SPECIFICITY OF SOCIAL ADAPTATION AMONG UNIVERSITY TEACHERS OF PRE-RETIREMENT AGE
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ABSTRACT
The article presents a sociological analysis of a topical research problem related to the study of the specifics of social adaptation of university teachers of pre-retirement age. We used a focused interview method (we used a quality strategy). The respondents were university professors aged from 58 to 64 years old (women and men, respectively, of pre-retirement age). The study has a goal to collect preliminary primary information on the problem of social adaptation of teachers of pre-retirement age working at universities. Respondents are much more worried about the difficulties of adapting to the status of a “teacher of pre-retirement age” than to the changes in their health status; the majority of respondents would like to continue their professional activities at retirement age. The potential for human resources development in the higher education system lies in successful social and professional adaptation and cooperation of teachers with different teaching experience.

Keywords: Social adaptation. University professors. Pre-retirement age. Indicators of scientific activity.

ESPECIFICIDADE DA ADAPTAÇÃO SOCIAL ENTRE PROFESSORES UNIVERSITÁRIOS EM IDADE PRÉ-APÓSENTADORIA
ESPECIFICIDAD DE LA ADAPTACIÓN SOCIAL ENTRE LOS PROFESORES UNIVERSITARIOS EN EDAD DE PREJUBILAR

RESUMO
O artigo apresenta uma análise sociológica de um problema de pesquisa atual relacionado ao estudo das especificidades da adaptação social de professores universitários em idade de pré-aposentadoria. Usamos um método de entrevista focado (usamos uma estratégia de qualidade). Os respondentes eram professores universitários com idade entre 58 e 64 anos (mulheres e homens, respectivamente, em idade de pré-aposentadoria). O estudo tem como objetivo coletar informações primárias preliminares sobre o problema da adaptação social de professores em idade pré-aposentadoria que trabalham em universidades. Os inquiridos estão muito mais preocupados com as dificuldades de adaptação ao estatuto de “professor em idade de pré-reforma” do que com as alterações do seu estado de saúde; a maioria dos entrevistados gostaria de continuar suas atividades profissionais em idade de aposentadoria. O potencial para o desenvolvimento de recursos humanos no sistema de ensino superior está na adaptação social e profissional bem-sucedida e na cooperação de professores com diferentes experiências de ensino.


RESUMEN
El artículo presenta un análisis sociológico de un problema de investigación de actualidad relacionado con el estudio de las especificidades de la adaptación social de los docentes universitarios en edad de prejubilación. Usamos un método de entrevista enfocado (usamos una estrategia de calidad). Los encuestados eran profesores universitarios de 58 a 64 años (mujeres y hombres, respectivamente, en edad de prejubilación). El estudio tiene como objetivo recopilar información primaria preliminar sobre el problema de la adaptación social de los docentes en edad de jubilación que trabajan en las universidades. Los encuestados están mucho más preocupados por las dificultades de adaptarse a la condición de “maestro en edad de prejubilación” que por los cambios en su estado de salud; a la mayoría de los encuestados les gustaría continuar sus actividades profesionales en la edad de jubilación. El potencial para el desarrollo de los recursos humanos en el sistema de educación superior radica en la adaptación y cooperación social y profesional exitosa de profesores con diferentes experiencias docentes.

INTRODUCTION

The relevance of the study consists in considering the specifics of social adaptation among the teachers of pre-retirement age working at higher educational institutions. According to "the average forecast, in 2036 the population of Russia outside the working age will reach 43.31 million people, or 30% of the total population of the country" (BAZHANOVA, SAFINA, 2015, p.5). "A similar situation will occur in the dynamics of the number of persons of pre-retirement age, starting from 2024 with the transition to new boundaries of the retirement age" (BADARAEV, 2010, p.5), associated with a gradual increase of the retirement age boundaries among workers.

There are "the professions in which an early pension is socially conditioned (by age): miners, pilots, metallurgists, ballet dancers, divers" (KUZMINA, 2002). In this study, the emphasis was placed on the study of social adaptation features among the teachers of pre-retirement age working at higher educational institutions.

RESEARCH METHODS

The study was conducted in the Belgorod region. A qualitative sociological research strategy was chosen. The focused interview method was used. The respondents were 58 - 64-year-old teachers from four universities (women and men, respectively, pre-retirement age). The sample consisted of 10 teachers from the teaching staff of higher educational institutions of the Belgorod region. The study was of a pilot nature; it contributed to the collection of preliminary primary information on the problem of social adaptation of teachers of pre-retirement age working at higher educational institutions.

FINDINGS

The results of the pilot sociological study made it possible to identify some features of the medical-social and psycho-social adaptation of the respondents, in relation to whom the focused interview method was applied (Table 1).

