

El uso de tecnologías digitales en la práctica de la adaptación de jóvenes profesionales.

The Use of Digital Technologies in the Practice of Adaptation of Young Professionals.

ELENA V. BEZVIKONNAYA

Omsk State Pedagogical University (14 Nab. Tukhachevskogo, Omsk, 644099, Russia)
bezvikonnaja@rambler.ru.

ORCID: <https://orcid.org/0000-0002-2837-8609>

ALEXANDER V. BOGDASHIN

Omsk State Pedagogical University (14 Nab. Tukhachevskogo, Omsk, 644099, Russia)
budo-omsk@mail.ru

ORCID: <https://orcid.org/0000-0002-4237-6570>

ELENA V. PORTNYAGINA

Omsk State Pedagogical University (14 Nab. Tukhachevskogo, Omsk, 644099, Russia)
portnjgina@mail.ru

ORCID: <https://orcid.org/0000-0002-1049-2710>

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Resumen: El artículo aborda la aplicación de un enfoque institucional que permita estimar la efectividad de la tecnología de adaptación para jóvenes profesionales utilizada por las instituciones educativas en Omsk (Rusia). El método estructural-funcional determinó la posibilidad de divulgar el contenido de adaptación como una tecnología personal independiente incluida en los procesos de digitalización.

Abstract: The article addresses for the application of an institutional approach that allows estimation the effectiveness of the adaptation technology for young professionals used by educational institutions in Omsk (Russia). The structural-functional method determined the possibility of disclosing the adaptation content as an independent personnel technology included in the digitalization processes. The results of

Los resultados del estudio implican identificar el potencial de adaptación digital de los jóvenes profesionales en las instituciones educativas. El valor científico de los hallazgos radica en la identificación y análisis de las tecnologías existentes para la adaptación de jóvenes profesionales y la evaluación de su potencial en el contexto de la política de personal implementada de una institución educativa.

Palabras clave: Política de personal; tecnología de adaptación; digitalización; jóvenes profesionales; Instituciones educativas.

the study involve the identify the potential for digital adaptation of young professionals in educational institutions. The scientific value of the findings is in identifying and analyzing of existing technologies for the adaptation of young professionals and the assessment of their potential in the context of the implemented personnel policy of an educational institution.

Keywords: Personnel policy; adaptation technology; digitalization; young professionals; educational institutions.

1. INTRODUCTION

Personnel management under paradigm of the institutional approach involves the professionalization of the processes of planning and implementing the personnel policy of the institution in market conditions in order to achieve the activity goals and the effective use of personnel potential. The human resource becomes a source of competitiveness of the institution in relations with competitors and consumers of its services. Under the digitalization of management processes, personnel technologies are used taking into account the priorities of human resource management, increasing stability to economic entities (Nikulina, 2022).

The structure of human resources is most subjected to digital transformations due to demographic, sectoral, professional and other changes in the external environment. This circumstance requires the institution to change its personnel policy, use innovative digital technologies for the selection, assessment and motivation of personnel. In a market economy, attention to human resources concerns not only institutions of the real economy, but also competing state (municipal) organizations.

The digitalization processes also affect the professionalization of the activities of HR office of institutions. An increase in the volume of labor functions leads to an increase in the level of professional training of personnel capable of performing large work within the professional activity rather than specialization. There is a need to master digitalization skills, regardless of the key labor activities of a professional.

The main resource for the institution development is a highly professional staff. If employees are not interested in continuation their jobs, are not ready to work after the probationary period, and are frustrated, we are talking about inefficient performance of labor functions and, as a result, staff turnover. One of the sources of potential turnover is the lack of a system for the adaptation of young professionals, or its unsystematic organization.

