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PROFESSIONAL ADAPTATION OF PERSONALITY IN THE EDUCATIONAL PROCESS

The article reveals the issue of professional adaptation of a personality in the educational process. The concerns of the formation of professional adaptation in the process of including a person in the system of professional communication and professional activity while studying at the higher educational institutions are highlighted. The main definitions of the research are indicated: adaptation, adaptive capabilities, adaptability, professional self-determination, choice of profession, professional adaptation, a socio-psychological component of professional adaptation. The factors that negatively affect the process of professional adaptation are identified.

Keywords: *adaptation; professional self-determination; student; higher educational institutions; professional adaptation.*

Introduction (relevance of the topic, goals, and objectives of the article). The fiercely competitive market economy today requires creative, continuous professional development as well as responsible, entrepreneurial, and mobile workers. As a result, there are significant changes in the educational policy of Ukraine, focused on ensuring self-determination and self-realization of the individual in the process of educational and professional adaptation of future specialists. This topic is relevant and significant.

The purpose and objectives of the article are to carry out a theoretical analysis of the formation of professional adaptation issues in the process of including a person in the system of professional communication and professional activity while studying at a higher educational institution.

Theoretical basis (review of literature and preliminary research on this or related issues). For a long time, the issues of educational and professional adaptation of a person have been one of the areas of theoretical and applied research in many sciences and are one of the scientific approaches to the comprehensive study of socio-psychological and mental properties and qualities of a person

(F. Berezin, S. Haponova, J. Halperin, V. Lagerev, G. Kudryavtsev, and others).

Research methods. Studying the issues of professional adaptation of a personality in the educational process, a constructive theoretical and methodological analysis review of scientific literature on this issue was carried out to clarify the state of coverage of this problem on the current development of its implementation.

Results and discussion. Social realities demand from a modern person the maximum development of adaptive and orientational abilities that help to rethink and assimilate various flows of information, flexibly change the style of communication and activity.

Today, higher education should be refocused on personal orientation, on long-term (adapted) training of future professionals, which will be carried out taking into account the technical development of mankind, social needs, flexibly respond to labor market interests, conditions, and needs.

Professional adaptation means the inclusion and activation of the adaptive mechanisms of the individual to new conditions that arise both in the learning process and in professional activity. Throughout his/her life, a person goes through periods of the adaptation

process, preserving and relying on his/her identity, mentality, traditions, and moral values, forming the ability for self-realization and self-improvement in professional activity.

Professional adaptation is associated with the initial stage of a person's labor activity. However, it begins while studying at an educational institution, where not only knowledge, skills, norms of behavior are acquired, but also a typical way of life of a given specialty is formed, that is, professional and educational-professional adaptation constitute the stages of an integral process of professionalization, without which self-actualization of a person, fluency, and the acquisition of skill in the profession is impossible [4].

In the context of educational activities, professional adaptation acts as a mechanism of socialization and is considered as a process of subjectively mediated development of professionalization of a future specialist, conditioned by his/her characteristics, interests, needs, and preferences.

Adaptation is a temporary period of a person's life during the study, the process of actively restructuring oneself following the requirements of an educational institution, as well as the social order of society for a future specialist who meets a high level of professionalism and social maturity.

Adaptive opportunities contribute to the successful activities of applicants for higher education, influence socialization, determine the organization of the process of social and professional experience perception by future specialists, mastering various roles, their active inclusion in the social environment (both educational and society as a whole) and the system of professional relations. They also provide the formation of applicants for higher education to solve the problems that arise before them. In contrast to socialization, which reflects the formation of a personality in society, the process of a person's professional adaptation reflects his/her indirect- subjective development, which corresponds to individual inclinations, abilities, and needs [4].

One of the difficult periods of the continuous learning process is the period of transition from school to higher education. The central mechanism of the personal maturity of a

school graduate is self-determination. This is a complex multi-stage process of personality development in a specific and conscious choice of a person in the system of social and professional relations.

