



Organization of Post-Diploma Assistance for Pedagogical University Graduates

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ABSTRACT

The relevance of the study of the problem of organization of post-diploma assistance of graduates of pedagogical university is largely due to the lack of development of theoretical and methodological and content-technological aspects of the organization of this process in modern pedagogical science. The aim of the article is generalization and theoretical and methodological analysis of the problem of organization of post-diploma assistance of graduates, aimed at ensuring the effective adaptation of young professionals to new professional activities. As the main methods in the study of this problem, the following ones were used: theoretical analysis of the research problem, empirical research methods (monitoring of employment, questionnaires), modeling. As the main result of the research, a description of the psychological and acmeological model of post-diploma assistance of graduates of pedagogical university is presented, the algorithm of implementation of this model is developed. The model is aimed at comprehensive support of professional development of graduates; the formation of stable motivation for professional and personal development, readiness for professional activity and professional and personal self-development, effective employment and successful adaptation to the profession. Focusing on the developed psychological and acmeological model of post-diploma assistance of graduates, it is advisable to study the possibility of designing individual trajectories of personal and professional development of a person, improving competitiveness, social activity and mobility, etc.

1. Introduction

Complex, but ambitious tasks that are modern education faced actualize new requirements to the professional level of a young teacher [1]. The priority task of higher professional education is the orientation of the educational organization to a specific type of professional activity, for which the bachelor is preparing, based on the demand of the labor market, scientific-research and material-technical resources of the educational organization [2].

Along with the tasks of improving the quality of training of graduates of pedagogical universities, one of the most acute problems is the high demand for teaching staff [3]. This problem is caused, on the one hand, by the large number of working teachers with long experience and retirement age, as well as the annually increasing turnover of teaching staff [2]. Thus, according to the annual statistical bulletin for 2017, "the number of teachers of educational organizations with experience under five years is 245,165 people, while with experience of 20 years or more –



1,220,626 people. Over the past three years, the number of teachers, who have dropped out, is 8 %" [4].

Currently, many countries in different regions of the world are experiencing a shortage of teaching staff [5]. Analysis of foreign studies showed that "the demand for school teachers will continue in the near future. Thus, on average, every tenth novice teacher in the EU leaves school" [6]. Yakovleva E.N. and Krasilova I.E. note that " among other problems that novice teachers experience should be noted the following: lack of time; lack of proper response or recognition; reassessment of their capabilities; difficulties in finding work-life balance".

Young teachers in Russia leave the profession for various reasons, but this trend can be prevented if at the initial stage of professional activity to organize assistance in the form of comprehensive assistance [7].

The solution of the above problem takes into account the requirements of employers to the professional and personal qualities of young professionals, and can be effectively implemented if the young specialist will be able to address the existing problems to a mentor-a more experienced and mature professional [8]. This mechanism of post-diploma assistance is an important part of the support and maintenance of the life cycle of the profession contributing to the effective socio-psychological adaptation of young professionals to the profession [9].

The question of tools and technologies that universities should use in the process of post-diploma assistance of graduates remains relevant [10].

2. Literature Review

In modern studies, assistance is understood as the interaction of the assistant and the assisted, aimed at solving life problems of the assisted [11].

Post-diploma assistance is defined as "a set of purposeful complex measures involving the creation of conditions to ensure successful entry into the profession, the effective implementation of psychological activities, adaptation to the professional environment and overcoming crises and barriers arising in the process of professional activity" [12].

Based on the above, we can formulate the goal of post-diploma assistance, which is to create conditions conducive to the formation of professional readiness of the University graduate for a successful "entry" into professional activity and effective adaptation to it [13].

Among the tasks of post-diploma assistance, according to E.Y. Ilaltdinova, E.V. Ignatieva, "the priorities are the following: the formation and development of graduates' competencies in the chosen professional activity; creating conditions for overcoming crises and barriers in the professional activity of the graduate; helping the graduate to adapt to the professional environment; creating conditions for the formation of sustainable motivation of the graduate to professional activity in order to retain and stay in the profession" [14].

The success of the process of post-diploma assistance of the graduate is determined by such criteria as "improving the quality of professional psychological activity of the graduate, adaptation and "inclusion" of the young specialist in the professional environment, the desire for professional self-improvement, sustainable motivation to work in the chosen specialty" [15].

3. Research Methodological Framework

3.1. The experimental base of the research

The experimental base of the study was Mordovian State Pedagogical Institute named after M. E. Evseiev. The study was conducted in April 2019. The study was attended by 525 graduates of the faculty of psychology and defectology of Mordovian State Pedagogical Institute named after M.E. Evseiev in 2015-2018.