The issues of staff adaptation become the subject of study of personnel management as a result of the spread of the principles of the human relations approach by Elton Mayo. The implementation of the personnel potential was directly dependent on the implementation of the function of adapting employees to new labor activities. It is possible to formulate three key approaches to the content of the adaptation function:

- adaptation as an adjustment of an employee to the conditions of production, labor and the environment (Ezhukova, 2017);
- adaptation is assessed through the context of changing employee behavior according to the requirements of the organization and the external environment (Kotlova & Popova, 2014). Whereas the first approach proceeds from the need to reach a compromise between the institution and the employee in the process of adaptation, the second one is focused on abidance the employee by the demands of the internal environment;

- the third approach assesses the potential for adaptation in the context of developing the skills of an employee to adapt to changing conditions, which requires assessment of efficiency of the adaptation function implementation in personnel policy (Ibragimova, Deberdeeva & Bochkareva, 2020). In our study, it is suggested to proceed from the content of the third approach, which allows us to consider motivation as a function and, at the same time, as a technology for the effective use of the human resources potential of an institution.

2. MATERIALS AND METHODS

Achieving the research goal of assessing the potential of digital technologies in the practice of adaptation of young professionals comes courtesy of solving the following tasks. Firstly, it is necessary to reveal the content and methods of adaptation of young employees. Secondly, it is important to find out the specifics of personnel policy in educational institutions and determine the place of adaptation technology in its content. Thirdly, it is necessary to estimate efficiency of digital technologies used in enterprises in the real economy. The fourth task is to identify the possibilities of using digital technologies in the adaptation of young professionals in general education institutions. The institutional methodological approach ensures the solution of the set tasks. The solution of the tasks set is ensured through the institutional methodological approach. This approach makes it possible to evaluate the adaptation technology as an independent direction of the personnel policy of an educational institution, taking into account the specifics of its internal and external environment. The approach makes the tasks of personnel policy be highly correlated to the resource availability to maintain the human resources potential of young professionals.

Among the qualitative research methods, the logical method, method of analysis and synthesis, as well as the method of structural and functional analysis are used, which ensured the revealing of factors of the internal and external environment that affect the development of adaptation methods for young professionals. The method of analyzing statistical data and sectoral acts of the Ministry of Education of the Omsk Region refers to quantitative methods. This method made it possible to identify the specifics of the adaptation policy implementation in general education institutions and assess the potential for the use of digital technologies. The validity of the results obtained is ensured by the integrity of the methodological and source base of the study.

3. RESULTS

3.1. The role of adaptation technology in the personnel policy of the institution

The labor shortage has covered almost all economic sectors. In a market economy the shortage of qualified young professionals is most painful. The current legislation defines the upper age limit for young people as 35 years (*On youth policy in the Russian Federation (No. 489-FZ), 2020*). However, the "young specialist" category does not have a unified legal interpretation, which allows it to be used in different meanings, depending on the content of the personnel policy in the institution.

Human resource management in a modern institution deals with the difficulties of recruiting and retention young staff. Graduates of educational institutions are not ready to overcome the problems associated with changing the social network, sphere of action, daily routine, etc. The stress situation leads to aggravation of adaptation problems in the workplace. Meanwhile, it is the first years of labor activity that directly affect the professional development of the person, determine the career opportunities. In some cases, the adaptation process begins before the graduation, which also makes actual the issue of finding the most effective methods for adapting young professionals, starting from graduate courses and ending with the first years after employment.

Adaptation is evaluated as an independent direction of personnel policy, as well as a set of methods that ensure the stability of the institution's personnel potential. According to the professional approach, adaptation depends on the individual and personal attitudes of the employee (personal experience) formed during the period of study and the internal environment of the institution (Petrov, 2017). The psychological aspect of adaptation assumes the formation of a zone of psychological and emotional comfort for a young specialist in an institution. The professional and psychological aspects of adaptation represent a single mechanism for implementing the task of maintaining human resources.

The process of adaptation of employees involves several stages, ensuring the achievement of the goals of personnel policy (Mikhailina & Solodovnikova, 2019). At the first stage, the employee's training level is assessed in order to develop an individual adaptation program. It is here that the problem of using a standard program most often arises, and the personal and professional characteristics of young specialists are ignored. The second stage involves onboarding employees with labor functions, job descriptions, as well as local acts of the institution. At the third stage, there is a direct adaptation of the young employee, including adjusting to the status and the development of interpersonal relations in the team. The final period includes a stage of stabilization, overcoming crisis spots and establishing feedback with management and colleagues.

