FACTORS INFLUENCING THE PROFESSIONAL ADAPTATION OF FUTURE SPECIALISTS IN THE ECONOMIC FIELD

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This article defines the interaction of external (objective) and internal (subjective) factors that affect the process of professional adaptation of students of the economic profile from the perspective of the analysis of psychological and pedagogical literature. Among the first are the level of development of society, its socio-economic needs, as well as, of course, the established system of professional education, its content, methods, and forms of organization of the educational process. Analyzing subjective factors, first of all we have in mind the mental characteristics of the personality of the future specialist-economist.

Three main scales for the classification of motives have been distinguished: awareness – unawareness; congenital – acquired; qualitative characteristics of motives. The block of the structure of professional motives has been described: motives for understanding the goals of the profession; motives of professional activity, which in turn combine activity-processual and activity-resultative motives; motives of professional communication (prestige of the profession in society, social cooperation and interpersonal communication in the profession); motives for the manifestation of personality in the profession, including both the development and self-realization of the personality in the profession, and the development of individuality in the profession.

The requirements from the point of view of ensuring professional adaptation have been considered: fundamentalization, which is the most important condition for the formation of a comprehensively developed professionally adapted specialist; humanitarianization of the content of education, which is expressed in the search for new approaches to teaching social and humanitarian disciplines in higher education; the ability of the content of education and the technology of education to ensure high professional readiness of a specialist in accordance with the level and profile of education; integration of the content of higher and secondary professional education; personal and individual-psychological focus of professional education.

Approaches to increase the level of professional adaptability have been proposed: adaptive; operational and problematic (project).

Key words: professional adaptation, external and internal factors, motivation, specialists in the economic field, content of training, personal needs, personnel support.

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ФАКТОРИ, ЩО ВПЛИВАЮТЬ НА ПРОФЕСІЙНУ АДАПТАЦІЮ МАЙБУТНІХ ФАХІВЦІВ ЕКОНОМІЧНОГО ПРОФІЛЮ

Л. Л. Петльована

У статті на основі аналізу психологічної, педагогічної літератури визначено взаємодію зовнішніх (об’єктивних) і внутрішніх (суб’єктивних) факторів, що впливають на процес професійної адаптації студентів економічного профілю. До числа перших належать рівень розвитку суспільства, його соціально-економічні потреби, а також, безумовно, усталена система професійної освіти, її зміст, методи й форми організації навчального процесу. Аналізуючи суб’єктивні фактори, ми, насамперед, маємо на увазі психологічні особливості особистості майбутнього фахівця-економіста.

Виокремлено три основні шкали класифікації мотивів: усвідомленості – неусвідомленості; вродженого – набутого; якісна характеристика мотивів. Описано блок структури професійних мотивів: мотиви розуміння цілей професії; мотиви професійної діяльності, що у свою чергу поєднують діяльнісно-процесуальні й діяльнісно-результативні мотиви; мотиви професійного спілкування (престижу професії в суспільстві, соціального співробітництва й міжособистісного спілкування в професії); мотиви прояву особистості в професії, що включають як розвиток і самореалізацію особистості в професії, так і розвиток індивідуальності в професії.

Розглянуто вимоги з точки зору забезпечення професійної адаптації: фундаменталізація, що являє собою найважливішу умову формування всебічно розвиненого професійно адаптованого фахівця; гуманітаризація змісту освіти, яка виражається в пошуку нових підходів до вивчення соціально-гуманітарних дисциплін у вищій школі; здатність змісту освіти і технології навчання забезпечити високу професійну готовність фахівця відповідно до рівня й профілю освіти; інтеграція змісту вищої й середньо-професійної освіти; особистісна й індивідуально-психологічна спрямованість професійної освіти.

Запропоновано підходи для підвищення рівня професійної адаптованості: адаптативний; діяльнісний та проблемний (проектний).

Ключові слова: професійна адаптація, зовнішні та внутрішні фактори, мотивація, фахівці економічного профілів, зміст навчання, потреби особистості, кадрове забезпечення.

