



FORMATION OF YOUNG TEACHER PROFESSIONALISM THROUGH MENTORING

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Received: 10 th September 2021 Accepted: 11 th October 2021 Published: 30 th November 2021	The article introduces the forms of project work with young teachers of the Republic of Karakalpakstan. An analysis of the significance of the work carried out is allocated forms of operation of mentoring. The technique of working with young professionals is indicated.
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School is a world with its own customs and rules. Having started work, a young teacher quickly realizes that the knowledge he acquired at the university is, of course, good, but only theoretically, but in life everything is different!

The Law "On Education" Chapter 1 Article 3 says: "... education is a systemic process aimed at providing students with deep theoretical knowledge, skills and practical skills, as well as the formation of general educational and professional knowledge, skills and abilities, the development of abilities ..." [1].

How can a young teacher not get lost in this variety of programs, methods, innovations? How to organize your work in accordance with the new standards and requirements? How to keep up with the times, be mobile, flexible and successful in your profession? After all, it often happens that young teachers, having embarked on the path of teaching and not receiving proper support, drastically change their lives, turning away from school.

First, let's define: Who is this "young teacher"? This is a former student who studied at the university for 4 years and studied many scientific disciplines, methods, passed teaching practice at school or in another educational institution. At first glance, it may seem that everything is fine, universities have graduated a first-class specialist, but any person starting his professional path experiences difficulties, problems due to lack of the necessary experience. The formation of a teacher is more difficult, more difficult than that of representatives of another profession, because pedagogical education does not guarantee success for a novice teacher. To become a teacher, there is not enough classroom program knowledge. A. Makarenko wrote: "We need a synthesis of scientific knowledge, methodological skill and personal qualities of a teacher, skillful mastery of pedagogical technique and advanced pedagogical achievements" [6, p. 44–48]. In addition, teaching skills in many ways must be passed on from teacher to student.

Before moving on to a methodology that will help a young specialist in the pedagogical field to adapt more successfully, I would like to consider the most common problems encountered by novice teachers. Firstly, this is the inability to accurately calculate the time in the lesson. A young teacher is not always able to time the study time; he can spend more time in the lesson checking homework or explaining new material, completely forgetting about time or other stages of the lesson. Often the stage of homework and summing up the lesson, which are no less significant in the structure of a modern lesson, is often left behind the scenes.

Secondly, the young teacher faces difficulties in explaining the material. This can be expressed in the fact that the teacher sometimes deviates from the topic of the lesson. Also, difficulties lie in wait in the choice of forms and methods of teaching. In addition, the lack of mutual understanding with colleagues has a rather negative effect on the emotional state of a young teacher, which directly affects his work in the classroom with students. And interpersonal interactions with class students and with their parents turn out to be quite problematic due to the fact that the parent, being older than his child's teacher, psychologically blocks the young teacher, does not listen to his opinion and advice. [8].

Among the factors that influence the adaptation of young teachers, most researchers put emotional communication in the first place. And it is no coincidence, because the professional adaptation of a young teacher, especially in the first years of his work, is characterized by high emotional stress and even exhaustion, since both failures and the joy of the first independent steps are deeply felt [10]. Here is a far from complete list of adversities that lie in wait for a novice teacher. Therefore, it is very important that at the beginning of their professional career, a young teacher feels the shoulder of a competent experienced professional: a mentor teacher.

Accompanying a young teacher along his professional path is moving alongside him, possibly in front of him. The escort listens to the opinion and needs of the escorted person, helps and advises, but at the same time does not impose his guidelines.

What are the main functions of a mentor when accompanying a young teacher?

In his article, E.R. Sevostyanova highlights the main functions of accompanying teachers. [11]. Among the functions of scientific and methodological support, the following can be distinguished:

- training function, which is focused on deepening knowledge and developing the skills of specialists in the continuous education system, which are necessary to improve their professional activities;
- the consulting function involves assisting the teacher with a specific problem by indicating possible ways to solve it or updating the additional abilities of a specialist;
- the diagnostic function is aimed at identifying problem points in the teacher's activities;
- the psychotherapeutic function helps the teacher in overcoming various types of difficulties and barriers that impede the successful implementation of professional and educational activities;
- the corrective function is aimed at changing the model of practical activity implemented by the specialist, as well as at correcting professional mistakes;
- the adaptation function ensures that the expectations and capabilities of the employee are aligned with the requirements of the professional environment and changing working conditions;
- the information function helps to provide teachers with the necessary information on the main directions of education development, programs, new pedagogical technologies;
- the project function is associated with teaching the teacher to assess the curriculum and manuals, educational technologies;
- the guiding function contributes to the establishment of a humanistic relationship between teacher and student;
- identifying, studying and evaluating the effectiveness of innovative pedagogical experience in education, its generalization and dissemination, the creation of a system for stimulating creative initiative and professional growth of teachers;
- providing support to teachers and managers in innovative activities, organizing and conducting experimental work, expert assessment of copyright programs, manuals, curricula;
- implementation of editorial and publishing activities;
- organization of joint work with research laboratories and universities in carrying out experimental work. [11].

