

INFLUENCE OF DIRECT AND ON IMMEDIATE IMPACT ON PROFESSIONAL ADAPTATION OF STUDENTS OF PROFESSIONAL COLLEGES

Uygun Urinov - a seeker,

Republic of Uzbekistan, Ministry of higher and secondary special education
Bukhara engineering - technological institute
Bukhara

ABSTRACT

The article considers the system of professional adaptation from the point of view of direct and indirect influence. How, various factors affect the formation of professional values. Stimulation of emotionally - communicative relations in the process of professional adaptation was introduced to the proposal on legalization of any kind of interactions in various kinds of normative acts.

Keywords: emotional - communicative interaction, social interaction, professional values, "vertical" interaction, "horizontal" interaction, professional adaptation, direct impact, mediocre influence.

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

In accordance with the most common understanding, the "training system" is some integral set of teaching methods, or, what is the same, the methods of theoretical research or practical activities leading to the achievement of the stated goal. Thus, the system of professional adaptation of students by means of partnership is represented as a certain sequence of actions carried out by the institution of secondary vocational education and its partner enterprises, leading to an improvement in the adaptive properties of students associated with their professional future.

Taking into account the most widespread in the domestic pedagogy (inside training) of the notion of the leading importance of the environment in the formation and development of the individual, the system of professional adaptation of students can be effective only if it contributes to the actualization of conditions objectively causing an increase in the students' adaptability to professional activity.

The condition of the effectiveness of professional adaptation of students by means of social partnership can be defined as a component of the educational environment created by the institution of secondary vocational education using the capabilities of enterprises and organizations that positively influences the professional adaptation of students as an objective social and pedagogical process.

Obviously, the condition to any extent determining the state of any pedagogical process is a huge number. Indeed, in accordance with the dialectical principle of the universal interconnection and interdependence of phenomena and processes, everything that surrounds a person has a certain positive or negative impact on him and, by definition, can be considered a condition for his development. Therefore, no system, no matter how perfect, can operate on all conditions that have at least a small effect on a pedagogically controlled

process. Accordingly, the training system should ensure the operation of the most significant conditions that determine the state of professional adaptation of students.

As the analysis of problems of professional adaptation of students has shown, the most important role in the professional future of a young man is played by the state of the value component of his personality and his professional orientation. Hence, another component of the system of professional adaptation of students follows: ensuring the coordination of forms, means and methods of direct and indirect interaction with students, taking into account the peculiarities of their value orientation.

The partnership, linking the activities of vocational education institutions and enterprises in the field of vocational training, expands the educational space of both the subjects of partnerships and students. Accordingly, the variety of factors affecting the learning factors, forms, means and methods of direct and indirect influence increases. In these conditions, it is possible to "support" and "extinguish" the influence of various factors.

The main problem of developing the system of organization of educational activities through means of partnership with employers is that the above-mentioned expansion of the educational space by including elements of the production environment increases the number of weakly managed (by the institutions of secondary vocational education) factors whose influence can be positive (Pedagogical point of view), and negative character. It can be assumed, for example, that during an excursion to production, trainees will become unwitting witnesses of the overly emotional conversation of the worker with the immediate supervisor, or one of the workers will unflatteringly address the students of secondary vocational schools. This can be quite enough to confirm the young man in the mistakenness of the chosen professional future. In this case, we can talk about the extinguishing effect of the factors acting on the student within the walls of an institution of secondary vocational education and in production.

The extinguishing nature of the acting factors is not always negative from the point of view of pedagogical action. It is possible to reverse the situation, according to which the student for whatever reasons was not accepted by the team of fellow students and, disappointed, took a negative position in the future profession. Once in the production (during the tour), the young man was "fascinated" by the atmosphere prevailing there and for the first time seriously thought about the prospect of becoming a worker. In this case, the factors that affected the student during the excursion extinguished the negative effect of other factors.

"Supporting" action of factors can also be both positive and negative. Accordingly, it will be cases when pedagogically positive or pedagogically negative factors act simultaneously.

Direct and indirect impact on students should also be considered through the prism of the process of professional adaptation of students. Considering the age features of the development of students of the institution of secondary vocational education, we noted the leading role in their vital communication, an intensively forming system of values and problems of professional self-determination. For all of the indicated components, we observe dynamic changes during the learning process. Further from the psycho-physiological point of view, the graduate is fundamentally different from himself at the time of admission to the USP.

