

ARTIGO <https://doi.org/10.22481/praxisedu.v15i36.5896>**PROFESSIONAL ADAPTATION OF FUTURE SPECIALISTS WHILE STUDYING
AT UNIVERSITY****ADAPTACIÓN PROFESIONAL DE FUTUROS ESPECIALISTAS MIENTRAS
ESTUDIAN EN LA UNIVERSIDAD****ADAPTAÇÃO PROFISSIONAL DE FUTUROS ESPECIALISTAS ENQUANTO
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Abstract: The article deals with the problems of professional adaptation of university graduates. The conditions of professional socialization of Bachelors of Science are examined. National studies of professional adaptation of university graduates are analyzed. The factors determining professional adaptation of university graduates are identified.

Keywords: Professionalism; Professional adaptation; Socialization of the individual; Professional competences; Teaching students.

Resumen: El artículo aborda los problemas de adaptación profesional de los graduados universitarios. Se examinan las condiciones de socialización profesional de Bachelors of Science. Se analizan los estudios nacionales de adaptación profesional de los graduados universitarios. Se identifican los factores que determinan la adaptación profesional de los graduados universitarios.

Palabras clave: Profesionalismo; Adaptación profesional; Socialización del individuo; Competencias profesionales; Enseñanza del alumnado.

Resumo: O artigo trata dos problemas de adaptação profissional de egressos universitários. As condições de socialização profissional dos Bacharéis em Ciências são examinadas. São

analisados estudos nacionais de adaptação profissional de egressos universitários. Os fatores determinantes da adaptação profissional dos egressos da universidade são identificados.

Palavras-chave: Profissionalismo; Adaptação profissional; Socialização do indivíduo; Competências profissionais; Ensino aos alunos.

Introduction

Dynamically changing modern society and the conditions of professional activity of workers determine the acquisition of adaptive opportunities for active interaction with the environment and society as a significant managerial problem. The same factor determines the relevance of studying the possibilities of university education for adaptive abilities of future expert development, since adaptation becomes the period when university graduates achieve compliance with the profession requirements at all stages of production activity.

The willingness to perform production tasks with the necessary coefficient of efficiency appears for a young expert upon completion of vocational education program at a university, when a university graduate has to start independent work. The success of the adaptation process is largely due to those ideas about their profession that were formed in a young man at the stage of university study, and those competencies that were formed in him during the process of practice-oriented training. It is professional and practice-oriented training at the university and those technologies that are aimed at simulation action creation during the educational or industrial practice of students that help reduce the time for professional adaptation. Undoubtedly, the practical training of students, the official internship that occurs in organizations during young expert hiring, help to identify the business qualities of a young expert and contribute to the appropriate use of these qualities in production activities. At the same time, the introduction of practice-oriented forms of work with students entails the increase of its social activity and, in general, contributes to its further social and professional adaptation.

Undoubtedly, the hierarchy of expectations is determined by individual personality traits and specific situations of professional activity. Having completed the training and passed the initial professional adaptation, a former student, entering the stage of independent labor activity, must accurately follow the instructions of the leadership, be able to interact effectively with a team to solve production problems, take responsibility for his own actions, showing personal and business qualities that are consistent with the goals of an organization.

But at the same time, they expect from a hired university graduate not only the observation of labor discipline and internal rules, but also skilled work. In modern conditions of the labor market, particular attention is drawn to the forms of work aimed at student professional competence development in higher education programs and contributing to the successful professional development of a young expert. Moreover, modern higher education should be focused on ensuring the possibility of aspirations and abilities of a young person in that form of activity that will be most useful both for an individual and for society [1, p. 16]. It is important that this promising activity of a university graduate be implemented in a future profession.

Study Methods

When they determine the methodological basis for the professional adaptation of a university graduate the following approaches are relevant: activity, process, competency, system, information, socio-economic, axiological and other approaches that act as a set of generalized scientific provisions on the problem under study characterize various aspects of its study and put forward specific experimental tasks, determine the subject and area of research (facts and factors necessary for the study, identify the relationship between, etc.).

In modern science, the problem of professional adaptation of youth is studied by V.N. Beznosikov, O.I. Zotova, E.N. Kamyshev, R.P. Kolosova, T.L. Konchalin, I.K. Kryazheva, V.S. Nemchenko, and N.V. Polyakova. The researchers note the growing role of the individual's social activity and the increasing responsibility of each person not only for the results of their own development, but also for the success of positive social transformation implementation of the whole modern society.

