information in their field). Therefore, by hiring yesterday's graduate, the employer simultaneously gets access to the latest scientific achievements in the area of his specialization. This means that new fresh ideas and views on solutions to professional tasks may appear in the company. Secondly, most graduates are quite mobile, quickly learn and adapt. They quickly find a common language with colleagues, show diligence and are ready to master the practical skills necessary for effective work. Thirdly, a characteristic feature of a graduate is high motivation to quickly achieve results and an attitude towards career advancement. Fourth, this category of job force is characterized by relative cheapness, as it has no experience, work experience, etc. The attitude of the management is important in the process of adaptation (Bin Zamri, 2023). If, after a certain period, the management assigns an independent area of work or management of its project, it is important not to miss the chance received and to approach the task with full responsibility. The positive experience of solving independent tasks will not only increase the self-esteem of a young employee but also raise his authority in the team. The appointment of a curator from among more experienced employees will undoubtedly facilitate the professional adaptation of a young specialist. The external impression of a person, namely his appearance, manner of communication, and smile will be important in the process of joining the team.

When employing and adapting graduates to the conditions of the job force, it is worth considering the motives that guide them (Litalien and Guay, 2015). Graduates have the following motives:

Economic. They manifest themselves in the desire to receive material and other rewards as a reward for work (Koshy, Seymour, & Dockery, 2016).

Social. They are determined by the desire to realize themselves in the professional field and to obtain a new and socially approved social and professional status. In the same way, a desire for new social roles associated with achieving the desired status is noted among young people (Posselt and Grodsky, 2017).

The motive of self-realization. It is expressed in the desire to develop and demonstrate one's potential. Among the graduates of higher education institutions, this motive manifests itself from two sides. On the one hand - in the desire to learn new things and gain work experience from employers. on the other hand, to apply the theoretical knowledge obtained in educational institutions and to develop one's human capital for the benefit of the organization.

Cultural and moral motives. They are related to the moral, ethical and cultural foundations of society. The motive to get a job is related to the desire to get satisfaction from work. Job activity is a socially significant form of obtaining profit and other forms of remuneration. The social value of work is manifested in society's approval and encouragement of the desire to work (Lee, 2014).

Employers have the following motives:

Economic. Related to financial gain.

Social. Desires to engage in socially significant and necessary activities are expressed; develop social relations. Sometimes social motives are activated under the influence of state and legal policy.

Self-development. The organization, like any subject of the market of goods and services, includes stages of continuous development that determine its financial profit.

After realizing the need to find workplace actions, which are manifested in his behaviour on the job market. Economic behaviour in the job market is influenced by many factors, which shape the strategy of behaviour and search for a workplace or employees. The job behaviour of the graduate in the job market is related to the choice of a workplace that will satisfy both the economic (receiving material benefits) and the socio-value needs of the subjects. From the employer's point of view, economic behaviour in the job market is related to the selection and recruitment of such an employee who will meet the organizational (perform organizational functions, accept the norms and traditions of the company) and financial policy of the company (bring economic benefit) (Popov, 2022).

The following criteria can be distinguished as a classification of the work behaviour of a graduate of higher education in the job market:

- the nature of motivation (Why is a young specialist looking for a job? What needs does he want to fulfil);
- nature of employment (What employment is he applying for?);
- the degree of mobility (How does one want to advance on the career ladder?);
- the degree of implementation of the received education (How will the acquired education be used for work?);
- the degree of realization of human capital (How does he seek to use his personal qualities?);
- the nature of the job search (which channels are used to search for the first job?);
- form of legal regulation (According to what form of legal regulation will job relations be formalized?);
- the nature of society's perception of job activity (How does society treat the job search process?);
- nature of perception (How does the graduate feel about the job search process?);

– the degree of acceptance of social and moral norms (How are accepted social, job, and moral norms observed?).

Measures that will contribute to employment and adaptation of graduates of higher education institutions in the job market include 1) creation of jobs for young professionals at newly established and operating enterprises; 2) territorial orientation; 3) professional competence orientation; 4) professional orientation. It is necessary to approach the implementation of these measures comprehensively. It is especially important to strengthen ties between higher education institutions and employers through the organization of joint events (training, seminars, "round tables", educational courses for employers on adapting young people to the workplace, workshops), involving employers in the formation of educational and professional programs, working programs, etc.

