

PROFESSIONAL ADAPTATION OF TEACHERS TO PEDAGOGICAL ACTIVITIES

In the conditions of modernization of the education system in Ukraine, one of the fundamental tasks is updating the content of continuous education. One of its defining components today is the successful professional adaptation of a young teacher to pedagogical activity. The presented material provides an analysis of professional adaptational problems of a teacher. It is revealed the psychological and pedagogical essence of the category professional adaptation. It is also explosed in detail its contents and features. Its content and features are also considered in detail. The professional adaptation of a teacher during his pedagogical internship is one of the defining steps in his professional growth.

The purpose of the article is to study the process of adaptation of young teachers to professional pedagogical activity, in particular, during the process of a pedagogical internship.

The article focuses on the fact that the professional growth of a young teacher in the future is fully influenced by the success of his professional adaptation during the first years of vocational and pedagogical activity. This is a process where a young specialist is actively involved in a new activity (for him), a system of interpersonal relationships, cultural life, and he finds the conditions for self-development and transforms a new working environment into the basis of his own vital activity.

Professional adaptation is a complex and controversial process. In psychology, it is defined as the process of involvement in a new situation, in which a new system of interaction and mutual relations between team members is formed due to the mutual influence of the individual and the surrounding work environment.

Professional adaptation of interns is a process whose goal is to prepare a young teacher for professional activity in a specific educational institution.

There are several types of professional adaptation of interns, namely: social, psychological, informational, emotional.

Finally, it is noticed that the difficulty of the teachers' work will be successful with the help of experienced colleagues and the professional methodological supporters in the process of a professional formation.

The professional adaptation of a teacher during his pedagogical internship is one of the defining steps in his professional growth. The professional development of a young specialist, his "entry" into the teaching profession should take place through the mentoring of an experienced teacher, within one year after obtaining the qualification, during the course of a teaching internship.

It is noted that the pedagogical internship is organized on the day when the young teacher was appointed to the position of a pedagogical worker. The basis for its

organization is the order of the head of the institution of general secondary education, which must contain information about the intern and his mentor, as well as the period of completion. The mentor supports the young teacher and accompanies him at the beginning of his teaching career.

Interaction with a mentor and experienced colleagues is also one of the conditions for successfully overcoming professional difficulties. Such interaction contributes to successful professional adaptation and development. It is based on the cooperation of a professional teacher and a young specialist, the purpose of which is to support the latter, to form a goal in him for full realization in the profession and further self-improvement and development.

Mentoring involves: a certain form of interaction between two people, where one person who has experience and knowledge in a certain field helps another person learn the same skills or acquire (improve) professional competencies; involves the transfer of knowledge, experience, values and skills from the mentor to the employee (pupil, student, intern, teacher) who turns to the mentor for help.

It is identified the role of determining factors which influence on the success of professional adaptation. Presented materials indicate that the main feature of the adaptation process is its continuity. First to know, the young specialist who is involved into independent pedagogical activities adapts to the requirements of the educational institution and overcomes the difficulties of educational work.

Types of professional adaptation of the intern teacher are considered: social, psychological, informational, emotional.

Adaptation of a young teacher is related to students. Pupils are the objects of work of a young teacher. Successful contact with them is one of the conditions that have a positive effect on involvement in the teaching profession, and therefore determine both professional failures and successes. Interaction with experienced colleagues and a mentor is important for professional adaptation, because one of the conditions for successfully overcoming professional difficulties is their help.

It is worth pointing out the multifunctionality of the process of professional adaptation, as it is both a necessary condition and a means of optimizing the interaction of a person with professional activities and the environment in which he works; contributes to the development and is a component of the professional development of the individual; affects the successful mastery of professional activity.

The purpose of the above measures is for the beginning teacher to realize and understand his own mistakes and achievements, to create a kind of reference point for further professional improvement. Therefore, overcoming the complications that arise in the first years of a teacher's professional and pedagogical activity takes place successfully in the case of active help from experienced colleagues, the formation of conscious,

sustainable motivation and professional methodical support in the process of professional development. development.