



*Asesorías y Tutorías para la Investigación Científica en la Educación Puig-Salabarría S.C.
José María Pino Suárez 400-2 esq a Lerdo de Tejada, Toluca, Estado de México. 7223898476*

RFC: ATII20618V12

Revista Dilemas Contemporáneos: Educación, Política y Valores.

<http://www.dilemascontemporaneoseducacionpoliticayvalores.com/>

Año: VI

Número: Edición Especial

Artículo no.:88

Período: Diciembre 2018.

TÍTULO: Actualización del algoritmo de adaptación profesional y empleo de graduados universitarios.

AUTORES:

1. Tamara P. Belikova.
2. Natalja O. Gordeeva.
3. Irina I. Palasheva.
4. Tatjana A. Syrovatskaja.

RESUMEN: Preparar a los graduados para las realidades del mercado laboral moderno es el desafío más importante de una institución de educación superior, ya que un indicador como "el nivel de empleo de los graduados universitarios" es uno de los principales criterios para la eficiencia de la educación y su competitividad. El documento revela las instrucciones para mejorar la adaptación y el algoritmo de control de empleo de los graduados mediante el uso del lugar de trabajo automatizado de un graduado.

PALABRAS CLAVES: Empleo de titulados, adaptación profesional, algoritmo.

TITLE: Upgrade of the professional adaptation and employment algorithm of university graduates.

AUTHORS:

1. Tamara P. Belikova.
2. Natalja O. Gordeeva.
3. Irina I. Palasheva.
4. Tatjana A. Syrovatskaja.

ABSTRACT. Preparing graduates for the realities of the modern labor market is the most important challenge of a higher educational institution, since such indicator as “the level of employment of university graduates” is one of the main criteria for education efficiency and its competitiveness. The paper reveals the directions for improving the adaptation and employment control algorithm of graduates through the use of a graduate’s automated workplace.

KEY WORDS: employment of graduates, professional adaptation, algorithm.

INTRODUCTION.

The competitiveness of higher education is increasingly associated with the demand for its graduates in the labor market.

The modern system of higher education is in search of effective models for training specialists being able to provide high employer's demands for the professional knowledge and competencies obtained at the university [Emelianova O. Ia., Samsonov V.S., Shershen I.V., 2015], including with the use of the capabilities of modern information technologies.

In domestic professional education, there is an objective need to introduce into the educational process relevant knowledge to overcome personal professional problems and professional adaptation, which will allow future graduates to become psychologically ready for the specifics of activity in the business environment [Tsypina O.B., 2001].

At the level of universities, solving the problem of professional adaptation of graduates is possible by approximating the nature and content of educational activities to the requirements of modern life. Higher professional education should contribute to the formation of students' professional orientation, interest in their chosen profession, understanding of its social meaning and personal significance, conscious and creative attitude thereto, specific professional behavior, professional ethics, skill, maturity, individual style, responsibility and reliability. All this is a prerequisite for social and professional mobility and competitiveness of a specialist.

DEVELOPMENT.

Assistance in employment and adaptation to the labor market of graduates of the Stary Okol branch of the state autonomous educational institution of higher education "Belgorod State National Research University" is one of the strategic goals and is carried out in accordance with the Development Program of the Stary Oskol branch of Belgorod State University and the Competitive Growth Program of Belgorod State National Research University among the world's leading scientific and educational centers for 2013-2017, and for the term up to 2020 [The Competitive Growth Program of Belgorod State National Research University among the world's leading research and educational centers for 2013-17 and for the term until 2020 [Electronic resource] https://www.bsu.edu.ru/upload/iblock/c9f/prog_2013-17-20.pdf].

The following principles made the basis for the employment promoting activities of the Stary Oskol branch of Belgorod State University:

- *The principle of a humanistic orientation* includes a focus on the development of the personality of the graduate, the creation of favorable conditions for professional self-determination, self-development and self-realization.
- *The principle of freedom of choice* implies the recognition of the right of a graduate to freely choose a certain sphere of professional activity.

