

## **Psychological Features of the Professional Adaptation and Professional Development of the Shooter In the New Pedagogik Team**

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### **Abstract:**

*This article covers the professional adaptation of the marketer from the pedagogic and the psychological characteristics of the self from the psychological package from the theoretical and practical Jack.*

**Key words:** team, compensation, adaptation, social psychological process, teacher image.

### **Introduction**

Currently, the society has developed an understanding of the unified system of continuing education as a complex of state and other educational institutions that provide organizational and meaningful unity and inextricable connection of all branches of education, coordination and joint solution of tasks, including in the field of professional training. In the process of professional development of the teacher, significant psychological and pedagogical changes should occur throughout life: changes in professional consciousness, values and motivation, mobilizing the teacher to constantly increase the level of his competence; expanding its functionality and compliance with the current tasks of Education. The importance of a socio-psychological climate is determined by the fact that it acts as a factor in the effectiveness of certain social phenomena and processes, serving as an indicator of their change under the influence of their state and social progress.

The socio-psycho-gik climate also serves as a multifunctional demonstration of the degree of psychological inclusion of the individual in the activity, measures of the psychological effectiveness of this activity, the level of mental potential of the individual and the team, the scale and depth of obstacles to the implementation of the psychological reserves of the team.

The peculiarities of the teaching staff is that its psychological atmosphere, interpersonal relationships, management style are designed for the professional activities of the teacher and the children's team. In this regard, there is a need for the formation of social- the socio-psychological climate of the teaching staff in order to normalize interpersonal interaction. It should be noted that the system of professional growth of a teacher is focused on a global goal - improving the quality of education, the achievement of which is possible with the success of such local goals as professional and personal development of a teacher, professional and personal development of a student, increasing the competitiveness of an educational organization.

The system of professional growth of a teacher in training is defined by us as a subsystem of education, the functioning of which is conditioned by the state, social and personal needs of the teacher's development in the professional sphere due to the acquisition of the necessary set of

competencies, experience and the formation of optimal pedagogical career strategies for the implementation of the tasks of training, education and development of students.

Socio-psychological climate is understood as a general emotional and dynamic mood that reflects the established system of relations, dominant mood, satisfaction, attractiveness of work, stability and growth of employees, unity of college and personal goals, the level of unification of formal and informal structures of the organization (G. M. Andreeva) [3]. The formation of a socio-psychological climate is an important reserve for increasing the effectiveness of collective activity.

#### Methodology

The following publications, monographs of scientists and scientific researchers from abroad and our country were put into question on this problem, Antonova, Yu. O. (2013). Formirovanie sosialno-psichologicheskogo klimata V pedagogicheskom kollektive. Dostizheniya vuzavskoy nauki, (7), 165-172., Ovcharova, R. V. (2006). Technologii raboti shkoloogo psihologa s pedagogicheskim kollektivom., Navazova, T. G., Bubnova, I. S., Pirozhkova, O. B., & Shibankova, L. A. (2019). Rol I Mesto sosialno-psichologicheskoy gotovnosti K innovatsiyam V sisteme professionalnogo rosta pedagoga. Kazansky pedagogichesky journal, (6 (137)), 122-132., Panova, L. V. (2005). Pedagogicheskie uslovia formirovaniya reflektivnykh umeniy budutshix uchiteley nachalnih klassov (Doctoral dissertation)., Boyko V.V. I Dr. Sosialno-psichologichesky klimat V kollektive I Lich-Nost. - M., 1983., Veresova N.G., Rusalina A.A. Proizvodstvennaya Praktika po izucheniyu obraza jizni I sosialno-psichologicheskogo klimata V trudovix kollektivax. L., 1989., Kokorenko V.L. Arttehnologii V podgotovke spetsialistov pomogayutshix professor. - SPB., 2005.

We took a theoretical look at the literature on the problem under study, identified the methodological foundations of research. In the process of studying special literature, it was found that the psychological characteristics of the professional adaptation and development of the shooter who came to the new pedagogical team are accompanied by the following factors and individual psychological characteristics.

The activities of the teacher are inextricably linked with the educational environment, and according to the peculiarities of this activity it has a very active character, since the teacher, forming, developing, teaching and educating students, interacting with colleagues and administration, changes, develops and changes the educational environment. Thus, the teacher actively assimilates the educational environment in the process of his activities - innovations.

In addition, assimilation (changing the educational environment) is one of the indicators of its personal and professional development, the quality of its professional training and activities. Thus, the process of socio-professional adaptation of the teacher is divided into three components: the process of accommodation, the process of assimilation and the process of joint - pedagogical activity that connects them. Thus, the socio - professional adaptation of a primary teacher is the process of entering his educational environment, obtaining professional knowledge, the process of mastering the standards and values of the educational environment, its culture; the process of starting to carry out the experience accumulated at each specific point of his personal and professional development trajectory (S. M. Redlich, 1999).

