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# TO THE QUESTION OF SOCIO-PROFESSIONAL ADAPTATION OF GRADUATES

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**Abstract**. Creative activity of students forms under the influence of organizational culture of university, part of which are: system of values; mission, strategy, traditions; moral and psychological climate; educational process, educational and extracurricular activities. At the same time, creative activity of students contribute to the formation and development of personal qualities, skills and abilities of students, significantly impact on the level of professionalism of graduates, their social and professional adaptation. Main components of organizational culture of universities are considered in this article. The results of a sociological survey of graduates of Tyumen universities are being analyzed in this article, the purpose was to identify the degree of university's organizational culture influence on social and professional adaptation of graduates. Major problems are identified in organizational culture, impeding the development of creativity and creative activity of students, also measures to solve them are proposed.

**Keywords:** organizational culture of university; creative potential of students; creative activity of students; socio-professional adaptation.

The fast pace of development of production, science and technology are the cause of increasing requirements for modern specialist who must learn new achievements. The decisive role in motivating activities such specialist must play the need for self-development, creative realization and self-improvement [1].

The analysis of scientific literature allows to identify a number of factors that influence the formation of creativity and creative activity of students. These factors can be subdivided into two groups: internal and external (fig. 1).

Internal factors include socio-demographic characteristics, educational, professional and creative motivations, values and personal qualities, skills; external factors include organizational culture of the university and existence (or absence) of creative approach of teacher to training and education.
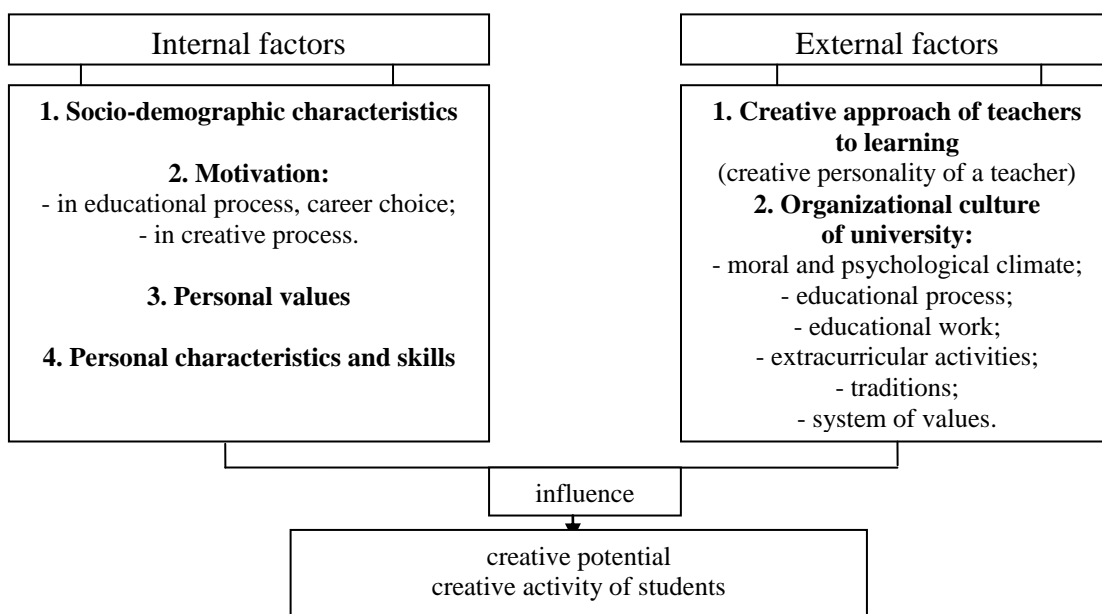
| Internal factors | External factors |
|---|---|
| **1. Socio-demographic characteristics**<br><br>**2. Motivation:**<br>- in educational process, career choice;<br>- in creative process.<br><br>**3. Personal values**<br><br>**4. Personal characteristics and skills** | **1. Creative approach of teachers to learning**<br>(creative personality of a teacher)<br>**2. Organizational culture of university:**<br>- moral and psychological climate;<br>- educational process;<br>- educational work;<br>- extracurricular activities;<br>- traditions;<br>- system of values. |

influence

creative potential
creative activity of students

Fig. 1. **Factors that influence on the formation of creative potential
and creative activity of students**

The influence of the university organizational culture on the formation of student's creative personality cannot be overestimated (fig. 1, 2) [2, 3, 4, 5].