During the period of introducing new innovative technologies into the educational process, it is important that the teacher has time to adapt to them, accept them and be competent, working in new conditions.

The project carried out by the Regional Center for Retraining and Improvement of Personnel of Public Education Workers of the Republic of Karakalpakstan and the Department of Pedagogy and Psychology of Karakalpak State University, Young Teacher, is very relevant for the modern period. [7].

The objective of the project is to increase the level of professional competence of novice teachers of educational institutions in the context of the introduction of new standards. The project involves methodological contact with students who graduated from the university over the past five years. There is a constant problem: "How to increase the level of professional competence of novice teachers of educational institutions in the context of the introduction of new standards?"

The growing role of education in the development of the modern economy and society of Uzbekistan actualizes attention to the quality of the professional activities of teaching staff. Currently, a broader vision of the teacher's professional activity is being formed, as a professional who can really change the world around him for the better; there is an understanding that the quality of work expected from him requires changes in professional activity, must correspond to the challenge of the time. And this requires increased responsibility for the results of the work of educational institutions in general. The professional activity of a teacher requires constant renewal and improvement of skills, the development of existing experience, and an increase in the level of his competence. For this, the project has developed a model of scientific, methodological, psychological, pedagogical and managerial support for the professional and personal self-development of young teachers at the level of urban education management. The main attention is paid to the creation and testing of programs for improving professional skills, culture and personal growth of young teachers.

The practice of working with young teachers shows that even with a sufficiently high level of readiness for pedagogical activity, the personal and professional adaptation of a young teacher can take a long time. An analysis of work with young cadres in our Republic shows that the greatest difficulties for novice teachers are caused by the organization of the lesson, discipline and order in the lesson, the methodological side of the lesson, the preparation of school documentation, the organization of work with the parents of students, the implementation of class leadership. Problems arise due to the fact that a young specialist at the beginning of his work has sufficient knowledge, but insufficient skills, since he has not yet formed professionally significant qualities, therefore, it is necessary to provide constant methodological assistance to trainee teachers. [7].

What forms of support for a young specialist are acceptable for mentoring?

- Individual educational route, including interviews with the deputy director for NMR, methodologists or with a mentor of the teacher's individual self-education, keeping a diary of an individual educational route, speaking at meetings of the pedagogical council and / or methodological association, conducting open lessons, defending methodological or didactic materials, writing articles for a professional journal, and more;
- Classes at the School of Young Professionals, organization of consultations on emerging issues with specialists (school administration, educational psychologists, lawyers, etc.);
- Organized visits and lessons analysis;

- Assistance in preparation for competitions, festivals, actions held both at the school level and at the level of the city, region, country;
- Organization of feedback "teacher - mentor - methodologist". It can be carried out in the following forms: individual and group interviews with teachers; providing a "free microphone" to young teachers at seminars, round tables, conferences held at school; questionnaire survey of young teachers.

These forms of support cannot be used in work with experienced teachers, they are specific, but this in no way diminishes their importance, since they are aimed at adapting a young specialist in a pedagogical society, solving problems that arise for any novice teacher.

Very often, the problems of young teachers arise with regards to the behavioral aspect. Counseling in situations of resolving interpersonal and intergroup conflicts in various systems of relations: teacher - teacher, teacher - student, teacher - parents, etc. Here it is important for a teacher - mentor, in addition to his recommendations, to orient a young specialist to refer to a school psychologist. The psychologist helps to relieve the emotional stress of the participants in the conflict, to translate the discussion into a constructive channel, and then helps the opponents to find acceptable ways to resolve the contradictory situation.

The teacher-mentor develops a work plan with a young specialist. The plan indicates: the main professional difficulties experienced by a young specialist, the goal and objectives of professional interaction, stages of work, main directions, forms, methods and means of professional support.

Mentoring is the most significant factor in the process of professional adaptation of a young teacher, a specific methodology, which is a constant dialogue between an experienced teacher and a novice teacher. The organization of mentoring is of a phased nature and includes the formation and development of functional and personal (design, organizational, constructive, analytical) components of the teacher's activity. The mentor checks the level of professional competence of a young teacher, determines the degree of his readiness to fulfill his functional duties [3].

To summarize, mentoring is an effective way of transferring the excellence of young people. Moreover, the benefits of this process are two-sided: the enrichment of the pedagogical experience of the young teacher and the improvement of the qualifications and professional skills of the teacher-mentor. This is a valuable acquisition for the school, because with the growth of its teaching staff, the educational institution increases the efficiency of its activities. And young enthusiasm, creativity, enthusiasm of young specialists is an aid in this process.

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