SOCIOCULTURAL ADAPTATION OF EDUCATIONAL ATTAINMENT AND THEIR PROFESSIONAL DEVELOPMENT: PEDAGOGICAL ASPECT

ADAPTAÇÃO SOCIOCULTURAL DO NÍVEL DE ESCOLARIDADE E DO SEU DESENVOLVIMENTO PROFISSIONAL: VERTENTE PEDAGÓGICA

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ABSTRACT

The article reveals the specifics of students' social adaptation when planning a professional career. The components and indicators of the level of social adaptation of students in the process of planning a professional career have been determined. A model of pedagogical support for the process of social adaptation of students in planning a professional career has been theoretically substantiated and developed. A model of pedagogical support for the process of social adaptation of students when planning a professional career was experimentally tested.

Keywords: educational environment, social adaptation, pedagogical support, digitalization, communications.

RESUMO

O artigo revela as especificidades da adaptação social dos alunos no planejamento da carreira profissional. Foram determinados os componentes e indicadores do nível de adaptação social dos alunos no processo de planeamento da carreira profissional. Foi teoricamente fundamentado e desenvolvido um modelo de apoio pedagógico ao processo de adaptação social dos alunos no planeamento da carreira profissional. Foi testado experimentalmente um modelo de apoio pedagógico ao processo de adaptação social dos alunos no planejamento da carreira profissional.

Palavras-chave: ambiente educativo, adaptação social, apoio pedagógico, digitalização, comunicações.

Introduction

A person spends a significant part of his life associated with a certain profession, so there is nothing more significant than the problems of planning his life path. Determining one's future profession, establishing one's place in life is an important decision that a person has to make in the process of social adaptation to society. Underestimating the role of the professional path and unlocking the potential of specialists, especially among young people, in creating a national product leads to economic losses.

The current socio-economic situation has exacerbated the problem of professional development of proactive, competent, enterprising and mobile specialists. In this regard, the problem of professional training of a specialist who can consciously plan, adjust and realize the prospects for his development (life, personal and professional) in the process of social adaptation becomes particularly important. By social adaptation we mean the process of adaptation and active development by a person or new social conditions or social environment. The modern sociocultural situation is complicated by the fact that young professionals experience difficulties in mastering new social roles, observing the norms and rules of professional communication, and mastering work experience. Consequently, the student, and later the graduate, must be ready to adapt and master the new professional environment and further professional development.

Literature review

The formation of theory and practice of the problem of professional career planning is associated with the research of (CASAS, J.P., 2020), (GARDNER, H., 2013) and others. The scientific works of L.I. are devoted to certain issues of self-development in the system of social relations and norms, building a personal and professional development trajectory (PRENSKY, M., 2013), (IASECHKO, S., PEREIASLAVSKA, S., SMAHINA, O., LUPEI, N., MAMCHUR, L., & TKACHOVA, O., 2022) and others. A significant number of scientific works are devoted to the study of professional training, many of them are devoted to the problem of training specialists in conditions of higher professional education. However, preparing students to build a professional career in secondary vocational education institutions as a condition for successful social adaptation is also relevant, but, unfortunately, not sufficiently studied.

Analysis of studies (TSILMAK, O., IASECHKO, S., POPLAVSKA, M., MOTLYAKH, O., & KABANETS, O., 2022) confirms that one of the conditions for successfully building a professional career is the organization of pedagogical support future specialists at the stage of professional training. Pedagogical support by scientists (TAPSCOTT, D., 1998) is understood as the coordinated professional activity of subjects of the educational process, aimed at creating pedagogical conditions for successful professional self-determination and social adaptation.