The need for self-determination indicates that a person has reached such a level of development, which is characterized by the desire to take his/her life position in the structure of new informational, professional, and emotional connections with another social environment. Self-determination is understood as deep individual refraction of social norms and values, the consequence of which is the selective attitude of a person to the world, the choice of a profession that a person makes his/her own in the reflexive process of life.

Professional self-determination can be considered as the basis of a person's self-affirmation in society. The choice of a profession is not a momentary act, but a process consisting of a number of stages, the duration of which depends on external conditions and individual personality traits. These days, about a third of applicants for higher education, due to ignorance of the rules for choosing a profession, because of the low level of vocational guidance in schools, lack of experience, choose a profession that does not meet their interests, inclinations, inner convictions and abilities. Therefore, in the process of vocational training, applicants for higher education are faced with a contradiction between the desired future and the real idea of their future professional activity [4].

In the psychological and pedagogical aspect, the problem of professional adaptation is relevant in connection with the complexity of the socio-psychological conditions of educational activity, the requirements of society from a modern person for the maximum development of adaptive and orientational abilities that would help to process and assimilate various information flows, flexibly change the style of communication and activity.

Professional adaptation is an important component of the training system for highly qualified specialists and a regulator of the relationship between the education system and practical activity. Adaptation in the learning environment is a dynamic process of forming an effective combination of professionally significant qualities and values of the subject of

labor with the needs of his/her professional activity.

Scientists consider educational and professional adaptation as one of the types of social adaptation. A number of authors in professional adaptation distinguish the professional (psychophysiological component) and socio-psychological aspects. The well-known scientist-educator V. Lageryev defines the adaptation of students to learning as «an intensive, dynamic, versatile and complex process of life, in which an individual, based on appropriate adaptive reactions, produces stable skills to meet the needs of those requirements that are presented to him/her in the process of learning and upbringing» [3, p. 5].

In the first year of study, adaptation to the social environment in the educational institution takes place, and then – to the chosen profession and specialty. Thus, the professional adaptation of the personality at each next stage is based on the adaptive abilities and skills acquired at the previous stage. Each subsequent stage is the development of the previous one with qualitatively new formations. Besides this stage of the professional adaptation formation is only a conditionally interrupted formation in a holistic continuous process of professional adaptation and contains opportunities for solving problems that cannot be solved at its stages.

The content of the professional adaptation formation system in the process of educational activity includes several main components: socio-psychological, psychological, and activity. Let's consider each of the indicated.

Thus, the socio-psychological component of the adaptation process reflects the change in the social role of the applicant for higher education. It also reveals the environment and the content of his/her communication, the correction of needs and value systems, the need for more flexible regulation of behavior, the emergence of a need for self-affirmation in the team of the study group, the assimilation of norms and established traditions that have developed in an educational institution and correspond to the nature of the chosen profession.

The psychological component reflects the restructuring of the thinking and language of the applicant for higher education in the context of

vocational training, the increasing role of the functions of attention, memory, visual perception, increased emotional stress, testing, and training of the will, the realization of talents and abilities.

The active component reflects the adaptation of applicants for higher education to new psychophysiological loads, the rhythm of life, methods and forms of work (mastering online learning platforms such as Zoom, Moodle, etc.), involvement in intense academic work, the contradiction for some of the youth between personal interests and the necessity, connected with the lack of clarity of their social orientation towards mastering their chosen profession.

Analyzing the content of the constituent components of professional adaptation, one should determine the initial factors that negatively affect the process of its implementation at the preliminary stage of vocational training: habituation to a passive role in school conditions (in the final grades of school, preparation for External Independent Evaluation (ZNO) with tutors prevails), unwillingness to assert oneself in the team group, lack of independence in mastering new educational information; ideological and social infantilism, low level of culture, moral and labor education; insufficient orientation of the individual towards obtaining this profession, the accidentalness of the professional and life choices made.

