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FEATURES OF ADAPTATION OF PRIMARY SCHOOL STUDENTS TO THE PROFESSION

Abstract. This article deals with the problem of adaptation of younger schoolchildren to the profession. The essence of the concept of adaptation is revealed, attention is focused on identifying the features of adaptation of younger schoolchildren to the profession.

The problem of children's adaptation to the profession from an early age creates favorable conditions for the activities of the younger generation in the conscious choice of their future profession.

The need to adapt children from an early age to the profession, outlined in the Address of the Head of State Kassym-Jomart Tokayev to the people of Kazakhstan, is associated with the development of science. The development of science is our most important priority.

Also in the article, the main aspects of the phenomenon of adaptation of younger schoolchildren to the profession can begin with the definition of its features.

Forms a single self-governing system as a result of adaptive activity to perception, allowing to realize a human orientation that combines psychophysiological, socio-psychological, activity-psychological ways of interacting with the environment and all levels of mental organization.

A number of scientists consider human adaptation to be inextricably linked with socialization.

Overall adaptability matters. The process of overcoming each individual problem situation can be considered as a process of socio-psychological adaptation of a person, during which she applies the skills acquired at previous stages of her development and socialization, behavioral models or discovers new ways of behavior and problem solving, new programs and plans for internal psychological processes. When the mechanisms of human adaptation lead to the adaptation of a person to a social situation and the natural environment, he successfully performs this function.

Key words: specialty, adaptation, adaptation to a profession, elementary school student, environment, neoplasm, process, result, action, need for adaptation.

Introduction. Of particular importance is the adaptation of children to the profession from an early age. The younger generation should be able to wisely choose their future profession. The government, together with “Atameken” National Chamber of Entrepreneurs, must solve this important task.

We will continue to implement the Free Technical and Vocational Education project. Today, 237,000 NEETs are not in school or working.

Every year, 50,000 school graduates enter on a paid basis. 85 percent of them are children from low-income families.

This situation needs to be corrected. Technical and vocational education in all professions in demand should be provided one hundred percent free of charge.

The competent ministry should ensure the improvement of the quality of higher education. Higher education institutions are obliged to respond to the quality training of specialists.

The development of science is our top priority. In order to find a solution to problems in this area, it is necessary to amend the legislation by the end of the year. First of all, it is necessary to solve the problem of stable and decent wages for our leading scientists [1].

It is important to adapt children to the profession from an early age, as indicated in the address of the head of state Kassym-Jomart Tokayev to the people of Kazakhstan. With the adaptation of children to the profession from an early age, consulting work should be carried out on their choice of profession in higher grades. Consulting work on choosing a profession is primarily carried out by future teachers-psychologists.

Identification of the features of adaptation of younger schoolchildren to the profession at an early age makes it possible for the younger generation to choose the right profession in the context of modern globalization.

Studying at school is a stage that prepares students for professional activities. Career success often depends on careful and wise career choices. Often school graduates think about their future profession only in the last year of study or at the end of school. This will not be enough to prepare students for choosing a profession, professional self-determination.

If we focus on the activities of adaptation to the profession, we will consider them below:

- diagnostic-diagnostic study of the personality of the student of the subjects leading the adaptation process;

- predictor - implementation of initial and comprehensive forecasting of the student's adaptation to a professional educational institution, the ability to identify problems during the adaptation period;

- training - the ability to successfully adapt to future professional activities and conditions in a higher educational institution and provide this process with methods and methods of work of a leading teacher;

- developing-the creative development of the pedagogical environment and the adaptive subject, which carries out systematic management of the adaptation process. The main criterion here is the development of the student and teacher;

- assessment-the ability of teachers to consider the general patterns of activity in a higher educational institution, the ability of students to adapt, methods, individual features of adaptation;

- to identify individual aspects of students in accordance with corrective first and comprehensive forecasts. Adaptive subjects should take an active, conscious part in this work;

- balance - the demonstration of developed personal qualities that ensure the successful adaptation of students to a highly professional place of study, the use of methods and techniques that alleviate crises during the adaptation period.

- creation of a scientific and methodological structure, holding events of this nature.

Research methods. Therefore, it is necessary to systematically acquaint schoolchildren with professions from the first grade by combining classroom and extracurricular activities, where students are given the opportunity to choose a profession according to their interests.

Difficulties in professional self - determination arise in two categories of children: some children study well, they attend several circles. However, he also cannot determine whether he likes what he wants to connect his life with. As a result, both due to the lack of information about the profession, about the requirements for its owner, they choose a profession by chance or incorrectly, or choose a profession that is not demanded in the labor market.

