© Tatyana A. FUGELOVA
fta2012@yandex.ru

UDC 37.01(075.8)

TRAINING FUTURE SPECIALISTS IN PROFESSIONAL ADAPTATION SKILLS, WAYS OF SELF-DEVELOPMENT AND CAREER PLANNING

SUMMARY. The training of a future specialist for professional adaptation must be done even in higher educational institutions. The context of education from the point of view of subject-specific and social aspects plays the basic role in solving this question. Work concerning this problem has been done in consecutive stages of modeling of content, methods and organizational forms, and teaching techniques: the technique of "Case study", methods of interactive involvement, the "Method of Grönholm".

KEY WORDS. Context teaching, technology of "Case study", methods of interactive involvement, "the method of Grönholm", professional mobility.

Education from a technical university is becoming a social and cultural mechanism focused on the development of personality and the quality of results. One of the most important aspects is the formation of the professionally mobile individual, who is capable of realizing his or her maximum potential, and is ready to cooperate flexibly in the social and professional environment.

The specialist should be able to adapt to the requirements of social and economic change and participate actively in the organization and realization of the professional activity. Thus, there is a need to address a specific social and personal paradigm, which is based on resolving conflicts between socialization and personal and cultural identification, creation of conditions for the mutual development of the community and every person.

One way of solving the problem of educating future specialists in professional adaptation, methods of self-development and career building, is a combination of methods, that is, extensive use of modeling, projecting, construction. In modeling dominate scientific thinking and knowledge; in projecting, a practice whose experience suggests a result; in construction, certain ways and means or the realization of a selected model in certain conditions.

Contextual learning plays the main semantic role in the mind and activity (A.A. Verbitsky): the imitation model of learning, in which the tasks of professional learning are solved in training or educational training and game situations, which simulate actual conditions of professional activity [1]. But we must not forget that a

person should be considered in a social context (G.M. Andreeva), in the system of social relations.

Student activity is not the same as specialist activity. In training it is necessary to model the content of activity of future specialists, not only from the perspective of domain-technology (substantive context), but also taking into account the social component (social context).

Academic training activities carried out in the traditional lecture are geared towards the transfer and assimilation of information. *Quasi-professional activity* in the form of games is a form of recreation for a student audience using the imitation model of production activities, human relations, in which a holistic context of their future careers is given. Involving students in *educational and professional practice*, research, industrial practice, allows them to be specialists. It completes the process of transforming educational activity in professional activity.

There are features of future professional activity in lectures, seminars, discussions, group forms, laboratory and practical classes, the analysis of specific work situations, special courses, etc. This training models the actions of specialists and plans the objective and social context of students' future careers.

Students, while they are in the activity-position, are able to use educational information to regulate their own activities, which allows young professionals to enter the profession without the difficulties associated with adapting to the workplace.

The main teaching models in the learning context are: *semiotic learning models*, representing a system of tasks for working with text-oriented individual appropriation of information in a particular culture; the *simulation training model*, aimed at modeling future professional activity, necessitating which is necessary for the inclusion of an individual student in the subject area of professional activity, which functions like the semantic contexts; and *social learning models*, which represent the standard for professional problem situations. In the process of dialogic communication, the student develops new theoretical and practical experience. Work in interactive groups as social models of the professional environment leads to training not only in the subject, but also in the social competence of future specialists. These models give the subject-technological and socio-cultural context of the future activity of the specialist. Personal meanings are transformed into social values: students' attitudes toward society, labor, profession become a part of their culture.

Social content is included in the learning process through joint activity by the students, thinking about characteristics of each personality, his interests and preferences, following the moral standards of future professional staff, and society.

Over the period of training there is the control of the conversion process in a professional learning activity, the result of which is adaptation to the professional activity, the formation of the future specialist. There are attestations of *work situations* and *business games* along with the familiar means of control.

