

Methodological guidelines for the professional adaptation of future teachers of dual education

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Abstract---*The methodological guidelines of professional adaptation of future teachers of dual education are considered: the main vectors of adaptation processes to dual learning, the mechanisms of professional semantic generation of duality and adaptation algorithms.*

Keywords---*professional adaptation, future teachers, dual training*

I. Introduction

The problem of professional adaptation of young specialists is one of the central and discussed in the scientific community (Aleksandrov E.P., Bezyuleva G.V., Buryakova O. L., Shibanova E. A., Shibanov D. V., Chalykh N. A. , Vyzulina K.S., Yasko B.A., Dashkova A.K., Churlyayeva N.P., Dolgova V.I., Melnik E.V., Motorina Yu.V., Fedoseeva A.V. and many others .other). In various sources of information, the concept of “professional adaptation” is interpreted differently, reflecting one or another point of view of the authors of the formulations.

However, despite the different semantic meaning of many definitions, most authors associate professional adaptation with the beginning of a person’s professional work. Or with an even earlier period is the initial stage of professional training in an educational institution, during which there is not only the assimilation of knowledge, the formation of skills, behavioral attitudes, but also a typical way of life is acquired for workers of a particular profession.

In order to outline in general terms the conceptual field of professional adaptation of future specialists to dual training, we consider the content side of the concepts of “professional adaptation” and “dual training”.

The concept of “professional adaptation” is fairly reliable, relying on various scientific sources, is revealed in the monograph by G.V. Bezyuleva (Moscow Psychological and Social Institute). We are impressed by such definitions highlighted by the author as: “adaptation, human getting used to the requirements of the profession, assimilation of industrial, technical and social norms of behavior necessary for fulfillment **labor functions** and to new working conditions for him mastery by a person of value orientations within the framework of a given profession, awareness of motives and goals in it, rapprochement of human orientations and professional groups, entry into the role structure of a professional group ”[1].

G.V.Bezyuleva supplements the above definitions with the fact that professional adaptation also implies the adoption of all the components of professional activity: its tasks, subject, methods, means, results, conditions within the framework of this profession.

No less significant substantive formulations of professional adaptation are given in the works of other researchers. Thus, a group of authors from Penza State University Buryakova O.L, Shibanova E.A., Shibanov D.V. and Chalykh N.A. Under the student's professional adaptation, understands two-way a process including, on the one hand, the creation of conditions

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for professional self-determination, and on the other, the preparation of a student for further labor adaptation, for the creation of his own labor and professional career [2].

Interpretation of the professional adaptation of teachers of an educational institution, given by the authors V. I. Dolgovo, E. V. Melnik and Yu.V. Motorina [3] acts as an active mastering by a teacher of actions (behavior) in accordance with official duties, the requirements of the educational process, and the specifics of the student population; getting used to the young specialist to new conditions, including administrative and legal, socio-economic, managerial aspects. The above authors consider the professional adaptation of a young teacher to be a multi-component process, carried out in accordance with the levels of adaptation mechanisms (psychophysiological, subject-activity, socio-psychological and personal), as well as areas of personal professional development:

Considering the psychological content of professional adaptation, A.V. Fedoseeva concludes: "Professional adaptation is the adaptation of an individual to a new type of professional activity, new features of a particular specialty, working conditions and social environment" [4]. The author of the article connects the success of professional adaptation of an individual with the adaptant's inclination to specific professional activities, the coincidence of personal and social motivation of work, and a number of other reasons.

Our brief review of the above formulations shows the versatility of the studied concept of "professional adaptation" and, sharing the position of A.V. Fedoseeva, we consider it "both the process and the result of the functioning of a holistic self-regulatory system, the adaptability of which is ensured by the interaction of its individual elements".

In order for future teachers of dual education to be optimally adapted to it, we will reveal the semantic meaning of the abstract concept of duality (Lat. Dualis - dual), it is widely used in various fields of knowledge.

So for example, in the study of G.A. Fedotova, the term "duality" is used in an educational context and is characterized as "dual unity, duality", "and single organizational whole". Speaking about the genesis of duality in vocational education, the author expressed the opinion: "This form of vocational education emerged as a product of social partnership, which is a mechanism of close interaction between the state, employers, trade unions and various public associations to train highly qualified personnel in accordance with the needs of the labor market." Characterizing the dual form of professional education in this vein, G.A. Fedotova sees her as an educational process that combines practical training with part-time student in production and traditional training at an educational institution. At the same time, he considers this form of training not only as a pedagogical alternative, but also as "an educational phenomenon successfully adapted to the conditions of a market economy that has had both a direct and indirect influence on the development of professional pedagogy in various countries" [5].