Therefore, adaptability is the result of personal changes in the process of coordinating life intentions, qualities, and requirements for a specific specialization regarding an adequate response to changes in professional activity and the environment under the influence of factors that arise when young people enter the system of lifelong education. In fact, the professional adaptation of the applicant for higher education serves as a socio-psychological and activity basis for his holistic special training.

The construction of the educational process in higher education without taking into account its characteristics and patterns contributes to a decrease in the quality of education received by future specialists. It follows from these references that professional adaptability should be considered one of the indicators of the level of training of applicants

for higher education and form it in an integrated unity with vocational training, taking into account the indicated patterns:

1. The beginning of adaptation occurs in school years and continues during vocational training and ends in the period of specialist formation.

2. Professional adaptation of a personality is an integral multi-component system, the feature of which does not correspond to the total components. The components of this system have relative independence, and their interaction under the dominance of one of them can lead to different results. Each component, according to the principle of subordination, can be considered as a subsystem that contains its components.

3 Professional adaptation of the personality of the applicant for higher education at each next stage includes adaptive abilities and skills based on the experience gained. Each subsequent one becomes the development of the previous one with qualitatively new formations, and the implementation of professional adaptation acts as a conditional discontinuous education in the integral dynamic process of a personality's professional adaptation and includes opportunities for solving problems that cannot be solved at certain stages.

4. Professional adaptation of an applicant for higher education appears as a complex process in which numerous objective and subjective factors are manifested, which determine the complexity of this process by their cumulative effect.

5. Taking into account the main mechanisms of pedagogical actions, the professional adaptation of applicants for higher education will be effectively carried out on the basis of three activity-psychological dimensions: educational and professional activity, communication, and professional self-awareness (balancing the internal position of an individual with its assessment by other individuals).

6. Professional adaptation is characterized by the following features: social conditioning, polymotivated nature of the activity, which determines the unity of all its aspects, dialectically contradictory unity of adaptation, and maladaptive phenomena [1, p. 131-135].

Adaptation to the professional activity of a future specialist in a learning environment is a process in which an applicant for higher education acquires professionally important knowledge, skills, and qualities. The condition for his successful adaptation to professional activity in the learning process is a positive attitude towards learning, scientifically justified organization of educational work, performing tasks, creating circumstances for the most intensive identification and improvement of professionally important knowledge, skills and abilities, mental processes and personal qualities.

The formation of psychological readiness for work is the result of professional training, in the process of which an actively developing operational substructure contributes to the formation of qualitative changes in the personal substructure of a future specialist. These changes are expressed in the professional readiness of the individual for a specific specialized activity, for entering the labor collective, the system of industrial relations and are a prerequisite for successful professional adaptation, and also lead to the dynamics of self-determination of the individual at the stage of his/her professional development [2, p. 92-100]. Psychological readiness helps a future specialist to successfully fulfill his duties, use knowledge and experience correctly, maintain self-control and rebuild when unpredictable problems are identified. Consequently, the professional readiness of the applicant for higher education is the result of his/her adaptation during the period of study at a higher educational establishment.

Summing up, it should be noted that the process of young specialists professional adaptation will be effective if a correspondence is established between the subsystems of such characteristics: a set of requirements that are imposed in accordance with modern standards of the chosen specialty and are associated with its readiness for professional activity (high level of professional knowledge, love for one's own specialties, initiative, independence, organization, and other professionally significant qualities), as well as a set of expectations and requirements on the part of specialists for the future workplace – these are expectations associated with both the activity

itself (relevance, diversity, complexity of the tasks being solved), the possibility of professional growth, actualization of creative abilities), and with broader opportunities for work: communication with colleagues at work, professional and job growth, material security, improvement of social conditions, self-realization of personal and social needs.

Conclusions. As a consequence, we can conclude:

1. The process of professional adaptation is the course of implementing the optimal strategy of professional life, consisting of a tactical techniques set, methods of self-control, communication, and interaction skills, the combination of which provides the possibility of implementing human-saving technologies.