An analysis of the practice of vocational education showed that there is some experience in the field of developing readiness to plan the professional career of future specialists (TURKLE, S., 2011). Considerable attention in scientific works is paid to the technology of training graduate students. However, the process of becoming a professional is a holistic process, which, according to (MILLS, K. A., 2016), begins from the moment of choosing a profession and lasts throughout a person's professional life. In this regard, it becomes relevant to develop a model of pedagogical support for the process of social adaptation of students in society when planning a professional career. In addition, an analysis of the practice of organizing

this process in the context of secondary vocational education confirms the need to conduct a special study, which is due to the growing contradictions between:

- the demand in the labor market for competitive specialists who can actively adapt to the social environment and the passivity of graduates of secondary vocational educational institutions, the conformal acceptance of goals and value orientations for career planning;

- the need to provide pedagogical support for the process of social adaptation of a student when planning a professional career in conditions of interaction between the individual and the social environment and its insufficient theoretical and methodological elaboration;

- the presence of career intentions of students and the fragmentation of the organization of work on planning a professional career in an educational institution.

The purpose of the article: to develop and substantiate a model of pedagogical support for the process of social adaptation of students when planning a professional career and its experimental study.

Object of the article: social adaptation of students of secondary vocational education.

Subject of the article: a model of pedagogical support for the process of social adaptation of students when planning a professional career.

In accordance with the object, subject and purpose of the study, the following hypothesis was put forward: the social adaptation of students in the process of planning a professional career will be successful if:

1) ensure interaction of students with subjects of the social environment;

2) take into account the intentions and inclinations of students in building an individual professional trajectory;

3) implement a model of pedagogical support for the process of social adaptation of students when planning a professional career.

To solve the problems at different stages of experimental work, the following research methods were used: theoretical methods; analysis and synthesis of philosophical, pedagogical, psychological, sociological literature, generalization, comparison, modeling; empirical methods, study of educational program

documentation and organizational and regulatory documents, observation, questioning, conversation, pedagogical experiment, qualitative and quantitative analysis of experiment results, statistical and mathematical research methods.

The scientific novelty of the research lies in:

- determining the specifics of students' social adaptation when teaching them how to plan a professional career, which consists of stage-by-stage professional development (adaptation, intensification, identification) taking into account personal intentions, professional background, and career opportunities;

- creating a model of pedagogical support for the process of social adaptation of students when planning a professional career, which includes the following components: purpose, methodological approaches, content and result of pedagogical support; interaction between the individual and subjects of the social environment; stages of the professional career planning process; components and monitoring of social adaptation;

- identifying factors (external and internal) influencing social adaptation: psychophysical and personal characteristics of the individual, competencies, life and career orientations;

- development of an individual professional trajectory of pedagogical support for a student, taking into account his intentions and inclinations in building his career and successful social adaptation.

Materials

In the study, social adaptation is understood as the process of an individual's active adaptation to the conditions of the social environment; as a type of interaction between the individual and the social environment. As is known, adaptation occurs at three levels: physiological, psychological and social. At the physiological level, adaptation characterizes the ability of the human body to maintain parameters within the limits necessary for normal life activity and when external conditions change;

On a psychological level

- promotes the normal functioning of mental structures under the influence of external factors (making informed decisions, predicting the development of events, etc.);

At the social level

- means a person's entry into a social environment. Analysis of scientific literature allows us to conclude: social adaptation ensures a person's adaptation to existing social conditions through the ability to analyze current situations, awareness of one's capabilities in the current situation, and the ability to maintain one's behavior in accordance with the main goals of activity.

Planning a professional career at the stage of vocational training is of particular importance: a graduate of a vocational educational institution must have such competence as career planning and management, which includes setting career goals, self-assessment of one's professional competencies and developing ways to improve them, analyzing one's capabilities, determining the value of one's professional and management experience. In this regard, the issues of student planning their professional career and psychological and pedagogical support of this process are key in modern pedagogical theory and practice of professional educational institutions (WARSCHAUER, M., 2004). The article examines in detail the concept of "psychological and pedagogical support". From the point of view of pedagogy, "support" is an activity that ensures the creation of conditions for the subject of development to make an optimal decision in various situations of life choice; from the point of view of psychology, "support" is considered as a system of professional activity that ensures the creation of conditions for the successful adaptation of a person to the conditions of his life. The methodological basis of psychological and pedagogical support is a person-oriented, activity-based, systemic, acmeological and competency-based approach.