Introduction of the issue. The study of such a complex phenomenon as professional adaptation is not possible without a serious analysis of its formation in the context of the interaction of external (objective) and internal (subjective) factors influencing this process. The level of development of society, its socio-economic needs, as well as, of course, the established system of vocational education, its content, methods, and forms of organization of the educational process are among the first ones. All these factors require separate consideration and analysis in accordance with the topic of this research. When analyzing subjective factors, we first of all mean the mental characteristics of the personality of the future economist.

The issue of professional adaptation cannot be addressed without knowledge of mental phenomena that mediate the connection between external and internal influences and acts of behavior. Professional activity "... appears before the
student in the form of a normatively approved method of activity. In the process of mastering a profession, a person objects this way, turning it into an individual way of activity. The inner side of mastering a profession is the formation of a psychological system of activity based on the individual qualities of the subject of activity, through their reorganization, based on the motives of activity, goals and conditions. Individual qualities in the process of activity, under the influence of its requirements, develop, adapting to these requirements" [7: 558].

Current state of the issue. According to N. Kuzmina, the main system-creating factor of an individual's professionalism is the image of the result to which the specialist strives. The need for its achievement, as well as related activities, the analysis of the degree of advancement towards it, the search for reasons that prevent its achievement, and form the professionalism of the individual [7: 560]. Thus, the development of activities at the level of professional adaptation includes: formation of the purpose of the activity; mastering the information basis of activity; formation of the executive part of the activity; education of the system of professionally important qualities [10: 150]. Each of the above components is an important system-creating link and deserves a more detailed consideration.

According to S. Rubinstein, motives, relationships, attitudes are a necessary aspect that must be considered when studying perception, thinking, etc.; without it, there can be no comprehensive, specific study of any process [4: 115]. What are the basic needs of a person and how do they direct his work. Now, there is no single approach to the problem of motivational behavior of a person. In our opinion, it is possible to distinguish three main scales of classification of motives:

1. Awareness – unawareness.

Quite often, mental phenomena are considered as phenomena of consciousness. This tradition dates to Greek times, according to which a person has a certain place in the world. However, despite the enormous importance of consciousness, it is only a part of the...
psyche, and a part that is not always decisive for human behavior. The most complete concept of the interaction of the conscious and the unconscious was developed by Z. Freud – every process first exists in the unconscious and only then can appear in consciousness, and the transition to the conscious is not always a mandatory process.

Here it is important to emphasize that the motivation of labor activity, its acceptance by the subject may not be realized, and the object of need may be located not only in the external world, but also in the person himself. Therefore, the specialist’s professional adaptation should be provided with the help of not only rational, but also emotional influence on the part of the mentor.


Many determinants of human activity go back to the prehistory of man. This, first of all, concerns unconditional reflex components aimed at meeting human needs (food, sexual, learning, aggressiveness and prevention of dominance, hierarchy, empathy, instinct of will, etc.).

The basic nature of such motivations leads to the fact that the behavior is often not realized, but they affect all aspects of human activity, including labor, determining the creative, educational, and professional potential of an individual for professional mastery of this or that specialty.

3. Qualitative characteristics of motives.

In terms of quality, three categories of needs are distinguished: material, spiritual and social. In addition, there are synthetic types that include elements of all three types of needs. The factors of necessity, duty and will play a greater role in the motivation of behavior. Evaluating the factors related to professional activity that can satisfy needs, taking into account one’s own abilities, as well as activities, a person decides to accept or not to accept a profession, and if accepted, to what extent and in what aspect [10]. It also affects the quality of professional adaptation.

The psychological-pedagogical concept of professionalization and the corresponding psychological model of the description of
the personality and professional adaptation of a specialist includes a block of description of the structure of professional motives [3; 5]. In recent years, the motives of professional behavior have been divided into:

- motives for understanding the goals of the profession. Awareness of the importance of the profession, its social necessity, largely determines the successful nature of training, guaranteeing a high level of professional adaptation;

- motives of professional activity, which in turn combine activity-processual and activity-resultative motives. Interest in the activity from a procedural point of view allows to achieve the maximum intensity of its implementation, which helps to increase the level of professionalism of the specialist;

- motives of professional communication (prestige of the profession in society, social cooperation and interpersonal communication in the profession). Effective professional communication, including in foreign languages, is the most important condition for achieving social and psychological adaptability of a specialist of any profile;

- motives for the manifestation of personality in the profession, including both the development and self-realization of the personality in the profession, and the development of individuality in the profession [10: 145].