**Method.** In order to study the degree of university organizational culture influence on the social and professional adaptation of students a survey 48 graduates of of Tyumen of universities was held, which were active in student life while studying in high school, and a career that can be called a success. The criteria for successful professional realization of graduates were classified as executive positions; existence their own business; existence of a scientific degree; implementation in creative work (criteria – fame, popularity).

Social-demographic characteristics are demonstrated in Table 1.

*Table 1*

**Social-demographic characteristic of respondents**

| Characteristics | | % |
|---|---|---|
| Gender | Female | 57.1 |
| | Male | 42.9 |
| Age | under 25 years | 10.7 |
| | 26 - 35 years | 60.7 |
| | 36 years and older | 28.6 |
| Field of activity | Senior manager | 46.4 |
| | Businessman | 28.6 |
| | Managers | 14.3 |
| | Scientist | 10.7 |
| Time since graduation (years) | 1 year | 7.2 |
| | 2–3 years | 32.1 |
| | 4 and more years | 60.7 |

**Results.** More than half of respondents (56.4 %) used to take part in creative life of universities. Also third part of them (32.1 %) used to have their own researches; every second student used to take part in different creative communities (50.4 %); every third student used to go in for sports (30.7 %).

According to the survey, most graduates think that their creative life helps them in their careers, fourth part of students agree (78.4 %). At the same time every fifth student assumes that creative life doesn't have any influence on their career ladder (21.6 %).

More than half of respondents indicated that participation in creative life of university contributed to the development of communication skills which are necessary for their careers (60.7 %); more than third of respondents indicated that creative activity contribut-ed to the development of creative thinking (39.2 %); one of five thinks it helped to improve overall cultural development (21.4 %). One in six said that the reference of participation in creative activity of university positively impacted on the opinion of the employer (17.9 %).

As the purpose of the study was to show the influence of organizational culture of universities in the creative activity of students, questions were added in the questionnaire about assessment of moral and psychological climate in university.

It should be noted that a significant number of respondents evaluated the relationship of teachers and students at the university as a warm, friendly and conflict-free (58.9 %), these of respondents (29.2 %) indicated discomfort, conflict relations in student-teaching staff. The remaining 11.9 %

of the respondents pointed to a neutral psychological climate among students.

At the same time the graduates were asked to assess the degree of influence of the moral and psychological climate in university on students' creative activity. It should be mentioned that 87.2 % respondents indicated the presence of influence of emerging moral and psychological climate in universities and creative activity of students. Only 12.8 % mentioned that psychological impact on the climate of the university is non-significant.

During the evaluation of impact of administration and teachers in universities on the formation of motivation for creativity, almost three-quarters of surveyed graduates of the university emphasized that the creative activity of students is not prestigious among students, which significantly reduces the interest in creative activities (71.4 %). 17.8 % of respondents indicated that during his student years they faced with negative attitude of teachers to students creative life. 10.7 % directly pointed out that during their study at the university students' creativity was not welcomed by either teachers or students.

**Discussion.** In general, graduates of the university evaluate influence of organizational culture on creative potential and creation activity rather high.

At the same time, during the survey the following problems in organizational culture that prevent the development of creative potential and creative activity were identified. They need to be solved.

The problems are:

- low level of students' awareness about creative life of university despite high interest in this field;
- mismatch of needs and demands of students in curricular and extra-curricular actions directed on development of creativity and creative activities, offered by modern universities;
- low prestige of scientific researches and art programs offered by universities;
- practical absence of active learning methods of students in teaching process;
- negative attitude of majority of teachers to students' creative life in university.

**Conclusion.** There is a number of ways directed to improve organizational culture of universities which should help to organize students' art:

1) Measures to improve socio-psychological climate of teachers' and students' groups by providing team trainings and conflict management; collaborative trips, hiking, celebrations.

2) Measures to improve the qualifications of teaching staff (courses aimed on development of knowledge and skills of teachers applying active forms and problem-oriented teaching methods, training).

3) Measures to implement unified university policies that ensure active development of creative potential and creative activity of students (development of special programs aimed on increasing creative activity of students, publication of guidelines addressed to teaching staff, declaring the strategy of cultivating of values of creativity among students, active promotion, as among

teaching staff as among students value and prestige of creative realization).

4) Measures to increase the teacher's role in improving students' creativity:

- formation of favorable psychological climate in interaction "teacher - student" by methods of social psychology (team building training, cohesion, public speaking);

- realization of personal-oriented approach in teaching;

- improvement of work of teachers to increase students' creative motivation (creating conditions for practicing creative activities in framework of university, promotion of creative activity of students).

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