It is important for students to understand that people differ from each other in abilities and interests, and in accordance with these qualities, they learn to certain professions. It is important that each profession sets its own requirements for the individual, and the individual must meet these specific requirements, show perseverance in the development of the necessary skills and abilities, and also learn to interact with other people at work.

The Wikipedia-open encyclopedia defines the concept of adaptation as follows:

Adaptation-harmonizing the system to a specific situation.

A. L.Sventzytsky points out the importance of taking into account the qualities and interconnections of a person, which are actively developed in the process of adaptation. He writes: the most important indicator of mastering a particular professional and functional role is the state of adaptation of a person to social production working conditions. Adaptation is based not only on passive-adaptive, but also on active-transformational connections of the individual with the environment, is an integral unity of both those and other forms of communication.

As studies have shown by E. A. Klimova, during adaptation, the corresponding personal style of the individual is formed, which allows him to fulfill his professional and functional role with a certain success. Adaptation seems to be based on a certain complex of cognitive, behavioral, individual mechanisms, their neurophysiological support, in the process of adaptation of which the adaptantus actively appears.

Highlighting this aspect, we can show in more detail the adaptive mental activity of the individual, and in the future, based on the analysis of comprehensive studies of adaptation, we can propose our own model of the adaptation process of the leader, on the basis of which there will be a sequence of stages characterized. In general, personal characteristics largely determine success or failure [3,16].

Conceptual scheme of adaptation since the phenomenon of adaptation of an individual is characterized by various psychological formations from the point of view of the three main aspects identified by us (as a result, adaptation is characterized by the level of final adaptation, as a process — spatial and temporal mechanisms, as a source of neoplasms — a complex of actively formed properties), conceptually possible we show the adaptation in the form of a triangle [3,17].

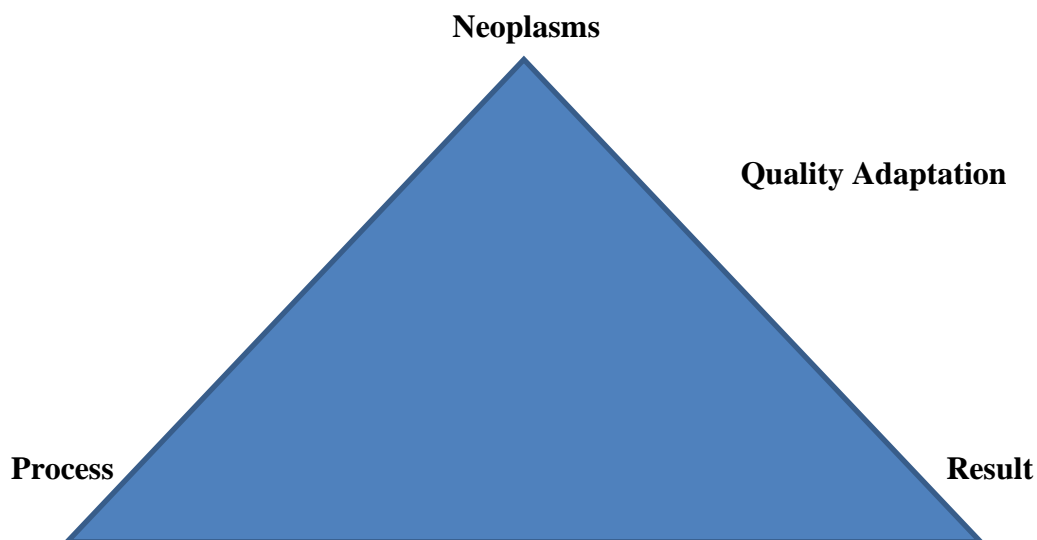


Fig. 1. Main aspects of the consideration of the phenomenon of adaptation

Adaptation in the most general way refers to the adaptation of a person. Living life education it can be interpreted as an adaptation to the learning of an educational institution: to

the team of students, norms of behavior, forms of training, acquired profession and future labor activity.

The formation of working capacity in primary school students are carried out in parallel with the formation of their adaptation to the profession.

"Work" (Work)-a specific goal that requires strength in achieving results social-necessity activity of human.

"Goal", task " (task) is a unit of labor that offers to perform labor actions.

" Place of work", position (position)-a labor collective consists of many positions, and all of them are full and have vacancies for some positions.

"Job" (Job)-or similar to a specific type of activity that combines in the workplace and the task of work. The type of work can be group or individual.(Here will be the subject of Labor-one person or group or team).

"Profession" -a sphere of social division in labor,which is engaged by in the creation of a certain product that has a price in demand: the process of labor activity, it is distinctive features;requires a special level of professional knowledge and awareness from the worker;a keen sense of belonging to a professional association.