**Aim of research** is to determine and analyze the factors influencing the professional adaptation of future specialists in the economic profile.

**Results and discussion.** Comprehensive consideration and awareness of the listed motives are the basis of any scientific research devoted to the issues of professional adaptation of a specialist.

The information basis of activity is usually understood as such an information set that characterizes objective and subjective conditions of activity and allows organizing activities in accordance with the planned result. Educational tasks at the first stage of professional training of future specialists in the economic profile consist in forming an idea of the final result of the activity in the students. The effectiveness of psychological model of personality and professional adaptation of a specialist includes a block of description of the structure of professional motives [3; 5]. Ostaninymi razami motivy profesionnogo povedeniya razonoziya na:

- motivy rozmjinni tselyi professii. Usvi domezenia znachenia professii, jë sotsialnoy nobhedinosti, bagato vo chum vznizaютy uspiyni charakter nachaniya, garantuyuchy visokiy rîven profilësnoy adaptatsii;

- motivy profesiînoy dîialnostî, ço u svoju cheryg poznjûtyj dîialsîno-processtûnî i dîialsîno-ressûtattînî motivi. Interess do dîialnostî iz processtûnî tocyk zoru dobvolje doshti maksimalnoy-intensivnosti yj zdîjinsenia, yö sprija pîviownyyu rîva profesiîalizmu fahîviã;

- motivi profeszionnîj spîlkuvanija (preristju professii w suþsîlshy, sotsialnoy spîrîbitnitshy ÿ miyosobištînîgo spîlkuvanija w professii). Efektivne profesiîne spîlkuvanija, w tomu chisli ínizémniy moyami è najvajshiyu umovoy dœšjennja sotsialno-psîholîgonîj adaptovannosti fahîviã bydý-ýaýgo profiľu;

- motivi proyva osobnostî w professii, ço vkljûchaju yk jë rozwitok i samorealizaciju osobnostî w professii, tak i rozwitok îndividuallnostî w professii [10: 145].

Vsebyîne vrahuvanja j usvi domêdenja pereraohov motivîj lejâty w osnovi bydý-ýaýgo naukovogo dôsljdenja, prysjçenego питанням профессиїної adaptatsii fahîviã.

**Mëta:** vyznîchi tâ proanaîlizûvati faktory, ço vplivaютy na profesiînu adaptatsjû mäbyutnîj fahîviç ekoönîmichnîgo profiľu.

**Vîklaã osnovnogo matîriaû.** Pîd informatsiînoy osnovoy dîialnostî zavyîchaj rozumûjû taku informatsiînu sukupnîût, ço karakterizûjû predmetny j sùb'ektîvnî umovy dîialnostî j dîjolyme orjanzûvati dîialnîtów vîdpovîdno do zaplanovannîgo rezultatu. Nâvchalnye завдания напершому etâpi profesionîgo nавчannya mäbyutnîj fahîviç ekoönîmichnîgo profiľu poljagûjû u tomu, yq neb formûvâjû ù zdobuvači osvitî yjûv yqdo kînvedego rezultatu dîialnostî.
the professional activity of specialists in the economic profile is largely determined by the adequacy, accuracy, and completeness of the information base of the activity. There are three main levels of its formation: sensory-perceptive, cognitive, visual-operational [10: 149].

At the sensory-perceptual level, the regularities of formation of perception mechanisms are studied, with the help of which signals carrying professionally important information are displayed.

At the cognitive level, the professional value of signals is studied, that is, the value of information for production activities is established.

At the image-operational level, the regularities of combining individual information features into integral images are studied, based on which programming and regulation of activity takes place [10: 150].

