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Psychological Adaptation of Young Specialists in Educational Institutions of the Republic of Kazakhstan

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Abstract: The analysis of the results of the study has shown that young professionals in the process of psychological adaptation experience a large number of problems including both the process of entering a new social environment for them and overcoming the so-called imbalance between internal expectations and a new social situation. Psychological adaptation of young specialists in educational institutions is an objective necessity.

Key words: education, institutions, adaptation, young professionals, competence, teacher, professional activity, psychology, intellectual potential, staff .

INTRODUCTION

In all spheres of society's life, including education system, there are transformations and innovative changes, the purpose of which is to increase the competitiveness of Kazakhstan's education and the socio-innovative potential of the society as a whole. A big role in these processes belongs primarily to the younger generation, young professionals.

The Republic of Kazakhstan is currently taking drastic measures to improve the quality and development of the education system in accordance with domestic and international practices. In this regard, the Republic of Kazakhstan adopted the State

Program for the Development of Education and Science of the Republic of Kazakhstan for 2020-2025 years, which was a continuation of a similar program adopted for 2016-2019.

Nowadays, one of the urgent problems in the modern educational sphere of the Republic of Kazakhstan is the attraction and keeping of young teachers in the profession. To do this, the role of teachers, who are to ensure the growth of the education quality, is being increased. In this respect, it can be noted that for the first time in the history of our country, the Law of the Republic of Kazakhstan "On the status of a teacher" dated December 27, 2019 No. 293-VI was adopted. This law is aimed at increasing the prestige of a teacher during the period of his professional activity.

In the modern world, the education system requires teachers with a new format of pedagogical thinking "teachers of a new formation" who are able to become active subjects of innovative processes in education. The teacher must have a high level of academic knowledge on the acquired educational program, possess a general pedagogical and methodological-and-technological culture, be competent in the field of information and distance technologies, and also be able to «expand the boundaries of his «view of the world», extend his

living space by exploring new relationships to the world, people, to himself.

Thus, one of the primary tasks of the heads of educational institutions is not just to attract young specialists to pedagogical activity, but also more importantly to keep them on the pedagogical path. The well-timed prevention of dismissals of teachers due to the difficulty of going through a psychological adaptation at the stage of their entry into professional activity, later results in their satisfaction with the pedagogical activity and the activation of their creative potential.

Methods and materials

The practice shows that a significant number of students, graduates of colleges and universities, who have joined the education system, young professionals have a difficulty with adapting which creates problems in work and contributes to their dismissal in the first months of their professional activity. The analysis of the personnel situation in the education system today indicates the insufficient effectiveness of the process of psychological adaptation. As a rule, this process is absent or reduced to a formal set of measures that do not meet modern requirements and are not supported by the necessary theoretical knowledge. The process of psychological adaptation is crucial in the issue of keeping and further development of young personnel in educational institutions. Therefore, there is a need to create a high-quality system of adaptation of young professionals at the first workplace.

The special attention is paid not only to the interest in the problems of adaptation of a young specialist in an educational institution, but also to a teacher himself, his personal and professional competencies. In this direction, the special attention is drawn to the problems and features of the professional formation of young specialists, the development of the professional competence and the desire for work among yesterday's graduates in the conditions of an education organization.

The problems and aspects formulated above inevitably lead to the need to consider the issue of the psychological adaptation of young professionals in educational institutions and in the education system as a whole. The study of the situation of young specialists' professional adaptation shows the contradiction between the requirements of society for the knowledge and professional skills of teachers, their ability to master new areas and the real type of adaptive behavior in the education system. Over the past decades, the search for internal determinants of professionalization in general and professional adaptation as an integral part of this process has been actively conducted. Modern educational institutions are in urgent need of young teachers who are able to adequately respond to the changing educational situation, the specifics of pedagogical systems, new conditions of professional activity, and be flexible to rapidly changing external conditions.

Thus, there was an objectively formed contradiction between the need to create optimal conditions to meet the needs of the individual in professional development and adaptation, as well as the lack of sufficient scientific support for the management process of the gradual entry of a young specialist into the teaching profession within the framework of the functioning of an educational institution.

