

The problem of formation of conflictological competence among future university specialists based on the professional adaptation of theory and practice of pedagogics

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Abstract. The problem of personal adaptation relates to the most essential scientific research. The adaptation problems' particularly is essential in modern conditions of world globalization, integration processes, continuously varying requirements to a specialist on the art of educational systems due to education modernization, adaptation requirements content on the part of employers (when the economy is updated), and on the part of society (the profession image distortion). The adaptation process has a complex structure and represents interaction between various adaptation types. The research identifies the following adaptation types: social, political, professional, socioprofessional, cultural, sociocultural and others.

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Introduction

In our case, we appeal to the professional adaptation since it is exactly the adaptation determines the specialist introduction in the professional activity and into the environment permitting the process of self-implementation in profession and to acquire the economic stability, etc.

The term «professional adaptation» was introduced in the first half of the twentieth century in America due to the vigorous development of industrial production, the onset of globalization processes characterized by aggravation of struggle for resources and acute competition. It resulted in heavier physical and mental burden on man and originated a number of problems. Their resolution lies in the sphere of general physiology, psychology and economy [3].

A broad range of theoretical and application problems relating to the professional adaptation of university graduates is treated in works by R. Kapelushnikov [11], M.N. Vrazhnova [3], E.D. Voznesekaya [2]. The analysis and ways of professional adaptation of pedagogics are represented in the works by O.V. Nazarova, N.A. Khamidullina, E.S. Burlakovkaya, et al.

K.K. Platonov determines the professional adaptation in general dealing with the adaptation to new conditions of activity as the systematic fulfillment of the ever complicating activity in the new conditions [24].

Let us agree with D. Ju. Minkin, who comments that the professional adaptation content implies “determination of the system of professional, educational and pedagogical measures conducted by managers of institutions necessary, on one hand, for successful study by employees of the program of professional and socio-psychological training at a

particular institution and, on the other hand, to provide the optimal conditions for introduction of employees into the specific environment of a particular institution, enterprise, organization” [18, page 3].

A number of researchers link the professional adaptation notion to the acquiring of knowledge skills and habits, of the norms and functions of professional activity. For instance, S.G. Vershlovskii comments that the professional adaptation process serves to integrate the professional knowledge, skills and habits into the professional activity [25].

O. Ju. Golubeva believes that the professional adaptation implies a definite level of mastery of professional skills and habits, formation of some professionally needed personal qualities, development of employee's stable positive attitude of own profession [6].

The problem theoretical and content analysis has permitted that the professional adaptation to conclude that the scientific research misses any single view about the starting stage of the professional adaptation process. Still, some researchers believe that the stage of initiation of adaptation processes coincides with the start of independent employment in the selected profession, meanwhile most of researchers hold the view that the professional adaptation starts at the period of training or earlier.

Thus, the following professional adaptation periods are identified in the theory of adaptation processes: pre-production (at family, at school, at professional training institution) and production (at enterprise).

The professional adaptation is represented as the vector introduction into profession comprising definite stages: 1) the stage of professional orientation (work with schoolchildren selecting profession), 2) the

stage of vocational education (professional training of university students), 3) the stage of professional adaptation (introduction of you specialists into professional environment).

A. K. Markova in the study emphasizes that the stage of adaptation is human accommodation to the profession beginning already at the process of professional orientation and continues during professional training and direct provisional occupation. Man exercises the rules and norms of profession at the stage of adaptation to the profession and professional communication which in general form the social (subjective and psychological) professional norm. The persons professionally trained and working acquire (continuously or intuitively) the profession gram (or standard model) of orientation [17, page 254].

The article deals with the last stage of profession adaptation because the first two stages are exhaustively presented in the works of V.I. Zemtsov, N.A. Shepilova and others. In practice, there is a stable system in university manuals of adaptation to professional education when the graduates' attention to further professional adaptation strongly weakens [33].

Nevertheless, a subtype labor adaptation is emphasized which is common with professional adaptation. The studies of problems of labor adaptation have different interpretations: in response to the object (production, professional, socio-psychological, material, legal and other) adaptation is treated by V.P. Beklemeshev [14], I. A. Georgieva [17], T. A. Dorokhina [12]; from the system approach viewpoint, the labor adaptations treated as the integral process A. S. Ezhov [8], P.S. Kuznetov [1], I. A. Miloslavova [19].

