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THE WAYS OF EFFECTIVE PROFESSIONAL ADAPTATION OF MILITARY STUDENTS (COMBATANTS) TO PRODUCTIVE ACTIVITIES IN THE SERVICE SECTOR

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Abstract: Savchenko L., Zinchenko S., Vereshak V., Lisova S., Palshkov K. reveal the ways of acceleration and effectiveness of professional adaptation of military students in the educational and production process in their article "The ways of effective professional adaptation of military students (combatants) to productive activities in the service sector". We have developed and experimentally tested the method of forming a personal program (trajectory), the method of evaluating the acceleration and effectiveness of professional adaptation of military students to productive activities in the service sector. We have paid our attention to the optimization of the content of educational material: the use of modern interactive technologies; the professional orientation of academic disciplines; the implementation of inter-subject relations in order to implement high-quality professional training of military students to meet the modern requirements of employers. The specifics of the complex of measures for professional adaptation of military students (combatants) is that the adaptation period can occur at different times of study in higher education, depending on the conditions of its passage. The basis for the completion of an individual program (trajectory) for professional adaptation of military students to productive activities is the presence of indicators that characterize educational, industrial, scientific activities, participation in the life of the group and course, psychological state, behavior, love for the chosen profession.

Keywords: professional adaptation, the ways of professional adaptation, productive activity, service sector.

FORMULATION AND JUSTIFICATION OF THE PROBLEM RELEVANCE

The problem of professional adaptation of military students (combatants) to productive activities in the service sector, its course, place is relevant in Ukraine at the present stage. However, there is no single and clear formulation of the content and scope of the concepts of "professional adaptation", ways of acceleration and effectiveness of professional adaptation among researchers, and this can not prevent the creation of a complete methodologically based concept of professional adaptation of military students to productive activities in the service sector. In our opinion, one of the essential factors for improving the professional adaptation of military students (combatants) to productive activities in the service sector is training for the purpose of obtaining a new specialty. Improving the effectiveness and acceleration of professional adaptation can be achieved by introducing interactive methods of training and education, modern computer technologies into the educational process. Modern conditions of productive activity in the service sector put forward increased requirements for professional adaptation of military students (combatants), so this issue should be considered in all aspects: pedagogical, psychological, social, educational, professional, etc. Insufficient educational and methodological scientific support, practical development of an individual trajectory of professional adaptation of military students (the participants of military operations) to productive activities in the field of services, the relevance and need to optimize the pedagogical conditions of adaptation lead to the scientific justification of this issue and the choice of our article.

THE ANALYSIS OF RECENT RESEARCHES AND PUBLICATIONS

In national science sociologists, philosophers, doctors, teachers, and psychologists were engaged in the development of the phenomenon of "professional adaptation". General problems of professional adaptation were studied by sociologists – S. Vershynina, L. Vakulenko, M. Zelenova, Ya. Didkovska, I. Shepelenko, V. Maslyuk and others; in historical and philosophical publications of L. Vygotsky, H. Hegel, J. Dewey, L. Rubinstein, J. Sartre, they revealed the laws, content and process of adaptation of the individual to the conditions of the external environment; works of philosophers (I. Cohn, K. Abulkhanova-Slavskaya, I. Vdovina, V. Visgina, P. Gaidenko, G. Kovaldo, V. Kuznetsov, V. Tabachkovsky, etc.) and psychologists (F. Berezina, V. Martens, B. Lomov, etc.), in which they studied the problems of human development as a subject of their own life and professional activity, the concept of pedagogical bases of adaptation by M. Andropova, V. Laudis on the formation of educational activities and its impact on the adaptation of students; research in the field of continuing education as a factor of human development at different stages of the life (A. Asmolov, S. Vershlovsky, V. Shadrikov etc.).

In recent years, there have been problematic issues. associated with adaptation of an individual, considered in the works of the researchers: A. Safin (adaptation to service activities), V. Sour (adaptation of officers-graduates to work in special conditions), N. Agayev (adaptation of the peace contingent to operation in special circumstances), A. Chesley (adaptation to the professional activities of military personnel in special circumstances) and others. The problem of professional adaptation of students to productive activities in the service sector, at the present stage, occupies an important

place among the issues of training and education, which is essential for pedagogy. **The purpose of the article** is to determine the ways to accelerate and improve the professional adaptation of military students in the educational and production process; to develop and experimentally test a method of forming a personal program (trajectory), a method for evaluating the acceleration and effectiveness of professional adaptation of military students to productive activities in the service sector.

