

## **PROFESSIONAL DEVELOPMENT OF YOUNG TEACHERS: SUPPORT AND MENTORING**

**Natalia A. Biryukova<sup>1\*</sup>, Tatiana N. Petrova<sup>2</sup>, Irina E. Dremina<sup>3</sup>  
Olesya G. Kalashnikova<sup>4</sup>**

<sup>1</sup>Assoc. Prof., Faculty of General and Vocational Education, Mari State University,  
RUSSIA,

biryukova316@gmail.com

<sup>2</sup>Prof., Faculty of General and Vocational Education, Mari State University, RUSSIA,  
tanjana1@yandex.ru

<sup>3</sup>Assoc. Prof., Faculty of Psychology and Pedagogy, Mari State University,  
RUSSIA,

irina\_dremina@mail.ru

<sup>4</sup>Assoc. Prof., Faculty of Pedagogy, Birk Branch of Bashkir State University, RUSSIA  
olesya.new2018@yandex.ru

\*Corresponding author

### **Abstract**

Currently, the problems of teacher's professionalism are actualized in the world. The article presents the results of the study of young teachers' professional adaptation. The analysis of practical and theoretical readiness of young teachers to work at school, the conditions in which they work is presented. Young teachers have difficulties in professional communication and they face barriers to their professional development. The authors conclude that young teachers need to expand their professional development opportunities.

The authors propose a program aimed at overcoming the difficulties of professional adaptation of young teachers and improve their competence. The program will include diagnostic monitoring, annual work plan of administration and mentors with young teachers, seminars and psychological trainings. The most effective form of pedagogical support is mentoring. It is the mentor who assists the young teacher in mastering the teaching profession, develops the positive qualities of the young specialist by personal example, corrects his behavior in the educational institution, and promotes his professional and personal development.

**Keywords:** young teacher, professional adaptation, mentoring, professional and personal development

### **1. INTRODUCTION**

One of the urgent tasks of Russian education at the present time is the problem of managing the adaptation of young teachers to the conditions of professional activity. The main task of each University is to ensure the quality of training of workers and specialists in demand in the modern labor market. The success of this task depends on the set of conditions available in the educational institution, the most important of which is its human resources. First of all, personnel skills are determined by the peculiarities of professional and per-

sonal development of each teacher. It is well known that the period of professional adaptation is the most sensitive for the professional and personal development of a young specialist.

The problem of professional adaptation of the teacher in an educational institution is widely studied. Philosophical and psychological bases of adaptation of experts in various spheres of activity are studied. Conditions of professional adaptation of young teacher are disclosed in the works of O. A. Abdulina, I. F. Isaev, S. G. Ver-Slavskogo, G. V., Kondratieva, N. In. Kuzmina, Yu. Kulyutkin, A. K. Markova, A. G., Claus, M. I. Skubiy etc. the Authors link the process of adaptation with the conditions of the teacher and professional requirements of the master's personality. E. F. Zeer, O. V. Nazarova, T. S. Polyakova, S. M. Redlich, V. S. Sobkin, O. N. Were engaged in research of professional and personal development of teachers during the beginning of labor activity. Shakhmatova, A. I. Shcherbakova, etc.

The analysis of various studies of social and professional adaptation showed that the initial period of entry into professional activity and the educational environment is characterized by increased tension. How this period will pass depends on whether the young teacher will take place as a professional, whether he will remain in the field of education or find himself in another business. Adaptation of a young teacher at school is a very important and time-consuming task. Of course, this process is long and usually takes more than one year. This fact is connected, first of all, with the specifics of work in the children's educational institution: with the peculiarities of building productive relationships with all participants of the educational process, with the task of mastering the skills of professional self-organization, with the need to transfer theoretical knowledge in the field of practical skills (*Panchenko L.L. (2006)*).