3.2. Adaptation technologies for young professionals in educational institutions

In order to assess the practice of adaptation of young specialists, let us consider the experience of general education institutions in Omsk. Since the issues of developing a unified personnel policy are within the competence of the head of the institution, therefore, we can use the summary data of the staff composition of educational institutions provided by the regional Ministry of Education (Ministry of Education of the Omsk Region, 2022). The structure of institution employees indicates a trend towards a decrease in the share of managers in the total number of employees (from 36% to 30%) due to the reduction in the staffing of administrative and managerial units. Taking into account the practice of combining administrative and teaching posts, the trend becomes a source of increased danger for maintaining staffing stability. The share of teaching staff in the structure of the personnel of an educational institution substantially does not change. The changes affect only indirect labor, which number is reduced.

In the context of the general trend of aging personnel in the education field, the average age of employees of educational institutions is 45-60 years. The lack of young specialists under 35 is unavoidably obvious (Ministry of Education of the Omsk Region, 2022). Despite the fact that the issue of rejuvenation human resources is becoming a priority at the level of various state and municipal programs, as well as the National Project "Education", the problem can be solved only with a fundamental change in the personnel policy for young employees at the level of the region, municipality and separate institution.

The process of adaptation of young specialists is associated with significant difficulties, since both the modern personnel potential of an educational institution and the future professional activity of a teacher depend on it. Adaptation turns out to be a necessary component of personnel management, stabilizing all personnel processes. The author's analysis of local acts (regulations) and information posted on the official websites of general education institutions (the sample consisted of 50 out of 156 websites of general education institutions in Omsk; the websites were analyzed by the method of continuous participant observation) indicates the use of the following adaptation technologies for young professionals.

1. The employer-sponsored education in higher education institutions majoring in "Pedagogical education" with subsequent employment in educational institutions. The practice of targeted training for young teachers indicates the range of problems that do not allow the full use of this personnel technology: high requirements for the rating of students concluding a target contract; unwillingness of the municipality to provide the necessary material conditions for the living of young professionals; five-year work repayment period, etc.
2. The technology of further vocational education, which allows young specialists of institutions to improve their qualifications and professional training on a regular basis.

3. The inclusion in the personnel reserve for the position of heads of municipal institutions, formed by the Administration of Omsk. A distinctive feature of the reserve is the absence of an independent direction of support for young professionals included in the personnel reserve. The potential of using the personnel reserve as a technology for adapting young professionals is not implemented.
4. The instruction as an independent technology of primary labor adaptation of a young specialist is quite often used in the practice of educational institutions. However, the effectiveness of instruction is low, since the professional activity of a teacher is not characterized by algorithmization, the priority is independence in decision-making.
5. The mentoring technology, which allows integrating a young specialist into the social and professional environment of the institution with the help of experienced mentors. The functions of a mentor are assigned, as a rule, to teaching employees with at least 10 years of experience. For educational institutions, it is typical to use a formal method of mentoring, regulated on the basis of a provision on mentoring. In the practice of institutions, there is practically no informal way of mentoring. It is associated with the corporate organizational culture of the institution, which does not assume the presence of stable interpersonal relationships among employees. Despite this, the mentoring technology in educational institutions is the most effective, since it contributes to the improvement of the professional competencies of young employees and allows to retain human resources.

