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DIFFICULTIES THAT YOUNG TEACHERS FACE IN THEIR PROFESSIONAL WORK

Бул макалада жаш мугалимдердин иш тажрыйбасындагы кыйынчылыктар жана профессионалдык мотивдер каралат.

В данной статье рассматриваются трудности, с которыми сталкиваются молодые педагоги в своей педагогической деятельности и профессиональные мотивы.

This article deals with difficulties that young teachers face in their teaching experience and professional motives.

Modern education system in Kyrgyzstan is characterized by constant improvement of its quality, which requires maximum organization of the educational process in educational institutions. Close attention is paid to the role of the professional competence of teachers. Competence - (Latin - compliance, proportionality) - integrated person's ability to independently apply various elements of knowledge, skills and ways of working in a certain situation (academic, personal, professional). Knowledge defines the contents of competence and expertise. As "ability" and "skills", "competence" and "competency" are forms of instrumentalization of knowledge. To own something in terms of system- activity approach - means "to know", which became "able" and have a corresponding " skill ." Competence and expertise do not appear acquired but formed gradually, undergoing constant transformations (transition) from the potential to the current state, i.e. develop their potential (their status). Requirements for the individual and the content of professional educator presuppose his skills to work effectively in constantly changing social and educational conditions.

Newcomer in a new job faces many difficulties. In this regard, there is a contradiction between the high current requirements to young professionals in educational institutions, in the framework of professional competence and adaptation difficulties that young professional due to their adaptive capacity, professional competencies, psychological readiness to professional self-affirmation and features of the modern labor market.

The concept of "adaptive capacity" considered by many authors. S. Y. Dobryak regards the concept of "adaptive capacity" as a synonym for "adaptability" and represents the properties of the individual to express the possibility of mental adaptation. Adaptive potential of the individual is defined by N. L. Konovalova as integrating mental health characteristics.

S.T. Posokhova suggests that in an adaptive capacity lays a latency of adaptive abilities, timeliness and vector of implementation of which depends on the activity of the person. In her opinion, it is advisable to provide adaptive capacity as an integral education that combines a complex system of social-psychological, mental, biological properties and qualities actualized person to create and implement new programs behavior in the changed conditions of life. Personal adaptive capacity includes biographical, psychological and personality- regulatory components.

Adaptive potential of the individual is defined by N.L. Konovalova as integrating mental health characteristics. Mental adaptability evaluated at the same time as the integral properties of the individual as an integrated system and is considered as a set of internal factors determining the efficiency of adaptive changes. Adaptability, in the opinion of this author, is generally characterized by the ability to withstand failures of mental adaptation depends on many constitutional, congenital and acquired factors that determine the structure of a person is in close relationship with the periodization of the development of personality. Mental adaptability is determined by several components, the overall level of mental development, personality traits, and a system of relations, the nature and content of psychological problems, the position of the individual in relation to them.

Thus, professional adaptation is a two-way process between the individual and a new social environment. Analyzing the process of such interaction can be distinguished professional adaptation factors, i.e. conditions affecting the flow, timing, pace and outcome of the process, which are divided into subjective and objective.

1. Objective - factors that are less dependent on the teacher. This level of organization of labor, sanitary conditions and material-technical base of educational institutions, the size of the team, the location, the image of an educational institution, the availability of supplemental educational services and so on.

2. Subjective factors, which include the professional qualities of personality, socio-demographic characteristics of the employee (gender, age , education , qualifications, work experience , social status and so on); socio- psychological factors (level of claims, professional values and identity, willingness to work, practicality, speed of orientation in the production situation, self-control and ability to act rationally, sociability, self- perception , the ability to generate a sense of responsibility at the other and so on.) sociological (degree of professional interest , the degree of moral and material interest in the efficiency and quality of labor, availability of installation on training and education, the environment in which the professional activity takes place, and so on.

Professional motivation is also a specific process. Ilyin E.P. identified three groups of motives of professional activity: 1) public causes, including awareness of the need to benefit people associated with the installation of the public on the importance of professional activities; 2) the need for self-actualization, which is connected with the fact that man is by nature not only consumer, but also a creator; 3) acquiring certain material benefits for themselves and their families. This motivates a person to ensure the more or less actively involved in the work and the work with a certain degree of efficiency.

Environment in which educator's professional work takes place, also has its own specific features, due to its heterogeneity. On the one hand, it involves a logistical base of the organization, which employs the teacher. On the other hand, it consists of various components of the educational system, such as the administration of an educational institution that defines the main directions of work. Colleagues, who can be a powerful "resource" to prevent professional burnout, and professional identity of the teacher who is at the stage of entering the profession and parents as consumers of educational institutions, affecting, ultimately to meet their own activities.

Accordingly, the above-described characteristics of professional adaptation of young teachers can describe the typical reasons that impede entry into the profession. Researches of O.V. Bogdanova show that teachers point out the following obstacles to successful professional adaptation: lack of training; weak motivation for professional growth; absence or insufficient development of professionally important qualities.

Among the important professional skills, young teachers noted the following: ability to teach others, the ability to plan their future, a great sense of responsibility, patience, perseverance, desire to understand the position of others, careful action, and the ability to oral statements, friendliness, sociability, enthusiasm for work, accuracy and consistency of work.

In general, we can conclude that the most important "target" for the work on adaptation supports young professionals to a professional environment, especially, should include continued support of personal adaptive capacity of the teacher on the stage of entering the profession, as well as correct emphases on the requirements for professional activities of beginning teachers.

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