

## **ENTRY PROBLEMS OF HIGHER EDUCATIONAL INSTITUTIONS GRADUATES TO THE LABOR MARKET: AMBITIONS, REALITY, PERSPECTIVE**

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The purpose of the study is to analyze the correspondence of the plans, preferences, desires and image of their own successful professional future for young people in higher education institutions with the real state of the labor market at present and in the near future.

The work was carried out on the basis of questionnaire surveys series of university students in Moscow, Voronezh, Astrakhan, Tver, Tyumen and Dubna. It analyzes: the motives for choosing a future job, ideas about the importance of mastering a university program for success in the professional future, preferences for the field and type of work, the choice between independence and the position of an employee, ideas about prestigious and promising specialties, as well as the state of the labor market and its problems that university graduates have to overcome when they first encounter the modern employment system.

The results of the study showed that the difficulties of university graduates entering the labor market for the first time are a serious test of the competitiveness of young people. An inadequate assessment of university students mastering universal and professional competencies the importance, relying on their own abilities and opportunities as a source of future professional success, absence of self-determination among university youth regarding their work in the future, misconceptions, and ignorance of the state of the labor market give rise to great difficulties for graduate's universities when they first enter the labor market. Modern students are ambitious; they see themselves in high labor positions as an organizer, manager, or highly paid specialist. Most of them would not like to have any bosses over them at all. Along with other reasons (which there are many), an important role here is played by a significant drop in the quality of education and the rejection on its educational function. Russian education needs a serious transformation, which implies, in addition to increasing the level of mastering competencies, a social orientation in working with young people, which will make it possible to educate a conscious professional creator and citizen instead of an infantile hedonist consumer. Without such changes, Russian education will finally cease to fulfill its main function - the preparation of highly qualified specialists for knowledge-intensive sectors of the economy.