THE RESEARCH METHODS

In our study, we have used the following methods: theoretical research, studying of psychological and pedagogical literature on professional adaptation; empirical research: psychological testing, questionnaires, observation of the pedagogical process, we have revealed the specifics of the formation of readiness of military students (participants in combat operations) for productive activities, we have used advanced domestic and foreign experience in organizing the process of optimizing professional adaptation in the development and testing of the system of professional adaptation and pedagogical conditions for its implementation to productive activities in the service sector. Methods of theoretical analysis have been used at all stages of the research (from the study of literature sources, analysis and evaluation of initial data, planning and correcting actions, organizing the process of achieving the goal and solving problems that arose during the implementation of this project). Empirical methods have been used at the last stage to study the results of the implementation of the system of professional adaptation of military students (participants in combat operations) to professional activities in the service sector. Practical verification of the effectiveness of the designed system of professional adaptation was implemented during testing and experimental work.

The base of the research

The experimental base of the research was: Nikopol faculty of the National Metallurgical Academy of Ukraine. The study involved: 14 basic enterprises of the basic Nikopol region, urban territorial centers of recruitment and social support (Nikopol, Marganets, Pokrov, Tomakovka), the Union of combatants of the Nikopol region, Krivoy Rog State Pedagogical University (the Department of pedagogy and methods of technological education), the Nikopol centre of professional education, the Nikopol professional lyceum, the Pokrovsky centre of training and retraining of workers (more than 450 people). The study was conducted from 2016 to 2020.

THE PRESENTATION OF THE MAIN MATERIAL

Professional adaptation of military students (participants in combat operations) to productive activities in the service sector is multidisciplinary. Most often, the concept of "professional adaptation" is used in pedagogy, psychology, and sociology. The word "adaptation" is the process of active adaptation of an individual or social group to changes in the social environment (Moroz, 1984). The glossary of business terms offers more than 20 different modifications of this term (Shtyfurak, Kolizhuk, Melnyk, 2013).

The problem of the phenomenon of "professional adaptation" is not new in scientific research and is covered in the works of scientists, such as: mutual adaptation of the employee and the organization, based on the gradual adaptation of the employee to new professional, social, organizational and economic working conditions (Shtyfurak, Kolizhuk, Melnyk, 2013); the most important stage of the process of professional self-determination of a person (Resolution № 842, 2008); a scientifically-based system of measures that ensures the entry, mastering and achievement of a person's professional skills in a specific type of professional activity at a specific workplace (Resolution № 842, 2008); the process of adaptation of students to their future profession in higher education institutions to the conditions of their professional work (Shtyfurak, Kolizhuk, Melnyk, 2013); the process of attracting an individual to the profession, which is expressed in the acquired professional knowledge, skills necessary for future activities. This is due to the study and mastering of the structure of specialist's training of the appropriate level, the general content and individual components of the educational process (Malynovych, 2012); adaptation of the acquired professional experience and behavior style to the activity, the ability to quickly get used to unusual environmental factors, inclusion in professional cooperation and partnership, gradual development of competitiveness (Aschepkov, 1997); the process of attracting a person to work within a certain profession, including it in production activities, mastering the conditions and achieving standards of labor efficiency; depending on the profession, specialized improvement of professional knowledge, skills or mastering new ones with subsequent successful employment; adaptation to new working conditions, new environment, new social environment and norms of its behavior, new subject content of educational and work activities; specific from adaptive processes of personality is a two-vector process and is considered in the unity of active and passive, productive and reproductive, being changed and changing (Aschepkov, 1997).