In the real process of forming the information basis of the activity of economic specialists, all these processes are interdependent. Thus, the formation of sensory-perceptual mechanisms is impossible without displaying the practical value of the received signals. The development of sensory-perceptual mechanisms occurs due to their inclusion in the activity, in which the value of such information is established [10: 154-156].

The third element of the structure of professional activity is the decision-making mechanism. The act of making a decision on choosing a profession, determining the personal content of professional activity serves as the most important factor in increasing the effectiveness of the process of learning by profession and further professional adaptation. The formation of the decision-making block is reduced to the assimilation and elaboration of the decisive decision-making rule [11: 65].

However, determining the factors affecting professional adaptation is impossible without a deep and comprehensive analysis of external conditions, their impact on the improvement of professional abilities and skills of future specialists in the economic profile.

Radical economic reform, the transition

Efektivnistь професійної діяльності фахівців економічного профілю багато в чому визначається адекватністю, точністю й повнотою інформаційної основи діяльності. Розрізняють три основних рівні її формування: сенсорно-перцептивний, когнітивний, образно-оперативний [10: 149].

На сенсорно-перцептивному рівні вивчаються закономірності формування механізмів сприйняття, за допомогою яких відбувається відображення сигналів, що несуть професійно-важливу інформацію.

На когнітивному рівні вивчається професійне значення сигналів, тобто встановлюється цінність інформації для виробничої діяльності.

На образно-оперативному рівні вивчаються закономірності об’єднання окремих інформаційних ознак у цілісні образи, з опорою на які відбувається програмування й регулювання діяльності [10: 150].

У реальному процесі формування інформаційної основи діяльності фахівців економічного профілю всі ці процеси взаємозалежні. Так, формування сенсорно-перцептивних механізмів є неможливою без відображення практичного значення отриманих сигналів. Розвиток сенсорно-перцептивних механізмів відбувається завдяки їхньому включенню в діяльність, у якій і встановлюється цінність такої інформації [10: 154-156].

Третім елементом структури професійної діяльності є механізм прийняття рішення. Акт ухвалення рішення про вибір професії, визначення особистісного змісту професійної діяльності служить найважливішим фактором підвищення ефективності процесу навчання за фахом й надалі професійної адаптації. Формування блоку ухвалення рішення зводиться до засвоєння й опрацювання вирішального правила прийняття рішення [11: 65].

Однак, визначення факторів, що впливають на професійну адаптацію, є неможливим без глобального й всебічного аналізу зовнішніх умов, їхнього впливу на вдосконалення професійних умінь і навичок майбутніх фахівців економічного профілю.

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to a market economy aims to increase the efficiency of social production as a means of improving people's living standards, which involves the involvement of our multi-vector economy in competitive relations caused by the need to separate highly efficient technologies, equipment, and production from unprofitable ones; effective specialists from specialists with weak knowledge, abilities and skills. The success of the socio-economic development of our country depends on the specialist's knowledge and experience, his talent and responsibility, and the level of his professional adaptability. The higher the level of development of the human factor of production, the faster its technological factor is improved and more productively used. The way out of the crisis, in our opinion, should begin with the modernization of education.

The very concept of "education system" is a complex and multi-level phenomenon. Professional adaptation takes place even within the walls of vocational education institutions (including during industrial internships and practice) and the further professional development of a specialist depends on how qualitatively and efficiently this process is carried out. In turn, the creation of conditions for effective influence on the personality of a student is impossible without a perfect mastery of the structure and laws of the education system as a whole.

The key word in the definition of the term "education" is undoubtedly the word "system", since unsystematic, accidentally acquired knowledge, skills, and abilities cannot be qualified as education. In order to comprehensively analyze this phenomenon, we will use a systematic approach as one of the main methods of scientific research.

The main conceptual apparatus of system research is presented in the works of many scientists. Based on the results of the analysis of their works, it can be concluded that the system is understood as a set of interdependent elements that form a stable unity and integrity and have integral properties and regularities [5].

Any system is a complete set of interdependent objects and consists of
elements, connections with the environment and with systems of a higher order. The study of the system consists in the study of the structure, the most significant connections between its elements and establishing their influence on the functioning of the entire system as a whole [9: 36].