Modern psychological and pedagogical research does not provide a single understanding of professional adaptation process for an individual. Some scholars believe that this process begins directly at an enterprise, with the beginning of independent labor activity [2; 3]. In the works of others, it is argued that some features of the adaptation period are formed in a comprehensive school. So, A.D. Sazonov divides the process of socio-professional adaptation into two periods: pre-production and production. The stages of preparation for work at school and in a family and to profession selection are represented by professional training and independent work of an adaptant [4, p. 32]. In addition to specific tasks and contents, each period has a certain specificity. For example, pre-vocational training,

being an organic part of school education, is the initial link in the professional development of a young expert and his adaptation to professional activity. Vocational training of a student at a university, beginning the production period of a future graduate adaptation and shaping his professional-value orientations and personal interests, which ensure success in profession, is of interest for theoretical studies of experts and practical developments of teachers working with students in special and general professional disciplines.

Main Part

The preparatory stage of the production period for an individual's professional adaptation, on which the foundation of professional formation is laid, professional knowledge, skills and abilities are formed, is associated with the beginning of vocational training. A graduate, still at the stage of training as a student, must go through the stage of preparation for professional activity for successful social and professional adaptation. The main areas of activity during university period: 1) the formation of students' motivation based on their individual characteristics (development of a methodology for studying the needs and motivational sphere of students); 2) stimulating the activities of the teaching staff on the reorganization of the traditional educational process, updating the educational and professional foundations of students' activities; 3) the development of the main areas of practice-oriented thinking; 4) development of a program for organizing independent work of students, necessary for active self-development, conscious formation of mastery [5, p. 54]; 5) ensuring successful social and professional adaptation of students of all courses.

The solution of professional adaptation problems for future graduates mastering the program of professional training for higher education is carried out in several stages:

Stage 1 - determination of the goal orienting the faculty of the university to the organization of practice-oriented training, during which a number of important tasks are solved, including the task of social and professional adaptation of future graduates; a comprehensive study of the characteristics and socio-professional capabilities of academic disciplines mastered by the higher education program, contributes to the concretization of tasks for the formation of promising adaptive capabilities of students.

Stage 2 - the development of criteria and the formation of indicators necessary to determine the effectiveness of general professional training problem solution in the aspect of socio-professional adaptation of future experts.

Stage 3 - the formation of integrated diagnostic methods aimed at the level of students' learning and training determination, their psychophysiological capabilities, professional suitability and socialization.

Stage 4 - the development of targeted programs for social and professional adaptation, depending on the area of preparation and the development of the students' independent work system (it is possible to replace the target program with a set of methods, tools, activities that contribute to the most effective solution of socialization and adaptation tasks).

Stage 5 - the creation of organizational and pedagogical conditions for the optimal implementation of a target program.

Stage 6 - analysis of a task achievement, taking into account the previously selected criteria for optimality, among which the most significant are the formation and development of a favorable emotional atmosphere in student groups, the preservation of psychophysical state positive dynamics among future graduates, the preservation and development of friendly interaction with teachers, educational and social success of students, achieving the optimal level of professional self-determination; Diagnostic and prognostic information received on the progress and results of socio-professional adaptation.

Independent professional activity is the main stage of the production period during a young specialist adaptation. At this time, during a short interval, you can determine the degree of effectiveness concerning the process of profession entering, identify the positive and negative aspects of a young specialist adaptation mechanism. The initial stage of professional adaptation of students proceeds successfully and in optimal terms, provided that the choice of a university was determined by professional orientation, which has a number of characteristic features: a positive orientation of an applicant's and a student's cognitive interest is implemented by the motivation for entering a university; upon admission to the university, the student, guided by an interest in the specialty, is more focused on future professional activities; psychological readiness for future professional activities is formed partially; the choice of a university and a specialty is a deliberate, substantiated and mostly independent decision. Complete professional independence is determined by the level of training, the adequacy of the acquired specialty (specialization) primary purpose, the personality orientation and social activity of an adaptant, and the socio-psychological climate in the work collectives.

Considering university graduates as a specific category of the labor market force, we will focus on the characteristic of primary professional adaptation, which helps to reduce the timelines of both professionally-oriented training at a university and technologies aimed at simulation action development in the course of students' educational or production practice. Moreover, during training as the bachelors of pedagogy, students develop professional competencies both in a classroom (during laboratory and practical classes) and in extracurricular activities, developing practical tasks for conducting lessons, the scripts for various school events, competitions for students and pupils. Such a system of extracurricular activities at a university contributes to the development of professionally significant qualities among future teachers.

It should be noted that the success rate of a university graduate adaptation in many characteristics focuses on stabilization, which is achieved at the expense of the team [6]. That is, the main criteria are not so much the willingness to fulfill their professional duties as a young specialist, but the socio-psychological qualities formed in the process of socialization. This specificity is required during the stage of university professional adaptation for the preparation of teachers to develop the ability to work in a team among students.