In the same format of vocational education, S.P. Romanov considers duality [6], putting forward duality as a methodological characteristic of vocational education based on uniform methodological grounds. These grounds are based on the coordinated interaction of the educational and production sectors in the preparation of specialists of a certain profile in the framework of the organization of various forms of training.

The quality of the professional development of a teacher is largely determined by the nature of the content of instruction. The content of the training should cover a wide range of issues related to all areas and directions of pedagogical education. The teaching of any subject should be carried out in the context of the future profession of a student as a way of generalizing the knowledge, abilities, and skills acquired by him. The content of vocational teacher education has its specifics and differs significantly from vocational training in any other university [7].

Talking about duality in relation to the development of the education system in Kazakhstan in a dual format, a group of authors Zholdasbekova S.A., Akhmetova Z. and Baltash P.N. [8] talk about the priorities of the dual system, in which they see the coherence of two different educational and production environments, such as a private enterprise and a state vocational school, which work together in the name of a common goal is the training of young specialists.

Based on this common goal and the priorities of duality, by S.A. Zholdasbekova and S.A. Uzakbaeva [9] proposed a generalized scheme of the dual organization of vocational education in the preparation of specialists of a certain profile, presented in Figure 1.

L.N. Samoldina in resolving the problems of scientific and methodological support of dual target professional training of students proceeds from its fundamental difference from traditional teaching. The author rightly believes that the formation of knowledge, skills and abilities in the dual system is subordinated to the development of a complex system of professional activity and thinking of a future specialist. It relates to the structure of this system: possession of the fundamentals of activities of various types inherent in a given profession (specialty), and a fully formed activity corresponding to the chosen profile [10].

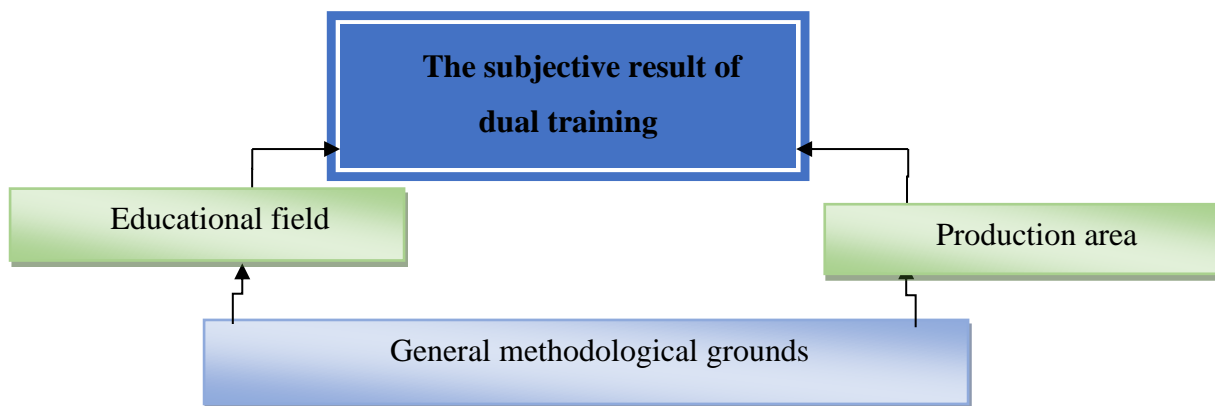


Fig. 1: Generalized scheme of the dual organization of vocational education (according to S.A. Zholdasbekova and S.A. Uzakbaeva)

Summarizing the results of a brief analysis of scientific research, we conclude:

- in the new socio is economic conditions of managing and training personnel of the new formation, the dual education system has become a flexible, effective mechanism for training specialists;
- the dual system differs from the classical one in the higher content of knowledge, abilities and skills that students receive throughout the entire learning process in an educational institution and in the workplace;
- the dual training system provides coordination and coordinated interaction of two different educational and production environments, i.e. two regulatory and organizational forms of vocational training;
- each of the components of the dual system can be considered as an independent educational system having its own specific structure (none of them is a subsystem of the other);
- the single educational goal, the training of a specialist of a certain qualification with certain social and professional characteristics as a result of training, becomes the determining factor in coordinated interaction;
- specific didactic foundations and conditions of vocational training within each of the systems are specific and reflect the specifics of the corresponding educational and production environment.

Based on the analysis of the above scientific sources underb *professional adaptation of future teachers of dual education* it is necessary to understand the complex dynamic process of entering a young specialist in the profession by applying the totality of acquired and constantly updated knowledge, skills, and experience in realizing the goals and objectives of dual training, taking into account the specifics of its organization, adapting to the changing requirements of society, the needs of the labor market and new conditions for him educational is production environment.

Therefore, having determined the essential characteristic of professional adaptation of future teachers of dual education, we will present its methodological guidelines (Figure 2).

