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## **FUNDAMENTALS OF THE PROFESSIONAL ADAPTATION OF A YOUNG TEACHER**

The initial stage of the professional development of a young teacher is quite difficult, because the tasks facing yesterday's student are different from educational tasks. Every young teacher at the beginning of his professional career faces difficulties, which are connected, first of all, with insufficient experience of practical work. Their overcoming takes place in the process of professional adaptation, without which further professional development is impossible.

**The aim of the article** is to study the process of adaptation of young teachers to professional pedagogical activities.

Researchers most often associate the term "young teacher" with a specific chronological age, age limits or peculiarity of professional activity.

The term "adaptation" was introduced in the 19th century by G. Aubert. In a broad sense, it is interpreted as adaptation to the environment. Most scientists define adaptation as "the process of adapting individual and personal qualities to human life and activity in changing conditions; as an active interaction of the individual and the environment depending on the degree of its activity; as the transformation of the environment according to the needs, values and ideals of the individual, or as the advantages of the individual's dependence on the environment; as changes accompanying at the level of mental regulation, formation (and restoration), preservation of dynamic balance in the system of labor subjects - professional environment".

In the process of adaptation, such components as adaptation to the position, professional adaptation, socio-psychological adaptation can be distinguished. Professional adaptation is the adaptation of a specialist to the work performed. Professional adaptation plays a decisive role, due to the fact that a young specialist is familiar, first of all, with the theoretical side of the work process. In psychology, professional adaptation is defined as

the process of involvement in a new situation, in which a new system of interaction and relationships between team members is formed due to the mutual influence of the individual and the professional environment.

The process of the professional adaptation of a young teacher is uneven. At its beginning, the young specialist is involved in independent pedagogical activities and adapting to the requirements set by the educational institution, overcoming those difficulties that are directly related to the educational work. In the future, the process of formation of pedagogical skills takes place. Professional adaptation is characterized by the formation of an individual style of activity and inclusion in the system of professional and social relations.

Professional adaptation consists in mastering professional skills, clarifying the specifics of the work; in mastering those value orientations that are characteristic of the profession, in bringing the orientations of the individual closer to the orientations of the professional group. Strategic goals of the individual are important internal conditions of adaptation; the main motives aimed at overcoming the difficulties that inevitable in the process of becoming a specialist. If it is not possible to overcome the difficulties of adaptation, timidity and self-doubt may arise, which leads to a serious deformation of the personality.

Interaction with experienced colleagues and their help is one of the conditions for successfully overcoming professional difficulties. It is important to attend lessons conducted by teachers who have already achieved a high level of pedagogical skills and involve them in the analysis of these lessons. No less important are open lessons conducted by a young specialist, methodical reports, research work. In general, professional adaptation is a process of social, professional, psychophysiological growth of a specialist in professional activity, in which he finds an opportunity for self-realization. Professional adaptation is characterized by the formation of an individual style of activity and inclusion in the system of professional and social relations.

Management of the adaptation of a young teacher is the process of determining the strategy and tactics of achieving a given qualification level. The purpose of the methodical work of the educational institution is to create conditions for the professional formation of

a teacher, the development of pedagogical skills, the improvement of teachers for innovative activities. Methodical work with young teachers is based on such principles as: interactive learning, partnership, research, interconnection of theory and practice.

A young teacher who aspires to achieve a high level of pedagogical skills must constantly develop, improve, change. Characterizing the pedagogical activity, we must say that it is a process of systematic search for new teaching methods, continuous pedagogical creativity, taking into account both - the development of the subject and students. This is the formation of the need for constant updating of methods of pedagogical action in order to create conditions under which students strive for self-development.

In the process of professional adaptation, a young specialist gains independence and shows a creative approach to educational activities, strives for further professional growth. The purpose of these activities, for the teacher, who is just starting his professional activity, is to realize and understand his own mistakes and achievements. This is how a kind of reference point for further professional improvement is created.