Pedagogical techniques provide personal involvement of the student in the development of their career as part of human culture. There is not only reproduction

of already known social experience, but also its enrichment by the creative development of future specialists. Knowledge acquired by students in the context of the resolution of modeling professional situations results in the development of educational and professional motivation, the personal meaning of the learning process. The student gains experience of educational information as a means of regulating their activities, acquiring more and more professional features that ensure the transformation of objective knowledge contained in this information, personal meaning. Developing the personality and individuality of the future specialist becomes the center of the pedagogical process, which is a real humanization of learning.

In this training is reflected the essence of the processes taking place in science, in industry and in society. The student turns from the object of teaching and educational influences to the subject of the future professional and socio-cultural activities.

We used the "Case study" technique (training on specific examples), which aims to train future professionals to professional integration, methods of self-development and career building in contextual learning to solve problems of training students in professional mobility.

"Case" means a written description of a particular real situation. Students are asked to analyze the facts, to understand the problems and propose possible solutions to the problem and choose the best.

Development and using cases should be divided into the following stages: searching for the object of our case studies, collecting empirical information, structuring data and formation of a model, testing it, adaptation, re-structuring of case information [2].

This method allows you to transmit theory *in terms of actual events*. As a result, students gain necessary skills: analytical (analysis, classification of information), practical (the practical application of theoretical knowledge), creative (proposals, decision analysis), communication (ability to work in a team, to lead the discussion, arguments to present their views, to support debate, persuade opponents), social (evaluate the behavior of others), reflexive (self-analysis).

The steps of working with Cases.

1. Studying a text with a description of the situation. A student tries to figure out the problem on their own and determine their own position in the assessment of the situation, think about the answers to questions and find concrete solutions to the problem.

2. Working in small groups, the exchange of views on the range of issues. The intellectual leaders identify and suggest ways of resolving problems after the panel discussion.

3. Intra-Group discussion led by a teacher. The group offers a solution. A teacher skillfully "conducts" the process of analysis of the situation, engaging more students in discussion, any utterance is perceived as acceptable.

Using functional issues implies problems which should be solved by students, and requires specific theoretical knowledge in a particular area. There is conflicting information that makes the decision uncertain. The correct solution is known in

advance, but there are several possible alternative answers. Particular emphasis is placed on the arguments and evidence of the chosen solution.

For example, students are offered the following situation: "You have been recently appointed head of the department in a large enterprise, and you've come from another plant for this position. You are not known by everybody. There is a lunch break in two hours. Walking down the hall, you see a group of workers from your plant, they are talking about something lively and do not pay attention to you. Coming back after 20 minutes, you see the same picture. What will you do?

Solving the case, students should complete the tasks: 1) describe the communication sets of the actors 2) create a communicative model of the situation, and 3) choose the way to resolve the situation, and justify their choices.

The Situation has the following options.

Option A. I will explain to the workers that I am the new head. I will tell them that their conversation is too long and it's time to get down to business.

Option B. I will find out their chief and invite him to the office for a talk.

Option C. I will show interest in their conversation. Then I will introduce myself and ask: "Do they have any requests for the administration?". After that I will offer to work.

Option D. I will introduce myself, and then ask, how things are in their team; how much work do they do, what prevents them from working regularly.

In solving the first two tasks work is done in groups, and the third is submitted for general discussion. The students are introduced to the rules of specific forms of communication/discussion.

The purpose of this course is a development of the ability to formulate the task, isolate the problem, that is, independently determine what is known and what remains to be done to make a decision. Typically, these classes require students to divide into groups; every group offers their own solution to the problem. Then, after collective discussion, the conclusions of each group are evaluated.

The mechanism of students' cognitive activity by using cases can be presented in the following stages: awareness of the situation, the actualization of acquired knowledge, analysis of source data solutions proposed, its justification, test solutions, the solution, and analysis of solutions; generalization [3, 71].