The creation of an effective adaptation procedure requires the following aspects to be taken into account: a) identify the factors that influence the successful adaptation result of young specialists; b) develop criteria for evaluation the effectiveness of an adaptation procedure; c) develop a roadmap of the activities necessary for understanding and successful adoption of the existing corporate culture by an employee; c) determine the circle of persons to conduct and monitor the implementation of the roadmap; d) to differentiate the areas of responsibility of the various units involved in the process.

To increase the adaptation process of young specialists, a special role is given to business games, which allow to create and analyze managerial situations, require graduates to use technical, economic, legal, and social knowledge. The task of business games is not only to find the right line of behavior, to take into account the real circumstances of an enterprise, but also to develop creative abilities: in the process of a business game, a young specialist mobilizes his knowledge, experience, and imagination to the maximum. A collective discussion of the business game results helps young professionals in the formation of social attitudes, practical skills and abilities.

During organization of business games for future educators, it should be borne in mind that the most effective are the types that require a student to participate as a developer

and as a performer, for example, staging a theatrical reading of a work of art or preparing and publishing a newspaper, an almanac, or conducting a tour in a foreign language, or dispute organization.

The nature, pace and results of a young specialist adaptation depend on various factors, among which scientists note three as the most significant: the environment factor in which the adaptation takes place; individually-personal factors, that is, associated with the characteristics of the adaptable; the factors of adaptation process control [7, p. 107]. Each of these factors is presented at the preparatory stage of professional adaptation in the conditions of study at a university.

T.I. Katkova defines four levels of professional adaptation and considers their distinctive features [5, pp. 115-120]:

1. The first level of adaptation is characterized by the full awareness of a young specialist about the elements of professional activity, his ability to master these elements and characterize their features (the first level of adaptation is reached by a graduate at the second stage of the adaptation process - when a new employee is acquainted with his job responsibilities and requirements for his practical skills).

2. Not only independent, but also the correct performance of official duties is characteristic for the second level of adaptation, which is formed with the transition to independent functioning. It is the criterion of an expert success in professional tasks that serves as an indicator of the second level of professional adaptation achievement. During the year, as a rule, young specialists acquire relevant practical skills. However, at the same time, T.I. Katkova states that only 72.7% of young professionals who received excellent training at the university and were appointed to the positions that correspond to the acquired profession, adapt to the second level within 8-10 months. During the same time period, only 67.4% of graduates are well prepared and 34.7% are adapted to the second level satisfactory [5, p. 119].

3. The third level of adaptation is characterized by the independent fulfillment of all professional duties and the appearance of effective results. The quality of work becomes the main criterion for a young specialist to achieve this level: it is the conformity of activity effectiveness and quality to the requirements and standards that reflect full professional independence. The third level of adaptation, as was noted by T.I. Katkov, with adequate appointment and good training, is achieved by young specialists in 86% of cases after 15 months of independent work, while this process is significantly delayed for others [5, p. 120].

4. The fourth level of adaptation, characterized by the responsibility of an expert, exceeding standards, the emergence of both high activity and responsibility, as well as a highly effective indicator of an expert effectiveness and quality. Most of the young specialists come to the fourth level of adaptation only after three years of independent work.

The presented levels of professional adaptation, as their characteristics show, are correlated with the formation of practical skills based on deep theoretical knowledge in the field of activity which are founded on the cognitive activity of a university graduate. Peculiarities of production adaptation should be taken into account during student practice organization studying according to vocational education programs at a university: the practice-oriented technologies used in practical training should contribute to the early formation of professional qualities. The reduction of a young specialist adaptation period will be facilitated by such student practice that gives a complete picture of the professional and social function features of a university graduate.

According to the results of a labor market study conducted by the Reitor agency, the main problems of young specialists, are related with the lack of work experience and, thus, with the lack of practical knowledge. According to employers, as E.A. Yugfeld notes, the main causes of professional socialization issues in the employment of graduates are the following ones: “poor understanding of corporate culture; lack of teamwork in accordance with accepted norms and rules; lack of practical experience in specific equipment and enterprises; insufficient formation of personal professionally significant qualities; lack of business communication, negotiation skills, and lack of communication skills” [8].

The effectiveness of adaptation process to the work of a university graduate is determined by many factors, among which both the theoretical and practical training of a young expert, and his self-awareness should be noted, which is a graduate's awareness of his own desires and preferences. Satisfaction with the profession depends on the extent to which a person can realize his abilities, interests, and personal qualities in the profession. Successful adaptation management requires graduate involvement in this activity, due to the professional tasks of a particular field of activity.

