

PEDAGOGICAL CONDITIONS OF SUCCESSFUL PROFESSIONAL ADAPTATION OF STUDENTS IN THE PROCESS OF PROFESSIONAL TRAINING

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Introduction of the theoretical model of future professionals in the high school educational process is suggested to contribute to successful professional adaptation and increase the effectiveness of students' training. The model enhances practical orientation training, provides professional guidance and personal component that will enable the graduate to adapt to new changes in labor relations, to show demanded initiative, flexibility and self-perfection skills. The integral training course contributed to the formation and development in future specialists' skills in self-discovery, improving personal professionally significant qualities, self-regulation of mental states, establishing contact with communication partners, increasing sensitivity to group interaction, creating a viable team, presentation personal preferences of future specialist which cover certain key competence.

The current stage of higher education development in Ukraine is accompanied by a complex system of changes aimed at ensuring students' mobility in the learning process and flexibility of training in view of the rapidly changing demands of the national and international labor markets. Global changes in higher education make it necessary to revise previous techniques of presenting educational material, developing new teaching materials, preparing a wide range of tasks for self-study, development of effective practical techniques for successful professional adaptation of high school students.

In modern science there are a lot of conducted researches on the issue of adaptation of students to the learning environment at the university, including a scientific research of T. Buyal'ska, A. Halus, T. Katkova, D. Kovalenko, V. Lobunets M. Reznichenko A. Tarasenko, N. Tkachenko and others. [1–5]. Pedagogical aspects of the study of social and psychological interaction between the individual and society, the search of effective methods to influence the process of students' adaptation are also considered in

the works of foreign scholars (H. Mid, H. Tard, H. Hartman) [6].

However, the analysis of educational and socio-psychological literature attests that most scientists focused attention on the problem of adaptation of first-year students for studying at the university. The creation of pedagogical conditions of successful professional preparation of students during the period of study in higher school institutions has not been disclosed in the scientific literature.

The purpose of the article is to propose measures for creating conditions of successful professional adaptation of students during professional training.

The effectiveness of future professionals training in higher education increases attention to the problems of professional adaptation of the individual at different stages, guidance and career choices of applicants, training and professional work of the students during the internship (practical skills development of the expert-novice).

An important part of the overall process of professional adaptation of personality is the suc-

successful obtaining necessary professional knowledge and skills while studying at university.

In the process of adaptation of the individual there should be outlined three periods: a) prior period – the period of entrance and admission to the university; b) general scientific adaptation – the adaptation to the educational process as a whole; c) direct adaptation to future profession (senior year) – mastering of professional disciplines, practical training, pre-thesis and research practice [3, 32].

Each period of professional adaptation of personality in terms of the university has different peculiarities. The first important condition for successful professional adaptation of students is motivation of their choice of the university and specialty: when choosing a university and specific specialty young people are mainly guided by rational motives, personal interest in the profession, its prestige and prospects of future employment.

Especially difficult, slow and not always successful is the process of adaptation of the students who reluctantly choose teaching profession, following the ease of entry and other causes. A common problem of professional adaptation of students implies that most of them don't have clear ideas about the demand for professionals of the chosen specialty in the labor market and the possible place of employment.

Formation of professional competence of students should be started from the first year of high school, pre-defining the level of formation of internal factors that determine professional growth. To facilitate the process of professional adaptation at this stage are applied quite different ways and forms of assistance to freshmen. Before starting studies at the university, as well as during the first days in the higher education institution, special attention should be given to educational work with newcomers.

Discussions with students can be conducted by deans, groups' curators, top-students, members of student scientific projects, heads of creative groups. These discussions and conversations help freshmen get acquainted with the structure of universities, departments and laboratories, curriculum, experience of top students' independent activity. With its informative value,

these discussions suggest the known psychological effect, creating an atmosphere of goodwill, freshmen quickly get involved in the university collective atmosphere. This is contributed by establishing personal contacts between faculty members and new students.

Research of professional orientation and detection of professionally important qualities of students, and professional adaptation problems requires the development efficiency criterion of the pedagogical influence aimed at enhancing adaptation period. We consider, one of the indicators might be the subjective satisfaction of students with training in certain specialty.

It is necessary from the very first days at the university to teach students the rational organization of mental work. In some universities of the country for this purpose are given special courses, organized workshops with optional self-learning techniques. To help freshmen, there are released guidelines for the organization of independent work and self-education.

Therefore, it is necessary to establish a creative learning environment, characterized by management of training activities, composed of credited logical and heuristic means of knowledge, reproductive and creative methods of learning. Multi-factored conditions that affect the success of training necessitate the involvement of progressive new methods and technologies.

The main problem is that students either have no sufficient idea, or do not understand properly the future of their profession. In a short course of teaching "Introduction to major" are not disclosed all the occupations which future specialist can obtain. First-year students do not understand what competencies they should possess, and are not familiar with the new chosen specialties demanded in the labor market.

In their training, the first year students theoretically acquaint with some features of their major, the main areas of work and main prospective qualified positions. Unfortunately, this is not enough for students to understand future career in their chosen specialty. It is necessary to create conditions for effective professional adaptation of students, education of interest, which will strengthen the motivation to learning.

In our opinion, the best way for creating the conditions for successful professional adaptation of first-year students is presupposes organizing and conducting educational practice whose purpose is aimed at understanding the future of the profession. The objectives of practical training should not only consolidate the theoretical knowledge of students, but also the acquisition of practical skills according to the educational qualification characteristics of the chosen specialty.

Educational excursions and educational practice are mandatory and necessary components of the educational process. They include the creation of conditions for bringing the content of subjects to real life, observation and study by students the phenomena and processes of society life, expanding worldview of students, forming their essential competencies and strengthening practical vocational-oriented direction of the educational process.