Table 1 - The problems of medico-social and psycho-social adaptation of teachers of pre-retirement age (the total number of percentages in the columns of tables exceeds 100%, since the respondents mentioned not one, but several parameters)

<table>
<thead>
<tr>
<th>Item №</th>
<th>Components of medico-social and psycho-social adaptation</th>
<th>Mention in focused interviews with respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>By frequency of mentions in a focused interview, %</td>
<td>By excerpts from focused interview</td>
</tr>
<tr>
<td>1</td>
<td>Adaptation to health conditions</td>
<td>50,0</td>
</tr>
<tr>
<td>2</td>
<td>Adaptation to the status of &quot;pre-retirement teacher&quot;</td>
<td>90,0</td>
</tr>
</tbody>
</table>

Source: Search data

The results obtained by us to some extent overlap with the data obtained by other researchers. For example, E.M. Tishchenko, V.V. Kudlo, T.A. Marmyshe, E.P. Skochikovskaya, A.N. Morgol note that "62.5% of the respondents identified their health as "absolutely healthy" (TISHCHENKO, 2012, p.66). In modern conditions, university graduates are needed who are able to represent the "complex nature of intellectual service provision process" [Ovshennikova, 2019, p. 217]. Here, interdisciplinary connections are also important in the development of a specific profession by students, which is provided by the teachers representing various gender, age and social status groups.
The potential for the development of higher education is, among other things, in the successful social and professional adaptation of teachers who have different experience in teaching. In our study, we focus on the respondents of pre-retirement age. Social adaptation is a lifelong process. It is also characterized by a change in a person's attitude to the continuation of his professional activity upon reaching the pre-retirement age (Table 2).

Table 3 - Attitude towards the continuation of the professional activity of teachers when they reach retirement age

<table>
<thead>
<tr>
<th>Item No</th>
<th>Intention to continue professional activities</th>
<th>Mention in focused interviews with respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>By frequency of mentions in a focused interview, %</td>
</tr>
<tr>
<td>1</td>
<td>Would like to continue professional activities.</td>
<td>80,0</td>
</tr>
<tr>
<td>2</td>
<td>Would not like to continue professional activities.</td>
<td>0,0</td>
</tr>
<tr>
<td>3</td>
<td>Doubt their wish.</td>
<td>20,0</td>
</tr>
</tbody>
</table>

Source: Search data

On the basis of his own field research, Badaraev D.D. confirms that “hypothetically, the majority of pensioners want to stay in the “working order” as long as possible and only a small part of them perceives the transition to retirement as a desirable reason for retirement” (BADARAEV, 2010, p. 240). The fact is that the professional identity of a teacher and a scientist “characterizes the importance of a profession and professional activity for a person as the means of satisfying one's needs and developing one's individual potential” (VOLKOVA, 2007, p. 46) at almost any age. As the results of studies carried out in stationary conditions show, occupational therapy has a positive effect on the preservation of the physical and mental functions of an aging organism. For example, holding special “events allows you to improve the psycho-emotional and physical condition of residents of the boarding house, to develop motor skills, speech, memory and attention, to increase activity” (Volkova, 2012, p. 59). In the context of this study, we are talking about the performance of scientometric indicators by pre-retirement workers (Table 3).
<table>
<thead>
<tr>
<th>№ n/n</th>
<th>Factors</th>
<th>Mention in focused interviews with respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>By frequency of mentions in a focused interview, %</td>
</tr>
<tr>
<td>1</td>
<td>Meeting the conditions of an effective contract</td>
<td>80,0</td>
</tr>
<tr>
<td>2</td>
<td>Financial incentives for an author</td>
<td>70,0</td>
</tr>
<tr>
<td>3</td>
<td>Favorable moral and psychological climate in the work collective, cooperation</td>
<td>100,0</td>
</tr>
<tr>
<td>3</td>
<td>Individual socio-psychological characteristics of a teacher</td>
<td>20,0</td>
</tr>
<tr>
<td>4</td>
<td>Other factors</td>
<td>10,0</td>
</tr>
</tbody>
</table>

**Source:** Search data

A.A. Balnikov, M.V. Dzhumkov and V.B. Babariko-Omelchenko revealed that "no direct dependence of scientometric indicators on age has been established. Young candidates (up to 40 years old) publish more actively than more experienced ones (over 61 years old), but they cite the latter more often” (BALNIKOV, 2018, p. 15). According to scientists, the disadvantages of scientometric indicators can be represented by "the shift in priority from the quality of articles towards quantitative characteristics due to the requirement for scientists to publish research results as often as possible" (WILSDON, 2015). This is the conclusion made by J. Wilson. Indeed, in fact, the demand for professionalism and especially in professional culture "especially increases with professions in which collective action becomes important, implemented at various levels of an organization" (VOLKOVA, 2013, p. 140) (L.N. Maximova).

**CONCLUSION**

Thus, the study made it possible to draw some conclusions: 1) respondents are much more concerned about the difficulties of adaptation to the status of "pre-retirement age teacher" than to the changes in their health status; 2) the overwhelming majority of respondents would like to continue their professional activities when they reach retirement age; 3) the main factor influencing the performance of obligatory scientometric indicators by teachers is a favorable moral and psychological climate in the work collective and cooperation between the teaching staff members of different age groups.
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