Therefore, the labor adaptation acts as the last stage of professional adaptation and, at the same time, the professional adaptation is the first stage of labor adaptation.

Following the study of T. O. Shvedova, the professional adaptation process implies the procurement of professional skills and habits, effective their practical application when forming the personal qualities, development of positive attitude to own profession. It implies the aim of professional adaptation for fastest integration of the employee in the organization, motivation for further work and thus to promote the performance [32, page 100].

The study of D. Ju. Miroshnichenko reveals that the adaptation to the altered work system is an intricate mental process of adaptation implying the correlation of personal expectations as the subject of labor and professional environment when one selects the acceptable labor system to satisfy own needs and becomes mobilized according to role expectations which the new work

conditions imposed by the team and by acquiring new links and constructing relations experiencing the state of self-assertion during protracted internal and external conflicts [5].

The professional adaptation of students is represented by V. Ju. Starosotnikova mainly by such components as the adaptation to the conditions of the system as the process of adjustment to professional development (characterized by own space and time mechanisms); this process is the result (characterized by the extent of total personal adaptation), the source of new formations (characterized by the level of professional competence), interconnected at the psychophysical, production and social levels. These three components function and determine the type of individual professional behavior, interaction with the factors of professional environment, mental and physiological states when conducting professional activity [27].

The analysis of the studies has revealed that the professional adaptation serves to solve conflicts between earlier acquired knowledge and ideas about the profession and real practical state; between individual features and adjustment to new team. It means that the professional adaptation should comprise the conflictological competence. This assumption is confirmed by the conflictological approach to the processes of adaptation outlined in the research.

The theory of adaptation within the conflictological approach is based on the human adaptability to various conflicts. The realistic conflict is characterized by a definite purpose, while the personal adaptation process is aimed at its achievement. The non-realistic conflict is characterized by «the need to achieve mental relaxation of the conflict subject» [26, page 299]; it may yield the form of acute conflict between the individual, groups, or a whole nation.

Many conflictologists believe recently that the number of various conflicts grows considerably in virtually all human life spheres (A. Ja. Antsupov, E. M. Emeljuanov, A. K. Zaitsev, A. N. Sukhov, A. I. Shepilov, and others). It has intensified the studies of conflict consequences studied by different sciences; reinforced the stand of summarizing interdisciplinary research conducted in the problematic field relating to conflicts, and search for effective conflict resolution or control. The number of publications dealing with conflict problems, doctorship and mastership theses defended recently, prove the appeal of modern science; these papers amount to over six hundred in the post-soviet space [31].

This high attention to conflicts resulted in the comprehensive discipline of the conflictology which claims to be an independent science. V. G. Zazykin

summarizes that development of conflictology as the conflict problem study yields essential results at the summarizing knowledge levels; it is the development of notional apparatus, the evaluation of some essential characteristics of conflicts, their classification, structural description, functions, genesis, dynamics, models, theoretical approaches, and research methodological foundations, elaboration of general guides and their prevention, and resolution, other measures of active development of trends, or disciplines like sociology of conflicts, their mentality, institutional, legal, pedagogical, political conflictology, etc. [10]

The evaluation of state educational standards for higher professional education in various specialties, humanitarian, technical, has manifested that 98 % of them indicate the interaction adjustment as a significant function of proper interaction between subjects of professional activity. Comprehensive awareness is required to handle conflicts.

Thus, the conflictological training should be a priority trend of professional development as the basis of professional adaptation.

A considerable study portion indicates that the components of conflictological preparation are the conflictological awareness, conflictological competence and conflictological culture.

Studying the professional competence as the multidimensional phenomenon, V.A. Naperov identifies its four levels: world vision, theoretical, practical and creative [21].

The practical (operational) level presumes the structure analysis, the need motivation personal sphere, professionally essential personal qualities.

The creative level evidences the professional mastery development; new components are the creative unique approach to the solution of professional problems, the intellectual liability, and the knack of orientation in odd situations.

The competence is the individual resource; its accumulation is not limited by any time frame and can take place throughout lifespan.