In the handbook of professional pedagogy, the definition of "pedagogical conditions" is defined as "circumstances that affect the integral productive pedagogical process of training specialists, which is mediated by the activity of a person or group of people" (Semenova, 2006). Researcher L. A. Baibekova defines pedagogical conditions as purposefully creating circumstances in the educational space in the interaction of pedagogical, psychological and socio-economic factors that determine the integral productive pedagogical process of students' adaptation to productive activities, as a dynamic regulator of information, personal, psychological and pedagogical factors of learning (Baibekova, 2016). One of the main tasks in our research is the need to prepare military personnel (participants in combat operations) for peaceful life, who are able to actively adapt in a short time, get new civil specialties in higher education institutions with subsequent employment, and become competitive in the modern labor market in accordance with the requirements of employers. In the study, we have revealed a holistic process, "mechanisms" of social partnership between higher educational institutions, enterprises, military units, territorial centers of recruitment and social support, unions of participants in combat operations, public organizations, in order to accelerate and to make effective professional adaptation of military students (participants in combat operations) to productive activities in the service sector. It is established that for the economy of independent Ukraine, the acceleration and effectiveness of the implementation of the process of professional adaptation of military personnel (participants in combat operations) in higher education institutions are now the main criteria for training their competitive specialists.

In this regard, the experience of the Nikopol regional center for monitoring education and social partnership of NMetAU, which is working for the fourth year to attract military personnel (participants in combat operations) to study at the Nikopol faculty of the National metallurgical Academy of Ukraine, deserves attention. Currently, the faculty has more than 220 students-military personnel on budget places. In our opinion, training military students (participants in combat operations) is one of the most effective and efficient ways of professional adaptation.

To speed up and optimize the process of professional adaptation of military students to productive activities, in our opinion, it is necessary to implement a set of measures/ways, namely: 1. Optimize the content of educational material: the use of modern interactive technologies; professional orientation of academic disciplines; implementation of inter-subject relations in order to implement high-quality professional training of military students to the modern requirements of employers; 2. Draw up long-term social partnership agreements between the University, the basic enterprise, in order to coordinate end-to-end programs in special disciplines and production practices, including the study of modern production technologies; guaranteed employment of military graduates, meeting real problems in the productive activities of competitive specialists in the service sector (NMetAU, the basic enterprises of the Nikopol region, MES of Ukraine have drawn up long-term tripartite agreements on social partnership for 2017-2022); 3. Priority of experimental and scientific work in the training of highly qualified specialists; 4. Preparation, implementation and adjustment of the program (trajectory) of professional adaptation of military students (participants of military operations) by each student-military personnel.

This set of measures was included in the comprehensive program to ensure the implementation of state policy in higher education (professional and socio-psychological adaptation of military students (participants in combat operations) Nikopol faculty of the National metallurgical Academy of Ukraine for 2016-2022). Professional adaptation of military students is similar to long-distance movement along a complex route. Each student-serviceman is asked to make a specific individual program (trajectory) for professional adaptation. The basis for drawing up an individual program (trajectory) is the presence of indicators that characterize educational, industrial, scientific activities, participation in the life of the group, psychological state, behavior, love for the chosen profession. The trajectory of professional adaptation is a planning tool, positions (courses) in which a student-serviceman will be during training at a higher educational institution. Having analyzed the work of scientists M. I. Dyachenko and L. O. Kandybovych (1976), who distinguish the stages of professional adaptation: cognitive, learning new actions, psychological reorientation, skill formation, internal acceptance of new tasks and conditions of activity, but do not pay attention to the diagnostic stage.

Thus, L. G. Yegorova (1983) defined the stages of adaptation only by taking as a basis – the attitude to learning: introductory, general scientific and special. In our study, the trajectory of professional adaptation of military students (participants in combat operations) is planned and carried out in six stages: 1) *career guidance*: additional training sessions are held at preparatory courses, testing, questionnaires, open days "MetalSuper", meetings with leading specialists of enterprises, etc.; 2) *diagnostic*: determination of the level of knowledge, skills and abilities in educational and industrial work, socio-psychological and family status of military students; processing and analysis of the received data; 3) *practical*: formation of complex tasks for professional adaptation, basic training of fundamental disciplines, development of new knowledge using

traditional educational technologies, methodological support for independent work, social and educational activities; 4) *basic: first level*: integrated application along with traditional methods of interactive technologies, modern computer programs (conducting an open training session in higher mathematics on the topic: "Using the derivative and integral in educational and scientific-applied problems using the Mathcad package" based on the ME904-17N group of military students); *second level*: participation in international projects for the purpose of professional and social adaptation of military students (participants in combat operations), additional educational programs (foreign language, special computer training, etc.), research work; 5) *correction*: in-depth specialization and adjustment of professional adaptation to future productive activities; 6) *final*: employment, professional adaptation at work.