The main changes that will take place in the economy in the coming years will require the development of new competencies by young specialists. Among the above competencies, it is worth noting those related to the spread of innovative information technologies, the spread of digitization, and the development of the digital economy: digital literacy, programming skills, knowledge of a foreign language, etc. (Raja and Nagasubramani, 2018; Haleem et al., 2022). Thus, the implementation of the proposed measures will help graduates of higher education institutions to painlessly and evenly blend into the work of a young specialist, successfully adapt within the company (organization) and build a decent career in the future.

5. Discussion

The specific mechanisms by which society tries to promote the adaptation processes of young people including historian graduates in the job market include narrowly targeted mechanisms, such as career guidance, studying the job market and forecasting trends in its development, informing young people about the most promising opportunities, and employers about the availability of offers from young specialists (Pidvalna and Pavelkiv, 2021; Abelha, Fernandes, Mesquita, Seabra, Ferreira, & Ana, 2020). This also includes professional training and retraining, and promotion of entrepreneurial activity among graduates of educational institutions. The second group - non-specific mechanisms - contains more general approaches to the problem. Correct adaptation of youth in the job market is impossible without sufficient social adaptation and, the formation of appropriate values and motivations, including professional ones (Song et al., 2019). She must have a certain amount of communication skills, and strive for career growth. The use of these mechanisms corresponds to several stages of adaptation: career guidance and final choice of profession; speciality training or retraining; acquisition of social, communicative, and professional competencies; formation of value orientations; job search and first employment; dismissal, secondary job search and employment. The procedure and number of stages depend on each specific case, personal and family values of the young person, his social and material situation, level of development, work capacity, physical capabilities, and historical and economic features of the region of residence.

Changes in the area of adaptation of young people in the job market are closely related to the social adaptation of the whole population, since the change in society in general, the conversion of one system of values into other forces almost the society in general and each individual, in particular, to be in the mode of adaptation. The downturn in the economic and financial markets has led to the oversaturation of the job market with specialists in many specialities. Such a deformation caused a mismatch between the needs of the job market and the offers provided by the educational market (Abelha et al., 2020). The educational market lags behind such rapid changes, since the main influence on it is not the demand of the job market, but the population, which is the first consumer. To undergo radical changes in the area of professional education, it is useful to carry them out at the level of every citizen - both the future student and the older generation, which is the mentor of the youth and significantly influences the future choice of profession (Akimova, 2022). And here several problems were revealed through research. Statistical analysis claims that the education of young people does not correspond to market conditions. The majority of young people receive higher education, most of them humanitarian. As a result, only half of them are unemployed, and it is not so easy to find an appliance repairman. In addition, many professions are disappearing due to the advent of high technology. In the future, in 10 years, the demand for translators, accountants, and lawyers will significantly decrease, and the positions of administrators and managers will be automated. In 20 years, the need for drivers and pilots will disappear. A study conducted by School-to-work transition surveys showed that there is a significant relationship between the choice of profession and the risks of employment in the informal sector (Libanova et al., 2016). Unfortunately, when choosing, future graduates do not take such perspectives into account. That is, in preparing for adult life, young people rarely go beyond the boundaries of their own family, despite the popular opinion that the virtual environment has flooded their heads. Social adaptation is noticeably low if social life has little influence on the choice of future activities. This significantly reduces the horizons of young people and reduces the general trust in public institutions. But most of the planned events of state and public organizations are designed for young people, not their parents. The result is low work efficiency. The situation regarding the choice of work specialities is rather complicated. The focus on higher education as more prestigious and desirable is traditionally preserved, even though today it is among this category that the most unemployed people are. Yesterday's graduates are forced to migrate, working in low-paid, unprofessional jobs, despite the degrees they received. The choice of specialities is quite limited. Legal and pedagogical directions were repeated, and translators and managers were named, which are plentiful on the job market today. However, there are about 5,000 professions in the world. Solving these problems is not possible without connecting to active cooperation with all categories of the population.

The historian is a humanitarian job, the majority of historian graduates turn out to be teachers. So the governmental organs have to increase the significance and importance of this job starting with increasing teachers' salaries to attract gifted young people in this field of education. The role of a teacher in children's education is very important. An inspired and encouraged teacher can sow the seeds of love for the native land, and respect for the origins, and ancestors. His role is of undisputable importance for the society in general.