Given the current state of the labor market, we can develop a model of professional adaptation for a young specialist training, which, as a system, includes sustainable and repetitive methods of professional adaptation of university graduates to modern conditions. Among adaptation methods, universal ones are distinguished, for example, such as the increase of educational, professional and other resources, forms of market participation and

economic mobility. Moreover, each of the methods is characterized by its adaptive forms. So, professional resource increase is associated with education or qualification, and motivation level improvement; the forms of market participation motivate adaptants to open their own business, purchase and use securities; the forms of economic mobility include professional work and volitional work during free time, as well as the change of profession, obtaining additional education, etc. The use of practice-oriented methods of information and communication technology application that mimic professional activities at the stage of practical training is of particular interest.

Many researchers note a number of positive characteristics among university graduates that make them especially attractive to future employers:

1. University graduates “are the carriers of know-how. Despite the unequal quality of education and the caliber of educational institutions, the learning process stimulates students to “acquire” and master the most modern knowledge actively. Mandatory writing of coursework and diplomas is accompanied by the analysis of the most modern experience in the studied field. Therefore, hiring a former graduate, an employer simultaneously gets access to the latest scientific achievements in the field of his specialization [3, p. 138].

2. University graduates have high mobility, learning ability and adaptability: yesterday’s students, when they join a new team, quickly find a common language with their colleagues and get on the course, master the skills necessary for a full-fledged professional result.

3. University graduates, distinguished by their energy and high motivation to achieve, are set up for professional and career growth, which allows them to master professional skills in short terms successfully. Youthful enthusiasm, “high degree” of activity, as T.A. Trufanov notes, increase the activity level of other employees: “Workers who, due to long work in one place have reached a certain basic level of labor productivity, are forced to adjust the pace of their work under the influence of pressure from young employees. Thus, internal competition between company employees is growing. The staff has to prove their worth, usefulness, demonstrate significant results in order to maintain attractiveness for an employer [3, p. 139].

4. The obvious advantage of university graduates as a category of labor is its relative cheapness as compared to other categories of workers. Among other things being equal, young specialists have a lower wage, at least one third of the standard requests from the employees with work experience [9, p. 102]. At the same time, the quick training of young

specialists can compensate for the lack of experience and practical skills in a short time, and a young employee will begin to work productively, bringing economic benefits to an organization.

5. University graduates are without work experience and do not have an established understanding of the of labor organization principles, so yesterday's students, coming to an organization, do not bring conflict of corporate cultures into it. Experienced employees, getting a new job, are guided by the stereotypes and rules of behavior characteristic of their previous employer, so they can unknowingly introduce disharmony in the established production culture of a new organization. Inconsistency of ideas and rules makes it difficult to resolve discipline issues: a situation of inadequate behavior destroys the value criteria that are the basis of the organization effective work. With the advent of a university graduate, an employer has the opportunity to get a loyal employee who is set up to accept those values and motivations that will provide him a long and successful professional life in this organization.

6. University graduates, with their desire to acquire their first work experience, consider least qualified, routine work with a high degree of responsibility. Experienced employees try to distance themselves from such work.

The above advantages of university graduates as a special category of workers seem to us the prerequisites for their successful professional socialization and adaptation. It is the success of social and professional adaptation that is one of the main criteria for the correct choice of a profession and the assessment of work effectiveness at all stages of the pre-production period of adaptation. Successful professional adaptation is characterized by "the preservation and further development of inclinations to specific professional activities, the merging of social and personal motivation of work, it is carried out together with social adaptation" [10, p. 71].

Thus, an important criterion is the effectiveness of activities for the professional adaptation of a university graduate. These activities are characterized by high productivity and product quality, optimal energy and neuropsychic costs, and the satisfaction with professional achievements. Such qualities are formed in the course of social and professional adaptation, organized under the conditions of higher education program mastering.

Conclusions

During the study they identified the factors that determine the professional adaptation of a university graduate. University graduate training should take into account the specifics of modern social living conditions. Since the process of professional adaptation is a sociocultural phenomenon, conditioned by the globalization of modern education and its changing priorities aimed at innovation, narrow specialization and professionalization, timely involvement of students is necessary in the production or educational process during the preparation stage for successful professional adaptation. This involvement contributes to the formation of professional skills, social qualities of an individual, as well as the accumulation of practical experience activities. The combination of employer, company and educational organization interests in terms of personnel training contributes to the successful professional socialization of students at the training stage, the formation of personal qualities and a high level of professional training.

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