

## APPLICABILITY OF POSSIBLE MODELS TO ENSURE EASY ACCESS TO EMPLOYMENT FOR RA STUDENTS\*

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**Abstract.** *The issue of student employment is always relevant in the context of ensuring the unimpeded entry of young professionals into the labor market, justification and proportionality of the employer's requirement for work experience to a person who has received a new scientific qualification. Ensuring the employment of students also includes the task of balancing professional theoretical and practical knowledge, which allows developing the ability to apply theory in practice, which is one of the important foundations of professional experience. At present, the issue of compliance with the requirements of the employer and university education is also relevant in terms of student employment. The difference between supply and demand in the labor market is increasing from year to year, as a result of which the real problems of finding employment for young workers are exacerbated. The need to balance the theoretical and practical aspects of professional knowledge in Armenian universities makes the issue more relevant. The article identified the following issues: 1. Find out the importance of combining study and work in reducing the unemployment rate of university graduates, thereby ensuring unhindered access for specialists to the labor market, increasing student employment in professional activities. 2. To identify effective employment models that ensure a smooth transition of high-quality specialists from the university to the labor market and do not negatively affect the quality of education. 3. To highlight the possibilities of effective implementation of student employment models in Armenian universities. 4. In the process of providing employment for students, allocate opportunities for employment related to their future profession. In the article, a number of issues of student employment are considered, related to solving the problems of interaction between universities and the labor market, ensuring unhindered access of students to the labor market, and also determining ways to prevent the negative impact of student employment on the quality of education. Thus, the informational model of interaction between the university and the labor market, the motivational model of student behavior, as well as the organization of employment of students according to their future profession or related professions are of great importance for increasing the level of professional training of students, professional adaptation and solving problems of social integration in the industrial environment.*

**Keywords:** *university, labor and professional experience, employment assistance center, competitive advantage*

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ԵՊՀ սոցիոլոգիայի պատմության և տեսության ամբիոնի հայցորդ:

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**Ամփոփում:** Ներկայումս ուսանողների զբաղվածության հարցում հրատապ է գործատուի պահանջների և բուհական կրթության համապատասխանության խնդիրը: Տարեցտարի աշխատաշուկայում սրընթաց աճում է առաջարկի և պահանջարկի տարբերությունը, որի պատճառով սրվում են երիտասարդ աշխատողների իրական զբաղվածության խնդիրները: Հարցն առավել արդիական է դարձնում Հայաստանի բուհերում մասնագիտական գիտելիքների տեսական ու գործնական կողմերի հավասարակշռման անհրաժեշտությունը: Ինչպես աշխարհի շատ երկրների բուհերում, մեր երկրում նույնպես տարիներ շարունակ եղել է և կա տեսական գիտելիքները գործնականում կիրառելու բացը, որն ապագա մասնագետների մասնագիտական փորձառության և դրանով անխոչընդոտ աշխատաշուկա մտնելու կարևոր պայմանն է: Ուսանողական տարիներին մասնագիտական տեսական գիտելիքները աշխատանքում գործածելու կարողությունների ու հմտությունների վերաձեռը, աշխատանքային փորձի ձեռքբերումը նպաստում են նրանց սոցիալական և մասնագիտական հարմարմանը հասարակության մեջ, ինչպես նաև՝ աշխատաշուկայում մրցակցային առավելությունների ավելացմանը: Մույն հոդվածի նպատակն է՝ ուսումնասիրել ուսանողների զբաղվածության ապահովման հնարավոր մոդելները: Հոդվածում քննարկվել են հետևյալ խնդիրները. 1. պարզել ուսումնառության և աշխատանքի համատեղման նշանակությունը բուհերի շրջանավարտների գործազրկության մակարդակի նվազեցման, դրանով մասնագետների անխոչընդոտ մուտքն աշխատաշուկա ապահովելու, մասնագիտական աշխատանքով ուսանողների զբաղվածության ավելացման հարցում: 2. Բացահայտել բուհից աշխատաշուկա բարձրորակ մասնագետների անխոչընդոտ անցումն ապահովող և կրթության որակի վրա բացասաբար չազդող զբաղվածության արդյունավետ մոդելներ: 3. Վեր հանել Հայաստանի բուհերում ուսանողների զբաղվածության ապահովման մոդելների արդյունավետ ներդրման հնարավորությունները: 4. Ուսանողների զբաղվածության ապահովման գործընթացում պարզել նրանց ապագա մասնագիտությանը վերաբերող աշխատանքային գործունեությանը զբաղվելու հնարավորությունները: Կարևորվում են բուհ-աշխատաշուկա համագործակցության տեղեկատվական մոդելը, ուսանողների վարքի դրդապատճառային մոդելը, ինչպես նաև ուսանողների զբաղվածությունը նրանց ապագա մասնագիտությանը կամ հարակից մասնագիտություններով կազմակերպելը, որոնք խիստ կարևոր են ուսանողների մասնագիտական պատրաստվածության մակարդակի բարձրացման, մասնագիտական հարմարման և աշխատանքային միջավայրում սոցիալական ներառման խնդիրների լուծման համար:

**Բանալի բառեր** – *համալսարան, աշխատանքային և մասնագիտական փորձ, զբաղվածության իրանման կենտրոն, մրցակցային առավելություն*

## **ПРИМЕНИМОСТЬ ВОЗМОЖНЫХ МОДЕЛЕЙ ОБЕСПЕЧЕНИЯ БЕСПРЕПЯТСТВЕННОГО ДОСТУПА К ЗАНЯТОСТИ СТУДЕНТОВ РА**

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**Резюме.** *Вопрос трудоустройства студентов всегда актуален в контексте обеспечения беспрепятственного выхода молодых специалистов на рынок труда, обоснованности и соразмерности требования работодателя к стажу работы лицу, получившему новую научную квалификацию. Обеспечение трудоустройства студентов также включает в себя задачу балансирования профессиональных теоретических и практических знаний, что позволяет развивать умение применять теорию на практике, что является одной из важных основ профессионального опыта. В настоящее время вопрос соответствия требованиям работодателя и вузовского образования актуален и в плане трудоустройства студентов. Разница между спросом и предложением на рынке труда год от года увеличивается, в результате чего обостряются реальные проблемы трудоустройства молодых работников. Необходимость сбалансировать теоретические и практические аспекты профессиональных знаний в вузах Армении делает вопрос более актуальным. В статье были выявлены следующие проблемы: 1. Выяснить значение совмещения учебы и работы в снижении уровня безработицы выпускников вузов, тем самым обеспечить беспрепятственный доступ специалистов на рынок труда, повышение занятости студентов в профессиональной деятельности. 2. Выявить эффективные модели трудоустройства, обеспечивающие плавный переход качественных специалистов из вуза на рынок труда и не влияющие негативно на качество образования. 3. Осветить возможности эффективного внедрения моделей трудоустройства студентов в вузах Армении. 4. В процессе трудоустройства обучающихся выделять возможности трудоустройства, связанные с их будущей профессией. В статье рассматривается ряд вопросов обеспечения трудоустройства студентов, связанных с решением проблем взаимодействия вузов с рынком труда, обеспечением беспрепятственного доступа студентов на рынок труда, а также определением путей предотвращения негативного влияния трудоустройства студентов на качество образования. Таким образом, информационная модель взаимодействия вуза и рынка труда, мотивационная модель поведения студентов, а также организация трудоустройства студентов по будущей профессии или смежным профессиям имеют большое значение для повышения уровня профессиональной подготовки студентов, профессиональной адаптации и решения проблем социальной интеграции в производственной среде.*

**Ключевые слова:** *вуз, трудовой и профессиональный опыт, центр содействия занятости, конкурентное преимущество*

## **Introduction**

When studying the issues of student employment, researchers describe theoretical models of employment simultaneously with part-time employment or temporary, part-time employment, highlighting the problem of combining study and work of students (Pakhomova, Rudneva, 2013). A.A. Kozhurova characterizes the structure of the mechanism for regulating the employment of students by stages of development. A model of employment of a competitive young specialist is presented, on the basis of which links and characteristics are described that ensure the formation of a competitive professional in a competitive environment of the labor market. It offers a *competitive employment model* for young professionals. It

consists of the functions of regulation of youth employment or mechanisms of cooperation of all actors in the process of ensuring successful employment. A model that allows for the interaction of universities and the employment center with all subjects of the educational services market and the labor market, such as public educational institutions, universities, enterprises and the media (Kozhurova, 2017).