- *The principle of the unity of theory and practice*, implies the need to combine theoretical knowledge and practical experience, training and education with labor practice;
- *The principle of collectivity*, aimed at optimizing the combination of collective, group and individual forms of organization of interaction between participants in the employment process;
- *The principle of continuity, consistency and systematicity*, aimed at consolidating the previously acquired knowledge, skills, acquired personal qualities, their consistent development and improvement;
- *The principle of regionalization* allows taking into account the interests of specific employers.

The components of the employment assistance system built at the the Stary Oskol branch of Belgorod State National Research University are the Employment Assistance Center, deans and persons responsible for employment on faculty, the municipal and district education department of Belgorod Region, and employment centers for the population. All of the above components perform their functions.

Material and Methods.

We can note that the algorithm for the implementation of the process of promoting the employment and professional adaptation of graduates includes three stages:

- Preparatory phase.
- Preliminary distribution of graduates.
- Final distribution (job referral).

The preparatory stage is implemented through work with students (internal consumer) and interrelation with potential employers of the city and region (external consumer).

This stage of the process of promoting employment involves:

- Preparation for the management of a future career through the study of elective courses included in the basic professional educational program.
- Preparing a graduate's personal CV.
- Filling out a graduate questionnaire.
- Formation of a graduates' CV databank.
- Sending requests to social partners.
- Formation of job vacancy databank.
- Posting a job databank on the website.

At the next stage, a list of preliminary distribution of graduates is formed. The Employment Assistance Center signs a cooperation agreement with employers, according to which the employer accepts a graduate student for internship.

During the internship, the employer sizes up and evaluates the knowledge, practical skills, as well as the business and personal qualities of the trainee. If a graduate meets all the requirements of the employer, he remains in the workplace.

During the period of internship (pre-diploma practice), many graduate students finally make their choice of place of work, and employers, in turn, choose potential employees.

The existing results of the employment of graduates over the past three years testify to the stable and consistent operation of the Employment Assistance Center, deans' offices, departments, and curators. Student participation in Career Days, meetings with employers, psychological and pedagogical counseling, business games, questionnaires and diagnostics, information and methodological support (publication of information booklets), assistance in preparing representative documents (resume, cover letters to the employer) - everything served to prepare active and mobile specialist.

However, it should be recognized that the current practice of employing a graduate is still largely synonymous with job search.

Nevertheless, education should implement the concept of human capital, which includes professionalism of the specialist, developed individual abilities, intellectual potential, professionally significant personal characteristics, the impact of the results of educational work and the real state of the labor market on the degree of professional adaptation (socialization) of the graduate. Therefore, the effective organization of the process of professional adaptation and employment requires an algorithm for adaptive management of this process.

It was revealed, that first of all, an intermediate assessment of the graduate's professional positioning is required, which is determined by the competences in a set of professional disciplines and the ability to self-presentation, search for work, writing and sending CVs based on modern communication technologies.

Next, it is necessary to obtain an intermediate opinion on the overall adaptability of the young specialist in the labor market, manifested as a degree of readiness for training in new specializations, internships, advanced training in the context of new national educational strategies, advanced training, and also as an expression of labor mobility.

The results of preliminary assessments are to develop the value of the output variable - an assessment of the level of professional adaptation (socialization).

A number of methodologies are proposed for obtaining an integrated assessment of the level of education and useful skills acquired during the years of study, contributing to the advancement of a young specialist in the direction of professional adaptation, the graduate's readiness for independent activities [Models and methods of professional competence level research, 2016].

In the course of the preliminary analysis, the composition and content of the control actions, contributing to the rapid establishment of a sufficiently high degree of adaptability of graduates, were outlined.

As distinctive features of the management process of professional graduate adaptation we can note:

- High responsibility of management decisions.
- Narrow specialization of knowledge, focused on a specific type of professional activity.
- Tight time frame.
- The probability of combining with the performance of official duties.
- The presence or absence of professional experience.
- The tendency to self-education.

To manage the described processes, an information resource “Automated workplace of a graduate of the Faculty of Economics and Management” was developed, which functions both in off-line mode and on the Internet-accessible devices.

The main purpose of the “Automated workplace of a graduate of the Faculty of Economics and Management” is to ensure the needs of graduates in the information and methodological support of employment and professional self-determination [Belikova T.P., 2018].