Based on the identified problems, the author developed a program for the formation of a socio-psychological climate in the pedagogical community. In the scientific literature, there are different approaches to the definition of this concept. Winter I. A. considered socio-psychological training as an integral manifestation of all sides of the individual, it allows not only as a manifestation of individual and personal qualities due to the nature of future activities, but also to effectively fulfill its functions. Rao academician V. A. In his research, Slavenin argues that the modern teacher faces the need for resolution, in addition to traditional, modern and complex psychological-pedagogical tasks

such as analytical-reflexive, constructive-prognostic, organizational - activity, evaluation-information, correction and regulation (5).

Study of personal innovation of teachers as pedagogical topics activity M. it began with the conduct of a test methodology of cardboard, which allows you to determine how difficult or easy it is to maintain the characteristics of innovative or flexible behavior for a long time. Innovation implies the subject's ability to perceive and understand, as well as the ability to change and implement new original ideas when necessary [1].

There are various approaches to the definition of this concept in the scientific literature. Zimnaya I.A. considered socio-psychological readiness as an integral manifestation of all aspects of the personality, which makes it possible to effectively perform their functions, and not only as a manifestation of individual and personal qualities due to the nature of future activities.

A low index of innovation was found in 12% of teachers who demonstrated disagreement with risky activities, showed conservatism regarding changes taking place in society, and expressed a negative attitude to transformations. Slastenin V. A. and major N. E. according to, readiness for pedagogical activity is a broader and more complex concept than the concept of pedagogical conformity. Readiness for the work of the teacher includes the professional training of the individual (individual characteristics of the individual, abilities and a set of characteristic features that are important for successful professional training and activity). Slastenin V. A. determines the following features of pedagogical reflection in professional pedagogical activity:

- 1) psychological training-attention to various types of activities;
- 2) scientific and theoretical training (the presence of scientific-theoretical, psychological-pedagogical, special knowledge necessary for reflexive activity);
- 3) practical preparation (153).[4. 20b ]

Undoubtedly interest Dyachenko M. I. and Kandybovich L. N. to describe the readiness of students for pedagogical activity. The authors distinguished the following ready-made components:

- 1) motivational (positive attitude to the profession, interest);
- 2) orientation (knowledge and ideas about the features of communication);
- 3) optional (self-control, ability to control one's own actions);
- 4) assessment (reflection).[21b]

Adaptation is a continuous, lifelong process, which is a socio - professional adaptation that determines the direction, vector and intensity of the professional and personal development of the teacher. In connection with such an interpretation of the teacher's process of social and professional adaptation, the time frame of this process naturally changes. In modern psychological and pedagogical literature, some authors associate this process with school graduation, others - with university graduation, others - with the beginning of professional activity.

L. M. According to mitina, teachers with 10-15 years of experience have a high level of development of almost all pedagogical abilities. Professional formation has occurred, therefore, first of all, not self-affirmation, but the creative search for new methods and methods of work. For teachers with more than 20 years of experience, the level of development of pedagogical abilities (communication, maintaining a creative environment in the lesson, etc.) drops sharply. Only the ability to maintain discipline in the lesson is at a high level. L. M. According to mitina, this is explained by the fact that teachers, in their opinion, accumulate a sufficient theoretical and practical base and develop self - education. After 40 years, the teacher reduces interest in pedagogical literature. Their skills acquire the character of stereotypes. In the new data, they seek confirmation of their experiences, which leads to the strengthening of stereotypes. They consider maintaining discipline in class as the main thing.

## RESULTS TAXABLE

Pedagogy considers a person as an object of transformation, improvement, a person as a whole in the unity of his mental, psychological and social sides. Consequently, pedagogy also adds knowledge about the means and conditions of teaching and educating a person to knowledge about a person. In psychology, great importance is attached to the study of the mental activity of a person, the laws of development of the psyche. Based on this knowledge, we can assume that pedagogy is a "tool" and condition for transferring human consciousness from one state to another. This condition, in our opinion, is simultaneously similarity and difference, and is also preserved in the ability to pedagogical reflection. The normalization of students' ability to reflect is based on these conditions, thereby increasing the effectiveness of the pedagogical process.

Reflexive-pedagogical training should be carried out from educational activities to professional activities, that is, with a different change in personal position in relation to pedagogical activities. In this, unlike all other forms of social consciousness, art tools with the ability to comprehensively influence the "mind and heart" can be of great help.

All this together is an important basis in the holistic formation of personality (18). Empathy in art, as we can see, is a person's ability to reflect. Currently, the scientific concept of using them as a means of training A Higher School specialist has been developed, the author of which is E. T. Ardashirova, according to the author, the problem of the formation of the spiritual culture of teachers and students is of particular importance (18, P.12).[[4]

Reflexive abilities are often formed through game activity. Researchers consider the game an analogue of practical labor activity. The use of the game in the formation of reflective oysters in educational theory A. A. Developed by Verbitsky. The use of educational and educational games is based on the understanding of the game as a human activity, the subject of which is models-action, Business games with labor models, C and communication – role-playing games (sociodramas), self-opening models (psychodramas) (37).