Education is a system that provides, in accordance with the goals of society, the transfer of knowledge, skills and abilities to members of this society [5; 12]. The following features are distinguished: the presence of many "inputs" and "outputs", the variety of components, the hierarchical structure, large information flows, the multi-purpose nature of functioning, the leading role of human collectives. Human flows (pupils, students, teachers) pass through these "entrances" of the education system, material and other support comes in, and at the exit society has at its disposal persons who have received education and ensure the transformation of science into a direct productive force of society. And here the professional adaptability of specialists in the economic profile is the most important indicator of work of the entire system, as it reflects how effectively the "input data" was "processed" during the educational process [5; 6].

The main components of the education system are its links: preschool education, primary, lower secondary, secondary, general education, professional, higher school, postgraduate education. The unity of these components is an integral property of the system that determines its quality functioning, a source of hidden reserves for improvement and optimal planning of its further development [11: 46]. The analysis of education as a complete system is the basis of any scientific research devoted to the study and analysis of pedagogical phenomena as an integral part of the life of society, which reflect the patterns of its existence and development. It is known that education has a primary character in the progress of society, and higher education plays a priority role. Education should not only reflect the existing technical basis of production, but also anticipate it.

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But this system clearly shows its primary characteristic by connecting many "inputs" and "outputs". The system is studied by examining its structure, the most significant connections between its components and establishing their influence on the functioning of the entire system as a whole [9: 36].

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Osвіта – це система, що забезпечує відповідно до цілей суспільства передачу знань, умінь і навичок членам цього суспільства [5; 12]. Виокремлюються такі її риси: наявність безліч "входів" й "виходів", розмаїтість компонентів, ієрархічність структури, великі інформаційні потоки, багатоцільовий характер функціонування, провідна роль людських колективів. Через ці «входи» системи освіти проходять людські потоки (учні, студенти, викладачі), надходять матеріальне й інше забезпечення, а на виході суспільство має у своєму розпорядженні осіб, які одержали освіту й забезпечують перетворення науки в безпосередню продуктивну силу суспільства. І тут професійна адаптованість фахівців економічного профілю є найважливішим індикатором роботи всієї системи, оскільки відображає наскільки ефективно "вхідні дані" були "оброблені" у ході освітнього процесу [5; 6].

Основними компонентами системи освіти є її ланки: дошкільне виховання, початкова, неповна середня, середня, загальноосвітня, професійна, вища школа, післядипломна освіта. Єдність цих компонентів є невід'ємною властивістю системи, що визначає її якісне функціонування, джерело прихованих резервів щодо вдосконалення й оптимального планування її подальшого розвитку [11: 46]. Аналіз освіти як цілісної системи лежить в основі будь-якого наукового дослідження, присвяченоого вивченню й аналізу педагогічних явищ як невід'ємної частини життя суспільства, які відображають закономірності його існування й розвитку. Відомо, що освіта має первинний характер у прогресі суспільства, а вища школа відіграє пріоритетну роль. Освіта повинна не
professional education system is developing, while solving various contradictions.

Firstly, the contradiction between the need to form a comprehensively developed personality and the specialized training of qualified personnel in the field of economics for social production.

In the conditions of the transition to market relations, significant elements of socio-economic heterogeneity of labor are preserved. Therefore, there is an objective need to select from the entire set of versatile characteristics of an individual that part of them that is required for specific work functions. The specified process covers not only the currently available knowledge, skills, and abilities, but also the development of employees of those personal qualities and abilities that are necessary for various directions of social production, taking into account the prospects of its development on the basis of scientific and technological progress.

Secondly, the contradiction between the objective needs of society in personnel (by professions) and the professional inclinations of young people, between the demands of practice and the insufficient level of professional suitability of a certain part of specialists.