The work of a graduate with a system begins with an authorization procedure that identifies the user and provides system functionality. If the authorization procedure is completed for the first time, then testing is offered to identify individual psychophysical features, the results of which are used to initially set up the student model.

According to the results of testing, an individual sequence of studying the content is proposed, the direction of transition between the elements of the content is coordinated.

Since the process of studying the content takes a long time, it is possible to save the state of the system until the next initialization of the session.

After the user has passed authorization, the last user's session is restored.

Logout is possible in any state the user is currently in.

Results.

The extended algorithm of user interaction with the system may be as follows:

1. Start of the process.
2. User login.
 - 2.1. If the user logs in for the first time, then
 - 2.1.1. Graduate's parameter identification.
 - 2.1.2. Initial model setting (individual content studying sequence).
 - 2.2. Otherwise, recovering process status information from a database.
3. Selection of an information module for work.
4. Selection of the module section for study.
5. Work with section material.
 - 5.1. If the material of the section meets the needs of the graduate, then proceed to the next section, according to the simulated individual sequence.
 - 5.2. Otherwise, the opening of the next section.
6. End of the interaction process.

The process of managing professional adaptation using information technology can consist of two main stages:

- Identification of graduate's needs for professional adaptation.
- Formation of an individual direction of work with modules of an information resource depending on the identified graduate's model.

In this case, the task of the adaptation algorithm is to present the information content to the graduate, depending on the individual needs and the specifics of information perception.

Information content should be formed on the basis of the average speed of learning material; each section should contain approximately the same didactic amount of information.

Given these features, each graduate is offered an algorithm to form an individual sequence of work with the resource.

The automated workplace is in free access in the offices for self-guided work, the reading room, the finance and credit laboratory, and the Educational Bank classroom.

CONCLUSIONS.

As practice has shown, the use of such a resource in the educational activities of a higher education institution makes it possible to improve the management algorithm for the social and professional adaptation of graduates.

The implementation of this project allows satisfying the graduates' need for information and methodological support of employment and professional self-determination, allows students to analyze the situation on the labor market, prepare for practical activities, and quickly adapt to the requirements of employers.

Thus, the use of the graduate's automated workplace allows future bachelors of the Faculty of Economics and Management both realistically assess their own opportunities to master the profession, to design future employment prospects, and be competitive in the regional labor market.

BIBLIOGRAPHIC REFERENCES.

1. Belikova T.P. Using the capabilities of information technology to promote the employment and professional adaptation of university graduates / T.P. Belikova, N.O. Gordeeva, I.I.Palashaeva. - Economics of Education. - 2018. - No.2. - p. 108-117.

2. Emelianova O.Ia., Samsonov V.S., Shershen I.V. The problem of professional development and adaptation of university graduates and young specialists // Modern problems of science and education. - 2015. No. 6. <http://www.science-education.ru/ru/article/view?id=23140>
3. Models and methods of professional competence level research / Kravets A.G., Belov A.G., Sadovnikova N.P. Recent Patents on Computer Science. 2016. V. 9. No. 2. P. 150-159.
4. Tsykina O.B. Socio-professional adaptation of university graduates [Text]: Regional aspect: Author's abstract, PhD Sociology: 22.00.04 / O.B. Tsykina - Penza: Penza State University - 2001. - 177 p.
5. The Competitive Growth Program of Belgorod State National Research University among the world's leading research and educational centers for 2013-17 and for the term until 2020. https://www.bsu.edu.ru/upload/iblock/c9f/prog_2013-17-20.pdf

DATA OF THE AUTHORS.

1. Tamara P. Belikova. Belgorod State University, Stary Oskol branch, Russia.

2. Natalja O. Gordeeva. Belgorod State University, Stary Oskol branch, Russia.

Email: info@prescopus.com

3. Irina I. Palasheva. Belgorod State University, Stary Oskol branch, Russia.

Email: palasheva@bsu.edu.ru

4. Tatjana A. Syrovatskaja. Belgorod State University, Stary Oskol branch, Russia.

Email: syrovatskaya@bsu.edu.ru

RECIBIDO: 2 de noviembre del 2018.

APROBADO: 15 de noviembre del 2018.