

“ADAPTATION OF THE TEACHER TO PROFESSIONAL AND PEDAGOGICAL ACTIVITY AT THE UNIVERSITY”

¹Dilrabo InatovnaMukumova, ²Adiba ErgashevnaShaymanova, ³Sevara BakhodirqiziYarova, ⁴Dilbarxon Abdurakhmanova, ⁵Aziza UktamovnaKurbonova

¹Associate Professor, Doctor of Philosophy (PhD) in Pedagogical Sciences, Tashkent Institute of Irrigation and Agricultural Mechanization Engineers, Tashkent, Uzbekistan.

²Associate Professor, Candidate of Philosophical Sciences, Karshi State University, Karshi, Uzbekistan.

³Trainee researcher, Tashkent Institute of Irrigation and Agricultural Mechanization Engineers, Tashkent, Uzbekistan.

⁴Senior Lecturer, Namangan Institute of Engineering and Technology Namangan, Uzbekistan.

⁵Teacher, Karshi State University, Karshi, Uzbekistan.

ABSTRACT:

The paper examines the phenomenon of personal adaptation in a rapidly changing external environment; provides definitions of the concept of adaptation proposed by various scientists; analyzes its types and functions. The author examines the process of teacher adaptation in the system of continuing professional education, identifies the stages of this process, and the factors that affect the success of teacher adaptation. It is proposed to conduct the adaptation process more purposefully and effectively on the basis of the existing institutional forms of teacher training.

Keywords:

Adaptation, professional adaptation, professional and pedagogical adaptation, stages of professional and pedagogical adaptation of a higher school teacher.

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INTRODUCTION

Adaptation as a process and adaptability as a property of the individual are inextricably linked with the information processes taking place today in nature, society, and the technosphere. Adaptation is possible only in complex self-organizing open systems that exchange information with the external environment. Our society has entered the post-industrial era of its development, which is characterized by an exponentially increasing flow of information, rapid quantitative and qualitative formation of the noosphere. In these conditions, the process of adaptation of a person in society, in professional activity, in personal life is more important than ever.

The term "adaptation "was first introduced into the scientific vocabulary by the German physiologist Aubert in 1865 to characterize the phenomenon of" adaptation " of the sensitive organs (vision, hearing) to the effects of appropriate stimuli. The first scientific ideas about

biological adaptation were laid down by Ch.Darwin and his followers. Adaptation was considered by them as a set of beneficial changes for the body, representing a more or less correct reflection of the environment. Research by I. M. Sechenov, I. P. Pavlova, expanding our understanding of adaptation, led to the understanding that biological adaptation is based on one of the most essential properties of living matter - the desire for balance. The essence of life and its development are determined by internal contradictions, unity and struggle of opposite processes, such as stability and variability, assimilation and dissimilation, action (activity) and reaction (reactivity), excitation and inhibition.

IMMANENT PROPERTIES OF ADAPTATION

Adaptation is a measure of the unity of these opposites, the result and means of resolving the internal and external contradictions of life, and thus one of its universal immanent properties.

From the standpoint of biology and physiology, two contexts of the concept of adaptation are accepted: as a mechanism for the evolution of a biological species, a community, and as a mechanism for the adaptation of individual individuals to the influence of the external environment.

From the point of view of the social sciences, several formulations of the phenomenon of adaptation and its characteristics are proposed. "Adaptation" (from the Latin. adaptatio-to adapt, to arrange) - the adaptation of the organism, the individual, their systems to the nature of individual influences or to the changed conditions of life as a whole. Adaptation compensates for the shortcomings of habitual behavior in new conditions. Thanks to adaptation, opportunities are created for the optimal functioning of the body, the individual in an unusual environment.

In relation to higher education, the social environment for a novice teacher is the teaching teams of departments, faculties, and universities, which must ensure that each individual teacher is "introduced, interacted with, and coordinated" with it. Scientists have established a number of features of social adaptation, which are based on the following aspects:

1. Social adaptation has socially transformed ways and means of entering the individual into the social environment, which differ from adaptive mechanisms in the animal world;
2. Social adaptation of the individual is a dynamic phenomenon that has a number of stages, the sequence of deployment of which is different for different individuals;
3. In public life, the adaptation of the individual is a condition and prerequisite for effective human activity
4. The result of personal adaptation, reflecting the degree of its involvement in the social environment and the nature of relationships with it, is such a property as adaptability.

Psychological adaptation is closely related to social adaptation and is conditioned by the social nature of changes in the environment and human consciousness. Psychological adaptation is

a process that occurs in response to a significant novelty of the environment, including the motivation of adaptive behavior of a person, the formation of goals and programs of his behavior.

RESULTS AND DISCUSSION

Psychological adaptation gives the dynamics of adaptive activity an individual-emotional coloring in accordance with the characteristics of the individual's psyche. The nature of the course of psychological adaptation depends on the characteristics of professional adaptation, since the source of emotional tension and discomfort can be mistakes and failures of the professional plan. According to the theory of A. L. Wenger, the reason for the individual's maladaptation may lie in the psychological features of the adaptable personality; the features of his activity; the features of the relationships that develop in this activity with others.

The core of adaptation is professional adaptation. It has its own structure, form, content, mechanisms, driving forces, trajectory, trends and development patterns that can be psychopedagogical correction from the inside (by the teacher) and externally (by the team). Its most general definition belongs to K. K. Platonov: "Professional adaptation to new conditions of activity is carried out by systematic implementation of increasingly complex activities in these new conditions."

Speaking about the professional adaptation of a novice teacher, P. A. Sheptenko defines it as the process of improving the knowledge, skills and abilities acquired at the university, pedagogical skills, as the ability to make an optimal choice of methodological techniques in the course of activity, depending on the specific situation of the educational process, to anticipate the results of the pedagogical impact of the team and individual, adaptation to the specific conditions of the organization of work.

Professional adaptation is multifunctional.

- First, it is a necessary condition and, at the same time, a means of optimizing

human interaction with professional activities and the professional environment.

- Secondly, it contributes to the development of a person and is an integral part of the professional development of the individual.

- Third, it is necessary when a person masters any professional activity. Professional adaptation is the mastery of a person's value orientations within a given profession, the awareness of the motives and goals in it, the convergence of the orientations of a person and a professional group on the basis of readiness for professional activity.

CONCLUSIONS

The problems and contradictions of adaptation of university graduates to professional activities are expressed in the type of adaptation that they demonstrate in the workplace. According to the results of the survey, only half of the graduates demonstrate progressive or normal adaptation, which is characterized by a rapid or normal course of the adaptation process and its positive result, the absence of acute contradictions between the requirements of the professional activity and the environment and the capabilities of the young specialist. The rest either experience significant difficulties in adapting (difficult adaptation), or cannot adapt to the conditions of professional activity in the workplace (maladaptation). This situation indicates that the process of professional training at the university is not focused on the professional adaptation of future specialists and does not fully take into account the current requirements of the labor market and production to the professional competence of a specialist.

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