The advantage of the mechanism proposed by A.A. Kozhurova, is the focus of the system on the final result. As the end result of this mechanism, she calls “the hiring of a competitive young specialist, tested by competitive relations and phenomena in the real sector of the labor market. The employer concludes an employment contract with the employment center for a probationary period. A specialist who has successfully passed the test (competition) can be accepted on a permanent basis. If for one reason or another the probationary period has not ended, the employer has the right to terminate the employment contract. In this situation, the young person gets the opportunity to return to the labor market, get a different profession and look for a job with a new competitive status (Kozhurova, 2017).”

N.K. Mikhailova describes the main motivational models of behavior of full-time students working in a study-work combination. The behavior of working students is analyzed using a model of behavioral motivation through requirements. According to this model, “behavior is based on needs, which in this case induce (motivate) students to certain behavior (actions) aimed at satisfying the requirement” (Mikhailova, 2018).

Motivational models of behavior are considered from the point of view of needs as regulators of behavior. There are three motivational models of student employment, the first of which is based on *material needs*. The latter include the following motives: the desire to earn money to pay for education, the desire to be financially independent from parents (at least partially) in case of difficulties in covering the financial costs of the student's education. The conducted studies confirm that the choice of work within the framework of this model is in no way connected with the future profession, students do not have the problem of acquiring professional experience in employment. At the same time, preference is given to more paid jobs, regardless of working conditions, such as informal employment, inconvenient work schedules, lack of social guarantees, etc. Students with this type of employment often miss classes and have debts. The employment of students is informal, characterized by unevenness and low-quality jobs (Mikhailova, 2018).

This model is the most common in our country, because the main motivation for students to find a job during their studies is financial and economic, in the form of paying tuition fees, taking care of living conditions, etc. The main drawback of this model is that as a result of trying to combine study and work, in many cases, study is pushed to the secondary plan, as a result of which the student's professional knowledge is not formed at the proper level. However, among the advantages, one can mention the acquisition of practical experience and having already accumulated some work experience at the end of the studies, which can contribute to being more in demand and competitive in the labor market.

*In the second motivational model of student employment*, students strive to work in modern organizations, gain professional and work experience. This model is considered effective, as students seek to get an official job close to their future profession in order to acquire the necessary skills and abilities to engage in

professional activities, as well as work experience that increases the chances of finding a job in their specialty. This model is also characterized by an increase in students' interest in learning, “especially if the employer is interested in acquiring an employee with high-quality theoretical training. Therefore, when applying this employment model, the work activity of students contributes to professional inclusion, and early entry into the labor market increases the possibility of employment after graduation” (Mikhailova, 2018).

We can note that with this model, students are provided with more opportunities. Moreover, in recent years this employment model has become more and more popular in Armenian practice, as more and more students combine work and study, moreover, for various reasons: increasing the level of professional competence, combining variety and practical, opportunity for career advancement, etc.

Researchers have repeatedly spoken about the problem of employment of young professionals: employers are afraid to take on permanent jobs students and workers of the age group who have just completed their studies, because they are hindered by lack of work experience. On the other hand, among students who combine study and work, today there is a tendency to continue their studies, which reduces their work motivation (Razumova, Yanchuk, 2021).

*The third motivational model* is typical for self-employed students. The number of working students who have created jobs for themselves is small, so this model is not common. "Such students are active, sociable, self-confident, willing to take risks, have certain resources" (Mikhailova, 2019). N.K. Mikhailovna, T.A. Yarkov explains this motivational layout by the desire of students to acquire new skills and experience, which become competitive advantages for them in the labor market after graduation (Mikhailova, Yarkova, 2019).

We can say that the third model is even less applicable in our country, because the perceptions of self-employment, the need to combine study and work, as well as the corresponding awareness and responsibility have not yet been formed among our students. The main advantage of this model is to endow students with a number of characteristics: initiative, responsibility, self-awareness, etc. However, the short-term, informal nature of the work, which does not contribute much to further career advancement, can be noted as a disadvantage.

“The implementation of professional competencies most often occurs without the participation of the university, and it is the university that should help students undergo professional socialization” (Potravnaya, 2015). In principle, the creation and functioning of a model of social integration of students in the world of work becomes important and relevant. Therefore, state regulation of higher and professional education and the labor market should also be aimed at enhancing the role of universities in ensuring student employment. Universities should regulate the process of employment of working students (Evans, Gbadamosi, Richardson, 2014).

