

The Importance Of Adaptation To The Production Environment In Vocational Training

Mardanov Maqsudbek Makhmudovich

Termez State Pedagogical Institute

Deputy Dean for Academic Affairs

Tel; +998 94 015 27 10

Annotatsiya: Ushbu maqolada malakaviy amaliyot jarayonida talabalarning ishlab chiqarish muhitiga moslashuvi, uning kasbiy shakllanishdagi oʻrni va muvaffaqiyatli adaptatsiyani taʼminlovchi omillar tahlil qilingan. Mazkur tadqiqotda moslashuv jarayonining psixologik, ijtimoiy, texnologik va tashkiliy jihatlari oʻrganilgan. Shuningdek, ishlab chiqarish sharoitida talabaning amaliy koʻnikmalarini rivojlantirish, jamoaga integratsiyalashish va kasbiy kompetensiyasini mustahkamlashga qaratilgan samarali takliflar keltirilgan. Tadqiqot natijalari malakaviy amaliyot jarayonini optimallashtirish va talabaning kasbiy faoliyatga tayyorligini oshirishda foydali boʻladi.

Kalit soʻzlar: malakaviy amaliyot, moslashuv, ishlab chiqarish muhiti, kasbiy kompetensiya, psixologik adaptatsiya, ijtimoiy integratsiya, koʻnikma, mentorlik.

Аннотация: В данной статье рассматривается адаптация студентов к производственной среде во время учебной практики, её роль в профессиональном развитии и факторы, обеспечивающие успешную адаптацию. В работе анализируются психологические, социальные, технологические и организационные аспекты процесса адаптации. Также приведены рекомендации по развитию практических навыков, интеграции студентов в коллектив и укреплению профессиональных компетенций. Полученные результаты могут быть полезны для оптимизации учебной практики и повышения готовности студентов к профессиональной деятельности.

Ключевые слова: учебная практика, адаптация, производственная среда, профессиональная компетенция, психологическая адаптация, социальная интеграция, навыки, наставничество.

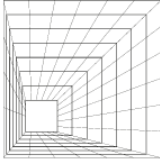
Annotation: This article examines student adaptation to the production environment during internship training, its role in professional development, and the factors that ensure successful adaptation. The study analyzes psychological, social, technological, and organizational aspects of the adaptation process. Practical recommendations are also provided to enhance students' skills, facilitate integration into the work team, and strengthen professional competencies. The findings of this study can be useful for optimizing internship programs and improving students' readiness for professional activity.

Keywords: internship training, adaptation, production environment, professional competence, psychological adaptation, social integration, skills, mentoring.

Introduction

In the current era of globalization and increased competition, along with the professional competencies of young specialists, the level of adaptation to the production environment is also of great importance. Qualifying practice is the main stage of gaining professional experience, connecting the student's theoretical knowledge with real practice. During the practice, direct acquaintance with the production environment, adaptation to production technologies, the culture of the work team, and the internal procedures of the enterprise play a decisive role in the formation of the student as a future specialist.

Content and objectives of professional practice



The main tasks of the qualification internship are:

- professional skills and competencies in students;
- learn to work with real production technologies;
- teamwork, work culture and compliance with discipline requirements;
- skills in solving professional problems;
- future job requirements.

The process of adaptation to the environment is the most important factor in the implementation of these tasks .

The essence of adaptation to the production environment

Adaptation to the production environment is the process of a student's gradual adaptation to the real conditions of production, technologies, work team, discipline, and enterprise culture. The adaptation process consists of psychological, social, professional, and technological components.

The main types of adaptation:

1. Orientation stage - The student enters a new environment: receives initial information about the internal structure of the enterprise, tasks, technology, and team. Stage of "observing and understanding" the environment.
2. Active adaptation stage - The student actively participates in the work process, performs practical tasks with the support of a master or mentor. The application of new knowledge and skills in practice begins.
3. Skill Formation Stage - The student increasingly clearly understands the tasks he/she is performing, begins to work independently, and his/her ability to work in a team is stabilized. Errors in the work process are reduced.
4. Full integration stage - The student is able to work as a full member of the production team, independently plans tasks, assumes professional responsibility. Fully adapts to working conditions.

Stages of the adaptation process

1. **Introduction stage** - the student receives initial information about the company's activities, technology, and team.
2. **Integration stage** - active participation in the work process, completion of practical tasks.
3. **Activation stage** - the student is ready to make independent decisions and take responsibility .
4. **Stabilization stage** - the student is able to work systematically as a member of the production team.