The “mentor-buddy” technology is used rarely enough. This technology is based on the establishment of friendly relations between an experienced teacher and a young specialist. In foreign practice, this is the Budding Technology (Vasilieva, Drzhevetskaya & Kamneva, 2020). At the stage of initial adaptation, the ability of the newcomer to become part of the team and learn the informal rules usual in the institution becomes of key importance. In some educational institutions, the initiative to take on the role of a mentor belongs to the most experienced professionals who are interested in retention human resources from their hearts, due to their personal qualities and a high level of responsibility. The presence of employees who are ready to take responsibility for a young specialist, as a rule, indicates the development of the organizational culture and corporate values in the institution. The main merit in the development of informal mentoring belongs to the head of the institution and his immediate circle of experienced and competent employees. In practice, the "mentor-buddy" technology often is up against difficulties of the difference in the status of a young specialist and a mentor. It becomes difficult to attract a teacher close to the age category of a young specialist due to the prevailing stereotypes about the experience of mentors as a key sign of professionalism and competence. However, the potential of the technology for educational institutions seems important, as it reduces staff

turnover (Silaeva, 2021) by improving the socio-psychological climate and overcoming the corporate isolation inherent in such institutions.

A kind of budding in the practice of educational institutions in Omsk is the technology of "support of a young specialist" by an experienced mentor, based on duplication of the professional actions of the latter by the former. In personnel management, the technology was named "shadowing" (Simonova, 2012). Immersion in a new area of professional activity is caused by the full inclusion of a teacher-mentor in the work, who is on the same level with a young specialist. The employment duties are performed in full based on the interchangeability principle. In contrast to the foreign practice, the technology is applied without taking into account the possibility of choosing a workplace by a young teacher. This significantly limits its personnel potential.

In order to retain young professionals, elements of mentoring technology are often used. For example, a list of employees and potential mentors is formed; a training program for young specialists is completed for a period of up to 2 years; or an onboarding program containing an extended version of the adaptation procedure is developed. The incompleteness of the mentoring technology leads to its inefficiency, while significant financial resources are spent.

3.3. The use of digital technologies in the adaptation of young professionals

Management digitalization processes require the use of IT technologies in the adaptation of young professionals. Digital adaptation tools are just beginning to penetrate the sphere of personnel policy of an educational institution. In the practice of general education institutions in Omsk, only one digital adaptation technology is used - an electronic booklet for young professionals, made in the Visio program based on a QR code generator (Ministry of Education of the Omsk Region, 2021). It has become a replacement for the paper version of the guide, which has long been used by heads of institutions. Using a smartphone, a young specialist gets access to the full algorithm of interaction with a mentor, valid phone numbers, and local acts. The database is accessed through cloud storage, which provides a quick search for information and the duration of its storage.

In the practice of the real economy enterprises, various digital technologies are used in the adaptation of young professionals. The following are used as criteria for evaluating the effectiveness of these technologies: regularity of use, adaptation methods, use of one's own (external) platform, and amount of funding. In order to assess their potential, it is necessary to consider the advantages and disadvantages of each of them, both in general and in terms of educational institutions. Firstly, the technologies of webinars and online courses are used to familiarize a specialist with the company values, its corporate culture. The technology specificity is to ensure the loyalty of new employees by immersing in the internal environment of the enterprise. The informal nature and direct correlation with the position held is an advantage of

the technology. The disadvantages become apparent when referring to the costs of the enterprise for its development and implementation. For budgetary educational institutions, this technology will be financially costly and unprofitable. The only possible option is the creation of a series of webinars on regional educational platforms for students of pedagogical universities, which contribute to immersion in the specifics of the teacher profession.

Secondly, the personnel training technology “E-Learning” is used today to achieve the tasks of adaptation of young professionals. It involves the accumulation and systematization of a voluminous information necessary for the primary training of university graduates in the workplace. Training is carried out on the platform without discontinuing work on the basis of a pre-prepared information library. As a result, the financial and time costs for adaptation and initial training of employees are significantly reduced. But the technology effectiveness is achieved only with a large number of employees of the enterprise and high staff turnover. For a separate educational institution, it is difficult to introduce technology and it requires the use of exterior information resources, which undoubtedly affects its effectiveness.

Thirdly, the automated technology for managing young employees is used, created on the company's own platform. In contrast to the E-Learning technology, the automated adaptation system includes numerous data banks, in particular online courses, trainings prepared by the company's HR department. In order to adapt recruits, the system introduces the organizational structure of the enterprise, including all the necessary contact details of managers and specialists. The local acts developed in the company become an additional advantage of the technology, since the latter reflect the existing corporate culture. Traditionally, such training platforms are distinguished by the individual profile of each employee, which fixes the goals of professional development and allows to track the achievement of intermediate and final targets of adaptation.