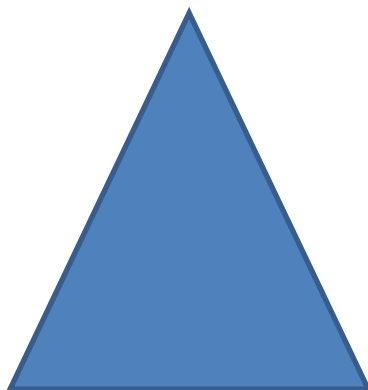
"Professional role" -the self-responsibility of the worker,his typical activity,as well as the perceived duty of a person in the organization.

With in the framework of Labor psychology,a special direction is proffessiographic,which gives a definition of the requirements for the profession of a person, the relationship of the profession with the knowledge of the world, gives a psychological characteristic of the main professions.This is also called Career (career) psychology.Psychological patterns of personality in the process of professionalization:that includes stages starting with professional orientation and learning and ending with professional biography [4,193-194].

The reasons for the conscious choice of a profession consist in a system of views aimed at realizing the need for mastering this type of work. It is formed in primary by school students in a conscious understanding of the social essence of the chosen activity and in the adaptation of their own individuality.

As the child grows up, he begins to master many types of activities. Different types of the same activity contribute to development and formation in different ways. The main changes in the formation of the mental properties and personality of the child, which take place at each age stage, are associated with the leading activity.

Any action will have a structure.Firstly, it is worth noting that there is no action without motivation. The first component of the action structure. He is motivated. Need is able to motivate action and direct it. Hence the motivation [5,18-19]. We indicate the needs according to A. Maslow:



The desire for self-knowledge
Aesthetic needs
Cognitive needs
The need for respect
The need for love
Emotional needs
Biological needs

Fig. 2. Maslow Pyramid

In the list of needs for self-knowledge, that is, in the course of labor activity caused by the need, a primary school students adapted to the choice of the profession.

In the works of V. Stern, in the interpretation of mental development, an organism in which there are certain signs of organic inclinations, intuition, innate desires from the moment of birth of a child. The listed internal features constitute the first factor of mental development. As well as factor is natural and environmental.

The mental development of the child is the result of the convergence of internal signs with external conditions.

W. Stern points out the need for effective mastery of sensitive stages of development, organized in a targeted manner: for example, to teach language, music, body parts and others. [5,19].

In the primary school period, the child receives the status of a "student" and takes on several responsibilities.

In the studies of psychologists, the need for a child to master the achievements of human society, spiritual wealth, and form a worldview in life experience with personal social knowledge is revealed.

The need to form a worldview



The tendency to choose a profession

Fig. 3. Tendension Profession

Self-assessment will be of great importance in combining the need to form a worldview with the need to adapt to Maan. How do you imagine yourself in 10-15 years? "Let's take the conversation he conducted on the question:" During the conversation: I will build a car and fly to Mars with a friend. I work as a translator and travel all over the country, it can be seen from the opinion that primary school students create prerequisites for choosing a profession.

Adaptation to the profession is an active process of adapting a person to production, a new social environment, working conditions and the specifics of a particular profession.

The following interrelated stages of self-determination of the younger generation are conditionally distinguished:

1. Pre-school - children develop a positive attitude towards working people and their profession, that is, to the professional world, the formation of the child's first labor skills in the types of activities available to him begins.
2. Primary Grades - Primary School students awaken a loyal attitude to work, an understanding of its role in the life of a person and society, interest in the professions of parents, etc.; all this contributes to the participation of children in various cognitive, game, labor, social useful activities.

It should be borne in mind that the work of adaptation to the profession at school can bring benefits only when the entire staff of the school is involved in Career Guidance work and the following principles are observed:

1. Consistency and continuity - career guidance work should not be limited to working with high school students. This work must be carried out from elementary school to graduation class.

2. A differentiated and individual approach to students depending on their age and the level of formation of their labor and professional interests, differences in value orientations and life plans, and the level of academic performance.

3. Optimal combination of mass, group and individual forms of Career Guidance work with students and parents.

4. Interaction of school, family, vocational training youth, institutions, vocational guidance centers of public/professional youth organizations, social partners.

5. The relationship of vocational guidance with the labor market, regional and Country (organic unity with the needs of society for personnel).

The problem of human adaptation has long been one of the areas of theoretical and applied research of many sciences: sociology, psychology, pedagogy, medicine, biology and so on.

In general, considering the problems of human adaptation, it is worth taking as a basis a well-known fact: a person appears in a combination of two systems-biological and psychological.