Murom Institute (branch) of Vladimir State University named after A.G. and N.G. Stoletovs has an interesting model of social integration of students in the sphere of work. The institute has created and operates a system to promote the labor integration of university graduates, which is based on a theoretical model of the process of social integration of university graduates in the world of work (Popova,

2016). The constituent elements of this system are the subdivisions functioning at the institute (department of pre-university training, selection committee, departments of industrial practice, educational, additional professional education, employment support service for graduates of the university). Many of these structural units functioned as part of the university for a long time, but acted separately from each other. A few years ago, the leadership of the institute decided to combine these departments and services into a single system for their more efficient activities (from the recruitment of applicants to the employment of graduates (Popova, 2016).

The presented model of integration of graduates and its elements outlined above can be implemented in the activities of Armenian universities. In the process of introducing this model in Armenian universities, the real needs of the labor market in the region should be taken into account (Patton, 2001).

It is no secret that there is a certain "gap" between the requirements of the employer and the training of university graduates, which determines the current state of the labor market in Armenia and the presence of a number of negative trends. Such a model would also fill this gap by ensuring that experienced professionals enter the labor market. It will also promote a motivational system for students that will encourage them to work in their future profession along with their studies. In essence, the motivational system of student employment should balance material and professional motivations, when work during study is conditioned by the desire to improve the financial situation, as well as to acquire skills and experience.

Solving financial problems and gaining experience become the basis for the professional development of a working student and raising the level of those involved in professional activities in the labor market, therefore, improving the quality of work. Thus, the attractiveness of studying at a university is balanced - the quality of study - professional activity - effective work. Thus, the university prepares specialists who meet most of the modern demands of employers and who have competitive advantages in the labor market.

Constant changes in various fields of science, especially in the field of information technology, the introduction of innovations make employers seriously think about the selection of personnel. Employers want to be sure that a new graduate will be useful immediately, without additional investment in his training. Therefore, to increase their value, professionals from different fields, especially IT graduates, must have the necessary technical skills, experience with real-world problems, and interpersonal skills (Grant, Malloy, Murphy, Foreman, Robinson, 2010). But an effective solution to the problems of employment of graduates is possible only with the interaction of all participants in the process of forming graduates: the student himself, the university, the bodies of the Ministry of Education and Science, culture and sports, business structures and public organizations (Gimpelson, 2009).

The task of the university should be the formation of such a model of education so that the graduate is in demand in the labor market (Satybaldieva, Ualieva, Moldagulova, 2012).

*The information model* is considered effective for the interaction between the university and the labor market (enterprises, organizations). Within the framework

of this model, graduates are informed about vacancies in the specialty of their professional education and related fields of activity, as well as employers are informed about the merits of graduates who need employment. To this end, changes in the labor market are monitored, various information and promotional materials are published, as well as directories of the best university graduates, open electronic databases, company presentations, job fairs and graduates, competitions are organized, various types of tests, tests, interviews, etc. d. This is one of the main models of activity of employment promotion centers of vocational educational institutions.

The mentioned model can be effectively applied to ensure the employment of students of Armenian universities and solve the problem of their employment after graduation, since an important field of activity of university employment and employment centers is to increase the competitiveness of graduates in the labor market and consists in temporary (secondary) organization of employment and work internships during the free study period. And here the model of information interaction plays an important role. The organization of temporary (additional) employment of students primarily aims to give students the opportunity to earn extra money in their free time to solve their social problems. However, it also helps students gain hands-on work experience, develop their communication skills, and learn about the technologies of various businesses and organizations, especially in the small and medium-sized enterprises sector (Satybaldieva, Ualieva, Moldagulova, 2012).

Temporary work can be effective for undergraduate and graduate students. Students have the opportunity to engage in temporary work during the summer holidays. In order to prevent the negative impact of employment on the quality of education, in most cases, temporary work is related to the future profession of students (Satybaldieva, Ualieva, Moldagulova, 2012). This is an important factor in balancing the theoretical and practical aspects of studying at a university.