Fourthly, the enterprises often use the digital support technologies for young employees by using chatbots. As part of the corporate information system, bots track the actions of employees and at the same time provide them with all possible assistance in adapting. In particular, young professionals in real time can take part in the preparation of a business meeting or the release of an innovative product. Taking into account the location of employees' workplaces, it is possible to combine young and experienced employees by means bots.

The listed digital technologies for employee adaptation are effective only in presence of a large number of staff, their own information educational environment and a significant funding of personnel policy. For general education institutions, these technologies are inaccessible, requiring the tasks centralization of staff retention at the level of executive authorities acting as founders. In order to timely adjust the adaptation strategy, it is necessary to conduct a survey of young professionals at least once every 6 months, containing questions about the effectiveness of the means of adaptation used.

3.4. Issues of using digital technologies for adaptation of young teachers

The implementation of the personnel policy for the adaptation of young teachers in educational institutions in Omsk indicates the systemic contradiction between the motivation of the head in maintaining human resources and the lack of resource opportunities for the use of digital technologies for effective adaptation. Executive authorities are not ready to take the lead on the development and implementation of the personnel strategy of subordinate educational institutions, a special direction of which is the adaptation of young professionals to the needs of the internal and external environment. The professional advancement of teachers after undergoing adaptation is distinguished by their involvement in the interests of the institution that offered an effective career model in the education field. The adaptation of an employee to professional activities is achieved through the balance between the corporate professional environment and the motivation of a young specialist based on communicative integrity, involvement in managerial decision-making, conflict resolution and efficient use of resources.

In the assessing of the adaptation problems of young teachers, it is possible to distinguish the following groups of systemic contradictions. Firstly, it is the lack of succession between the educational and professional standard of a teacher, which leads to an insufficient amount of knowledge, skills and abilities to fill the positions of teachers, the need to organize additional training for university graduates. The possibility of combining the labor functions of an employee and the competencies of a university graduate remains a big question, since the latter are universal and are not correlated with the job duties of a particular employee. Secondly, the list of teachers' work activities is subject-specific, which makes it impossible to develop the competencies of young professionals using universal educational platforms and requires the development of their own platforms at the regional or municipal level for institutions implementing certain levels of educational programs. Thirdly, there is the lack of a unified strategy for the adaptation of young professionals at the regional and municipal level. The result is a non-system in the implementation of the strategy to staff retention of educational institutions. The individual successful experience of the implementation of mentoring technology and its elements are the result of the active position of the head of the institution and do not attest to the systemic nature of the implemented personnel strategy. Fourthly, the duration of the adaptation process (up to 5 years) causes high costs for the institution, posing risks to the staff turnover due to the low social status and low income of young teachers. In comparison with the real economy enterprises, educational institutions are in a relatively static external environment. They are regulated by the requirements of standards and license indicators that reduces the risk of irrelevance of the competencies obtained in the process of adaptation, despite the duration of its terms. Fifthly, changing the status of a student to the status of a young specialist is associated with difficulties in adapting to the workplace, given the isolation of the corporate culture of an educational

institution, which is difficult to adapt to the demands of the external environment. Sixthly, the isolation of the organizational culture also causes the opposite consequence - the unpreparedness of experienced teachers to share their professional experience with young specialists. Despite some productive examples of the use of informal mentoring, in most cases, without sufficient material motivation, employees are not ready to transfer their professional knowledge and skills. Seventhly, targeted learning tools could have a significant effect if there are more substantial material and financial guarantees from the federal subject and the municipal unit. This is especially important at the stage of initial adaptation, since in the future the consistent patterns of corporate culture will work and prevent staff turnover in an educational institution. Eighthly, the autocratic leadership style in such institutions discourages any initiative, which adversely affects the motivation of young teachers, who, as a rule, actively declare their ambitions in the workplace.