Results and discussion

In order to implement consistency in working with young specialists, it is advisable to identify the main interrelated areas of this type of activity:

- improvement of scientific, theoretical, psychological, pedagogical, methodological training of young specialists;
- in-depth study and mastering by a young specialist of a curriculum, requirements for the realization of organized educational activities of pupils;
- mastering of an integrated approach in educational work and the teaching methodology by a young specialist;

- acquisition of modern requirements for the organized educational activities of students;
- mastering of research methods;
- study and implementation of advanced pedagogical experience and main achievements of pedagogical science into the practice of teaching and upbringing, as well as the organization of creative activity of a young specialist;
- fostering a culture of choosing one's pedagogical position;
- development of teamwork skills;
- acquisition of the norms of corporate behavior.

In addition to the traditional forms of work involving a young specialist in professional activities, such as a conversation, a consultation, a visiting and a discussion of organized educational activities, practice-oriented ones should also be conducted (master classes, trainings, business games, development and presentation of models of organized educational activities, presentation of oneself as a teacher, a day of pedagogical excellence, a workshop on solving pedagogical situations, etc.) They accelerate the process of entry of a novice educator into an educational, pedagogical environment. He feels more confident, his conviction in the right choice of profession is consolidated, or vice versa, some dissatisfaction comes which is expressed in a low desire to improve his professional level, intentions to change jobs.

In this case, the support of the administration, the teaching staff and the personal example of a young specialist's mentor makes it possible to reduce the level of dissatisfaction. The well-timed identification of difficulties in the performance of his functional duties through diagnostics, adjustment of the mentoring program relieves the psychological stress of a novice educator. In the organization of psychological support of the adaptation process of young specialists within the framework of the developed system of measures, it is recommended

that teachers-psychologists in educational institutions conduct trainings, workshops and carry out the developed program "Murager" to accompany young specialists in preschool educational organizations.

These training sessions are designed to increase the level of self-awareness of the professional "I", develop the ability to be prepared for stressful situations of pedagogical activity, analyze one's own behavior and actions, evaluate them, discover one's own shortcomings and strive for self-improvement, form and regulate the psycho-emotional state.

As a rule, when a mentor is assigned to a young specialist, it allows the latter to receive additional methodological assistance and practical guidance in professional activities, which allows him to avoid misadaptation, uncertainty in his actions and reduces the risk of conflicts between colleagues and parents of students. The interaction of a mentor with a young teacher to improve his professional development.

Having considered the main criteria for the psychological adaptation of young specialists to professional activity in the conditions of a preschool educational organization, we can say that the criterion of adaptation means a system of assessments that allows classifying adaptation processes on any basis. The criterion may be, for example, from which point of view the assessment of a person's adaptation is given - from the position of a person himself (internal criterion) or an outside observer (external criterion).

Therefore, the study of the problem for the realization of the goal has used a set of methods aimed at identifying the level of adaptation of young professionals to professional activity in a preschool educational institution (N.P. Fetiskin, V.V. Kozlov, G.M. Manuilov; A.V. Batarshev; J.Taylor; V.A. Doskin, N.A. Lavrentyeva, V.B. Sharai and M.P.Miroshnikov; O.M. Chorosova, R.E. Gerasimova, etc.).

Thus, this set of criteria and indicators alongside with the characteristics of the levels of formation of psychological adaptation of young professionals

allows not only to predict the result, but also to measure it.

Conclusion

The specifics of pedagogical activity and the professional capabilities of each teacher and educator, the lack or the absence of experience, the gap between knowledge and skills lead to various difficulties during the adaptation period. As a result, there is not always a justified outflow of young teachers who have not found themselves in their chosen profession. Therefore, young teachers need constant methodological assistance.

The effectiveness of the process of their professional adaptation depends on the rational distribution of priorities in working with novice teachers. Young specialists from the first days in a preschool educational organization need to have competently organized adaptation work in order to make them feel comfortable and confident in all respects and so that there is no disappointment in their profession.

The conducted study of the level of adaptation of young specialists to professional activity in the conditions of a preschool educational organization has shown that if young specialists are not provided with psychological and pedagogical assistance in time, then there is a high probability of their early professional burnout and quit from the profession.

The analysis of the results of the diagnostic techniques has indicated that young specialists in the process of psychological adaptation experience a large number of problems including the process of entering a new social environment for them and overcoming the so-called imbalance between internal

expectations and a new social situation. It can be concluded that psychological support of young specialists is an objective necessity.

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