Figure 2 clearly shows the methodological guidelines for the professional adaptation of future teachers of dual learning: the main vectors of adaptation processes to dual learning, the mechanisms of professional semantic generation of duality and the design algorithm for the process of professional adaptation.

The main vectors of adaptation processes for dual training, we include the types, areas, stages, factors and principles of professional adaptation of future specialists. Focusing on the following information sources [11,12,13,14,15,], we presented our understanding of these vectors.

Types of professional adaptation:

- social (awareness of the values of the dual training system, the standards for organizing training and production activities, inclusion in the system of business and personal relationships in the team);
- Pedagogical (adaptation to the dual system of education, upbringing and training, which form the system of values of the individual);
- Organizational (future teacher's awareness of his role in realizing the goals and objectives of dual learning);
- Psychophysiological (adaptation to new mental and physical stresses in a combination of study and production activities, sanitary and hygienic labor standards in production, the ratio of theoretical training and educational practice);
- Functional (adaptation of the individual to the requirements of professional activity in the context of dual training, mastery of the ways of its implementation, compliance with the optimal mode of performing professional functions).

The stages of professional adaptation of future teachers to dual learning include:

1. Familiarization with information about the transition to a dual training system, criteria for evaluating certain actions, standards, standards of behavior, etc.
2. Adaptation to the new system of values of dual education while preserving the attitudes of the traditional educational system.
3. Assimilation - adaptation to the training and production environment, characteristic of dual training, providing up to 60-70% of the training time for practice at enterprises and identification with a new group.
4. Identification, identifying the ratio of the goals of theoretical training in an educational institution with the goals of training at the enterprise and personal goals.

