

Monitoring of Socio-Professional Adaptation of Young Teachers

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Abstract: The problem of professional development of the beginning teacher is an actual problem of modern pedagogical practice. The process of socio-professional adaptation of a young teacher is a complex process and relates to the personality changes, the educational environment and the professional competence of a beginning teacher. Monitoring of socio-professional adaptation of young teachers could prevent and overcome their crises and pedagogical difficulties. Personal, theoretical and practical training form the basis of professional readiness for teaching in school. Professional adaptation is the process of identification of the beginning teacher with job requirements. It is necessary to identify the optimal conditions of full adaptation of beginning teachers to the teaching profession. The study presents the results of the monitoring of preparedness of the young teacher to professional activities. The monitoring factors discussed are: assessment of motivation of choice of profession, communicative relationships within the school, professional readiness, skills of self-education.

Key words: Young teacher, adaptation, professional development, competence, pedagogical difficulties

INTRODUCTION

The problem of socio-professional adaptation of young teachers is important and relevant in modern school. The teacher today has to manage the educational process to meet various educational needs of pupils, actively use different educational technologies to integrate summative and formative assessment of the pupils. The teacher should be ready to deal with a multicultural audience to include children with special needs in the educational environment. It is important for every teacher to be able to plan team activities to participate in projects of different levels. The teacher must be willing to build partnership relations with the community, gives professional advice to pupils' parents (Lenskaya, 2008). All these are basic professional tasks of teachers. The beginning teacher gains experience of solving professional problems at the initial stage of his pedagogical activities during the period of socio-professional adaptation.

Socio-professional adaptation of a teacher includes several indicators: satisfaction with the choice of profession with the system of interpersonal relations at school and management decisions. There is a contradiction between the requirements of the teacher professional standard and the variety of learning

models and the actual level of readiness of the beginning teacher. It is important to identify efficient conditions of intense and fulfilling adaptation of young specialists to the teaching profession. Measuring the success of socio-professional adaptation of beginning teachers should be based on the results of monitoring procedures conducted in the educational organizations of the Republic of Mari El (Kolomiets, 2014).

Literature review: Main and additional criteria of the applicant to the status of "beginning teacher" are set forth in the special legal documents including the State Law "On education in Russian Federation". In our study, a beginning teacher is the teacher, who has knowledge of the basic pedagogical sciences from the University programme has a desire and inclination to improve professional skills, has teaching experience up to three years and is engaged in self-education under the guidance of a mentor (tutor). In the pedagogical literature socio-professional adaptation of a teacher is regarded as the development of sustainable positive attitude towards chosen profession as the activity in a new social environment, i.e., in the system of interpersonal relations of teachers (Ryabova, 2012; Konstantinova, 2014).

Biryukova (2009), Maltseva *et al.* (2015) and Svetlova (2014) emphasize the necessity of continuous education

as a condition of professional development of the young teacher. Kazarenkov *et al.* (2016), Kolomiets and Maltseva (2015) link the process of adaptation of beginning teachers with the work conditions and professional requirements. The problems of achieving the beginning teacher's professional competence, the challenges of personal development are revealed in the research made by Chernikova (2014) and Kondratenko *et al.* (2015) and others. Innovative technologies for teacher training at the university are disclosed in the research by Biryukova (2009) and Kurochkina (2015).

Applied research made by Ryabova (2015) and Kazarenkov *et al.* (2016) has allowed to formulate the definition of socio-professional adaptation as a process of interaction between the individual and the professional environment. The young teacher gets different professional responsibilities, specific conditions and social relations from the educational environment.

Slastenin identifying five groups of beginning teachers according to the intensity of their professional adaptation establishes a close relationship of professional growth, with the readiness to self-education. The first group includes those who during the first years of independent work reaches a relatively high level of pedagogical skills. The second group are teachers who develop teaching skills both in teaching and extracurricular activities. The representatives of the third group are characterized by a relatively long period of professional development because of a low level of previous general and specialized training. The fourth group consists of teachers who get some interest in the profession, however, the mechanical copying of another's technologies prevails. The fifth group is formed by teachers who do not reach the a sufficient level of teaching skills.

For the conducting research of socio-professional adaptation it is necessary to determine the factors that influence the development of young specialists in educational institutions. According to Nikitenko the young teacher's professional development is influenced by some objective factors: the attitude towards the teaching profession in the family, the social prestige of the profession, social conditions in the community and the school neighbourhood, the climate in the pedagogical collective, the level of responsibility and competence of mentors and more. The researcher notes that a significant impact on the development of the young teacher has some subjective factors: motivation of the graduate student/young specialist on mastering the teacher's profession, the awareness of its social significance, personal characteristics and others.

