

**Nina Pentii**

Kyiv National University of Technologies and Design  
**Scientific supervisor - associate professor Halyna Dovhopol**

## **ADAPTATION OF YOUTH TO PROFESSIONAL ACTIVITIES IN A GLOBALIZED WORLD**

The world is changing, technology is advancing, and the opportunities for creating robots and programs are increasing. Experts agree that many professions will disappear. Those specialties that will not be able to displace programs and AI will be popular. For example: doctors, teachers, hospitality specialists, personal service. The professions of the future in the world will arise completely new and transformed from old ones (Boliubash, 2009, 88-95).

Entering the 21st century, the world began to actively develop intelligence. In the 2000s, computers, smartphones, the Internet and various gadgets became popular. There was an opportunity to obtain knowledge in free access, without leaving home. The most sought-after professions are programmers, software developers for computers and smartphones, professions that require communication skills. At the same time, discussions on environmental topics intensified. The questions of how to recycle garbage, how not to pollute the world ocean, how to preserve minerals, how not to harm our planet, how to master new planets of the Solar System, etc., are becoming relevant. Futurists and researchers in the professional sphere assume that by 2025-2030, about a hundred new professions will appear. The most popular of them are: urbanist-ecologist, architect of zero-energy buildings, designer of children's and medical robots, intellectual property appraiser, designer of airships.

Professionalization passes through the entire career path of personality development, with clearly defined periods and stages characterized by more or less

significant changes in career requirements. The success of professionalization depends on the extent to which the individual and psychological characteristics of the individual meet the requirements of the profession. Under the influence of the family, the initial system of the subject's attitude to the professional world and to himself as a future profession is formed. In some cases, parents are able to negatively affect the career destiny of their children, clinging to professions that are unfamiliar to the child. In the integrated student environment, there is also an objective contradiction between a person's ideas about the chosen profession (education, conditions, salary, etc.) and its true nature. Only 13.4% of first-year students have a professional status. Basically, these students consciously and independently made their own professional choice, that is, they experienced a "choice crisis" and independently formed a system of knowledge about themselves, about professional values and life beliefs.

It should be noted that today's labor market demands that future special education specialists have basic professionally important personal qualities, as well as the ability to analyze their professional activities, improve their professional skills, and learn new professional directions, which requires the need to develop a personal resource. Such thus, the main areas of professional education are the implementation of interrelationships between all disciplines of the profile curriculum, which ensures the formation of thorough knowledge and the ability to apply it to solve specialized tasks. Thus, the development of society at the current stage is characterized by extremely complex processes that lead to significant qualitative changes in all spheres of human activity.

Specialists in special education can function successfully only if they possess certain life values, qualities and competencies that guarantee them sustainable development, social mobility, creative personal position and flexible adaptation to all changes. Professional competence is a person's ability to her exercise of certain powers in professional activity. Competence characterizes a person's integration into professional activity, social and psychological maturity, professional

outlook and corresponding values. The process of forming these professional abilities is the most difficult (Rudnitska, 2016, 241-244). What does professional growth mean?

This is a qualitative improvement of oneself as an employee and creator, as a responsible and executive employee. Regardless of the field in which a person works, he or she can perform the work poorly, satisfactorily, well and excellently. But the transition from a poor or mediocre worker to a valued great worker is certainly each one's strengths (Sembrat, 2019, 188-194).

As with any improvement, skill development occurs in stages. They can be accelerated thanks to a friendly workplace, a comfortable team, a responsible manager and an understanding family. If you are unlucky, they may be delayed or stopped altogether.

#### REFERENCES

1. Boliubash, N.M. (2009). Teoretychni zasady formuvannia profesiinoi kompetentnosti maibutnikh ekonomistiv. Naukovi pratsi [Chornomorskoho derzhavnoho universytetu imeni Petra Mohyly kompleksu "Kyievo-Mohylianska akademiia"]. Ser.: Pedahohika. T. 112, Vyp. 99. - S. 88-95.
2. Rudnitska, K. V. (2016). Sutnist poniat "kompetntnistnyi pidkhid", "kompetentnist", "kompetentsiia", "profesiina kompetentnist" u svitli suchasnoi osvitnoi paradyhmy. Naukovyi visnyk Uzhhorodskoho universytetu. Serii: Pedahohika. Sotsialna robota. Vypusk 1 (38). S. 241–244.
3. Sembrat, A. (2019). Osoblyvosti funktsionuvannia osobystisno zoriientovanoi tekhnolohii vykhovannia v osviti. Pedahohichna osvita: teoriia i praktyka. Tom 1. № 26. S. 188–194. DOI: <https://doi.org/10.32626/2309-9763.2019-26-1>.