

PECULIARITIES OF SOCIAL-ECONOMIC ORIENTATION OF ECONOMICS STUDENTS IN GEORGIA

ИССЛЕДОВАНИЕ СОЦИАЛЬНОЙ И ПРОФЕССИОНАЛЬНОЙ ОРИЕНТАЦИИ СТУДЕНТОВ ВЫСШИХ УЧЕБНЫХ ЗАВЕДЕДИЙ ГРУЗИИ

В данной статье проведено исследование-анкетирование 400 студентов Тбилисского государственного университета. Рассмотрены проблемы выбора профессии, подготовки к вступительным экзаменам, заинтересованности молодых людей в получении высшего образования. В результате исследования выявлены следующие проблемы: недостаточный уровень школьной подготовки для поступления в вуз; зависимость выбора специальности при поступлении в вуз от уровня заработной платы и престижности профессии; нежелание продолжать образование после окончания вуза из-за низких доходов в сфере науки, а также проблема «утечки» специалистов за рубеж.

There was a drastic change in the professional orientation of the youth in Georgia in 1990 s. The academic majors in great demand became Economics and Law. As a result the biggest competition at the entrance exams was at these majors.

The study of students' social and professional orientation (up to 400 respondents) at Ivane Javakhishvili Tbilisi State University Economics and Business Department revealed that:

- decisions on taking economics majors were made at schools in upper grades by the majority of students (86 %), only a small number of students — 4 % were determined to become economists being in primary school;
- 69 % of the respondents have chosen this profession themselves on their own initiative and only the fifth of the respondents were influenced by the members of family (parents) in their decisions;
- 2/3 of the respondents believe that they have received sufficient knowledge at school to continue in higher education institution, and 31 % think that the knowledge gained at school is totally sufficient. At the same time only 20 % of respondents enrolled in universities through the entrance exams on the basis of the knowledge gained at school only and their own efforts. the rest had private lessons with tutors (63 %) or took preparation courses (10 %). This point at the setbacks existing in the educational system, which requires significant improvements in the organization of academic process;
- for the third of the respondents (32 %) higher education is a way of achieving good material benefits; for 29 % it is an opportunity to become a

skilled professional; 20 % think that it will provide them with the prestigious position in the society; only the smallest part (2 %) simply likes studying.

First year students have little idea of concrete majors of economics. They mostly direct their efforts towards the majors like business administration, finances and management. Part of the respondents (34 %) explain this with the availability of information related to those majors. 29 % of the respondents think that the chosen major will provide them with a good opportunity to get employed. Only 4 % believe that being an economist is the profession which is the most interesting and motivating for achieving success;

- 80 % of the interviewed students believe that for the professionals with higher education the most important assets are:
 - high level of special knowledge;
 - sense of responsibility;
 - general high standards;
 - flexible reasoning, ability of maneuvering.

It must be mentioned that among the primary qualities the ability of creative thinking is not completely neglected, but is shifted to the background. Students are directed mainly towards practical work;

- only 36 % of the respondents are going to continue study for Masters Degree. 36 % want this provided that the study is free of charge.

The study also showed that 84 % of the respondents categorically refuse to study for Doctor's Degree, 12 % will only study without study fee to pay, and only 4 % have firm determination to gain Doctors Degree. The reduced appeal for scientific work can be explained by the sharp reduction of work positions in science in 1990 s and discriminating salaries, as well as the drop of prestige of scientific work. This was one of the reasons for students' low involvement in scientific research.

It has been made certain that the majority of respondents spends a large part of their time budget among friends and allocates the least time for scientific research. All this in the conditions when the students interviewed are considered to be the elite part of youth in Georgia.

It is also noteworthy that the students attach equal importance to high salaries and stability of the workplace when starting their working career; after which comes the possibility of professional growth and career advance. At the same time they consider remuneration for work important: from the beginning of their career they will agree to start work for the amount of salary which is higher 1,5 times too the average salary existing in Georgia.

As the study showed the students' social and professional interests barely coincide with the demands of Georgian labor market. Therefore there is a risk that they may be employed in occupations different from their majors or may migrate abroad.