Dubina identifies a set of indicators of readiness of the young teacher to pedagogical activities that

significantly affect the quality of his work: fulfillment of the job requirements, performing social work initiative, ethics, pedagogical tact, relationships with colleagues, general erudition, knowledge of subject, organization of pupils' independent work, control of educational process, classroom management, the ability to deal with parents, susceptibility to pedagogical research.

The process of socio-professional adaptation of young teacher is a complex process and relates to the personality changes, the educational environment and the professional competence of a beginning teacher (Kolomiets and Maltseva, 2015).

MATERIALS AND METHODS

This study presents the results of research conducted in 2013-2014 among young teachers of Yoshkar-Ola and Republic of Mari El as well as students at Mari State University. The study involved 112 acting teachers with work experience from one year up to 3 years, of which 3.5% with experience in school 1 year, 26.1% of teachers with experience of 2 years, 39.4% of co-experience of 3 years.

The study presents the results of the monitoring of preparedness of the beginning teacher to professional activities at school. Monitoring of professional adaptation of beginning teachers includes the following stages: drawing up the programme of professional adaptation's monitoring; definition of monitoring objects; development of tools for data collection and analysis; gathering of material; analysis of material and its summing up, decision-making, the creation of a diagnostic complex for determining the level of professional activity development of a beginning teacher.

For monitoring procedure a set of indicators was identified: evaluation of social status and prestige of the profession including the motivation on the teaching profession, communicative features of interaction of participants of educational environment; professional problems of teachers, level of training; skills of self-education.

When studying the socio-professional adaptation of young teacher, all the indicators were divided into two groups: some were studied through the self-assessment, questionnaires and interviews, the others-by expert assessment of school administration (deputy directors on educational work, heads of methodical subject associations).

RESULTS

The results of the survey of beginning teachers about the desire to work as a teacher show that teachers

with 3 years experience (or more) have strengthen the desire to work in school (30.4%). However, 43.5% of teachers agree to change their profession because «the desire to work as a teacher is gone». It is the opinion of teachers with one year of work at school (4.4%), three years of work in school (4.4%), 4 years work (17.4%). According to the teachers, such changes are linked to household conditions (27.3%), reduction the prestige of the profession in the society (41%).

Among the reasons that lead to lower the prestige of the teaching profession, the majority referred to: psychological climate among teachers in school (95.7%); difficulties in communicating with pupils and their parents (91.3%), professional difficulties (91.3%). Interaction with the school administration, the level of knowledge got in the university, the level of practical skills is essential for those who work in the school >2 years. Beginning teachers (work experience 1 year) have difficulties in communicating with pupils (34.8%), colleagues and mentors (34.8%). The research of the young teachers' difficulties shows that it is necessary to carry out special activities for the formation of communicative skills of students-future teachers.

The 96.8% of young professionals say that relationships with the school administration are respectful. Requirements of administration are optimal (87.1%). A part of the respondents (38.7%) reported having a mentor (tutor). Unfortunately, the responses indicate that in most cases the mentoring is formal and the teachers with experience of 4 years support this conclusion.

Beginning teachers are actively engaged in: extracurricular work with pupils (87.1%); in social school events (54.8%); in the school council (25.8%) and other activities of the teaching staff (12.9%). Most of the young teachers consider themselves closely related to the educational process. They are satisfied that they have free choice of educational programs and teaching methods. They are confident that they can apply their knowledge, skills and abilities in the learning process, understand their responsibility for the learning outcomes of pupils. The respondents noted weaknesses in the school management: about half of the teachers do not participate in management decisions (56.5%), they do not have the opportunity to express and prove their point of view (47.8%).

The main difficulties of the beginning teachers are associated with the organization of the educational process: calendar-thematic planning (78.3%); motivation (50%) and increased activity of pupils at lessons (30.4%); problem-search situations in the classroom (28.6%); the

organization of summative and formative assessment, self and inter-control of the pupils (26.1%); choice of lesson objectives and appropriate methods and techniques (21.4%); the inclusion of children with special needs in the educational environment (14.3%); organization of cooperation between pupils during lessons (14.3%).

It was found that the most important professional knowledge and skills of the beginning teacher are: awareness of contemporary goals of education (60%); knowledge of age and individual characteristics of children (61.5%); conducting variable technologies (86.5%); knowledge of social conditions of life and upbringing of children (5.8%); constructive skills (7.7%).

On the first place the teachers put the ability to master technologies on the second-knowledge of age and individual characteristics of children. Teachers are beginning to understand that in the conditions of modernization of education there is a need to rethink the objectives of modern education. But unfortunately, only some of them value the possession of constructive skills.

The analysis was conducted of the leading technologies used by the teachers: 40% for beginning teachers (1-3 years) allocate active methods and technologies. But in assessment field teachers use traditional forms of control, dominated by an authoritarian position. They are not familiar enough with the organization of self-control and self-esteem inter-control of pupils.

Effective professional activities the teacher can provide if he has a wide subject knowledge, holds a wide range of learning technologies and innovative ways to design, organize and manage the educational process in the school is able to organize activity of pupils on the basis of their personal characteristics.