Situation tasks are quite different from training exercises, in which there is always formulated the condition (what is given) and the requirement (what must be found), in situation tasks such parameters are usually absent. To solve such problems, a future specialist must, first of all, understand the real situation, determine if there is a problem and what it is; he must determine independently what he knows and what he has to take.

Contextual learning has a great potential in improving the quality of professional education, particularly adult education. The course "Career Planning" in the process of learning which focuses on the study of project development techniques for professional development was introduced for undergraduates (5-6 year). The content of the course includes the following stages: *Stage 1.* Understanding different socio-

educational models, in theory and practice, for example, the model of personnel policy in Japan, the USA, Germany, etc. *Stage 2.* The main positions of the projecting process of making a career. At this stage, we wanted to achieve real inclusion of students in the creative team of the project. *Stage 3.* Inclusion of students in a situation of collective projecting through organizational activity-games (such as "Presentation"), and real professional situations. For example, to understand their career, students are offered incomplete sentences; they must justify their answers and examples from actual practice, when they finish sentences. To do this, the students turned to the experience of people who have reached a high level in their career, the question was about their motivation. The answers were as follows: autonomy (to do things on their own way) is achieved by a high position, status, authority, merit that should be considered, functional competence (the desire to be the best experts in their field) is achieved by professional development. Safety and stability (the desire to consolidate one's position in the organization) is achieved by getting the post giving such guarantees. Managerial competence (the desire for power, leadership, success) is achieved by obtaining a high position, status, responsible work, higher wages, rapid career advancement; entrepreneurial creativity (the desire to create something new, be creative) is achieved by the obtaining of the necessary power and freedom that a specific position provides. The need for priority (the desire to be the first everywhere) is achieved by the "possibility of avoiding" one's colleagues. Lifestyle (the desire to integrate the needs of individuals and families) is achieved by getting interesting, high-paying jobs, providing freedom of movement, free time, excitement, variety. Material well-being is the desire to obtain a position related to a high salary, or other factors of remuneration. Provision of a good environment (aspiration to attain the post, providing good conditions to deal with official duties).

The "Career Planning" course was held for various types of professional and pedagogical situations. The aim was to show the complexity of the problem and understand the nature of the methods of solving it. We used a very obvious statement: The way of implementation of the plan is a successful work in the position occupied, professional and personal development, training, and effective collaboration with the head, creating a position and an image in the organization, and the ability to work at the interface of different fields.

The direction in career and the issues necessary for the study were defined. Thus, one group of students offered to answer the following questions: What determines a business management career? (The person, management or personnel management service). In what situations is a person's choice of profession influenced? (Tradition, case, debt: the choice of profession is associated with the notion of duty, mission, vocation or commitment to the people, the target range is associated with a conscious determination of career goals). What is necessary to know for a graduate about planning a career? (To know yourself, your strengths and weaknesses, their needs, socio-economic conditions, career prospects, training opportunities, realistically assess your business skills, know the labor market).

After discussing the data in groups, the students had to offer possible models for career building. For this purpose, temporary initiative groups of students were created, and each group prepared a brief synopsis of a particular model (preparation time was necessary). The main condition was the availability of lecture notes for all studied models, and possession of the necessary information. For this there was an exchange of abstracts, and each group had to read it and take notes and make additions and corrections. Thus, the synopsis given to each group returns to the group which started working with it, but in a more detailed form.

Options for the development of models were based on the classification proposed by A.P. Egorshina [4]: "jump", "staircase", "snake", "Crossroads." Each micro-group of students developed the possible combinations of existing models, offering a new version of the model. The necessary condition was to bring examples of life. All this allowed students to enter real working models in the professional field.

Information must be assimilated through the practical actions of a student, to obtain the status of professional knowledge. Actions are not purely academic, but closer to the subject-technological and socio-cultural situation of the forthcoming career. If we keep in mind the development of the creative thinking of the future expert, these learning situations should be problematic, reflecting the nature of work.