The organization of internships for students in their free time is mainly aimed at obtaining practical experience in the field of education in universities, as well as in a related or complementary profession. Such internships are more relevant for students of economic specialties who, after graduation, due to lack of work experience, are not hired and do not have the opportunity to gain the necessary experience. Mathematics, science and engineering students at universities also need experience to get to know, for example, banks or other financial institutions, insurance companies, trade and commercial enterprises and other technologies where they would like to work in the future (Satybaldieva, Ualieva, Moldagulova, 2012).

The goal of the effective operation of the information model should be to ensure the experience and professional training of students, and experience should become an important factor in increasing the competitiveness of university graduates and ensuring the further entry of highly qualified specialists into the labor market (Triventi, 2014). In order to localize the information model in Armenian universities, it is important to create employment and employment promotion centers, as well as the necessary base for experience-oriented practice. On the other hand, it is necessary through cooperation to ensure that employers, in addition to preferring the training of specialists, also plan their resources for the targeted

training of specialists in universities or the organization of narrow professional specialization and internships for students (Passaretta G., Triventi M., 2015).

In previous studies also considered the issue of interaction between structures dealing with student employment issues, considering this the main direction of increasing the level of student employment. In this context, for effective cooperation, we emphasize the closeness of cooperation and partnership between state and non-state structures and universities interested in solving the problem, developing and implementing their new forms, ensuring the active participation of students in internships, research work and organizing their professional part-time employment based on professional orientation, raising awareness of demand trends in the labor market. These steps are aimed at ensuring a significant increase in the degree of employment of students and solving the problem of training specialists in accordance with the requirements of the employer, as well as the problem of the competitiveness of graduates in the labor market, since before graduation they will already have work experience that meets the requirements of today employer, which really hinders finding a job in the labor market today (Yeghiazaryan, 2020).

In order to ensure the organization of interaction between representatives of the education system, society, families, business structures, state and city authorities, it seems important to develop a model for managing students' secondary employment, which is an important direction in *improving the policy of managing students' labor activities* (Richardson, Evans, Gbadamosi, 2009). According to the model, the goal of student secondary employment management is the comprehensive development of young people and their potential, which should contribute to increasing active influence on various processes of creating advantages and value, as well as ensuring sustainable development. educational and professional systems (Alexandrovna, 2018). The model of managing the employment of secondary school students is built on three levels: state, intrastate and student youth institution. "With the dominance of the policy of passive employment, the state is given the leading role, because it is faced with the task of ensuring the preservation of jobs for those who want to work. For employers, the state must ensure the conditions under which the demand for their products will be ensured, for the unemployed, benefits and assistance in finding employment" (Alexandrovna, 2018).

In order do not reduce the quality of education of working students, in the organization of their professional and labor activity, we focus on labor activity in their future profession or related professions. Researchers of the problem testify to its importance, noting that some of the students, whose joint employment is related to their future profession (field of employment, places of work), form professional competencies (abilities), their social and professional identity. Observing a career, first of all, as a progressive movement of a person associated with the growth of professional skills and status, students perceive this time as an intermediate stage of the preliminary stage of a future professional career. Therefore, they do not consider it necessary to build their career only for the purpose of generating income. "During the student years, the "strength test", the combination of student studies and work contributes to their social and professional adaptation in society. However, this process should not be carried out to the detriment of the main goal - getting an education, therefore, universities should take a differentiated approach to



the issue of individualization of the education of busy students (Mikhailova, Yarkova).

In the motivational system of students' behavior, a balance of material and professional motivation is possible, when work during study is conditioned by the desire to improve their financial situation, acquire professional skills and work experience. Moreover, this can be achieved by ensuring the employment of students with professional paid work. The fact is that it is at the stage of study that the foundation for the professionalism of future specialists is laid, and already in labor activity it is rebuilt and strengthened.

### **Conclusions**

The main results of the research and main conclusions derived from them are given below. The main problems in ensuring easy access for employment for young people in RA are: 1) a high proportion of informal youth employment; 2) difficulties in finding employment for university graduates, an imbalance in supply and demand in the youth labor market in terms of professional qualifications; 3) youth unemployment; 4) low guarantees for new forms of youth employment; 5) lack of statistical data on many indicators of decent work in the youth segment; 6) high differentiation of the profiles of “worthiness” of work by types of activity, etc. The different approaches to the implementation of the principles of work for students made it possible to develop a model of the mechanism for implementing the principles of work in the field of youth employment, which includes a set of methods and tools for influencing the subjects of social and labor relations on the characteristics of youth employment.

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