Adaptation of young teachers largely depends on external factors (psychological climate in the school, management style), as well as on internal factors and personality characteristics: mental health, level of mental development, personal qualities, professional maturity (ability to build constructive strategies of behavior, both with colleagues and with students and parents). Most young teachers are able to adapt over time in the school atmosphere, gradually mastering step by step all the subtleties of pedagogical work, thereby increasing the level of their professionalism. The achievement of professionalism by a young teacher is unthinkable without the development of new effective algorithms and methods of performing activities, non-trivial solutions to emerging problems through the "increment" of professional competence. The success of professional adaptation determines the stability, duration and well-being of the teacher in the future, the success of his self-realization in the new society (*Biryukova N. A. Kolomiets D.L. (2016)*). Therefore, a great responsibility for the successful entry of young teachers into the profession lies with managers. Their main goal is to create conditions that allow to enter the profession effectively, to provide comprehensive support for the young specialist throughout the adaptation period. To achieve this goal, professionals need to present the risks of the adaptation process, to determine the possible ways to respond to young professionals emerging from their work.

## 2. MATERIALS AND METHODS

The experimental study of the features of adaptation of young teachers was conducted on the basis of the Republican winter school of young teachers of the Republic of Mari El and school №10 of Yoshkar-Ola. In the experiment 145 young teachers took part.

As a result of qualitative and quantitative analysis of the features of social and psychological adaptation of young teachers was definitely the following:

- young teachers (67 %) stated *the average level* of social psychological adaptation (moderate adaptation). This suggests that, despite the sufficient confidence of teachers that their work is creative, interesting, many are not satisfied with the relationship between employees, as well as some tension in relations with the head, many believe that their team is not friendly enough, some do not develop relationships with students, many are not satisfied with the relationship between experienced and young professionals. In such an unsettled team, some teachers do not see the prospect of creativity and initiative, to develop their abilities. Teachers are not satisfied with the organizational working conditions (salary, condition of equipment, equipment of the office, work schedule, lack of a rest room where teachers could restore their strength, insufficient provision of educational and methodical literature, etc.). Despite the dissatisfaction of young teachers with the organizational working conditions, as well as the relationship in the team, many have developed a fairly good idea of pedagogical work. Many people understand that there are certain difficulties associated with their sphere of relations with students, parents, school Director, colleagues, but they do not see global problems, prefer to develop creatively, participate in various activities organized in their educational organization, in every way to promote its growth.

- 18 % of teachers stated a *low level* of social and psychological adaptation (disadaptation), i.e. these teachers are not satisfied with their work at school, relationships with students and colleagues, believe that in the team "everyone in itself", they do not see prospects in their work, do not seek to promote the development of their organization. They are also not satisfied with working conditions (due to low wages, insufficient material and technical equipment of offices, etc.). Many of them believe that if they had the opportunity to change the team, they would do it.

- 15 % of young teachers stated a *high level* of adaptation. These teachers are fully satisfied with their work, see it as a prospect for their creative growth and development, consider their team good, well-coordinated, where experienced teachers are mentors for young teachers who have come again. Young teachers believe that they have good mutual relations with the head, that he treats them "with understanding", "provides emotional support to employees". Young teachers also expressed their positive attitude to the organization of working conditions, they believe that, despite the low wages, their school creates all the necessary conditions for successful work: it is a full-fledged technical equipment of classrooms in the school and the provision of educational literature, etc.

Thus, on the basis of the study concluded that young teachers experience insufficient professional adaptation in work, which manifests itself in excessive anxiety, frustration, aggressiveness, rigidity, in the subjective feeling of loneliness, in the lack of satisfaction of the worker, in the perception of the teaching staff as insufficiently cohesive and organized. This, in our opinion, prevents the teacher to develop, to show their creativity and is committed to the development of the educational organization as a whole.

