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PREPAREDNESS FORMATION OF THE FUTURE VOCATIONAL EDUCATION
TEACHERS TO OCCUPATIONAL ADAPTATION UNDER CONDITIONS
OF GLOBALIZATION PROCESSES

ABSTRACT

The problem of the preparedness formation of future teachers of vocational training to the professional adaptation under conditions of globalization processes in society is considered. The analysis of scientific and educational literature devoted to the study of occupational adaptation and preparedness formation of specialists to it is carried out. Different approaches to the interpretation of the term “adaptation” of the various sciences positions as in in our country and foreign scientific literature are analyzed. It is determined that the professional adaptation is the process of joining a young vocational education teacher in a new social environment in the system of interpersonal relations of particular staff, during which it is taking place the standards of thinking and behavior production in terms of values system and behavioral norms of the staff; readiness for occupational adaptation as one of the essential parameters of professional and social maturity of a person is the particular bound, which characterizes the internal readiness of a man to the qualitative changes.

Key words: *readiness formation, globalization, vocational education teacher, professional adaptation.*

INTRODUCTION

The global crisis of civilization on the beginning of XXI century, covering education sector, showed up in human fragmented vision of reality that in a post-industrial information society birth makes people unable to respond adequately to the worsening energy crisis, the devaluation of moral norms and intellectual values, kaleidoscopic technological changes, the instability of the political situation. There is no doubt that from the standpoint of humanization of society and education, focus on man, fundamental values, strong democratization of education is an issue that should be considered in another way: the personality of the specialist will require greater requirements to the production, including to skills work, its intellectual and creative content. Moreover, these requirements will steadily increase as the increase of general and vocational education rights. Today, under the avalanche of information, we suffer from the inability to capture the complexity of the problems, understand relationships and interactions between things that are in different areas in our segmented consciousness (Гончаренко, 2005). This view of the famous Ukrainian scientist S. Goncharenko is proof that for now there is an objective need for training vocational education teachers of a new type.

THE AIM OF THE STUDY

The aim of the study is to examine the issues of training of the future vocational training teachers’ readiness to the professional adaptation under conditions of globalization processes in society.



THEORETICAL FRAMEWORK AND RESEARCH METHODS

It is well known that the crucial role in training and production process of vocational school is played by teachers in special and general technical subjects and a vocational training masters (further, the teachers of vocational training), because they organize cognitive activity. Systematically organized activities of vocational training teacher and students directed to provide students mastering professional knowledge, skills, and abilities to analyze their own production situation and find ways to solve them, and the development of mental and physical abilities of students. According to O. E. Kovalenko, “extremely important is the analysis problem of the engineer-teacher, the selection of his professionally important qualities needed for the job, determines the methods of their formation during the getting of basic education in higher education and in-service training” (Коваленко, 1999). The development of manufacturing, ICT, engineering, transient conditions of life in the information society, scientific knowledge that constantly updated requires from vocational learning teacher mobile response abilities in their professional activities to the ever changing needs of society. At the same time, new technologies, continuing innovation processes in education, the adoption to competence-based approach, the need for the formation of mobile skilled workforce – all of which also requires from vocational training teachers mobility and readiness to work under constant change. Indeed, today’s dynamic society needs teacher, open to everything new that can rapidly adapt to the complex environment of professional and social reality, independently and responsibly make decisions focused on success and continuous improvement. Therefore, commitment to professional adaptation as one of the essential parameters of professional and social maturity of the person is the utmost bound, which characterizes the internal readiness of man to qualitative changes.

The phenomenon of adaptation has been studied by many authors (V. Aschepkov, M. Bordukov, L. Yehorova, L. Zemtsova, I. Zymna, I. Kalaykov, P. Kuznetsov, A. Markova, H. Medvedev, L. Miloslavova, L. Mitina, A. Moroz, D. Olshanskiy, V. Petrovskyy, N. Shamray, etc.) from different perspectives.

In the foreign literature adaptation is seen as a form of protective human adaptation to social demands (Delor, 1966); mastering social roles (Parson); overcoming stress (Hodakov, 1978); the way out of a stressful situation (Selye, 1960); a set of adaptive responses, which are based on active coping with environment, changing and creating the necessary conditions for the successful activity (Shibutani, 1969).

According to the meaning of different researchers the number of adapting types differ significantly: H. Medvedev identifies two types of specialist adaptation: social and professional (Medvedev, Rubin, Kolesnikov, 1969); L. Ehorova – three types: social, vocational, social and psychological (Egorova, 1983); D. Olshanskyy identifies four of them: social, psychological, biological and physiological (Olshansky, 1994); P. Kuznetsov – economical, domestic, regulatory, sexual, communicative, cognitive (Kuznetsov P. S., 1991); A. Moroz examines eight types of adaptation for a young teacher: professional, social, psychological, social, legal, political, physiological, domestic, climatographical (Frost, 1983, 1990);

V. Aschepkov provides psychological, social, didactic, technical, scientific, specific, educational, biological, physiological, economic, domestic, political, legal, ethnic, climatographical types of adaptation skills for an entry-level teacher of high school (Aschepkov, 1997, 1998).

