

Professional Adaptation of Students in Economic Management Training Programs

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Abstract: The article is devoted to the current issues of professional adaptation of students in contemporary conditions. The article clarifies the essence of vocational guidance, social and professional adaptation of the individual. The research purpose is to conduct a theoretical and practical study of the factors, features, and methods of students' professional adaptation in economic and managerial training programs of a higher educational institution. Further, in accordance with the goal and the selected methods, factors, features, and methods of professional adaptation of students are studied already in the process of their education in a higher educational institution. The main results are presented in the article, including essential features of the process of students' professional adaptation of students, as well as specific teaching methods that contribute to the effectiveness and acceleration of students' professional adaptation in the labor market. The results of the targeted use of specific teaching methods for students of economic and managerial training programs of the Altai State University are also provided and discussed.

1. Introduction

Already in the elementary grades, many students are wondering about their future profession. And how not to get lost in a large flow of information, in the conditions of the socio-cultural environment, examples of senior behavior in the labor market, etc.? Parents, teachers and psychologists-consultants at the school help this difficult conscious choice of their future profession to students by sequentially identifying, forming and developing children's abilities, skills, motivation to work, as well as the systematic conduct of career guidance work among them.

We understand career guidance as a system of socio-psychological, pedagogical and medical measures to familiarize oneself with the world of professions and help in choosing a profession in accordance with a person's abilities and interests, their real abilities to work in a specific field of activity. The career guidance is scientifically sound management of the process of conscious professional self-determination and self-expression of a person, consisting of professional information, counseling, selection, and adaptation [1]. Of course, parents and school specialists have an initial role in professional information and counseling for students. However, at the final stage of schooling, specialists are systematically and purposefully working with students to select the most suitable professional environment for both further education and work.

Entering to study at a higher educational institution, in our opinion, the career guidance of young people is actively continuing and is being transformed into a more independent professional self-determination of personality and professional adaptation as close as possible to real practical conditions. Unlike a school, in a higher educational institution, young people are allowed to independently decide on the correct choice of profession and plan a set of ongoing targeted actions in the field of their education, career development, behavior, and professional adaptation in a specific labor market for the near future.

According to P. Rosin, teachers in higher education should ensure the implementation of the following successful teaching methods: (1) to facilitate the potential for self-development of students' personalities; (2) to organize interactive interactions; (3) to include psychological and pedagogical diagnostics of students'

personal development; (4) to expand the educational creative space; (5) to stimulate independent cognitive activities; (6) to individualize pedagogical interactions [2].

Therefore, the aim of the study is a theoretical and practical study of the factors, features and methods of professional adaptation of students of economic and managerial programs for the preparation of a higher educational institution. Achieving this goal will allow to some extent to identify the most effective methods of accelerating the professional adaptation of students in the process of their theoretical and practical training and to predict the success of its behavior in the labor market.

2. Materials and Methods

We have studied the educational activities of teachers on career guidance and adaptation of full-time students in economic and managerial programs for the preparation of bachelors and masters at the International Institute of Economics, Management, and Information Systems (MIEMIS) of the Altai State University.

Over the past decade, in MIEMIS, practically all training programs included disciplines related to the formation of personnel management competencies or the ability to work with working groups in the implementation of professional tasks. These include the following disciplines: "Organization Human Resources Management," "Human Resource Management," "Leadership: Career Management," "Effective Communication and Human Resource Management," "Labor Market," "Employment", etc. The names of specific disciplines may change over time, but all of them invariably assume, along with traditional passive teaching methods, the widespread use of active teaching methods, practically oriented. Consequently, the vast majority of full-time students in economic and managerial training programs made up the sample. In our opinion, the distinguishing characteristic of the student audience is the pronounced managerial potential in MIEMIS students.

In the process of studying factors, features and methods of professional adaptation of students of economic and managerial training profiles, the following methods and techniques were used: a literature literature on topical issues of managing primary professional adaptation of students, including monitoring a student group, a written survey (questionnaire), an oral survey (diagnostic interview), psychological testing (methodology "Career Anchors" (Shane, E.), the methodology "Motivation for success" (Emerson, T.), "Project career test" (Mogilevkin, E. A), the methodology "Who are you: leader or slave (for leadership)" (Shchekin, G. V.), and others.).

3. Results

A study of the scientific literature showed that most authors study the preparation of students for professional/labor adaptation or study the problems of labor adaptation of working personnel in the organization (after the graduation of young specialists from the walls of a higher educational institution) [3, 4, 5, 6, 7]. Besides, the authors do not always distinguish between primary and secondary labor adaptation, its types, adaptation of beginners, experienced staff, and future pensioners in the organization.