3.2. Purpose and objectives of the study

The purpose of the experimental study was to study the features of post-diploma assistance of graduates of pedagogical institute.

Objectives of the research:

- to conduct a theoretical analysis of existing methodological approaches to the problem of post-diploma assistance of graduates in psychological and pedagogical scientific literature;
- to study the features of employment and socio-psychological adaptation of university graduates to professional activity;
- to test the psychological and acmeological model of post-diploma assistance of graduates.

In accordance with the purpose and objectives, the appropriate diagnostic tools were selected and the stages of the study were determined.

3.3. Research Methods

In the process of research the following methods were used: theoretical analysis of psychological and pedagogical literature on the problem of post-diploma assistance, monitoring of social and psychological adaptation of a young specialist to professional activity, the method of psychological and pedagogical modeling.

3.4. Research Stages

The study of the problem was carried out in three stages:

- at the first stage, theoretical analysis of existing methodological approaches in psychological and pedagogical scientific literature, the thesis on the problem of post-diploma assistance, as well as the data of empirical and pedagogical studies was carried out; the problem, objective were identified, research methods were chosen, the plan is to develop and test psychological and acmeological model of post-diploma assistance for young specialists;
- at the second stage, the monitoring of employment and socio-psychological adaptation of the young specialist to professional activity was carried out; the results of the monitoring study were processed, conclusions were formulated;
- at the third stage, the approbation of the psychological-acmeological model of post-diploma assistance, "aimed at activating the internal psychological resources of the individual, the development of the professional capabilities, the formation of professional and personal mobility, so that when included in a particular professional activity, a person could fully realize himself in the profession, and if necessary, respond flexibly to the possibility of its change" [16].

4. Results and Discussion

During the first stage of experimental research, we conducted a theoretical analysis of existing methodological approaches in the psychological and pedagogical scientific literature, dissertations on the problem of post-diploma assistance, as well as the data, that is available in science empirical and pedagogical studies, as a result of which we determined that today the problem of organization of post-diploma assistance of graduates is given little attention. In this regard, there is a necessity to develop and implement a new model of training of young professionals, which provides the processes of entry into the profession of motivated highly qualified specialists.

In addition, at this stage, we have drawn up a plan for the development and testing of a psychological and acmeological model of post-diploma assistance for young professionals.



According to the results of the second stage of the study, the monitoring of employment and socio-psychological adaptation of a young specialist to professional activity was carried out.

Today, monitoring is actively used in various fields, including pedagogy and psychology. Analysis of scientific and methodological literature shows that the concept of "monitoring" is actively considered in the following contexts:

- reminding, supervising (from lat. monitor);
- the process of tracking the state of an object (system or complex phenomenon) by means of continuous or periodically repeated data collection, representing a set of certain key indicators [17];
- the system of collection, processing, storage and dissemination of information about any system and its individual elements, focused on information management of the system, enabling to judge its status at any time and giving the opportunity to predict its development) [18].

In this study, *monitoring* is a systematic holistic process that enables you to monitor the status of any characteristics in order to further incorporate the results into the process of management and change.

The analysis of the monitoring of employment of graduates of the faculty of psychology and defectology of Mordovian State Pedagogical Institute named after M.E. Evseviev in 2015-2018 is presented in table 1 [19].

Table 1. Analysis of graduates' employment (based on the results of monitoring).

Graduation year	2015	2016	2017	2018
% employed	89 % - 100 %	80 % - 100 %	82 % - 100 %	75% - 100%

Source: authors.

The analysis of the monitoring results presented in table 1 showed that more than 75% were employed in the specialty from 2015 to 2018. For such an industry as education, this is a fairly high figure. However, this is the evidence of the urgent need for young personnel in the sphere of education.

Further, we analyzed data on the age of specialists of psychological-pedagogical and defectological profiles working in educational institutions of the Republic of Mordovia. Structural analysis of the age composition of specialists in this profile showed that 34.5 % are persons with experience of less than 3 years, along with this, the predominant part (more than 50%) of specialists in these profiles are persons with experience of 15 years or more. The share of teachers-psychologists, teachers-speech therapists and defectologists with experience from 4 to 15 years is only 11.2 %. These indicators are due to the fact that the largest outflow of young professionals occurs in the 4-6 year of commencement.