Such a contradiction, first of all, manifests itself in the difficulties, and sometimes the impossibility of mastering one or another professional activity by an individual. At the same time, the advantage of quantitative indicators to the detriment of qualitative assessment of the preparedness of specialists with higher and secondary qualifications contributes to the emergence of the desire of educational institutions to ensure a higher percentage of graduates, to prevent the screening out of those who study, who do not even have time, do not want to study for reasons such as inability to study, and because of disappointment with the chosen profession. As a result, a low-quality specialist is formed. This, in turn, causes an artificial overestimation of the need for specialists.

Thirdly, the contradiction between the social need for personnel (in this case of an economic profile) and the level of professional harassment of young people.
Researchers single out a number of difficulties in the adaptation of young professionals, in particular, the fact that young people are characterized by inflated requirements for working conditions and the initial amount of salary, and orientations towards well-being and career prevail. Most young people have blurred ideals and faith, there is infantilism, there is no confidence in their abilities, which hinders their social adaptation [8: 25]. Still at the stage of job search, young specialists are faced with unexpected problems, in particular, lack of experience, blurred frameworks for understanding the essence of the chosen profession, lack of coincidence of the theoretical knowledge base with the requirements of the labor market. Adaptation programs operating in enterprises have often not undergone changes for several decades and do not take into account career aspirations, views on arranging working hours and places of young people. [1: 8-11].

On the basis of the above-mentioned contradictions, a number of factors that have a direct influence on the content of education have been determined and, as a result, the main requirements for its organization have been distinguished.

Let's briefly dwell on such factors of training specialists in the economic profile. The first is the real need for personnel in our country and the main trends in the demand for specialists in developed foreign countries. At the same time, both current needs and prospective ones for 10-12 years are taken into account, since the duration of the cycle of training specialists is 5-6 years, and the period of formation of a highly qualified and experienced specialist is from 10 to 12 years [4: 114].

The results of the analysis of the structural and investment policy of the Government of Ukraine, forecasts and programs for the implementation of structural changes in the economy and prospects for the development of its industries show that the main strategic direction of the economy's exit from the crisis, its stabilization and further development can be ensuring the necessary level of competitiveness of domestic goods on the domestic and foreign markets.
The most important factors that determine the exit of promising directions of production to this level are the development, mastering and introduction of new progressive technologies, modernization of existing technologies and equipment, ensuring a significant reduction in resource and energy intensity of production, as well as high ecological characteristics of manufactured products and environmental protection requirements for technologies [4: 113].

The implementation of these programs is connected with the need to deploy large-scale innovative, research, experimental and rationalization work, which requires appropriate personnel support. Therefore, the training of highly qualified specialists for engineering and innovation, economic and scientific research activities in priority areas and branches of the economy should become the main task for the near and distant future.

It is necessary for institutions of higher education to develop programs and technologies oriented to the training of relevant personnel, which provide for an intensive search and selection of young people who have the ability and inclination for scientific research and engineering-innovative work, a set of measures aimed at increasing the level of fundamental training, the development of professional - creative qualities, design and development of technologies and tools for finding new scientific and technical solutions, models of training specialists, based on the real implementation of the entire cycle of the innovation process – from conception to engineering design and implementation of the development at the consumer.

The third factor affecting the formation of the content of higher education is the need of the individual to satisfy his own interests, to develop, to possess culture, information, the possibility of changing professions or continuing education, etc. And here, in our opinion, we can talk about the possibilities of the discipline "Foreign language" in this process [4: 115].

Being the most important indicator of the quality of functioning of the education system, professional adaptation is one of its elements and, like any component, на внутрішньому й зовнішньому ринках. Найважливішими факторами, що визначають вихід перспективних напрямів виробництва на цей рівень, є розробка, освоєння і впровадження нових прогресивних технологій, модернізація існуючих технологій й устаткування, забезпечення істотного зниження ресурсо- і енергоемності виробництва, а також високих екологічних характеристик виробленої продукції й природоохоронних вимог до технологій [4: 113]. Реалізація зазначених програм пов'язана з необхідністю розгортання широкомасштабної інноваційної, науково-дослідної, дослідно-експериментальної й рационалізаторської роботи, яка вимагає відповідного кадрового забезпечення. Тому підготовка висококваліфікованих фахівців для інженерно-інноваційної, господарської й науково-дослідної діяльності за пріоритетними напрямами і галуззями економіки повинна стати головним завданням на найближчу й віддалену перспективу.