The first scientific explanation of the essence of adaptation is adaptation in the works of Ch. Darwin and his followers. Theoretical and medical-biological problems of adaptation It is fully represented in the works of W. Kennon, G. Selye, I. P. Pavlov, L. A. Orbeli, P. K. Anokhin, etc. [6,420-421].

Psychological adaptation is the process of psychological inclusion of an individual in the systems of social, socio - psychological and professional-active connections and relationships, in the performance of appropriate role functions [6,423].

The process of professional adaptation of a specialist includes the following basic procedures and issues.

1. Personality interaction with the environment:
 - social interaction;
 - socio-psychological interaction;
 - interaction with the material and technical environment, artificial environment, their habitat;
 - environmental, interaction with nature.
2. The emergence of a conflict between personality and environment, a conflict situation (HF).
3. The emergence of a state of need (PF), a state of adaptation of the individual.
4. Manifestations of reactive States of a protective nature, defensive reactions in humans (RK).
5. Implementation of protective, adaptive behavior (BM) to reduce maladaptive States.
6. Reducing the conflict between personality and environment, eliminating the conflict situation.

Results and discussion. In Russian psychology, there are many approaches to determining the essence of the process of adaptation of the individual. According to many scientists (P. K. Anokhin, A. G. Asmolov, L. S. Vygotsky, A. N. Leontiev, B. F. Lomov), it is conducted from the point of view of a systematic approach to the study of personality on the problem of adaptation.

To focus on a person who combines psychophysiological, socio-psychological, activity-psychological approaches to interaction with the environment and all levels of mental

organization forms a single self-governing system as a result of adaptive activity to perception, allowing it to be implemented.

A number of scientists consider the adaptation of a person in an inextricable connection with socialization.

According to A.V. Petrovsky, the process of socialization is a change in the stages of adaptation, individualization and integration. Each stage of a person's life begins with a period of adaptation, during which there is a assimilation of the norms in force in society and the development of appropriate forms and means of activity. The period of individualization is associated with the contradiction between the achieved result of adaptation and the need for the maximum realization of their individual characteristics. The third of the mentioned phases arises from the contradiction between the individual's need for self-realization and the group's desire to accept only part of their individual characteristics, and in the case of successful socialization, it is resolved as an integration of the individual.

A. A. Nalchadzhyan understands ontogenetic socialization as the process of interaction between the individual and the social environment, during which a person, faced with various problematic situations arising in the field of interpersonal relations, acquires mechanisms and norms of social behavior, attitudes, character traits and their complexes, other features and structures.

There is a general adaptive value. The process of overcoming each individual problematic situation can be viewed as a process of socio-psychological adaptation of the individual, during which she uses the skills acquired at previous stages of her development and socialization, behavior patterns or new ways of behavior and problem solving, new programs of internal psychological processes and reveals his plans . The adaptive mechanisms of a person successfully perform their functions if they lead to the adaptation of a person to a social situation and the natural environment [7,28-30].

It should be noted that the processes of adaptation are continuous, since there are constant changes both around and in the person himself. In real life, a person is constantly faced with new work situations and relationships, so he must consciously choose the appropriate way of behavior and self-improvement. Unlike socialization, which shows the formation of a person mainly under the influence of society, the process of adaptation shows the subjectively-mediated development of a person in accordance with his personal characteristics and inclinations.

L.Rastova gives her point of view on the relationship between the process of socialization and adaptation, arguing that socialization is, first of all, a general direction of individual development, and adaptation is associated with the connection of the personality of a particular program of action in a particular group. In addition, the condition for a successful adaptation process is the presence of the necessary level of socialization of the individual (appropriate knowledge, skills, etc., which allow a person to adapt in certain conditions), and at the same time, the adaptation process is a certain contribution to the socialization of a person. She emphasizes the importance of the conditions that are formed in the process of socialization, since their absence not only slows down, but also does not allow the individual to adapt to a certain environment. This indicates the feasibility of studying the social environment in which the adaptation process is carried out, since the environment can correspond to the general direction of socialization of the individual or interfere with it . O.I.Zotova and I. K.Kryazheva approve this [8,45].

The qualitative processes carried out in the complex of actively formed properties in neoplasms create the prerequisites for the adaptation of Primary School students to the profession.

The created prerequisites make it possible to further determine the main essence of the adaptation of Primary School students to the profession in the upcoming research work.

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ОСОБЕННОСТИ АДАПТАЦИИ МЛАДШИХ ШКОЛЬНИКОВ К ПРОФЕССИИ

Аннотация. В данной статье рассматривается проблема адаптации младших школьников к профессии. Раскрывается сущность понятия адаптации, акцентируется внимание на выявлении особенностей адаптации младших школьников к профессии.

