

**PREPARATION OF YOUNG SPECIALISTS FOR THE PROFESSIONAL  
ADAPTATION PROCESS**

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**Abstract:** This article highlights the importance of professional adaptation of specialists and the factors contributing to it. The ability to adapt to work of young specialists is of great importance for the quality of work. It is necessary to develop its pedagogical theories.

**Keywords:** professional adaptation, responsibility, pedagogical skills, psychological adaptation, labor market, teacher.

Adaptation as a process and adaptability, as a personality quality, are inextricably linked with the processes taking place in modern society. Adaptation is possible only in complex self-organizing open systems that exchange information with the external environment. Our society has entered the post-industrial period of its development, which is characterized by a rapidly growing information flow, rapid quantitative and qualitative formation of the noosphere. In such conditions, the process of human adaptation in society, in professional activity, in personal life is of particular importance.

Extremely urgent problems of professional adaptation in the pedagogical environment affect special educators. Many graduates of the Faculty of Special Pedagogy and Psychology do not go to work in special (correctional) educational institutions due to low wages and the lack of prestige of the profession of a teacher-defectologist. Although in the recent past these specialists were considered an elite group of the teaching staff. The features of teaching children with disabilities both in special (correctional) educational institutions and in the system general education require significant changes not only in the faculties of correctional pedagogy and special psychology, but also in a number of other educational programs: faculties of preschool education and primary school teachers. Despite the fact that the modern pedagogical community is faced with urgent problems related to comprehensive psychological and pedagogical support and providing a child with developmental problems, in practice the teacher still finds himself "one on one" with the difficulties of the child. And in many respects the quality of support and the creation of favorable conditions for the development of special children depend only on the characteristics of his personality and professional training. The problem of socio-psychological adaptation of a teacher is currently the most difficult and urgent for specialists involved in the management, scientific and methodological support and control of remedial education.

Note that today there is a clear gap between the capabilities of special teachers and the complexity of the tasks facing them. In pedagogical institutes and universities, special attention should be paid to such subjects as the basics of pedagogical communication, communication techniques, etc., since young teachers are often distinguished by a low level of communication skills, which reduces their ability to adapt to the profession.

When starting work, a special teacher already has certain goals and directions of behavior, in accordance with which his ideas about the new workplace are formed and, based on his goals and tasks, he makes demands on the specialist and his work behavior.

The adaptability of a person to a particular working environment is manifested in his behavior, in specific indicators of labor activity: labor efficiency; assimilation of social information and its practical implementation; growth in all types of activity; satisfaction with various aspects of work.

Adaptation to work can be primary - the initial entry of the employee into the working environment, and secondary - without changing the place of work and when changing the profession or with significant changes in the environment. It has a complex structure and is a unity of professional, socio-psychological, socio-organizational, cultural, everyday and psychophysical adaptation.

Professional adaptation is manifested to a certain extent in the mastering of professional skills and abilities, the formation of certain professionally necessary qualities, the development of a stable positive attitude of the employee towards his profession. This is manifested in familiarizing himself with professional work, acquiring professional skills, agility, sufficient for the qualitative performance of functional tasks, and creativity at work.

To eliminate some of the problems of social and psychological adaptation of special education teachers when entering the profession, it is necessary to fulfill a number of conditions. Among them:

Creating a single professional space for teachers working with problem children. This space system is necessary to determine the tasks facing the specialist in his professional activities. It is in interaction with other teachers that he can determine what goals are a priority for him, how and with what resources he can achieve them, who he can trust in his professional activities; using diagnostic, correctional, educational and consulting methods, forming a systematic view of the work of a special education teacher, clearly developing and defining planning technologies, educational content, assessment measures; External supervision and professional support of specialists to develop self-awareness and self-esteem in professional activities.

Identifying one's strengths and weaknesses in professional activities and developing the ability to effectively use personal and professional resources, determining one's own professional style;

Supporting and encouraging a professional career.