The modern research applies two notions: «conflict competence» and «conflictological competence». B.I. Khasan, in particular, determines the conflict competence as «the knack to unpuzzle how much accurately represented in the conflict the exactly the contradictions that can be resolved in this process and should be eliminated» [30, page 11], «the knack to hold the contradiction in the productive conflicting form favoring its resolution [30, page 23]. L. A. Petrovskaya [23, page 126] determines the conflict competence as the human competence in the conflict situation, while the main components of conflict competence are believed: the participant competence in the own ego (ego-competence), the

potential of another participant (participants) and the situational competence.

G. Ju. Lubimova [16], speaking of the competence of specialists dealing with conflict settling, indicates the control over emotions, verification of own desires and capabilities, arranging cooperation rather than confrontation.

In general, various authors indicate as psychological components of conflict competence the following: flexible management style, specific cognitive style, creative thinking, openness, conflict endurance, control over emotions, verification of own desires and capabilities, arrangement of cooperation, reflexive culture, the art of self-adjustment, knack of commutation, sensitivity, etc.

M.M. Kashapov determines the «conflictological competence» evolution, in particular, its formation [12, page 8], V.G. Zazykin [9] considers it as the cognitive and regulatory subsystem of three personal significant aspect comprising the relevant special knowledge and skills. The authors comment that the notion of «conflictological competence» should be combined with the notion of «conflict competence» referring to the study B.I. Khasan. The conflictological competence is a broader notion.

A broad analysis of modern research of the conflictological competence has enabled to reveal its main components, when most definitions of this notion are based on its complexity, integrity, and combination.

For instance, the conflictological competence in modern research is represented by A.P. Teploukhva and others integrative personal quality expressed by the ability to manage relations between participants in professional activity [28]. The components assuring interactions in professional sphere is represented and defined by modern researchers by definitions of conflictology, psychology of conflicts, ethics and pedagogical psychology (A. Ja. Antsupov, S. B. Bakanovskii, N. V. Samsonova, A. I. Shipilov, and others). For instance, they understand the conflictological competence as a part of the social and mental competence, namely, as the individual ability to interact effectively with surrounding people in the system of interpersonal relations [29].

O.V. Leher, L. V. Jabbarova considers the conflictological competence as the combination of professional personal qualities; it is an essential component of specialist's professional competence [15]. We draw attention here to the structure of professional and conflictological competence and its identification as the personal quality.

Therefore, the content of conflictological culture notion is treated as the development of human self-respect during culture adaptation and reproduction. The conflictological competence

evolving at present is actual for humanization of education meaning the dialogization of the process with the contextual basis being they principle of thinking, the process of cognitions and labor culture demanding to appeal to the human internal world and individuality.

Considering the conflictological competence from the system viewpoint, the authors discriminate the gnostic, constructive (adjusting), and communicative, normative and reflex statute components. In their turn, the availability of certain knowledge and skills in the sphere of conflictology demand development of definite personal and professional qualities that enable to apply with needed effectiveness this knowledge and these skills to control conflicts. The conflictological competence relates to the mental and pedagogical, administrative and legal competence.

A.B. Nemkova believes that the integrative characteristic of developed conflictological competence is the stable manifestation of the ability and readiness to arrange the activity and hold the contradiction within the resolution frame to direct it into the positive stream [22].

The evaluation of the research data has enabled to reveal the common in the structure of conflictological competence and to differentiate the social group components, namely, future specialists and young speciallists included.

Based on the above theoretical stipulations, we have concluded that the conflictological competence evolution of future specialists should be part and parcel of university education.

The actuality of the problem in question is that the available need of promoting the conflictological training of specialists of various profiles and to replace the transition from the university non-involvement standpoint to the professional adaptation of a young specialist by building cooperation in order to assure the performance of processes of professional adaptation by making certain components prevailing.

We consider the professional adaptation process and the result of knowledge manifestation and acquiring the skills favoring harmonization of the professional activity proper and social interpersonal involvement of participants in order to boost the labor efficiency.

The conflictological competence is a complex system of knowledge and skill, internal mental states, personal properties implementing the integrative function, stimulating the subject learning activity, favoring the productive resolution of professional problems.

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