In our study, the head teachers evaluated the university training of young specialists from Yoshkar-Ola schools (2015). The head teachers the evaluated positively the following: moral qualities and pedagogical tact (96%); knowledge of the subject (92%); organization of control activities of pupils at the lesson. However, beginning teachers are not able to effectively organize and conduct their own projects and pupils' research (4%). The head teachers evaluated at a high level professionalism of 28.6% of teachers, on average level 60%, at a low 9.4%. The heads of methodical associations have noted that beginning teachers are not able to make managerial decisions have difficulties in establishing relationships with pupils' parents.

We compared our data and the data obtained by Dubinina in her early studies. In 1994 the average scores of school administration the training of young specialists was 35.1%. In 2014, it was 29.4% which is 5.4% lower.

The results indicate that: the level of readiness of teachers (graduates of 2009-2014) according to the administration in most areas is lower the level of readiness of young specialists who graduated from the university in the 19's of 20th century.

The graduates noted that the significant drawback of their university training is insufficient time of preparation for practical work at school.

The ranking of the answers about different aspects of self-education shows that young teachers put on the first place individual assistance by the tutor on the second-independent learning; on the third-master classes; on the 4th-school of the young specialists; on the 5th-practice-oriented seminars; on the 6th the further training courses. Young teachers understand that professional cooperation and exchange of opinions contributes not only to improvement of pedagogical skills but also creates self-confidence and feeling of success.

DISCUSSION

The results of monitoring socio-professional adaptation of young teachers shows that the level of professional readiness of teachers does not meet the requirements of the state standard. This monitoring has identified a set of external and internal factors of socio-professional adaptation.

External factors affect the success of the beginning teacher in the educational environment and include: the level of satisfaction of material and spiritual needs, the media, the prestige of the profession in society, the activities of municipal educational institutions, the quality of teacher training, participation in the activities of the teaching staff, educational environment involvement of a mentor. Internal factors are determined by subjective personal characteristics of teachers: general and special abilities interests, motives, needs, professional knowledge and skills, value orientations, self-education.

There is a strong correlation between the content of professional activities of young teachers and the educational environment of concrete educational institution. Municipal educational space is a specific, phenomenon which represents a complete dynamic territorial system, functioning to ensure the unity of the cultural-educational policy, centralization of management education integration of social institutions and public community.

Currently, due to socio-economic changes, it becomes clear that we need new forms of collaboration, combining the capacity of different educational structures. The inconsistency between the teacher training system and the needs of the regional

labour market shows a low level of reflection of the consumers of educational services. On the one hand, the training of future specialists is not consistent with the existing material and technical capabilities. On the other hand, experiencing an acute need in up-to-date teachers there is no efficient system of psychological and pedagogical support of a young teacher.

The results show that the formation of the teachers' professional success depends largely on the content and quality of professional training in the university. The task of the university consists not only in fulfilling the requirements of the standard but also to lay the foundations for future professional success.

Analysis of the results of monitoring the professional readiness of beginning confirms their inability to apply theoretical knowledge in practice, difficulties in diagnostic and technological spheres, organizational and communicative activities. They are not ready to provide psychological counseling to parents of their pupils. Most young teachers are not able to navigate and act in unusual situations, because they have traditional notions of teacher's job.

Educational environment has an ambiguous effect on social and professional adaptation of young teachers. The majority of them (64.7%) note the friendly attitude of colleagues, the presence of positive adaptive situation. But a lot of teachers experience significant difficulties in interacting with the school administration and pupils' parents. Communicative competence of young teachers often does not meet the level of complexity of solved problems. So, the young teacher should fill the shortfall not only professional knowledge and skills but also communication skills.

CONCLUSION

Professional support for young teachers during the first 2 years of a career in school reduces the number of dismissals and ensures the intensity and efficiency of the adaptation period. Unfortunately in some schools mentoring is a mere formality. The active help of the mentor will allow the graduate to learn from the experiences of the teacher-leader of education and solve difficult situations just in the workplace. Pedagogical community should realize that professional development of the beginning teacher occurs within the 1st year of his work in school.

University professors consider that a significant impact on the process of socio-professional adaptation contributes the factors: the consciousness of the public importance of teacher's job, the opportunity to work in a good team to teach to raise children, the possibility of

creativity. Strengthening professional orientation is possible through the establishment of diversified educational environment and the active inclusion of university students in it. The distinctiveness of the educational environment of the Republic of Mari El as a multi-ethnic region, provides the opportunity for the inclusion of a regional component in the research and pedagogical support of socio-professional adaptation of the young teacher.

Currently some regions of the Russian Federation conduct forums for young teachers, establish schools of the beginning teachers and associations of young teachers, professional competitions and other forms of collaboration which successfully help youth in professional development increases the prestige of the teacher profession.

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