We can single out the following current areas of work of employment centres as the main representative of the state in this matter: - regular monitoring of the job market and constant forecasting of trends in its development with the involvement of advanced technologies and the best specialists; - coordination of professional training and retraining of young personnel in accordance with the received data; - preventive work with the families of graduates to form a competent position regarding professional training, motivation for young people to obtain specialties that are in demand now and will maintain this trend in the future, including increased public awareness; – raising the professional educational level through retraining, advanced training courses, in-house training, using state subsidies and benefits for young people and their employers; – informational and financial support for graduates of vocational education institutions of all levels to self-employment through entrepreneurial activity; - organization of cooperation between the state in the person of its representative - the employment service, the vocational education market and employers to accurately identify and solve problematic issues, harmonize supply and demand in the job market, obtain adequate benefits for some participants in the youth employment process. Retraining specialists is one of the ways that have proven to be effective and efficient all over the world, but in Ukraine, it does not always work well enough. The problem is that the specialties offered for retraining are not always in demand in a certain region. More often, they are standard for large areas and do not take into account local needs. There is a need to maintain a modular system during retraining, which does not yet work everywhere and not to the full extent.

New educational technologies make it possible to acquire knowledge in full, and until they are mastered, a young person will not receive a certificate of completion of the corresponding course, he will have to study unprocessed material. This type of training helps raise the qualification level of employees, making them more competitive in the job market. The best opportunity to get a successful job here is to engage in small and medium-sized businesses. It is worth highlighting such a mechanism of youth adaptation as job migration, which has acquired specific forms in Ukraine. If earlier graduates looked for work on the territory of the state, that is, they used the opportunities of internal migration, today they are either limited to their native population or try to find employment abroad.

History is interesting, very painstaking work in libraries, archives and warehouses, exhibition halls and museum storerooms, and communication with private collectors. Historians may participate in archaeological and ethnographic expeditions, and take part in scientific conferences and symposiums. Specialists who study the history of foreign countries often go on business trips abroad. A university graduate must possess basic competencies. Therefore, the requirement of "ability to learn" is becoming more and more important, which increases employment opportunities and facilitates vertical and horizontal mobility of workers in the job market. A graduate of historical majors can work as an assistant, a teacher at a higher educational institution, a teacher at a vocational and technical institution, a teacher at a general educational institution; a junior researcher, a researcher of archival affairs, museology; archivist, expert on museum and exhibition collection, custodian of exhibits, custodian of funds; an orthographer, an archaeologist, an ethnologist, a paleographer; a historian, a historian-consultant on economics, politics, social relations, and simply a consultant on issues of history; tour guide

History is the profession of romantics, which, unfortunately, is not in full demand today. Because of the low salary, this profession is chosen by fewer and fewer talented young people. Or, unfortunately, graduates are looking for and finding a job outside of their speciality. But we should all understand that without knowledge of history, society will run into the same unresolved problems. A talented history teacher can ignite a spark in students, instil in them a love for their native land, teach them to preserve its beauty and history for posterity, appreciate the past as an example of possible future development, and prevent the mistakes of the past.

6. Conclusions

It was determined that an important stage in a young person's life is the transition from study to work, that is, the adaptation process of a graduate of higher education in the job market because it largely determines his further professional and social development. Successful employment of young specialists - graduates is one of the main criteria for the efficacy of the functioning of the higher education system, the job market, and the economy as a whole. To a large extent, it depends on how productive the process of training and adaptation of higher education graduates to the job market will be. It was found that an important type of adaptation is professional adaptation, which is characterized not only by adaptation but also by entry into active activity. For a young specialist, professional adaptation is the assimilation of professional and social functions and active inclusion in the life of the work team. To improve the adaptation process of historian graduates it is significant to strengthen ties between higher education institutions and employers (museums, schools, scientific centres, archaeological stations, etc.) through the organization of joint events (trainings, seminars, "round tables", educational courses for employers on adapting young people to the workplace, workshops), involvement of employers in the formation educational and professional programs, work programs, etc.

Ethical considerations

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Conflict of Interest

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