In the process of professional education, the student is included in all stages of career planning: adaptation, intensification, identification. Each stage corresponds to a course of study during which the components of professional

career planning are formed: motivational-value, information-cognitive, operational, reflective. In the pedagogical interpretation, professional career planning begins from the moment of choosing a profession, therefore pedagogical support of the planning process begins at the stage of professional self-determination.

An analysis of theoretical research and work experience of professional educational institutions allows us to conclude that all students need pedagogical support, but above all, those who feel the need for pedagogical support and assistance. These include optants, persons with a high or low level of cognitive and professional activity (JENKINS, H., ET AL., 2009). Consequently, the organization of the educational process and the system of pedagogical support require not just correction measures, but also a revision of the foundations on which they are built. Thus, pedagogical support seems to be an extremely promising area of activity both from the point of view of understanding the goals and objectives of professional education, and from the point of view of updating the content of the activities of an educational institution.

Finding ways to effectively plan the professional career of future specialists in the context of secondary vocational education requires developing a model of pedagogical support for the process of their social adaptation. The developed model is represented by the following structural components: subjects of pedagogical support; influencing factors and their interaction; the purpose of pedagogical support; methodological approaches; content of pedagogical support; stages of professional career planning and components of social adaptation of students, manifested at productive, acceptable and critical levels; monitoring the process of social adaptation of students when planning a professional career; expected result of pedagogical support (THOMAS, D., & BROWN, J.S., 2011). All elements of the model are interconnected and interdependent, ensuring the effectiveness of pedagogical support for the process of social adaptation of students when planning a professional career.

The development and implementation of the model will allow us to more deeply study the features and problems of the educational process, develop effective management decisions that stimulate improving the quality of education, which will

ultimately lead to a high level of adaptation of students to professional activities, the formation of professional consciousness, increased competitiveness and demand for graduates. The model is universal and can be introduced and successfully implemented in educational institutions of secondary vocational education.

Thus, the characteristics of the social adaptation of students, pedagogical support for the process of social adaptation of students when planning a professional career, the process of professional development of students in vocational education are presented; a model of pedagogical support for the process of social adaptation of students when planning a professional career has been substantiated and developed.

The productive (high) level of social adaptation of students in the process of planning a professional career is characterized by high motivation (cognitive and professional motives have been formed); professional values are hierarchical in nature, the leading values being professionalism, self-realization in the profession and self-improvement; critical assessment of one's own professional motives and values; extensive knowledge in the professional field, skills and abilities to independently formulate and solve theoretical and applied problems; ability for self-education, self-organization and self-government; adequate assessment of the results of one's professional activities; developed desire to analyze and plan a professional career.

The acceptable (average) level of social adaptation of students is characterized by average motivation for professional activity; value orientations are pragmatic in nature (cognitive interests and professional motives are associated with life values of a material nature, there is an idea of professionalism values); episodic assessment of one's own motives and values in professional activities; narrow knowledge in the professional field; skills and abilities to formulate and solve theoretical and applied problems with the support of a teacher; the need for self-realization, self-education; an overestimated or underestimated assessment of the results of one's own professional activities; the desire to analyze and plan a professional career.

The critical (low) level of social adaptation of students is characterized by low motivation (cognitive and professional motives are poorly expressed); lack of motivation to achieve success in the profession; the choice of professional values is random, focusing mainly on material values (professional values have not been formed); superficial knowledge in the professional field; lack of independence in cognitive activity, in setting and solving theoretical and applied problems; low self-esteem of the results of professional activities; lack of desire for self-realization and self-education, for analysis and planning of a professional career.

The following research methods were chosen as sources and methods for obtaining objective information: analysis of the features of the organization of the educational process and the content of educational and methodological support (curricula, professional practice programs, etc.); observation; tests-questionnaires to identify the level of social adaptation, questionnaires; ranking, exploratory conversations; testing; analysis of the results of students' educational activities; longitudinal analysis; mathematical and statistical processing of data. The methods used made it possible to study the level of social adaptation of students and showed the following results: low level of professional motivation and social adaptation; the values of professionalism are not sufficiently formed (orientation towards material values); episodic assessment of one's own motives and values in professional activities; lack of knowledge in the professional field; inability to independently pose and solve theoretical and applied problems of a professional nature; lack of need for self-realization; high or low self-esteem; lack of desire to analyze and plan a professional career.