In our opinion, professional adaptation of military students (participants in combat operations) to productive activities is carried out during training in higher education institutions, in the future (in the first two years of employment after graduation), the individual program should be adjusted to meet the requirements of the employer. It is possible to achieve the optimal level of professional adaptation of military students when solving the problems of the educational process becomes successful. The specifics of the complex of measures for professional adaptation of military students (participants in combat operations) is that the adaptation period can occur at different times of training in a higher education institution, depending on the conditions of its passage. The basis for drawing up an individual program (trajectory) for professional adaptation of military students to productive activities is the presence of indicators that characterize educational, industrial, scientific activities, participation in the life of the group and course, psychological state, behavior, love for the chosen profession. For the purpose of efficiency and optimization of professional adaptation of military students, it is necessary to improve the process of forming a professional program with the help of SMART marketing technology of goal selection. The authorship of this technology is associated with the name of an outstanding researcher in the field of marketing and management Peter Drucker (Vudkok, Frensis, 1991).

The professional adaptation program consists of the following principles: specific – the actions of a student-serviceman on the implementation of this program are focused on the result; measurable – the ability to evaluate the degree of approximation of the achieved result to the program; achievable – whether the program can be executed; relevant – the implementation of this program should bring the student-soldier closer to the implementation of decisions at higher levels; timed – the program must be clearly defined in time when the student-serviceman will receive the result; realistic – the program must match the resources of the student-soldier.

The study developed a theoretical model for optimizing and accelerating the process of professional adaptation of military students to productive activities, which is a very important point in optimizing the entire educational and production process of higher education institutions. The theoretical model consists of three blocks: methodological, pedagogical, and professional. The methodological block defines the goals, initial theoretical prerequisites and factors that affect the acceleration and optimization of the process of professional adaptation of military students, taking into account the current conditions of employers, adaptive capabilities of all types of productive professional activities. The pedagogical block defines the main principles, nature and direction of acceleration of the process of professional adaptation. The technological block reveals the technology of step-by-step introduction of the theoretical

model into the educational and production process. It reflects the interaction between the educational institution and production by combining actions to accelerate and optimize professional adaptation. The main objective criteria for professional adaptation of military students are: productive activity, conscientious performance of work duties (professional qualification growth, work experience), and personal authority. Subjective criteria for professional adaptation are: satisfaction of the student-serviceman's social status, attitude to the conditions of activity and communication, as well as to himself.

In our opinion, the indicators of professional adaptability of military students include: self-confidence, the ability to take responsibility for the decision made, and the ability to overcome professional difficulties. The purpose of the experimental work is to show the dependence of acceleration and optimization of the process of professional adaptation of military students (participants in combat operations) to productive activities on the implementation of a set of measures developed in the study. According to our research, professional adaptation is a two-way process of adapting both the capabilities and abilities of military students to modern production requirements, and the conditions of specific enterprises to the needs of military students. Therefore, the results of professional adaptation depend on the effectiveness of interaction between higher education institutions and production. To speed up and effectively adapt professional students-military personnel to productive activities, improve the quality of training, namely, the analysis of the needs and requirements of employers, the Nikopol faculty of NMetAU proposed and conducted a survey, which covered about 10 basic enterprises in Nikopol. The questionnaire questions consisted of 2 groups. The first is a general question that can be described as "customer satisfaction". The second group is the question of the presence or absence of certain competencies (productive activities) of military students of the faculty (Zinchenko et al., 2018; Savchenko, 2018).

