



Professional Adaptation of Young Teachers in A Preschool Educational Organization

Tasheva Nasiba Salimovna

Bucheon University lecturer

ABSTRACT

The article is devoted to management issues as a form of organizational and pedagogical conditions that affect the adaptation of young professionals in a preschool educational organization. The conditions for managing the gradual entry of a young specialist into the teaching profession in the context of the introduction of a professional standard are described.

Keywords:

Professional adaptation, competence, young specialist, preschool educational organization, professional standard.

Today, in independent Uzbekistan, the fundamental improvement of education has become a requirement of the time. Based on this, laws are adopted that regulate relations in the field of education. In particular, on September 23, 2020, the Law of the Republic of Uzbekistan "On Education" was adopted, the purpose of which is to regulate relations in the field of education.

The reform of modern education makes new demands on teaching staff. Article 45 of the Law of the Republic of Uzbekistan "On Education" recognizes the special status of teachers in society, and creates conditions for their professional activities. Freely and actively thinking, predicting the results of their activities and, accordingly, modeling the educational process, the teacher is the guarantor of solving the tasks set.

The concept of development of the higher education system of the Republic of Uzbekistan until 2030, approved by the Decree of the President of the Republic of Uzbekistan in order to determine the priorities of the systemic reform of higher education in the Republic of Uzbekistan, raising the training of highly qualified personnel with independent thinking to a qualitatively new level, modernizing higher education, developing the social sphere and the

economy on the basis of advanced educational technologies, serves as a prelude to new reforms in this area. In order to accelerate intellectual development, train competitive personnel, effectively organize scientific and innovative activities, as well as strengthen international cooperation, this document is based on the tasks of integrating science, education and production. The strategic goal of improving the quality of preschool education is to optimize management, create organizational and pedagogical conditions that contribute to improving the quality of preschool education.

In his speech at the solemn meeting dedicated to the Day of Teachers and Mentors, President Shavkat Mirziyoyev noted: "The systems of preschool, school, higher and secondary specialized education, scientific and cultural institutions are four interconnected links of the future Renaissance. We consider kindergarten teachers, school teachers, professors and teachers, scientific and creative intelligentsia to be the four most important pillars in the formation of the era of the new Renaissance".

Without the correct formation of the thinking of children from a very early age, the involvement of teaching staff in the process of raising children, who know their job well,

applying an individual approach to each child, in the future it will be difficult for us to educate a harmoniously developed generation with high intellectual potential, knowledge and spirituality, said Shavkat Mirziyoyev.

At the stage of reforming the education system in modern conditions, the fact that a young teacher must adapt in the new conditions of practical activity as soon as possible is of particular importance. Young specialists entering preschool educational organizations often lack practical experience.

The process of adaptation is the key to the retention and further development of young personnel in educational institutions.

The very term "adaptation"; (from lat. adapto - to adapt) first appeared in physiology and was originally used in the biological sciences. Adaptation is an objectively necessary process of entry of an individual (group) into a new social environment and its development, such their interaction and mutual adaptation, as a result of which conditions are created not only for the individual to fulfill his needs and life goals, but also for the progressive change of the adapting environment itself.

The period of entry of a novice teacher into the profession is characterized by great tension, which is important for his personal and professional development. It depends on how the entry stage goes, whether the educator will succeed as a professional, whether he will remain in this profession.

The formation of a teacher as a professional consists of a number of stages, the most important of which are the acquisition of personal and professional qualities and social and professional stability during the period of study and in the first years of work in a preschool educational organization. The modern system of preschool education is faced with the need for constant quality improvement, requires the optimal organization of the educational process, high competence of teachers, requirements that are widely disclosed in the professional standard of the teacher.

One of the primary tasks for the heads of preschool educational institutions is not only to attract young specialists, but also to confidently

develop them in professional and pedagogical activities. Prevention of early dismissals, due to the difficulties of undergoing professional adaptation at the stage of entry into professional activity and subsequently dissatisfaction with it.

Professional adaptation is the adaptation of an employee to the work performed. It consists:

- in familiarization and active development of the profession: its subtleties, specifics, acquiring professional skills sufficient for the high-quality performance of duties;
- in the formation of some professionally necessary personality traits;
- in the development of a stable positive attitude of the employee to his profession;
- in the inclusion of partnerships in professional cooperation, the gradual development of competitiveness.

Professional adaptation plays a big role in the situation of a young specialist entering the preschool, since he has a mostly theoretical idea of how the work process is going on. Therefore, during this period of work, in order to provide assistance, a mentor is assigned to the young specialist, who shares his professional experience, manages the process of production adaptation, supports the new employee during the probationary period, answers his questions and gives advice. A mentor during the adaptation period for a young specialist is a teacher, leader and colleague.

The first step in involving a new employee in the labor process is the introduction or adaptation to the position - this is a set of procedures that accelerate the development of work by the newcomer, shorten the period of adaptation in the team, and help establish contacts with others. Such procedures give a person the feeling that they were waiting for him, they were preparing for his arrival, and they allow you to avoid any mistakes at first.

Thus, there is a need to attract young teachers, create conditions for the successful professional adaptation of young professionals and analyze the existing management of this process. Taking into account the above reasons, it is necessary to develop a system of management activities, which is aimed at

optimizing the process of adaptation of a young teacher to the conditions of preschool, including the creation of conditions for efficiency.

The head of a preschool educational organization faces a number of primary tasks:

1. Provide conditions for the most effective adaptation of young professionals in the team, in the process of adaptation, support the teacher emotionally and strengthen self-confidence.

2. Use effective methods to improve the professional competence and professional skills of young professionals, provide an information space for the professional mastery of professional knowledge.

3. Jointly plan the career of a young specialist.

4. Introduce the young specialist to the corporate culture, the general style of work.

The use of a systematic approach in managing the adaptation of young professionals allows them to quickly adapt to work in kindergarten, avoid a moment of self-doubt, establish successful communication with all participants in the pedagogical process, form motivation for further self-education, reveal their individuality.

Thus, the leader should help the novice teacher at the stage of entry into professional activity, successfully adapt to the space of the preschool educational institution, and reduce the process of dismissal during the period of their adaptation and professional development.

References:

1. Law on Education of the Republic of Uzbekistan. Tashkent 2020.
2. The concept of development of the higher education system of the Republic of Uzbekistan until 2030. October 8, 2019
3. State standards of preschool education and education Decree No. 802 of 12/22/2020
4. Mayer, A.A. Management of innovative processes in preschool educational institutions: method. allowance A.A. Mayer. - Moscow: TC Sphere, 2008. - 128 p.

5. Miklyaeva, N.V. Kindergarten of the future: method. allowance N.V. Miklyaeva, Yu.V. Miklyaeva, S.N. Tolstikova; ed. N.V. Miklyaeva. - Moscow: TC Sphere, 2010.

6. Makhina, T.A. Adaptation of beginners: terms of efficiency T.A. Mahina Personnel management. - 2003. - No. 3.