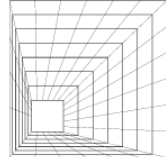
The importance of adapting to the production environment

Effective organization of the process of adaptation to the production environment is important for the student's professional development, successful integration into the labor force, and strengthening practical skills. It is advisable to improve this process in the following areas :

1. Strengthening the preparatory phase for the internship

The effectiveness of adaptation depends on the student's preparation before arriving at the enterprise. Therefore, educational institutions:

- conducting special seminars and trainings on the production environment, work culture, and professional ethics;
- organizing practical training on technical safety, labor discipline and organizational culture;
- creating motivation in the student towards the activities of the enterprise, explaining the relevance of the future profession;



- Psychological preparation of the student through pre-internship interviews makes adaptation much easier.

2. Strengthening cooperation between the enterprise and the educational institution

The main condition for effective adaptation is the organization of the practice process in a systematic, planned and unified manner. Therefore:

- implementation of **cooperation programs, joint plans, and mentoring systems** between enterprises and faculties;
- developing **an individual practice plan** for each student;
- Organizing practical seminars, workshops, and mentoring programs with the participation of company representatives significantly improves the quality of practice.

3. Introduction of a mentoring system

One of the most effective ways to facilitate the adaptation process is to individually pair the student with an experienced employee. The role of the mentor is to:

- ensuring that the student understands the enterprise in the early days;
- explaining practical tasks and giving instructions;
- assisting the team in the integration process;
- correcting student mistakes in a timely manner;
- psychological support.

Experience shows that in enterprises where mentoring is available, the adaptation period is reduced by 30–40%.

Planning practical tasks in a person -centered manner

Gradual involvement of the student in the real production process accelerates adaptation. Therefore:

- giving simpler tasks first, then more complex ones;
- distribution of tasks based on the student's interests and professional orientation;
- effective use of the student's strengths based on an individual approach;
- direct involvement in a real project or work process

gives great results.

Develop relationships with the team

During the adaptation process, the student must not only complete technical tasks, but also enter the psychological environment of the team. To do this:

- holding team meetings, introductory meetings;
- involve students in working in small groups;
- organizing open dialogue and experience-sharing sessions between students and staff;
- conducting socio-psychological trainings

enhances coherence with the team.

6. Monitoring and evaluating the adaptation process

depends on regular monitoring and evaluation. To do this:

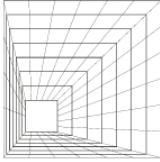
- weekly or monthly reports;
- between mentor and student;
- evaluation of student performance by the enterprise management;
- Taking prompt action on student problems

necessary.

higher in enterprises with a monitoring system .

7. Provide psychological support and motivation

A new environment, a new team, and new demands can cause psychological difficulties for a student. Therefore:



- conversations with a psychologist, stress management training;
- encourage student success;
- help with difficult tasks;
- strengthen intrinsic motivation by explaining the importance of practice

significantly facilitates adaptation.

8. Analysis and conclusions at the end of the internship

adaptation to be effective, the process must be analyzed not only at the beginning, but also at the end:

- on the student's internship experience;
- a letter of recommendation from a mentor;
- final analytical meeting between the enterprise and the educational institution;
- develop joint plans for future improvements.

This serves the continuous development of the practice system.

Conclusion

Adaptation to the production environment during qualification practice plays a decisive role in the professional development of students. This process not only strengthens the student's theoretical knowledge and practical skills, but also facilitates integration into the labor team, mastery of organizational rules, understanding of workplace culture, and readiness for real production conditions.

Successful adaptation helps students develop key professional competencies, including decision-making, problem-solving, effective communication, time management, and the ability to work independently. It also fosters psychological resilience, enabling students to cope with stress, overcome challenges, and maintain productivity in unfamiliar environments.

Moreover, the adaptation process contributes to social and emotional growth, as students learn to collaborate with colleagues, build professional relationships, and understand team dynamics. By gradually exposing students to real production tasks, mentoring, and feedback, educational institutions and enterprises can accelerate the integration process, ensuring that students transition smoothly from academic learning to practical application.

List of used literature

1. O'zbekiston Respublikasi Prezidentining 2022-yil 6-apreldagi "Ta'lim tizimida sifatni ta'minlash bo'yicha kompleks chora-tadbirlar to'g'risida"gi qarori.
2. O'zbekiston Respublikasi Ta'lim vazirligi (2022). "Ta'limda amaliyotlarni tashkil etish metodlari". Toshkent: O'qituvchi nashriyoti.
3. Abdurakhmanov, Q. Labor psychology. - Tashkent: Science, 2019. - 256 p.
4. Azizkhozhaev, N. T., Tojiboev, N. Pedagogical skills. – Tashkent: Teacher, 2020. – 232 p.
5. Aliev, Sh. Labor relations and adaptation processes. – Tashkent: Economy, 2021. – 190 p.
6. Berdiev, B. Organizational foundations of production. – Tashkent: Fan, 2018. – 210 p.
7. Boriev, A. Practice and innovation in education. - Samarkand: SamDU publication, 2022. - 176 p.
8. Ganiev, A. Fundamentals of professional training. – Tashkent: Finance, 2019. – 198 p.