

## INTEGRATION OF YOUNG TEACHERS INTO THE PROFESSIONAL ENVIRONMENT

*Maksadova Mehriniso Saykhanovna*

*University of Information Technology and Management*

*Associate Professor*

**Annation:** The professional and psychological adaptation of a young teacher is a complex and multidimensional process that includes the assimilation of professional norms, the development of pedagogical competencies, as well as the formation of psychological resistance to stressful factors. Successful adaptation helps to improve the quality of the educational process and reduce professional burnout.

**Key words:** Team support, self-confidence, E.Fromm, Psychological adaptation, Socio-psychological, pedagogical activity

Factors influencing adaptation. Professional training is the level of theoretical and practical training received at the university. Team support – mentoring, collaboration with colleagues. Personal qualities – stress tolerance, empathy, flexibility of thinking. Organizational conditions – working conditions, workload, administrative support. Motivation is an intrinsic interest in teaching.

Stages of adaptation. Initial acquaintance with the profession – a young teacher gets used to a new environment, learns the internal rules of the institution. Adaptation is the application of theoretical knowledge in practice, the formation of a teaching style. The adoption of a profession is the emergence of self-confidence, the strengthening of professional identity. Professional sustainability is the development of one's own approach to work, mastering self-development techniques.

Ways to facilitate adaptation: Introduction of a mentoring system for young professionals. Conducting trainings and seminars on the development of professionally significant qualities. Formation of a positive psychological climate in the team. Organization of regular supervision and support from the administration. Development of stress tolerance and emotional self-regulation skills.

According to E.Fromm, a person adapts to all the “trials” of social life and masters them in a peculiar way. Human evolution is inextricably linked to the adaptable properties of human nature. Therefore, a person will not stop looking for conditions that will meet all his internal requirements. According to E.Fromm, human adaptation (psychological adaptation), at the biological and physiological level, differs from animal adaptation by a low level of adaptation, as a result of which a person is forced to look for other ways of adaptation, in turn, this is the main reason for human evolution.

Psychological adaptation is the process of spiritual integration into the system of communication and social, socio-psychological, professional and pedagogical relations, into the system of fulfilling any tasks of society. In the psychological discipline, psychological adaptation related to human life and activity is divided into the following main types:

1. Social adaptation according to the meaning, the adaptation of a person to moral, political, legal and other norms.
2. Socio-psychological adaptation is the adaptation of a person's inclusion to systems of psychological connections and communication with people, to the fulfillment of various socio—psychological roles.
3. Professional and pedagogical adaptation the adaptation of a personality is reciprocal to the fact of joint communication of pedagogical and educational-cognitive activities.
4. Ecological and psychological adaptation is the adaptation and interrelation of a person to the external means in which he lives and performs activities. The process of psychological adaptation of a personality (adaptation) is characterized by an increase in its activity. Its essence is that the hardware actions of a person to change the environment and the whole being are purposeful.

Professional adaptation is a combination of a person's inclusion in the professional process and their interaction with the professional environment.

The properties of a young specialist's professional adaptation depend on external and internal conditions. The external conditions and factors of professional adaptation affecting a specialist are as follows:

- Purpose, content, means of professional activity and properties of organizational technology.
- The properties of social and other conditions of professional activity. Internal conditions and factors are the level of professional adaptation opportunities, as well as the exact correspondence of the motives of professional activity with the requirements of pedagogical activity.

The professional adaptation of a young teacher is carried out in the following subject areas: the main interactions of the environment and the branches of professional activity:

1. Professionally active! adaptation to pedagogical activity, its goals, content, means, technology, work procedure and acceleration.
2. Organizational and regulatory: acquisition of the skill of following certain rules in an educational institution, organizational criteria, labor discipline and other requirements.
3. Socio-professional: professional and social tasks, adaptation of the teacher's personality and the tasks peculiar to his profession.
4. Socio-psychological: adaptation to socio-psychological tasks, moral, unofficial norms of the pedagogical society, rules of behavior, dignity and etiquette communication.
5. Social status: to acquire adaptation to the existing conditions of pedagogical activity, social, political, moral, national cultural and other environments.

During professional adaptation for a young specialist, the main role is played by adaptation to professional activity. With an effective test of professionally active adaptation, it is

advisable to take decisive action in the following areas of activity, which are considered peculiar ways of modern education.

- Planning (programming) of the educational process in accordance with scientific and ideological trends.
- Matching the level of complexity of the educational material with the age and individual psychological characteristics of the student.
- Ensuring the correspondence and interrelationship of students' theoretical readiness.
- Increasing the level of student activity and the autonomy of educational processes.
- Joint individual practical and collective work of the trainees.
- Acceleration of the educational process with the help of technical means and many technical modules.
- Differentiation of education and integration of academic subjects into new projects of complex computer programs.

A primary school teacher should observe the following principles in the educational process:

- a) The principle of self-organization-adheres to the laws of regular formation and improvement of the organization of effective educational activities.
- b) The principle of evolution – refers to the constant change in the form and methods of the educational and psychological process.
- d) The principle of responsibility is the requirement for the subsequent control of actions and actions in obtaining knowledge and mastering skills.
- e) The principle of role participation is the requirement to perform specific functions of a teacher and a trainee.
- f) The principle of ensuring psychological quality and effectiveness – it means combining all the components of the teacher's and students' activities into a single mechanism; this shows the desire of the entire team to eliminate difficulties together, helping each other to achieve common goals and spiritual and moral community.

According to educators and psychologists, the most important features of a modern school teacher should be the following:

### **1. Personal characteristics of the teacher:**

- loyalty to the Motherland, the people, and love for children.
- practical and psychological literacy.
- hard work and creative activity.

- active in public affairs.
- kindness, sincerity, humanism.
- modesty and sincerity.
- integrity, courage and firm character.
- constant striving to improve knowledge and experience.

## **2. Knowledge peculiar to the teacher:**

- deep awareness of the essence of the process of education and upbringing, the concept of its goals and objectives.
- mastering the basics of general psychology, educational psychology and progressive psychology, ethnopsychology.
- knowledge of the theoretical and practical foundations of modern pedagogy.
- knowledge of the teaching methods of your subject.
- understanding the psychological properties and cognitive process of school-age children, knowledge of effective ways to influence their personality.
- knowledge of the content and essence of educational work conducted with parents and teams.

## **3. Qualities peculiar to the teacher:**

- The concept and belief in a national idea and national ideology.
- The concept of the importance of universal and national wealth, which constitute the modern educational framework, traditions, dignity and customs.
- pedagogical abilities that ensure the quality and effectiveness of pedagogical activity: pedagogical observation, sharing attention, developing pedagogical imagination, critical attitude towards oneself, the ability to drive oneself, the essence of pedagogical tact and emotional expression of speech, a combination of these components.

In addition to the above qualities, a modern teacher should have determination, dexterity, diligence, modesty, dedication and other positive traits. At the same time, a primary school teacher should always improve his skills and experiences, cultivate personal and professional qualities that help increase success in his work.

Professional and psychological adaptation is a dynamic process that requires an integrated approach. Peer support, professional development and psychological readiness for work play a key role in the development of a young teacher. Effective adaptation methods can minimize stress, increase job satisfaction, and contribute to the formation of a competent and self-confident teacher.



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