Monitoring of employment of graduates of pedagogical institute enabled to describe the main problems in the area of employment and adaptation of young specialists, among which are the following: the discrepancy between specially assigned positions and demand in personnel of a particular region; insufficient level of competence and motivation to the future profession of the applicants applying at the specially assigned positions; the inability of the perceived career paths of the young specialist; inadequate system of incentives (material, social, insurance incentives) for young professionals at school; lack of mechanism of retention and staying in the profession of young professionals, etc.).

Young teachers describe the main types of problems of social and professional adaptation as following: 1) financial reasons: low wages; more favorable offers from other spheres of activity; 2) non-financial reasons: high loads in extracurricular activities; high loads in educational activities; conflicts with trainee teachers; low authority in the team; low authority among students; reluctant transfer of experience from teachers with experience to young

professionals [20, 21].

The most common forms of work on the assistance of young professionals were called the following: methodological advice (individual, group); a seminar (training, educational and practical, scientific and practical, etc.); a conference (scientific and practical, pedagogical, etc.); a creative (pedagogical) workshop; school of a novice (young) teacher; competition of professional skills; a master class and other forms [22]. Representatives of various organizations consider mentoring to be one of the efficient form of assistance for young professionals. However, as it is shown by the survey, the introduction of this form of assistance is hampered by several factors: the uncertain status of the teacher-mentor, the lack of a legal framework and methodological recommendations on the organization of the mentoring process, insufficient level of psychological and pedagogical preparedness to this kind of work of experienced teachers at high level of methodological competence [23].

During the third stage of the study, based on the results of monitoring the employment of graduates, we came to the conclusion that there is a number of problems that can be managed through the organization of the process of post-diploma assistance of graduates of pedagogical universities. This led to the necessity to develop and test the psychological and acmeological model of post-diploma graduate assistance for young professionals, consisting of three blocks:

1) targeted, within which the purpose is formulated, that is a definition of initial level of professional and personal development of the young specialist, determination of success of his adaptation on a new workplace for the purpose of definition of an individual route of professional development of the young specialist at the stage of his adaptation and entry into professional activity;

2) organizational-developing, presenting the work on the implementation of post-diploma assistance, defining the main directions and content of work on post-diploma assistance of youth (analysis of the problem, work with organizations to promote the employment of graduates, vocational education, vocational counseling, specialized training career and professional growth, etc.).

3) evaluative and effective, aimed at summarizing the work on post-diploma assistance of young professionals, determining the effectiveness of the support provided by monitoring the results of the assistance.

During the implementation of this model on the basis of Mordovian State Pedagogical Institute named after M.E. Evseev in the spring of 2018-2019 academic year, the authors of the article developed and tested an additional professional program of continued education "Psychological and pedagogical technologies in the activities of the teacher-mentor". This program was attended by 20 specialists from educational organizations of preschool and general education, as well as representatives of higher education organizations of the Republic of Mordovia. Teachers, who were trained under this program, were considered by organizations as mentors for young teachers in the first place. Analysis of the level of adaptation of young specialists to the conditions of work of the organization has enabled to allocate groups of young professionals and describe their characteristics in line with the main aspects of adaptation: professional adaptation (compliance with professional potential of the individual novice teacher requirements in the organization); psycho-physiological adaptation (problems with getting used to a new regime of work, psychological stress); social-psychological adaptation (problems related to the inclusion of the worker in system of relations of the team with its traditions, values, group norms, etc.); organizational adaptation (due to absorption of the role and organizational status of the teacher of your workplace).

In accordance with the level and characteristics of adaptation of the young specialist in each organization, individual assistance programs were developed, which included three aspects: organizational, socio-psychological and

professional [24]. The implementation of these programs is ongoing. Annual monitoring is planned to assess the results of their implementation and analyze the retention of young personnel in organizations, whose work is based on the psychological and acmeological model of post-diploma assistance.

5. Conclusion

The analysis of monitoring indicators of the level of social and psychological adaptation of a young specialist to professional activity testifies to the positive dynamics of this process. The results of the study showed that the implementation of the psycho-acmeological model of post-diploma assistance contributes to a comprehensive understanding of the profession by graduates; it enables to increase the competence of students; contributes to the formation of students' sustainable motivation for professional and personal development, readiness for professional activity and professional and personal self-development, and, in general, to effective employment and building a successful career. An effective mechanism of human resourcing, serving the regional social cluster and solving the problems of the education system of the region, is the model of post-diploma assistance of graduates.

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Conflict of Interests

The authors declare that there is no conflict of interest.

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