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Some issues of formation of graduates' readiness for professional activity

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Abstract. The article deals with the problems of graduates' readiness for professional activity, analyzes the psychological aspects of graduates when looking for a job, examines the role of teachers in fostering a mature attitude to the future professional activity of a graduate. Graduation from a higher educational institution is an important stage in a student's life. At this stage, the issue of employment and readiness for professional activity becomes relevant. The university's promise that after graduation its graduates will be in demand in the labor market often turns out to be unworkable.

The first and main aspect of a student's readiness for professional work is knowledge of his/her field. Any graduate should clearly understand who he wants to become, what kind of work he wants to do. To do this, it is necessary to fully familiarize the future specialist with the theoretical and practical basis of his future profession, as well as give him the opportunity to undergo an internship in his chosen field [1].

The second thing that is important for graduates' readiness for professional work is mastering the skills of independent work and teamwork skills. It is necessary to teach the student to operate with knowledge and skills in different situations, not to be afraid of conflict situations and to find ways to solve difficult problems. As a result, the student will gain experience that will be useful to him at work.

The third aspect of graduate readiness is the ability to apply the knowledge gained in the learning process. As a rule, students do not always realize how the knowledge gained during their studies will be applied in real life, because our higher education often pays insufficient attention to the connection between theory and practice [2].

The fourth aspect of readiness is readiness to undergo a complex and lengthy process of official employment. Starting with personal resume development and ending with successful phone calls after negotiations with the employer, students should be prepared for the difficulties of finding their first job.

Keywords: problems of employment, graduates, job search, professional activity

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Methods. An important task of teachers is the formation of motives already at the first stages of training, giving further meaning to the student's studies. At the same time, it is necessary to support the effective and fruitful work of each student, so that this will be the basis of his self-study and self-improvement in the future [3].

Graduates, studying at a university, acquire certain knowledge and skills, but young graduates do not always acquire the professional qualities that employers need for that particular period of time. In addition, newly minted specialists have insufficient experience after studying at a university for a competent independent presentation of themselves [4]. These factors significantly complicate the rapid employment of graduates in the modern labor market.

Results. For young professionals, it is necessary to create such conditions under which they would be able to qualitatively use the knowledge, skills and abilities acquired at the university [5]. It is necessary to take into account the psychological state of a graduate looking for a job for the first time. Since young specialists, overflowing with knowledge, energy and filled with ambitions, after receiving a refusal from employers a couple of times, panic. Somewhat confused, they come to the employment service to register, replenishing the ranks of the unemployed.

A person experiences frustration, disbelief in his own strength, which sometimes leads to stressful situations, personal problems and disorders. Emotional experiences and the inability to realize their potential in some extreme conditions cause unmotivated aggressiveness, in others complete apathy.

When applying for employment, graduates experience three blocks of psychological difficulties.

Graduates often have little interest in vacancies in the labor market. Firstly, a young specialist cannot find a job and find a job immediately after graduation. The labor market has a different orientation, their discrepancy between supply and demand is expressed in the qualitative discrepancy between the jobs offered by enterprises and the university training of graduates. And on the other hand, psychological problems, such as personality formation disorders, psychological traumatization, violations in the system of claims, values and needs, and, as a result, the graduate is maladapted and cannot correctly assess the situation [6].

Secondly, inexplicable suspiciousness and resentment, increased conflict, obsession with their own experiences speak of incorrect self-esteem of the graduate. The lack of a sense of self-esteem, a sense of personal dignity and self-importance contribute to the development of an inferiority complex.

Thirdly, young professionals often do not study the statistics of wages in this particular sector and, as a result, they expect much more pay than it is. Modern graduates have increased motivation for material benefits, but do not seek to accumulate experience and work experience.

The organization of employment promotion centers in universities is able to comprehensively solve such difficulties. Mediation between employers and graduates provides psychological assistance to both graduates and students [7]. First of all, this is professional counseling, the purpose of which is the psychological diagnosis of the student's inclinations and abilities. Most teenagers and many adults are unable to

independently and adequately choose a profession. A free, conscious and independent decision can be made only on the basis of knowledge of the entire situation on the labor market and the ability to manage it. At senior courses, these are seminars, trainings on employment technology, which give an opportunity to prepare for an active job search after graduation, gain effective communication skills, consider individual ways to establish and maintain contact in various situations of interaction and conversation, identify shortcomings and communication stereotypes.

Every year the labor market becomes more and more competitive. Students should not only have recognized specialized knowledge, but also demonstrate the ability to work in a team, communication skills, project management, analysis and decision-making, as well as the ability to self-development. However, not many universities are able to provide their graduates with all the necessary competencies [8].

Here, the role of education that students receive at universities comes to the fore. Teachers play a key role in shaping students' readiness for future professional activity. This applies both to the level of special knowledge and to skills and abilities.

At the initial stage of training, teachers give students the knowledge necessary to fulfill future professional tasks. They are direct sources of information and experience. However, the mission of teachers is not limited only to the transmission of information. They should also open the way for students to independent thinking, to the development of creativity and initiative. Teachers should pull up each student, as well as help students understand how they can use their knowledge in the real world.

There are several approaches to the development of students' abilities that teachers can use in their work. Teachers can set tasks that at first glance look difficult for students, but which can be solved by applying creativity and new ideas. It is also important to give an example of real situations that cause problems and challenges that may arise in professional activity. Teachers can help students learn how to react to unpredictable situations, how to prepare in advance and how to solve problems in the process of their occurrence.

Conclusion. Each specialty has its own specifics. And more experienced teachers understand the importance of acquiring specific knowledge, as well as developing certain skills in each specific area. Their educational process is aimed at the formation and development of professional skills and competencies for students, which are based on theoretical and practical knowledge about the subject.

In general, the role of teachers in the formation of students' readiness for professional activity depends on a stable connection between theoretical and practical knowledge, as well as the rational use of modern technologies. Teachers should create the necessary conditions and learning structures that will allow students to apply their knowledge, develop creativity and initiative, as well as possess the necessary skills and knowledge for a successful career start.

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