As a result of the study, we found that many students have problems with social adaptation at the initial stage of training. Therefore, in the process of training, teachers apply techniques for actively adapting a person to a new social environment and mastering social relations accepted in MIEMIS, patterns, and norms of behavior, accepted value system, etc. In this regard, a focused, professionally-oriented work of curators of student groups and the directorate is underway.

In subsequent courses, the social adaptation of students is transformed into primary labor, namely, professional, which is a kind of labor adaptation. We understand labor adaptation as a purposeful, guided process for a person to master a new working environment, actively interacting with each other. Organization of practical classes by teachers and conducting production practices are carried out mainly in an active form, focusing as much as possible on the possibility of developing relationships with future employers.

In the course of the study, we have identified the following most preferred principles for teaching students that allow them to understand best, master, and apply the acquired knowledge in practice in the future:

1. Students' interest in the results of their training (after training, future employees should be able to: freely navigate the labor market, objectively evaluate their competitive advantages, go through selection procedures for employment, correctly draw up the necessary labor documents, eliminate mistakes in professional adaptation, plan and implement a career successfully, work with people);
2. Understanding and understanding of the studied theoretical material, domestic and foreign experience in personnel management in the context of digitalization;
3. Consolidation of theoretical knowledge gained in practical business games, consideration of specific situations;
4. The use of various teaching methods, the individualization of the interaction of the teacher and student;
5. The maximum approximation of the learning process to the real professional situation and the socio-economic and legal situation in the local labor market in the region and country.

As the results of a study of the methodological organization of the learning process showed, the most effective teaching methods that contribute to the effectiveness and acceleration of students' professional adaptation (the formation of the necessary competencies, internships, and further employment) were as follows (Table 1):

TABLE 1. BASIC ACTIVE METHODS OF TEACHING STUDENTS

Disciplines topic	Student teaching methods
Personnel forecasting and planning	The use of traditional and innovative technologies for the development and adoption of managerial design decisions in specific situations (for example, 2-3 variants of the brainstorming method, "6-5-3" method, alternative evidence method, etc.). <u>Assessment of own opportunities to engage in social/technological entrepreneurship.</u>
Staff marketing	L. Fomina demonstration test for determining competitiveness in the labor market. Independent search for errors, intentional inaccuracies in the announcement of vacancies in the media, including online ads. Assessment of the features and advantages of the regional labor market, its migration potential.
Assessment-selection of personnel	Development of your Resume in Russian and English. Student Portfolio Preparation. Study of guidelines for filling out hiring documents and negotiating with an employer. Demonstration testing of candidates for a vacancy in the organization, the study of risk situations.
The career guidance and staff adaptation	The diagnostic test of the socio-psychological adaptation of a novice in the organization (for example, the test of C. Rogers and R. Diamond). Development of recommendations for a newcomer on the development of a new working environment. Compilation of a Beginner's Adaptation Plan up to 1 year based on a study of the best mentoring practices in organizations.
Motivation and incentive to work	The diagnostic testing of students (career guidance, communication skills, motives for work, etc.).
Personal and Personnel Development	Diagnostic testing of professional, personal / business qualities. Career design.

In our opinion, classes on career management and social design, as part of a separate particular course, contribute most to the success of students' professional adaptation. The results of the study indicate the desire of students to have a clear idea of the real possibilities of their employment in the labor market (local, regional), which requirements an employer may have for continuing education and on graduating, as well as the ability to plan his own career and develop a multi-variant career space.

As the results of a sociological survey of MIEMIS students in the spring of 2019 showed, the majority of students (92.7%) believe that the presence of higher professional education contributes to career success. Almost 82% of the students surveyed consider studying at Altai State University prestigious and significant for the implementation of employment plans and professional career. When students determined career factors (including primary professional adaptation), the following factors were noted first of all: high-quality professional education (58.2% of respondents), personal business qualities (58.2% of respondents), and the formation of real employment conditions by profession in the labor market (50.9%). In this regard, students

believe that the process of training in a higher educational institution will allow them to prepare for successful employment and labor adaptation.

The growing need for students to teach social/technological entrepreneurship (organization and management) seems exciting and relevant to us.

5. Conclusion

In conclusion, I would like to note that students in economic and managerial training programs in an active form should explore their own capabilities and abilities, prepare for professional adaptation already within the walls of a higher educational institution, study the diversity of types and career features in specific areas of professional activity. We propose to use the many years of experience in professionally oriented work with students and the use of effective teaching methods MIEMIS and in other teaching practices. Of course, the list of specific methods and techniques can be adjusted and supplemented depending on the features of the content of student training programs.

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