2. The basis of adaptation is the features and qualities of the individual, his/her clear professional orientation, significant values that are formed and developed in the process of educational and professional work. Such personality traits and qualities as openness to constant development, readiness to revise one's views and knowledge, the ability to positively perceive and creatively understand unfamiliar phenomena of the surrounding world, constitute the basis of personal self-realization.

3. Self-realization of applicants for higher education can be largely realized if optimal

conditions are created for this, aimed at increasing the degree of adaptation of applicants for higher education through their inclusion in accessible forms and types of educational and extracurricular activities.

4. The success of the formation of professional adaptation in education and professional activity is carried out by the collective activity of scientific and pedagogical workers and applicants for higher education. The content of the collective activity of the teaching staff in the implementation of professional adaptation of applicants for higher education is based on the following provisions: ensuring professional and social mobility, changing professional roles as a natural process throughout life; formation of psychological readiness among applicants for higher education for the implementation of individual life models; providing information and methodological support for teachers and educators; competent participation in the psychological and adaptive activities of an educational institution. In the process of educational and professional development of a young specialist, professional adaptation does not mean adaptation and consumption but the invention and development of methods and means for the formation, creative development, self-realization and personal improvement.

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Резюме

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ПРОФЕСІЙНА АДАПТАЦІЯ ОСОБИСТОСТІ В НАВЧАЛЬНО-ВИХОВНОМУ ПРОЦЕСІ

Стаття розкриває проблему професійної адаптації особистості у навчально-виховному процесі.

Мета статті – здійснити теоретичний аналіз проблеми формування професійної адаптації в процесі включення особистості в систему професійного спілкування та фахової діяльності впродовж навчання у вищому навчальному закладі.

Питання психології

Методи – для ґрунтовного висвітлення означеного питання використано аналіз-огляд наукової літератури з метою з'ясування стану розробленості проблеми на сучасному етапі.

Результати. Висвітлено питання формування професійної адаптації в процесі включення особистості в систему професійного спілкування та фахової діяльності впродовж навчання у вищому навчальному закладі. Окреслено основні дефініції дослідження: адаптація, адаптаційні можливості, адаптованість, професійне самовизначення, вибір професії, професійна адаптація, соціально-психологічна складова професійної адаптації. Виокремлено фактори, які негативно впливають на процес професійної адаптації. З'ясовано, що процес професійної адаптації – це процес здійснення оптимальної стратегії професійної життєдіяльності, яка складається з набору тактичних прийомів, способів самоконтролю, навичок спілкування та взаємодії, сукупність яких забезпечує можливість проведення в життя людинозберігаючих технологій. Обґрунтовано, що основою адаптації є властивості та якості особистості, її чітка професійна орієнтація, значущі цінності, які формуються та розвиваються у процесі навчально-виховної та професійної роботи. Такі властивості та якості особистості, як відкритість до постійного розвитку, готовність перегляду своїх поглядів і знань, здібність до позитивного сприйняття і творчого усвідомлення незнайомих феноменів оточуючого світу, складають основу самореалізації особистості.

Наукова новизна – здійснено авторський підхід до обраної теми дослідження, представлено теоретичний аналіз проблеми професійної адаптації особистості студента до професійної діяльності в процесі навчально-виховної підготовки.

Практичне значення – представлені матеріали можуть бути використані у навчально-виховному процесі фахової підготовки студентів до майбутньої професійної діяльності, а також науковцями, які досліджують означену проблематику.

Висновки та перспективи подальших наукових досліджень. Отже, здійснивши дослідження питання професійної адаптації особистості в навчально-виховному процесі, наголосимо, що актуальність означеної теми є незаперечною, адже від успішної адаптації залежить подальший професійний розвиток і становлення молодого фахівця. Перспективи подальших наукових розробок вбачаємо у висвітленні експериментальних даних означеної теми.

Ключові слова: адаптація; професійне самовизначення; студент; вища школа; професійна адаптація.

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