The implementation of the correctional program with teachers includes work in the following organizational forms: work individually, in pairs, in small groups, work as a whole, organization of training sessions.

The professional and psychological competence of a teacher is considered as the ability to reflexively build and carry out professional activities. The concept of "competence" has an interdisciplinary status and a complex structure. N.I.Lifintseva interprets professional and psychological competence as an integral personal education, which is a characteristic of the activity and attribute of the teacher's personality as a subject of the educational process.

The main methods of implementation of the program are: game, exercise, discussion, dialogue, diagnostics, situation modeling, mini - lecture, conversation, reflection, group discussion. The program for the formation of a socio-psychological climate in a pedagogical community is based on the following principles: the principle of maximum activity, which includes the maximum level of inclusion of each member of the group. Exercises and assignments are designed in such a way that they allow all members of the group to actively participate in their execution.

The culture of professional behavior of a teacher is realized in his ability to personal (interpersonal) dialogue, the essential characteristics of which are the freedom of interlocutors, their equality, mutual recognition of freedom, personal contact based on empathy and mutual understanding. In the dialogue, he takes responsibility for his own position and thereby becomes attentive and tolerant of other positions and points of view, since "disclosure begets disclosure" (S.L. Bratchenko).[2]

The principle of maximum reliability of information is ensured by the fact that the means of obtaining this knowledge are the activities of the participants themselves, the topic of discussion is

visual facts - examples from real life. The principle of the active research position of each person means that each exercise and task is a reason to analyze the actions and experiences of the participants. The socio-professional adaptation of the teacher, the model of his personal and professional development reveals their structure, reflects the specific unity of the personality of the teacher, his pedagogical activity and educational environment. According to the three components of the socio-professional structure, it is possible to assess the degree of tension of adaptation processes adaptations: teacher personality, educational environment and teacher - news.

The level of tension in the personal and professional development of the teacher is determined at any time by the level of conflicts between abilities, needs and generally accepted norms ("want", "can" and "must").

S. M. Redlich identified the main needs-abilities-that affect the overall picture of the socio-professional adaptation of the teacher, and developed a criterion-assessment apparatus that allows you to assess the degree of intensity of adaptation processes at each moment of the teacher's personal and professional development.[4]

In the process of professionalization, the so-called professional crises stand out. The first such crisis is the beginning of professional activity, which is associated with the search for its own way of working, professional "I". A. K. According to Markova, for novice teachers, harak - tern is recommended to indulge in its informational activities and contradictions, on the one hand it should interact with experienced teachers, and on the other hand not to lose its views.

For teachers with less than 3 years of pedagogical experience, low indicators of all pedagogical abilities associated with communicating with students, creating a positive emotional atmosphere are characteristic. Such teachers have theoretical knowledge of the subject, but experience psychological knowledge.- difficulties in establishing contact with students.

Individual style of teacher activity, B. M. tem-lov, V. S. Merlin, N. S. Leytes, E. A. In Klimov's research, the psychological foundations of the approach to the problem of individual style of activity (ISD) were laid. Traditionally, in Russian psychology, ISD is understood as a more or less stationary system of methods and psychological tools, in which the individual consciously or spontaneously turns to balance his personality best with the conditions of objective external activity, based on the typological characteristics of the nervous system (E. A. Klimov). At the same time, the facts show that the style of Indie - visual activity inherent in a person is not always the optimal environment of "balance".

## CONCLUSIONS AND RECOMMENDATIONS

The experimental studies carried out, as well as the analysis of the studied literature on the problem of research, provide the basis for concluding that the formation of reflexive skills of future elementary school teachers remains an important source of their professional and personal development today. Specific conditions: to convey to students the relevance and importance of the formation of reflective skills; conscious choice of the specialty "pedagogy and methodology of primary education" by students; formation of stable knowledge about reflection; methodological provision of the process of formation of reflection skills.

The emotional factor is closely related to intellectual and volitional. The correlation of emotional and intellectual factors indicates that the realization of the goals of activity, which are the basis for the formation and development of reflective skills as a component of professional competence of a specialist, is accompanied by a positive attitude of students to professional training and the emergence of positive emotions based on reflective readiness as a component of it. professional activities. Professional and psychological culture of the personality of the teacher, "appearance" (K. Jung), which includes attitudes and values that determine his attitude towards the

world, profession, another person, himself. As a psychological projection of the value-need sphere of a person, the relationship combines the results of knowledge, the experiences it generates and behavioral reactions.

In conclusion, we note that regional systems of teacher training and professional growth were created with the aim of modeling the theoretical, methodological and practice-oriented educational space of professional development of Educational Personnel. These systems provide conditions for improving the quality of educational services and ensuring the participation of organizations implementing additional professional programs, reflecting their content, including the specific features, needs and characteristics of the region.

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