Thus:

1. The specificity of social adaptation of students when teaching them how to plan a professional career lies in stage-by-stage professional development, taking into account personal intentions, professiogram, career opportunities and is determined by the individual's acquisition of social status and mastery of professional functions. Ensuring the gradual and continuous social adaptation of students is achieved by coordinating the actions of all subjects of the educational

process for successful professional self-determination, the formation of professional consciousness and employment of graduates.

2. The components of social adaptation of students in the process of planning a professional career are motivational-value (professional motives and values, desire to plan a professional career), information-cognitive (professional knowledge and knowledge about a professional career), operational (ability to independently set career goals and build career plan, ability to self-organize), reflective (self-assessment of the results of quasi-professional activities).

3. The model of pedagogical support for the process of social adaptation of students when planning a professional career includes factors (external and internal) influencing the organization of this process; subjects of the educational process; purpose, methodological approaches, content and result of pedagogical support; stages of the professional career planning process, components and monitoring of social adaptation. All structural elements of the model are interconnected, ensuring the effectiveness of the social adaptation process.

Conclusions

The study confirmed the validity of the hypothesis put forward and allowed us to draw the following conclusions.

1. The problem of social adaptation of students in the modern sociocultural situation is relevant and pedagogically significant. We have identified the specifics of social adaptation of students when teaching them how to plan a professional career, which consists of stage-by-stage professional development taking into account personal intentions, professiograms, career opportunities and is determined by the individual's acquisition of social status and mastery of professional functions. In order to ensure gradual and continuous social adaptation of students, coordination of the actions of all subjects of the educational process is necessary for successful professional self-determination, the formation of professional consciousness and employment of graduates.

2. During the experimental work, the components of social adaptation of students in the process of planning their professional career and its indicators were determined: motivational-value (professional motives and values, desire to plan a professional career), information-cognitive (professional knowledge about the profession and professional career) , operational (the ability to independently set career goals and build a career plan, the ability to self-organize), reflective (adequate assessment of the results of one's quasi-professional activities). The components of the social adaptation process when teaching students to plan a professional career are manifested at productive (creative), acceptable (average), critical (low) levels.

3. The effectiveness of the model of pedagogical support for the process of social adaptation of students when planning a professional career, which is represented by interrelated structural components, has been substantiated and proven: subjects of pedagogical support; external and internal factors (subjective-personal and environmental); the purpose of pedagogical support; methodological approaches; content of pedagogical support; stages of professional career planning; components of social adaptation, monitoring of social adaptation in the process of planning students' professional careers. The effectiveness of pedagogical support for the process of social adaptation of students when planning a career is achieved by using a phased approach to the professional development of students, taking into account the characteristics of the educational environment. Experimental work has proven the effectiveness of the model of pedagogical support for the process of social adaptation of students when planning a professional career.

In general, the theoretical conclusions and empirical results obtained during the work performed allow us to confirm the validity of the initially put forward hypothesis. The study opens up broad prospects, which consist in studying the influence of the professional activity of a young specialist on the formation of life, professional and career values.

The theoretical significance of the study is that:

- the content of the process of social adaptation of students when planning a professional career is substantiated, which consists in the choice of interactive

forms and methods of support aimed at successful professional development and awareness of the appropriateness of the acquired professional knowledge, skills and abilities;

- the components of social adaptation of students are determined (motivational-value, information-cognitive, operational, reflective) and its indicators are determined (professional motives and values, desire to plan a professional career, professional knowledge, skills in independently setting career goals and building a career plan, self-assessment of the results of quasi-professional activities).

The practical significance of the study is contained in the development of a program for the social adaptation of students when teaching them how to plan a professional career for students of secondary vocational education.

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