The content and forms of educational practice should be defined not only by the university curriculum and methodological support, and carried out not only in the form of excursions and seminars. It is advisable to widely use solving situational practical problems in organizations in the time of their practice.

Educational excursions should be organized in order to develop the students' interest in the material studied, and lay the foundation for expanding professional skills in the future, and development of analytical thinking. In choosing sites for excursions there should be considered professionally significant qualities of future specialist students.

To increase the interest of first-year students in excursions, and to promote initiative and independence we can offer individual and group tasks for studying individual objects, composing and solving problems based on the collected statistical data, preparation of reporting materials using methods of grouping, comparison, generalization of data.

Conducting educational practice of the second year students should be oriented on the development of cognitive activity of students, involving them in research work, deepening and systematization of knowledge, skills, awareness

of the practical component of certain individual courses, the formation of interdisciplinary relations and so on.

Academic hours planned for training practice, can be used to implement the practical part of curriculum subjects of the curriculum, including the implementation of comprehensive workshops.

This will enable students to use their knowledge and ability to find solutions to the problems in the variable situation, to see new possibilities of applying facilities to increase the motivation of learning, develop skills of independent work. We believe that these educational activities must be assessed.

At the second and third year of study we offer innovative learning model based on the concept and the perception that teaching which is implemented as a joint activity of students and teachers in the form of dialogue, interpersonal interactions and intense depression.

Thinking of the innovation-oriented participants must be based on the following key landmarks, including: personal training of all participants; lecturer-partner in training activities; the student has to experience the learning process as its active participant with the transfer of knowledge, critical thinking, submissions and more.

In our opinion, the ever-changing market requirements for professional competence of future specialist set tasks to every teacher to form in students the desire for continuous self-education, the ability to continuously update gained scientific knowledge, the ability to adapt quickly to change and adjust professional activities.

Search for the best ways to improve didactic educational system in universities is realized through systematic professional self-development of each teacher.

In order to facilitate the professional adaptation of students in the third year of study it is necessary to optimize teaching and practical training.

With the passage educational and industrial practice students must learn to use their theoretical knowledge of studied subjects to solve specific problems and challenges of scientific and industrial nature; learn to work and make decisions in conditions close to real production

activities; develop skills in organizational activities and expedition and laboratory conditions.

In the fourth year students study mostly basic, professionally oriented disciplines of training. In our opinion, at this stage professional adaptation of students will be more effective through training, conducted both by teachers of leading departments of universities, and by practitioners of chosen professions. Training will provide not only the formation of subject competencies (knowledge, skills, attitudes and skills in a particular direction education), but the key professionally significant qualities of future specialists.

The training course will contribute to the formation and development in future specialists' skills in self-discovery, improving personal professionally significant qualities, self-regulation of mental states, establishing contact with communication partners, increasing sensitivity to group interaction, creating a viable team, presentation personal preferences of future specialist which cover certain key competence.

The studies the specific training of future specialists allow to conclude that the real learning process of formation of future university specialists to design professional acts is not performed at all, or is spontaneous; most university teachers are not well-trained for the system design design-oriented professional tasks on the material subjects they teach; the curriculum content is primarily focused on the study of theoretical problems without determining their places and ways of solving in the practice specific professional specialization and training; traditional reproductive forms of learning dominate. Meanwhile, in the scientific and educational manuals in various aspects of professional training universities students, there is no theoretical model of integrated readiness of future professionals for professional design and systematic scientifically proven concept of its implementation in the classroom.

Given these shortcomings, we offer the following theoretical model that is the basis for creating the concept of training of future professionals' fundamentals of professional activity. Model of integral readiness of future professionals to design professional activity includes the

following interrelated structural components, such as:

a) orientation of the future professional for designing professional activities (psychological aspect);

b) cognitive-activity readiness for personal mastering the content of professional activities through design (practical aspect);

c) the willingness of future professional for self-development using design and overall professional development (aspect of self-improvement).

In our opinion, the introduction in the high school educational process of the proposed theoretical model of future professionals to design professional activities contribute to successful professional adaptation and increase the effectiveness of their training.

The proposed qualitatively new solution of the problem of creating pedagogical conditions of successful professional adaptation of students at the university, enhance practical orientation training, provide professional guidance and personal component that will enable the graduate to adapt to the changes in labor relations, to show demanded initiative, flexibility, self-perfection, etc.

The prospects for further research are in the scientific search of ways to enhance the professional preparedness of graduates in Ukraine to future careers.



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The article outlines problems of professional adaptation of students at various stages of study in higher school with considering peculiarities of each period of professional adaptation of higher education institutions students. The main factors for solving problems of professional adaptation of students during the training period are analyzed. A qualitatively new solution to the problem with creation of pedagogical conditions of successful professional adaptation of students in training period at the university.

Розглянуто проблеми професійної адаптації студентів, що виникають на різних етапах навчання у вищому навчальному закладі, з урахуванням особливостей кожного періоду професійної адаптації студентів. Проаналізовано основні фактори, що впливають на вирішення завдань професійної адаптації студентів у період навчання. Запропоновано якісно нове вирішення проблеми зі створенням педагогічних умов для успішної професійної адаптації студентів у період навчання в університеті.

Рассмотрены проблемы профессиональной адаптации студентов на разных этапах обучения в высшем учебном заведении с учетом особенностей каждого периода профессиональной адаптации старшеклассников. Анализируются основные факторы решения задач профессиональной адаптации студентов в период обучения. Предложено качественно новое решение проблемы за счет создания педагогических условий успешной профессиональной адаптации студентов в период обучения в университете.

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