In the current circumstances, digital technologies for the adaptation of employees occupy a special place in the personnel policy of an educational institution. Investments in human capital are evaluated as the most important part of the state educational policy. Stability is a source of preserving the personnel potential of the institution, since it is provided by the primary need for security. The institution is a source of sustainable career development and adaptation to changing environmental conditions. In the case of redistribution of responsibility for the development and implementation of an adaptation policy of young professionals from an educational institution to a founder (an executive body), the introduction of digital technologies will be a prospect for the next decade.

4. DISCUSSION

In economic studies, the issue of the adaptation technology using of young employees is assessed in three aspects. Firstly, from the point of view of the potential for the implementation of personnel policy in the conditions of "staff shortage". Adaptation is considered as an effective technology for the competitive advantage of an enterprise in market conditions (Moshkova & Lozovskiy, 2019) or as a means of inclusion in the internal environment of an enterprise, as a means of adaptation to the requirements of a manager (Simonova, 2012). Secondly, as an independent innovative technology for retaining human resources based on digitalization processes (Nur & Odinokov, 2021). The basis for the implementation of the technology is the creation of conditions for the professional development of young professionals (Edilbaev, 2021). Thirdly, the use of individual technologies for the employees' adaptation in educational institutions in the context of digitalization (Khaltuyeva, 2016). A distinctive feature of the latter aspect is the underestimation of the effectiveness of technology implementation in the context of limited resources of institutions (Silaeva, 2021). The unifying principle of each aspect of assessing the adaptation technology potential is the desire to consider it as an independent direction

of preserving and increasing the personnel potential of an enterprise (institution). Although there are some differences in the assessment of adaptation technology, the potential of digital technologies is revealed through their connection with traditional methods of mentoring and individual planning.

5. CONCLUSION

The use of digital technologies in the process of adaptation of young deal with the need for a systematic rethinking of the content and directions of the personnel policy of general education institutions. The revealed problems are due to the limited resource potential of institutions, as well as the organizational and legal factors of the external environment, depriving them of independence in planning and implementing personnel policy. Support from the executive authorities will ensure the centralization of the policy of adaptation of young professionals in educational institutions and expand the use of digital technologies. Taking into account the efficiency assessment of the of adaptation technologies used in the practice of general educational institutions of Omsk, it is possible to assess the potential of using digital technologies in the adaptation of young teachers.

Firstly, a single educational platform containing webinars and online courses for young professionals will significantly reduce the burden on mentors, who, with limited financial incentives and a high workload, face professional burnout. Executive authorities are endowed with the necessary resource potential and are interested in overcoming the "labor shortage". It is possible to expand the list of online courses through initiative groups and individual mentors who are ready to replenish the data bank for young professionals.

Secondly, elements of E-Learning technology allow to increase the list of databases, for example, by creating a library of best practices or webinars. Undoubtedly, the integration of work with the platform into an individual adaptation plan will be productive. This will create additional incentives for young professionals and will consistently increase information databanks.

Thirdly, if there are resource opportunities and motivation on the part of the founder, the potential of digital adaptation technologies can be fulfilled, first of all, within the automated adaptation system - a separate platform based on the educational portal of the federal subject. The filling and maintenance of the platform should be undertaken by the federal subject, only in this case the long-term nature of the use of technology is ensured. A young employee is registered and through a personal account gets access to an individual adaptation plan, which he masters over a period of 2 to 4 years. An addition to the system is traditional mentoring, which allows the employee to adapt to the corporate culture of the educational institution.

Fourthly, the specifics of the education industry makes it necessary to combine digital and traditional technologies for the adaptation of young professionals. Despite the lack of motivation, mentoring remains a key means of implementing an

adaptation policy, requiring a radical change in approaches to motivating experienced mentors. The use of digital technologies ensures the retention of the human resources of the institution, but does not replace traditional adaptation technologies. They provide a reduction in staff turnover, their personal and career development within the educational institution, creating conditions for the development of the human resources potential of the education industry.

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