Закладам вищої освіти економічного спрямування необхідно вести розробку орієнтованих на підготовку відповідних кадрів програм і технологій, які передбачають інтенсивний пошук і відбір молоді, що має здатності й схильності до науково-дослідної й інженерно-інноваційної роботи, комплекс заходів, спрямованих на підвищення рівня фундаментальної підготовки, розвиток професійно-творчих якостей, проєктування й освоєння технологій й інструментарію пошуку нових науково-технічних рішень, моделей підготовки фахівців, заснованих на актуальному здійсненні всього циклу інноваційного процесу – від задуму до інженерного проектування й реалізації розробки у споживача.

Третій фактор, що впливає на формування змісту вищої освіти, – потреби особистості в задоволенні власних інтересів, у розвитку, володінні культурою, інформацією, можливістю зміни професії або продовження освіти тощо. І тут, на нашу думку, можна вести мову про можливості дисципліни "Іноземна мова" у цьому процесі [4: 115]. Будучи найважливішим індикатором
reflects all the properties and regularities of the system as a whole.

Thus, in order to organize the most effective process of professional adaptation of future specialists in the economic profile, it is necessary to take into account the extent to which this phenomenon meets the basic scientific and methodological requirements for the organization of the educational process. Let's consider these requirements from the point of view of ensuring professional adaptation:

- fundamentalization is the most important condition for the formation of a comprehensively developed professionally adapted specialist of an economic profile. It is known that the quality of professional training directly depends on the nature of general scientific knowledge of future specialists. Compliance with this requirement in the professional education system is conditioned by the integrity of the modern scientific picture of the world; continuity of education; the flexibility of the entire system, which implies not only the readiness of students to make decisions independently, but also the ability to apply them in various professional situations. This requirement is implemented, first of all, in the normative base of Khmelnitsky National University: in curricula, training programs, as well as various manuals of specialized disciplines and disciplines of general training, in particular the discipline "Foreign Language" [5: 22];

- the humanization of the content of education is expressed in the search for new approaches to the teaching of social and humanitarian disciplines in higher education, which largely depends on the extent to which the dogmatic and scholastic approach to teaching is removed from the teaching content, as well as how fully and concretely the new political, social economic and cognitive situation in the process of ensuring professional adaptation of future specialists in the economic profile [8; 12]. Compliance with this requirement is conditioned by: the presence of general methodological problems in specific humanitarian sciences (the philosophical picture of the world is reflected in the formation of social consciousness at the level of small social groups, professional
collectives); revealing the significant impact of general laws on the development of society and world civilization; the phenomenon of global integration, which led to new approaches to teaching foreign languages, one of which is the basis of this scientific study;

- the ability of the content of education and the technology of education to ensure high professional readiness of a specialist in accordance with the level and profile of education [6; 8]. This requirement is dictated by the modern conditions of the development of society and can be fulfilled by modeling professional activity in the educational process. Moreover, the assigned tasks should go beyond the scope of one subject and be integrative in nature;

- integration of the content of higher and secondary professional education. From the point of view of ensuring professional adaptation, this requirement is of key importance, because it assumes the continuity of education, both at the level of educational institutions and individual subjects. This will allow combining narrow-profile specialties into broad-profile ones, synthesizing scientific knowledge, and, finally, moving to interdisciplinary training, which will not only enrich the learning process, but also significantly expand the scope, ultimately, of the professional competence of future specialists [5; 13];

- personal and individual-psychological focus of professional education. The study of the student’s personal characteristics is the most important principle of the entire process of ensuring professional adaptation as one of the main conditions for its effectiveness.