Проблема адаптации детей к профессии с раннего возраста создает благоприятные условия для деятельности подрастающего поколения в осознанном выборе своей будущей профессии.

Необходимость адаптации детей с раннего возраста к профессии, обозначенная в Послании Главы государства Касым-Жомарта Токаева народу Казахстана, сопряжена с развитием науки. Развитие науки-наш важнейший приоритет.

Также в статье основные аспекты феномена адаптации младших школьников к профессии можно начать с определения его особенностей.

Основными аспектами рассмотрения феномена адаптации являются новообразования, потребность в адаптации к качеству, степень механизмов в процессе и результирующая структура.

Формирует единую самоуправляемую систему как результат адаптационной деятельности к восприятию, позволяя реализовать ориентацию на человека, объединяющую психофизиологические, социально-психологические, деятельностно-психологические способы взаимодействия с окружающей средой и все уровни психической организации.

Ряд ученых рассматривает адаптацию человека в неразрывной связи с социализацией.

Общая адаптивность имеет значение. Процесс преодоления каждой отдельной проблемной ситуации можно рассматривать как процесс социально-психологической адаптации личности, в ходе которого она применяет приобретенные на предыдущих этапах своего развития и социализации навыки, модели поведения или открывает новые способы поведения и решения проблем, новые программы и планы внутренних психологических процессов. Когда механизмы адаптации человека приводят к адаптации человека к социальной ситуации и природной среде, он успешно выполняет эту функцию.

Ключевые слова: специальность, адаптация, адаптация к профессии, ученик начальной школы, окружающая среда, новообразование, процесс, результат, действие, потребность в адаптации.

БАСТАУЫШ СЫНЫП ОҚУШЫЛАРЫН МАМАНДЫҚҚА БЕЙІМДЕУДІҢ ЕРЕКШЕЛІКТЕРІ

Аңдатпа. Бұл мақалада бастауыш сынып оқушыларын мамандыққа бейімдеу мәселесі қарастырылады. Бейімдеу ұғымының мәні ашылып, бастауыш сынып оқушыларын мамандыққа бейімдеу ерекшеліктерін анықтауға назар аударылады.

Балаларды ерте жастан мамандыққа бейімдеу мәселесі өскелең ұрпақты өзінің болашақ кәсібін саналы түрде таңдай білуге әрекет етуіне қолайлы жағдай туғызады.

Мемлекет басшысы Қасым-Жомарт Тоқаевтың Қазақстан халқына жолдауында көрсетілген балаларды ерте жастан мамандыққа бейімдеудің қажеттілігі ғылымды дамытумен ұштасып жатыр. Ғылымды дамыту – біздің аса маңызды басымдығымыз.

Сонымен қатар мақалада бастауыш сынып оқушыларын мамандыққа бейімдеу құбылысының негізгі аспектілері оның ерекшеліктерін анықтауға бастау болады.

Бейімдеу құбылысын қарастырудың негізгі аспектілері неоплазмалар, сапаға бейімделуге деген қажеттілік, процестегі тетіктер дәрежесі және нәтижелік құрылымнан тұрады.

Қоршаған ортамен өзара әрекеттесудің психофизиологиялық, әлеуметтік-психологиялық, белсенділік-психологиялық тәсілдерін және психикалық ұйымның барлық деңгейлерін біріктіретін адамға бағдарлауға іске асыруға мүмкіндік бере отырып, қабылдауға бейімдеу қызметінің нәтижесі ретіндегі біртұтас өзін-өзі басқаратын жүйе қалыптастырады.

Бірқатар ғалымдар адамның әлеуметтенумен ажырамас байланыста бейімделуін қарастырады.

Жалпы бейімделу мәні бар. Әрбір жеке мәселелелік жағдайларды жеңу процессін жеке тұлғаның әлеуметтік-психологиялық бейімделу процесі деп санауға болады, оның барысында ол өзінің дамуы мен әлеуметтенуінің алдыңғы кезеңдерінде алған дағдыларын, мінез-құлық үлгілерін қолданады немесе мінез-құлықтың жаңа тәсілдерін және проблемаларды шешуді, ішкі психологиялық процестердің жаңа бағдарламалары мен жоспарларын ашады. Адамның бейімделу механизмдері адамның әлеуметтік жағдайға және табиғи ортаға бейімделуіне әкелсе, ол қызметті сәтті орындайды.

Түйін сөздер: мамандық, бейімдеу, мамандыққа бейімдеу, бастауыш сынып оқушысы, қоршаған орта, неоплазма, процесс, нәтиже, әрекет, бейімделу қажеттілігі