

their residence and financial conditions. However, students of distance learning should know the basics of methods and techniques for independent work, self-acquisition and replenishment of knowledge with the highest motivation.

**Conclusion.** In conclusion, it should be noted that modern information technologies provide opportunities for variable learning, simplify interaction between subjects of the educational process, develop initiative and independence of students, which necessitates the introduction and use of these educational technologies in a modern higher educational establishment.

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### PROBLEMS OF PSYCHOLOGICAL ADAPTATION OF GRADUATES TO FUTURE PROFESSIONAL ACTIVITY

**Introduction.** The article deals with the problems of long-term psychological adaptation of graduates to their future professional activity, as well as the reasons for this. The main reason is the lack of practical skills. Special attention should be paid to reducing the period of training from five years (specialist) to four years (bachelor).

**Main part.** In the context of modernizing and restructuring the economy, the social professional adaptability of university graduates is aggravated by a total growth in the number of people graduating from higher education, hardening conditions on the labor market, a general economy contraction, especially of high-tech industries, an expansion of the difference in salaries between various categories of workers. This process of changes is resulting in the appointment of managers, marketers, bank employees and others as new professions for Russian society. Their occurrence leads to a transition in the prestige of professions in the public perception. New concepts of the role of careers and professional achievements in life, aims of professional development, methods of their achievement are being shaped in young people, valuable references and indicators of social distinctions are being modified.

Almost every graduate faces a difficult long-term adaptation to his or her professional activity and it is considered to be a sign of his or her unprofessionalism. However, this is not the case. Obviously, the traditional type of education, the essence of which is the transfer of knowledge from teacher to student, has long been outdated and is not as effective as it used to be. The main emphasis should be on developing the personal qualities of students, which are necessary for their productive professional activity.

The task of the employer to hire a ready-made specialist who meets the requirements of the time and is able to adapt to the professional activity in the shortest possible time. In addition, a graduate should have specific knowledge, skills and creative approach to solving various tasks. Here you can clearly see the differences between the possibilities of the traditional education system and the modern labor market [1].

Special attention should be paid to the practice that students undergo during their studies in higher education institutions. As a rule, modern practice in most higher education institutions is still based on the experience of Soviet times [2]. It should be remembered that one of the main goals of practical training is to provide students with skills, abilities, and professional experience. Therefore, during the period of study students should master a set of practical knowledge, which in the future will not only serve as a support for adaptation to professional activity, but also provide an opportunity to demonstrate the acquired knowledge in practice [3].

Last month, the popular Russian electronic magazine Tass.ru conducted a research on how employers assess the professional preparedness of graduates. The survey was attended by 3500 graduates and 1050 employers. This survey found that employers evaluate the level of training of students between “very low” and “low”. Attention should be paid to the fact that 62 % of graduates mentioned that they have practical skills, but only 2% of employers agreed.

If you go to popular job search websites such as avito.ru or hh.ru, you will notice that almost every vacancy requires approximately 1 to 3 years of work experience. This scares away young specialists very much and at this point you can clearly see the need for psychological adaptation of graduates [4].

In July 2019, a survey was conducted among young people on the topic: “Are you satisfied with the quality of education?” Out of 693 surveyed students of the 3<sup>rd</sup>—4<sup>th</sup> years 460 are not satisfied with the quality of education they receive and consider the knowledge they received during the internship to be insufficient for successful professional activity. The most common responses from students were: “Failure to apply knowledge in practice (35 %”, “Insufficient number of practical hours (30 %”, “Practice did not form an idea of the profession (25 %)” and only 10% of the surveyed students were satisfied with their internship.

There was also a survey of employers on the topic: «What problems do young professionals face?». The analyze of the problem of graduates’ adaptation when going to the work market showed the following problems [5]. The main problems for young employees were high salary expectations, lack or inability to obtain professional experience (70 %). The next most serious problem was the problem of overestimated self-image of young professionals (19 %). Another group of issues are overrated hopes for speed of career growth, incapability to work in a team and separation of knowledge and skills of young specialists from the real practice (11 %).

In order to decrease the stress factors in the adaptation of graduates, the follow activities are suggested. Improving the technology of professional preparation. In this direction, it is especially important to improve the organization of practical training of graduates. It is also important to take some measures of marketing activity of educational establishments directed on development of strategic partnerships between educational institutions and market players. Measures on social-psychological and professional adaptation are an essential part of support of a graduate in identification of the sphere of activity most conforming to his interests and capabilities, taking into account the obtained specialization.

Lack of compliance of the graduates’ section with the requirements of the labor market economy and their skills level with the employers’ demands leads to depression of the part of young people who have specializations that are not in high demand in the labor market or do not ensure the living conditions. The system of routine employment of young specialists has been replaced by a wild labor market. The system of professional education is inseparably associated with the bases of social structure, socio-economic and political organizations, with the essence and prevailing direction of public life.

Entry of domestic education into the world educational space is accompanied by processes: humanization as a result of its reorientation to the individual for the purpose of its protection in market conditions, democratization as a means of democratization of society, ahead of development as a condition of future sustainable development of the country, economy and social sphere [6]. Computerization by provision of institutions with information facilities, products and technologies to improve management systems; integration of science and images.

**Conclusion.** In conclusion, the evidence suggests that institutions of higher learning are not particularly interested in quality internship management. A theoretical approach to developing students’ professional skills is certainly important, but it cannot provide a solid foundation for future career development.

It is necessary to identify the major areas for solving the problems of adaptation of graduates to work activities. First of all, by the end of the university graduates should seek to have a powerful professional preparation, be able to practice the theoretical knowledge and skills they received, be goal-oriented, be active, initiative, interested in making a successful career, be able to work in a team, and adequately estimate themselves and their perspectives. In addition, university structures should be actively continuing to facilitate the employment of students (so that they obtain work experiences) and graduates, and to provide them with training in the equipment for successful employment. In order to provide them with work experience and without it, employers have to take into consideration the fact that professionals with no experience in the workplace in general are also more proactive, workable, motivated, and interested than professionals with a higher rate of employment experience.

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