### 3. RESULTS

Effective management of professional adaptation of a young teacher in an educational school provides for the creation of psychologically comfortable conditions for the professional activity of a young teacher during his professional adaptation; providing a young specialist with comprehensive (pedagogical, psychological, methodological, legal, social, etc.) unobtrusive assistance in solving issues arising in the process of work; attracting specialists of different fields; involvement of a young teacher in solving problems of development of educational education, implementation of programs, projects, etc. on the basis of cooperation and pedagogical co-creation; providing conditions for the professional growth of a young teacher, the development of his pedagogical skills. When managing the professional adaptation of young teachers in the educational organization, it is the school management that is the key link in creating the conditions for the optimal adaptation of the young specialist. Their efforts formed the environment in which the graduate of pedagogical University. Under their leadership, the teaching staff is formed, they are the first to meet the young replenishment of personnel, set tasks for it, control the entry into the profession, give instructions. To a large extent, the administration of the institution depends on the psychological comfort of all members of the team and especially the novice teacher, as well as established in the collective system of priorities and views on the activities of the teacher, on the peculiarities of interaction and relationships (*Makarova O.A., Maltseva E.V., Biryukova N.A. et al. (2018)*)

Adaptation of the young specialist at school is directly supervised by the teacher-mentor. Mentoring is the process of transferring social experience, a form of succession of generations, one of the most effective forms of professional adaptation, which contributes to the improvement of professional competence and consolidation of young teaching staff. It is the mentor who

- Introduces the young specialist to the requirements of legislation in the field of education, departmental regulations that determine his rights and responsibilities for the position;
- Develops together with a young specialist a plan of professional development of the latter, taking into account the level of its intellectual development, pedagogical, methodological and professional training on the subject;
- Studies the business and moral qualities of a young specialist, his attitude to the conduct of classes, school staff, students and their parents, Hobbies, inclinations, circle of leisure communication;
- Introduces to the position (to acquaint with the basic duties, requirements for the subject teacher, the rules of internal labor regulations, labor protection and safety);
- Conducts the necessary training; monitors and evaluates the independent conduct of training sessions and extracurricular activities by a young specialist; develops a Plan of professional development together with a young specialist; gives specific tasks with a certain period of their implementation; monitors the work, provide the necessary assistance;

- Gives a young specialist individual help in mastering teaching profession, practical techniques and qualitative methods of training, identify and work together to correct mistakes;
- Develops a personal example of the positive qualities of a young specialist, corrects his behavior in an educational institution, attracts to participate in the social life of the team;
- Participates in discussion of the questions connected with pedagogical and public activity of the young specialist, makes offers on his encouragement or application of measures of educational and disciplinary influence; keeps the diary of work of the expert and periodically reports to the head of methodical Association on the process of adaptation of the young specialist, results of his work;
- Sums up the results of professional adaptation of the young specialist, makes a report on the results of mentoring with the conclusion of the results of adaptation, with proposals for further work of the young specialist.

Thus, the process of managing the professional adaptation of a young teacher is to provide him with maximum support, assessing the effectiveness of activities and features of interaction with colleagues, which contributes to the formation of a "new" teacher who is able to independently overcome production and interpersonal problems, to carry out effective pedagogical activity. As experience shows, in the management of the process of formation of young teachers, the period of adaptation is significantly reduced (from 1-1.5 years to several months) (*Biryukova N.A., Kolomiets D.L., Kazarenkov V.I. et al. (2016)*). This reduction in the adaptation period of young teachers has a positive impact on the quality of the educational process as a whole.

#### **4. CONCLUSION**

The success of professional adaptation determines the stability, duration and well-being of the young teacher in the future, the success of his self-realization in the new community. Therefore, a great responsibility for the successful entry of young teachers into the profession lies with managers. Their main goal is to create conditions that allow to effectively enter the profession, to provide comprehensive support for the young specialist throughout the adaptation period. Taking this into account, we have developed guidelines for managing the adaptation of young teachers to the conditions of professional activity.

In conclusion, we highlight the most important conditions for the success of a young teacher in the period of entry into the profession: the work of a mentor; ensuring professional development of a young teacher through cooperation with other teachers; mandatory attestation of a young teacher with subsequent licensing; implementation of a program to improve the qualification of a young teacher, contributing to its success in the first years of work at school; development of methodological support for the process of becoming a young teacher (recommendations to a young teacher, mentor, school director, etc.). Thus, the study we conducted confirmed our hypothesis: the management of professional adaptation of the teacher in a secondary school will be successful if the individual and personal characteristics of the young teacher and social factors affecting the success of the adaptation process are identified; a model for managing the adaptation of the young teacher to the conditions of professional activity will be developed.

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