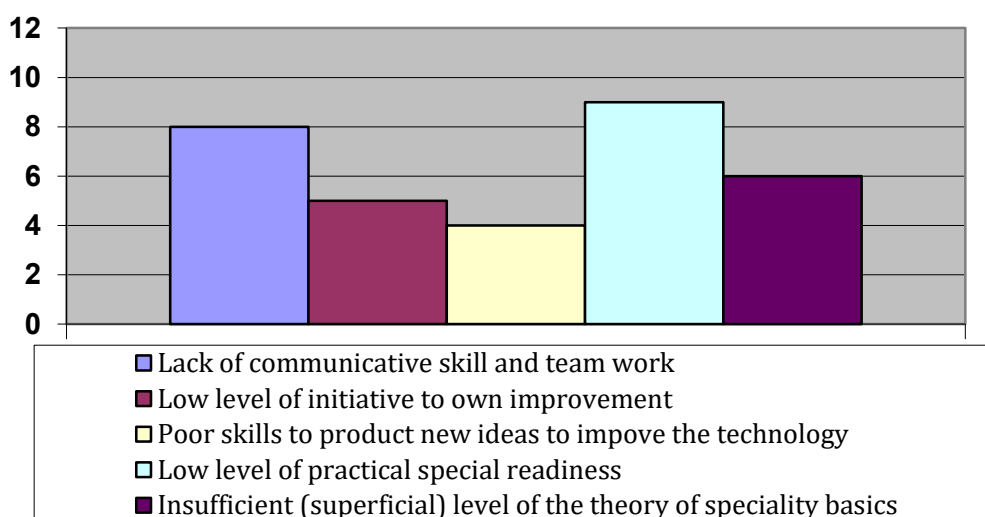


Figure 1. Main problems in acceleration and effectiveness of professional adaptation of military students to productive activities

Disadvantages that were indicated by employers: 1. Insufficient communication and teamwork skills – 8 b. 2. Low level of initiative regarding their own improvement – 5 b. 3. Weak ability to produce new ideas and proposals for improving technologies – 4 b. 4. Insufficient level of practical professional training – 9 b. 5. Insufficient (surface level) theoretical knowledge of the basics of the specialty – 6 b. The study developed a method

for evaluating the acceleration and effectiveness of professional adaptation of military students to productive activities on a 12-point scale. In our opinion, professional adaptation to productive activities can be divided into five groups: 1. Communication and teamwork skills; 2. The level of initiative regarding their own improvement; 3. Ability to produce new ideas and suggestions for improving technologies, self-marketing skills; 4. The level of practical training; 5. The level of theoretical knowledge in the specialty.

The analysis of the results of rapid testing and feedback from employers on the productive activities and quality of training of military students at the Nikopol faculty of NMetAU allowed us to formulate general methodological principles for correcting the trajectory of professional adaptation in accordance with the requirements of employers and higher education standards. They are: 1) testing of enlisted military personnel (participants in combat operations) for the purpose of identifying the level of training (the level of final knowledge) of fundamental disciplines and taking into account the results of testing when teaching the relevant disciplines, including-with an increase in classroom classes within the scope allocated for disciplines of the choice of the educational institution; 2) methodological support for independent work; 3) systematic collection and analysis of employer feedback on the productive activities of military students and making adjustments to the content of professional adaptation; 4) preparation of educational materials with the assistance of the employer using modern technologies; 5) participation of military students in research works on improving equipment and technological processes; 6) coordination of the topics of real diploma projects, encouraging military students to improve the results of educational and production work.

THE CONCLUSIONS

The level of adaptation is characterized by: self-confidence, cognitive activity, social anxiety during interactions with the environment. The main function of personality adaptation is to find conditions and forms with students-participants of military operations for peaceful life. We define productive work as systematic, conscious, creative, organized expediently and in accordance with the production and training activities of military students, in order to train competitive specialists, in accordance with contracts with employers. Characteristic features of productive work of students are: production of material values; involvement in social industrial relations; objects of labor that correspond to the age and tasks of training and education, which have social significance; the need to familiarize military students with technologies for performing professional functions in the workplace; the formation of economic knowledge and material remuneration for the work performed. The system of acceleration and efficiency of professional adaptation of military students to productive activities focuses, in our opinion, on the prospects of the developed methodology and model for training competitive specialists-military personnel (participants in combat operations) in accordance with modern requirements of employers. We see further work in the development of pedagogical conditions for professional adaptation of students who participate in combat operations.

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