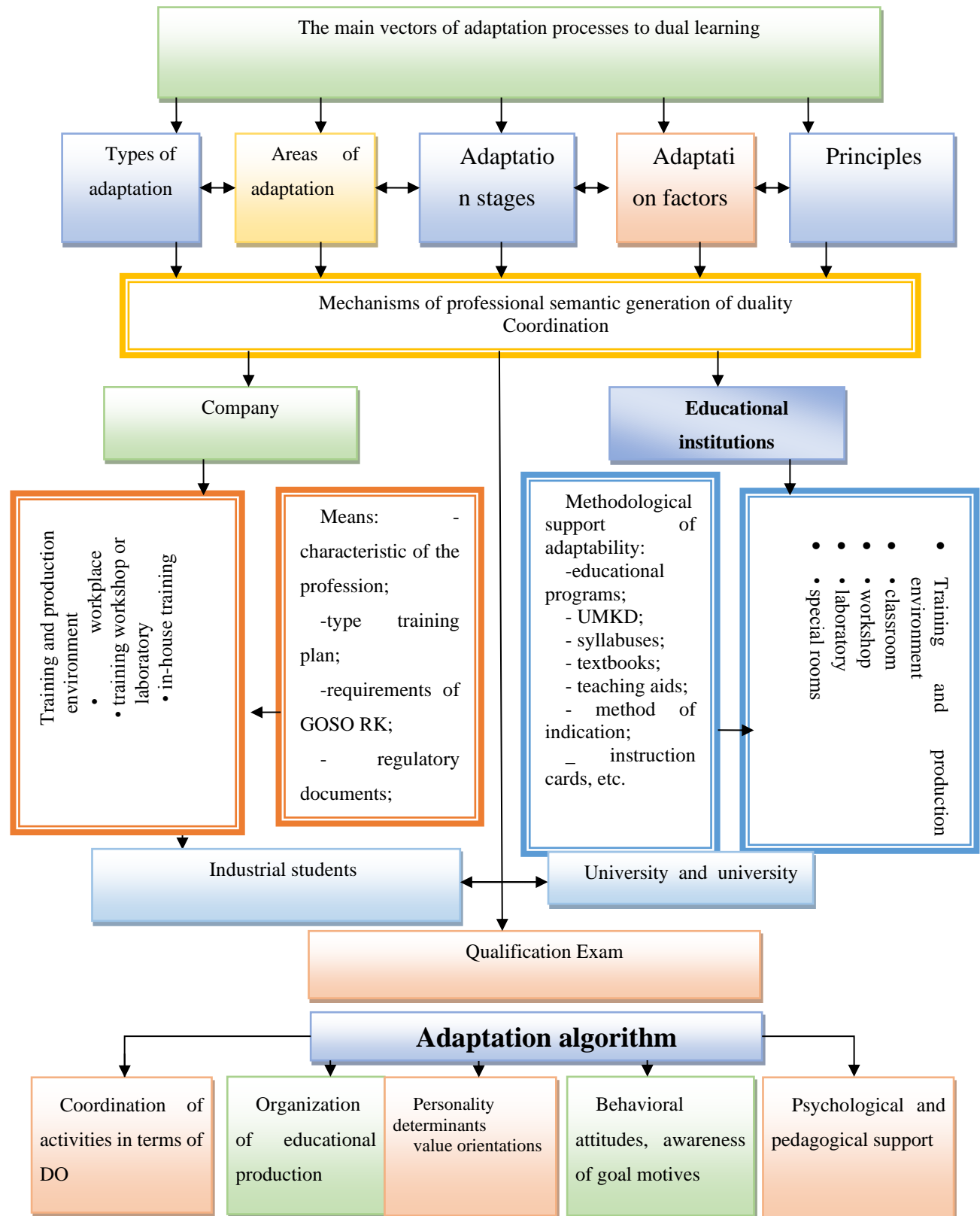


Figure 2: Methodological guidelines for the professional adaptation of future teachers of dual education.

Success factors for professional adaptation of a future specialist to dual training include:

- subjective and sociodemographic characteristics (age and gender characteristics, adaptive capabilities, experience of interaction with the educational-production environment, marital status);
- physiological characteristics of a person;
- emotional stability;
- adequate self-esteem of their capabilities in realizing the goals of dual learning;
- the desire to influence the professional environment in order to change it;
- the pre is adaptive level of skills about duality;
- readiness for professional activity in the conditions of dual training, etc.

We will call the principles of the successful course of the process of professional adaptation of future teachers of dual education, if they are followed, the dual system will become a kind of “training ground” for them to develop and test the quality of acquired knowledge, consolidate theoretical material, and form practical skills in the educational and production environment:

- Correction, integration and coordination of the curricula of educational institutions and enterprises, the achievement of their structural and functional integrity;
- the consistency and sequence of steps of all participants in the educational process in achieving the result of professional adaptation of a future specialist to dual training;
- rational interaction of all participants in the process of adaptation to dual training - students, teachers and masters of industrial training;
- ensuring the integrity of personality development in two environments - educational and production and extracurricular impact on the future specialist;
- the formation of the structural and functional integrity of the process of professional adaptation of a future specialist to dual training as a system leading to a change in its value orientations in accordance with the conditions and requirements of activities conducive to successful entry into the professional environment.

Including academic mobility as an obligatory component into the process of training a qualified specialist assures acquisition by students of realities of another country, broadening of students’ general outlook, introduction to the world culture, getting to know the way education is organized abroad and a firm motivation to learn a foreign language as a tool to gain professionalism.[16]

The mechanisms of professional semantic generation of duality in our study are: educational institutions, enterprises, training and production environments, pedagogical tools and methodological support for adaptability, clearly shown in Figure 2.

The algorithm for constructing the process of professional adaptation of future specialists of dual training is based on conscious adaptive changes in personality as a result of transformation and change of situation in the context of the transition to dual training. This process includes:

- coordination of the activities of participants in the educational process in a duality;
- organization of the educational is production environment;
- personality determinants;

- motivational readiness for professional activity and mastery of the value orientations of the dual system, behavioral attitudes;

- Organization of psychological and pedagogical support of the process of professional adaptation.

The educational and production environment of the base enterprise has:

- a workplace for a student with partial pay;
- training workshop or laboratory;
- in house training.

At the enterprise, training takes place at training workplaces. The educational and production environment of an educational institution assumes the presence of:

- classroom fund;
- training workshop (or laboratory).

In educational institutions, training is carried out in the classroom.

Based on the concept of the dual training system, let us imagine the main motives that determine the future teacher's choice of direction of his professional activity and the formation of professional adaptation.

Authors S.A. Zholdasbekova, Mamedov R., Parmankulova P.Zh., Karataev G.S. [17] name three main motives of primary career guidance:

- selfish;
- pragmatic;
- idealistic.

The egoistic motive is caused by the subject's desire to meet the needs for establishing new contacts, within the framework of which greater freedom of behavior, a lesser degree of responsibility, and the weakening of moral and ethical restrictions are ensured.

The pragmatic motive is determined by the desire to comply generally accepted norms and rules, as well as the desire to form the educational, general cultural and professional competencies of the future life trajectory.

The idealistic motive is determined by the desire to change the world around us in accordance with our own ideas about good,

decency, honor, justice, expediency.

We see the psychological and pedagogical support of the process of professional adaptation of future teachers of dual education in rendering them systematic assistance in teaching and methodological support and overcoming psychological barriers, obstacles or difficulties that arise in the process of mastering the dual education system, their full socialization and realization of personal opportunities in educational and production activities .

So, the methodological guidelines for the professional adaptation of future teachers of dual education described above, in our opinion, contribute to the active mastery of the future teacher of dual education by the value orientations of their profession. As well as the awareness of the motives that determine the choice of the direction of their professional activity and aspirations for the realization of the goals and objectives of duality, the adoption of its norms and requirements, methods and means of achieving the results of the organization and coordination of activities in the dual training system.

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