Having analyzed the above, it can be assumed that an increase in the level of professional adaptability of future specialists in the economic profile can be achieved on the basis of:

- an adaptive approach to the organization of specialist training, within which key knowledge, abilities and skills, methods of creative activity, and emotional and value attitudes are identified from the content of education. This will ensure the quality of education as a result of education. At the same time, knowledge, abilities and skills should be considered as
the basis on which methods of creative activity and the experience of emotional and value attitudes are formed [1: 60]. The results of the study allow us to conclude that, along with the knowledge and skills sufficient for a graduate of an educational institution to perform basic professional functions, the necessary category should include knowledge and skills, as well as experience in creative activity and emotional and value attitudes, which would provide the possibility of professional growth of a specialist, changes in the profile of production, mastering of new technology, effective and creative activities, decision-making in situations when a specialist is forced to go beyond the scope of his duties;

- an activity approach to the formation of the content of education, when the central link in determining the content is activity (management, engineering, etc.), in the light of which work objects, means of work, technological processes, organization of work in production are studied, which allows to strengthen the practical orientation training in general education disciplines, development of mental activity and development of students’ practical knowledge, increase the share of independent works of a creative, research and experimental nature [13];

- problematic (project, projective) approach to the formation of the content of education, the center of which is the problems solved by a specialist in the process of professional activity. The search for ways to solve the tasks set before the specialist requires a conscious attitude to the standard content of education, increased attention to the characteristics of materials, machines, technological processes, etc. [2; 7].

Conclusions and research perspectives. So, factors affecting the professional adaptation of future economic specialists are external (objective) and internal (subjective). The first include the level of development of society, its socio-economic needs, as well as, of course, an established system of professional education, its content, methods and forms of organization of the educational process. Analyzing subjective factors, we first of all

навчання як результат освіти. При цьому
знання, уміння й навички повинні
розглядатися як основа, на якій
формуються способи творчої діяльності й
досвід емоційно-цивічного становлення [1:
60]. Результати дослідження дозволяють
зробити висновок про те, що поряд зі
знаннями й уміннями, достатніми
для виконання випускником закладу освіти
основних професійних функцій, до
категорії необхідних варто віднести
знання й уміння, а також досвід творчої
діяльності й емоційно-цивічного
ставлення, які забезпечували б можливість
професійного росту фахівця, зміни
профілю виробництва, освоєння нової
технології, результативної й творчої
діяльності, прийняття рішень у ситуаціях,
коли фахівець змушений вийти за межі
виконання своїх посадових обов'язків;

- діяльнісного підходу до формування
змісту освіти, коли при визначенні змісту
centralnoю lankoю є діяльність
(управлінська, інженерна тощо), у світлі
якої вивачаються об'єкти праці, засоби
праці, технологічні процеси, організація
праці на виробництві, що дозволяє
підсилюти практичну спрямованість
навчання загальноосвітнім дисциплінам,
розвиток розумової діяльності й
вироблення практичних знань студентів,
збільшити частку самостійних робіт
творчого, дослідницького й
експериментального характеру [13];

- проблемного (проектного, проективного)
pідходу до формування
змісту освіти, центром якого є проблеми,
що вирішуються фахівцем у процесі
професійної діяльності. Пошук шляхів
рішення завдань, що поставлені перед
фахівцем, вимагає свідомого ставлення до
стандартного змісту навчання, підвищеної
уваги до характеристик матеріалів,
машин, технологічних процесів тощо [2; 7].

Висновки з даного дослідження і
перспектив подальших розвідок. Отже,
до факторів, що впливають на
професійну адаптацію майбутніх фахівців
eкономічного профілю відносяться
зовнішні (об'єктивні) і внутрішні
(суб'єктивні). До перших належать рівень
розвитку суспільства, його соціально-
eкономічні потреби, а також, безумовно,
утверджена система професійної освіти, її
have in mind the mental characteristics of the personality of the future specialist in the economic field.

The main factors affecting the content of higher professional education in the economic profile are: real scales and structure of the need for personnel in the country and the main trends in the demand for specialists in the economic profile in developed foreign countries; development, development and introduction of new progressive technologies; deployment of large-scale innovative, scientific-research, research-experimental and rationalizing work, which requires appropriate personnel support; the needs of the individual in satisfying his own interests, in development, in possession of information culture, the possibility of changing and continuing education, changing professions, etc.

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Received: August 04, 2022
Accepted: September 08, 2022