Dynamic psycho-physiological, socio-cultural and socio-professional development of students indicates the importance of methodological support of continuity of forms, means and methods of direct and indirect interaction with students in the process of their development, in the transition from one level to another.

From a philosophical and methodological point of view, the effectiveness of multistage (multi-level) changes is determined by the effectiveness of development, within the boundaries of a certain level, the elements of the next higher level. Considering the professional adaptation of students from the point of view of the indicated requirement, we note that any impact on students with the purpose of forming in them the features of a future qualitative state can only have an indirect character. For example, at the beginning of the training, when the most relevant for the learner is the need to establish emotional and communicative relations with fellow students, the formation of professional values through excursion visits to production can and should be carried out only indirectly through a system of emotional and communicative interaction. That is, the greater the excursion to production, the emotional and rational information received during its conduct, will stimulate interpersonal communicative exchange, the more the production values will be approved, the more the trainee will strive to return to production. Accordingly, the immediate impact on the process of professional adaptation of students at the first stage will be provided by those factors that stimulate emotional and communicative relations.

The situation changes when a student moves to a qualitatively new level of preparedness for professional adaptation. Elements of the previous level do not disappear at all, they only change their significance with respect to other elements and we can act on them only indirectly, through elements of the present level.

The importance of coordinating the forms, means and methods of direct and indirect interaction with students in the case under consideration is determined by the fact that the direct impact on students not corresponding to the level of their development will not be adequately perceived by them, but may cause the opposite effect. Thus, the imposition of professional values on students who are at the initial stages of development of professionally significant qualities can provoke the rejection of these values, since they are not currently supported by individual needs and interests, and do not correspond to the learner's worldview.

Another important aspect of the problem of direct and indirect interaction with students is related to the possibilities of using students of "vertical" interaction (between students of different courses) and "horizontal" interaction (between students of different groups of the same course) for the professional adaptation of students.

Given that professional adaptation is a multi-level process, students of different courses should be at different stages of it. This creates favorable conditions for the indirect formation in the structure of the personality of students of features and elements of a higher level of professional development, the need for which we have already emphasized above. In addition, by creating conditions for active interaction of students of different years of study in solving various educational problems, we simulate, in the educational process, a different age communication, which is dominant in the conditions of the enterprise. This is of great importance for the professional adaptation of students, since during the entire preceding period of education, young people (with rare exceptions) dealt only with age groups.

Harmonization of forms, means and methods of direct and indirect interaction with students, taking into account the peculiarities of their value orientation, is necessary, but not sufficient, component of the system of professional adaptation of students. Another important component of the system is the methods that provide a differentiated approach to both the training groups, other student associations, and the students who are part of their structure, taking into account their professional orientation.

Being elements of a diverse system of social and professional interaction and representing various social institutions, the system of secondary vocational education on the one hand, and enterprises and organizations on the other are objectively interested in interaction that promises mutual profit. At the same time, in accordance with the laws and traditions of social interaction, in order for any interaction to be carried out stably so that the interacting parties fully justify each other's expectations, it is necessary that this interaction be reflected in various kinds of normative acts that are mandatory for implementation in the framework of formal social activities. As long as this does not exist, any interaction will have the character of a non-normative and, therefore, an optional activity carried out at will and free from the main work time. In other words, the unformed interaction is simply inefficient.

REFERENCES

1. Inoyatov U. Theoretical and Organizational-Methodical Foundations of Management and Quality Control of Education in a Professional College: Dis doc. Ped. Sciences. - Tashkent: IRSSPO, 2004. - 40 p.
2. Kuzmina N. The professionalism of the teacher's personality and the master of industrial training. - Moscow: Higher School, 1990. - 158 p.
3. Merel H. Partnership in vocational education and training / / Institute of Applied Social Sciences. Netherlands, 1998. - 45 p.
4. Sokolova S. Social partnership of secondary special educational institutions with employers as a means of adapting students to professional activity: Dis kan. Ped. Sciences. - Yoshkar-Ola, 2011. - 110 p.
5. Urinov U. Strategy for the development of a modern college of professors in a market economy // Preparation of engineering and pedagogical staff for educational institutions of technical and vocational education: Proceedings of the International Scientific and Practical Conference. - Astana: 2010. - 229 p.