In this regard, the effective activities of special teachers, including the organization and conduct of various forms of psychological and pedagogical rehabilitation, indicate that the problem of professional adaptation of these specialists in the conditions of special (correctional) educational institutions is of state importance. It consists in developing intelligence and logical thinking in students based on the specificity of the chosen specialty, and on the basis of fulfilling this task, the professional training of students is ensured.

1. In this regard, the main criteria for professional training are the practical readiness of the future specialist for work and the level of mastery of knowledge, skills and qualifications within the specialty, adaptation to the requirements of professional activity. In fact, professional training represents the level of knowledge, skills and qualifications necessary for the further improvement of the spiritual, moral and professional qualities of a specialist throughout his entire career, the formation of professional competence. The actual implementation of the above tasks requires innovative approaches to the most important of the issues facing higher educational institutions of pedagogical education, namely the process of training future teachers. In this regard:

- creation of professional education programs that are constantly being improved based on the requirements of the labor market and the latest achievements in science, engineering, technology and economics;
- establishment of strong integration between continuing education, science and production;
- provision of educational institutions with modern material and technical base and educational and methodological literature;
- attraction of highly qualified teachers, methodologists and engineering-pedagogues to the higher education system;
- development of cognitive activity, creative abilities of future teachers, as well as instilling in them active professional motivation;

- the widespread introduction of innovative teaching technologies into the educational practice of higher educational institutions is one of the necessary factors. These factors, which determine the effectiveness of the process, ensure the effective implementation of the social requirements set for the system of training junior specialists in the context of the "National Program for Personnel Training" and create the need for fundamental research related to improving the content of professional training.

It is known that the issues of choosing a profession, career guidance, and vocational education have been expressed in the form of rare ideas in the "Holy Quran", Hadiths, which have been an important source in the formation of the spirituality of our people for thousands of years in Eastern pedagogy, combined with the science of Sufism, as well as in the scientific heritage of the great thinkers Muhammad Ismail al-Bukhari, Muhammad Isa at-Tirmidhi, Mahmud Kashgari, Abu Nasr al-Farabi, Yusuf Khos Hajib, Husayn Voiz Kashifi, Amir Temur, and Alisher Navoi. We can also see the confirmation of these ideas in Abu Rayhan Beruni's commentary on the work of a teacher. Beruni considered the selection of a teacher to be the first and main task of parents to educate young people. For this, the teacher is required to be polite, honest, well-versed in his subject and teaching rules, clean, and an example in behavior and posture. If, says Beruniy, the educator himself is not an example, if he does not follow what he says, his demands and upbringing are ineffective. In the works of Mahmudkhodja Behbudiy, Abdulla Avloniy, Abdurauf Fitrat, who are considered the founders of modern pedagogy, education and upbringing and the role and services of the teacher in this process are interpreted in their own way, based on the socio-political life of the era. In particular, Abdulla Avloniy specifically touches on the activities of the teacher, assigning the intellectual development of the child not to the family, but to the school, to the teachers: "The upbringing of thought is the most necessary, it has been appreciated for a long time, it has been the focus of teachers, it has been entrusted to their conscience.

For the effective implementation of the professional and active adaptation of the modern pedagogue, it is advisable to strictly adhere to the following aspects, which are considered to be the specific features of the modern teaching method;

- programming and planning the educational process in accordance with scientific and ideological principles;
- adapting the level of complexity of the educational material and the pace of learning to the age and individual psychological characteristics of the students;
- ensuring the interdependence and harmony of the theoretical and practical training of students;
- increasing the activity of students and the autonomy of the educational process;
- combining individual, practical and collective work of students;
- accelerating the educational process using modern technical means and many technical modes;
- stratifying education and combining academic disciplines in the latest projects of complex computer programs.

**In conclusion**, it should be noted that adaptation is a social process of assimilation of a new working situation by a person, when the person and the working environment are actively interacting with each other. It has a complex structure and is a unity of various types of adaptation of professional, socio-psychological, socio-political and cultural and everyday life.

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