Adaptation as a process and adaptability as the property of the individual is inseparably linked with information processes occurring today in nature, society, technosphere.



Adaptation is only possible in a complex self-organizing open system that exchange information with the external environment. Our society has entered a post-industrial era of development, characterized by an exponentially increasing flow of information, rapid quantitative and qualitative formation of the noosphere. Under these conditions, more than ever-important process of human adaptation in society, careers, personal life.

The research methods we used are: theoretical analysis, synthesis, the method of studying educational and historical documents.

RESULTS

The nature of the “adaptation” phenomenon from the standpoint of biology and physiology is considered in two contexts as a mechanism for the evolution of species, communities and as a mechanism of adaptation of individuals to the external environment.

From the perspective of the social sciences, several formulations of the phenomenon of adaptation and its characteristics are proposed. “Adaptation” (from *the Latin*. Adaptatio – adapt, arrange) – adaptation of the body, the personality, the nature of its specific effects or to changed conditions of life in general. Adaptation indemnifies for the shortcomings of the usual behavior in the new environment. Thanks adaptation, the opportunities for the optimal functioning of the body, the person in an unusual setting are created.

Changes in society far exceed the dynamics of personal readiness to adapt them. The education system in this situation is called for future vocational training teachers to help to form the qualities necessary for becoming professionally capable, competitive, active personality, able to adapt to the real conditions of the teaching and manufacturing process of vocational school as soon as possible. Therefore, adaptation as a process and adaptability and as the property of the individual becomes fundamental in the process of training and professional activities for a future vocational learning teacher.

As the results of the investigations and our own observations social adaptation for the young vocational learning teacher is a fundamental compared to other types of adaptation. In social adaptation, we mean multivariate and multidimensional process of personality entering in a new social environment for joint activities in the direction of progressive changes in personality and environment.

Regarding vocational school social environment for the young teacher professional learning is a teaching staff and students of the institution that provide interaction, communication, consistency to the social environment of each teacher.

Psychological adaptation is closely linked with social one and due to the public nature of environmental change and human consciousness. Psychological adaptation is a process that occurs in response to a significant novelty of the environment, including the motivation of adaptive human behavior, formation of goals and programs of behavior. Psychological adaptation provides dynamic adaptive activity of individual emotional characteristics according to the individual psyche.

Character of psychological adaptation depends on the characteristics of occupational adaptation as a source of emotional tension and discomfort may be mistakes and fails in a professional sense. According to the theory of A. Wenger, the reason for exclusion may include individual psychological characteristics of personality that adapts; features of his activities; features that are emerging in this activity relationship with others (Wenger, 1995).

The core of the adaptation is the professional adaptation. It has its own structure, form, content, mechanisms and driving forces, path, tendencies and mechanisms of development that are exposed to psychological and educational adjustment inside (by the teacher) and externally (by the team). The most common definition of it belongs to K. Platonov:



“professional adaptation to the new conditions is carried out through systematic implementation activities which is constantly complicates in these new conditions” (Platonov, 1972).

A number of researchers associates the professional adaptation concept with the mastery of knowledge, abilities, skills, rules and functions of professional activity (S. Vershlovskyy), others believe that adaptation is “the process of integration into the profession, mastery, application of professional knowledge and skills to specific situations” (Shyyan, 1996).

We believe that professional adaptation is *the process of joining* a young vocational learning teacher in a new social environment, *in the system of interpersonal relations* of a particular staff, during which standards of thought and behavior production takes place according to the values system and behavioral norms of this staff. These three components of professional adaptation are closely linked with each other in real practice cause each other to form integration. Therefore, of particular importance in the preparation of vocational training teachers to the professional adaptation is the formation of their readiness for it even within the university.

While studying at university students formed the basis of employment, occupational activity – namely, readiness for it. The concept of professional readiness is seen as a category of activity theory (state) and of course, on the one hand, because of the process of preparation, on the other is aim to something (Постунов, 1984).

Analysis of the existing approaches shows that most often the readiness is studied as a certain state of consciousness, mind, functional systems responsible action in a situation or prepare for them. Overall readiness for the professional activity is regarded as an active individual in the state, causing activity; as a result of activities; quality, which determines the settings for professional situations and tasks; as a prerequisite for purposeful activity and its regulation, stability, efficiency; as a form of person activity that is included in the overall flow of its terms (Шавир, 1981).

The main feature of readiness for professional adaptation, as the researchers note, is the integrative nature of the professional work of the teacher that reflected in the order of internal structures, coherence of the major individual professional components, the stability and consistency of its functioning. Thus, the readiness for professional activity characterizes features that suggest a holistic expression of all aspects of future vocational learning teacher, including its cognitive, emotional and motivational components.

Analysis of scientific approaches to the readiness for professional adaptation formation allows distinguishing two components: psychological and activity.

However, the current reality shows that without a well-developed professional mobility teacher have no prospects of not only professional growth but also it will be difficult to go through the process of occupational adaptation.