In a competitive context, professionals who want to succeed, needs to broad erudition, analytical skills, management skills, understanding of social problems, the ability to find solutions to specific situations [5] etc. For this purpose, we used the following methods of interactive engagement: *reception conference* (discussing and solving problems in groups), *the game method* (staged production situation followed by discussion), *statements method* (a clear expression of thoughts in speech), *the incident method* (the analysis of the relationship between workers), *environment specification* (justifying and defending their point of view and the ability to solve the problem based on a production task), *"brainstorming"* (the ability to think creatively and intensely), *the "Shoot at the head" method* (the ability to critically evaluate the situation and think on the basis of the initial information, giving an articulated lead, deliberately contrary to the opinion of the audience that all the students will set up against him; the manager should be able to prove his point of view), *the way to identify emotions* (allows to reveal the audience's attitude to some conflict, which should evoke strong emotion), *the way of panel discussion* (earlier study material is the source information. A specialist is invited as a guest, the manager will have a conversation with him.)

Practical sessions include *the active gaming method*, used in the practice of innovational management. The idea (but not the content) was borrowed from the Catalan playwright and screenwriter Jordi Galserana, the author of the famous play "The Gronholm Method".

An international company announced a competition for the position of Commercial Director. Applicants gathered in the reception office, where they had a qualifying round, consisting of a number of unexpected tasks. An unusual method of "interview without rules" allows applicants to "show" their essence. The so-called "Grönholm method" is used by modern companies in order to identify a worthy candidate for the

desired position. Thus, the company is trying to protect itself from an inappropriate person who does not meet the requirements of the company. A prospective candidate must be tolerant of competitors, be ready to cooperate with colleagues, negotiate and resolve conflicts, find organizational and management decisions, to think critically about experience, self-build and defend their own ideological positions, to adapt to changes in the content of social and professional activities.

He was sickened by the desire to take over other people. And those who can abdicate all humanity, cannot become an employee of the company. That's the essence of the "professional choice" of the "Gronholm" method in which the manifestation of normal human traits, such as respect for each other, polite and friendly conversation, a desire to help in a difficult situation are welcome.

The selection procedure is transformed into psychological testing, training, tests, which hides a certain sense, the need to look into the subconscious. Sample tasks are: try to convince the audience that you are the most worthy candidate for the vacant position. In the most intense period of completion of the program, one member of your team is ill and everybody performs their duties. What should we do in this situation?, To subordinate work you must ... (continue), etc. This is a game where competitors must "beat" each other. Office selection becomes natural selection. The twenty-first century is a century of the new corporative subculture with its "ethics", based on the education of a new type of ideal servant leader.

A person should not deny humanity for his career. The game refutes the myth that the ideology of modern capitalism requires managers of large companies to do everything to achieve their aim.

Thus, work in this direction is a logical series of stages of training with continuity goals, content, methods and organizational forms in each of the upstream stages. There is practical mastery of the methods of self-exploration, defining the problem which requires science-based solutions, finding solutions to the problem, and verification of the recommendations in independent professional activity.

REFERENCES

1. Verbitsky A.A. New educational paradigm and context training / Monograph. Moscow: Publishing Center challenges the quality of training, 1999. 75 p.

2. Gordin V.E., Koroteeva O.S. Using the case method in industrial practice of students. URL: http:speaker.esoligorsk.net/2007/01/17keis-metod.html.

3. Dautova O.B., Krylova O.N., Mosina A.V. Traditional and innovative forms of technology and student learning. Part 1. St. Petersburg, 2007.

4. Egorshin A.P. Personnel management. N. Novgorod: NIMB, 1997. 607 p.

5. Savrukov N.T., Stepanov N.S., Alekseev V.A. Problem teaching students. Cheboksary, 1998. 27 p.

6. Fugelova T.A. Formation of professional mobility of graduates of technical university: methodology, theory, practice. Tyumen, 2012. 340 p.