Professional mobility supposes to have ability of the generalized system of professional techniques and skills to use them effectively to perform any tasks related industries and relatively easy to move from one activity to another. Professional mobility provides a high level of generalized professional knowledge, readiness to quick selection and implementation of the best ways to perform different tasks in the educational activity. With the rapid changes in technology and production technology the professional mobility becomes an important component of a specialist qualification structure... (Рапацевич, 2005).

At present, professional mobility plays an important role in modern society, because it is directly related to the level of professional education and human and it is the most reliable channel upward occupational mobility. Noteworthy is the opinion of R. Prima



that professional teacher mobility should be considered as “a basis for effective response of the individual to “a challenge” of modern society, a kind of personal life, behind the effective transformation of the social environment and himself in it; system multifaceted phenomenon that requires an integrated, multidisciplinary approach to research; internal (motivational and intellectual and volitional) the potential of the individual, the underlying in a basis of flexible orientation and active response to dynamic social and professional terms as consistent with its personal positions; ensure readiness for changes and implementation of preparedness in their life (individual readiness to modern life, with its multifaceted factors of choice); determines professional activity, subjectivity, creative approach to professional activities, personal development, contributing to the efficient solution of professional problems” (Пріма, 2009).

Thus, in the era of globalization changes in society, new social and economic conditions in the Ukraine when developing the market, it is necessary not only to increase the professional level of teaching staff, but also to form their readiness and ability for professional mobility. This conclusion prompted us to our results when we saw that one of the major problems in the development of psychological and educational preparedness of vocational learning teacher for professional adaptation is his inability to assess their ability and to predict their personal development, to find their own solution to a situation of choice, to defend their individuality, providing career prospects. This creates a stereotype and as a result – professional doom (unloved work and yet fear to change it). Such professional immaturity (not only in teaching activities), inability to respond for themselves and for the results of their work and inability critically to assess their usefulness in this field cause dissatisfaction and sometimes-mental strain of identity.

During the investigation it had been conducted a survey of vocational training teachers and masters of vocational schools (367 individuals) in order to identify attitudes towards their professional activities and changes in the profession. 12 % of respondents find a complete professional satisfaction in working with students, 48 % have no career prospects, though confident in their abilities to management experience, 35 % would like to change the profession because they cannot work under the new requirements, but ready for such changes. Five present did not respond. A third of teachers believes, that they chose the wrong profession, but do not see prospects for fulfillment in some other activity. Survey results showed that modern vocational training teachers have a need for knowledge about the nature and significance of occupational adaptation, occupational mobility, would be able to predict the personal and professional growth, personal and professional growth of students. On this basis, there is a contradiction between the social order for the mobile professional skilled workers and the real possibilities of vocational training teachers on a full implementation of tasks in terms of vocational training in vocational schools. Therefore, you should review the content of future vocational training teachers’ training and the content of the methodological work in vocational schools to provide an environment for vocational learning teacher’s personal development that would be professionally mobile and ready for adaptation and professional training of future skilled workers.

Summary results of the research indicate that the formation of readiness for professional adaptation of future vocational training teachers’ process of training would be effective if we find a key competence, metaprofessional quality, engineering-pedagogical competencies (technical, pedagogical, social, psychological, and legal and ethical competence, professional didactic competence, competences of control, organizational (managerial) competencies, communicative competence and teamwork, the ability for reflection and self-



development) and personal qualities and abilities (social activity (finds reflection in the readiness to participate and be directly involved in various community events, projects of different semantic orientation), high adaptability to different social situations functionally distinct activities, creativity, creative transformation of any situation.

Having professional mobility assumes the readiness of future vocational training teachers to the changes performed by professional tasks, job, educational ability to quickly solve the situation, explore new educational technology training and therefore a vocational training teacher will be ready for professional adaptation and professional growth.

Teaching practice shows that the teaching activities if not supported by the scientific and methodical work – quickly fades professional teaching skills. In our opinion, teacher professionalism and his professional mobility are closely related. Professional mobility directly appears in the ability to see and formulate educational objectives based on analysis of teaching situations and find the best ways to solve them.

Exploring the development of social and occupational andragogist mobility, Y. Kalynovskiy as criteria for evaluating mobility provides: characteristics and personality traits (openness to the world, trust in people and yourself, flexibility, speed, control localization, tolerance); skills (reflection, self-regulation, self-goal identification); abilities (to see and understand the nature of changes in society, and to see alternative variation of the situation); capacity (constructive, productive thinking, the necessary changes in the design microsociety, solve problems, adapt to change) (Калиновский, 2001). Therefore, the key and professional competences aimed at developing the important qualities of vocational training teacher and improving his occupational mobility and, consequently, the professional adaptation.

CONCLUSIONS

Thus, the formation of future vocational training teachers' readiness to the professional adaptation in terms of changes in society during globalization, involves the formation of vocational training teacher professional mobility that is specific triplex, which includes as its identity, ensuring its internal development through the formation of core competencies and all-professional; his professional activities determined by events that change the environment and the result of the acts of the teacher self-realization in life and profession; process of transforming student by teacher, himself, and his professional and social environment.

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