

CONTINUING EDUCATION AND PROFESSIONAL DEVELOPMENT OF TEACHERS IN THE „TEACHER-TEACHER” MENTORING MODEL

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EDUCAȚIA CONTINUĂ ȘI DEZVOLTAREA PROFESIONALĂ A CADRULUI DIDACTIC ÎN MODELUL DE MENTORAT „PROFESOR-PROFESOR”

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Rezumat. Articolul ia în discuție activitățile comune ale unui profesor cu experiență de muncă, un mentor și un tânăr specialist mentorat. Sunt prezentate dificultățile activității profesionale a unui tânăr specialist și modalitățile de rezolvare a acestora în implementarea modelului de mentorat „profesor-profesor” și a formării continue.

Cuvinte-cheie: mentorat, competențe profesionale, educație continuă.

Abstract. The article discusses the joint activities of a teacher with work experience, a mentor and a young specialist mentored. The difficulties of the professional activity of a young specialist and the ways to solve them in the implementation of the „teacher-teacher” mentoring model and continuing education are presented.

Keywords: mentoring, professional competencies, continuing education.

In the conditions of modernization of the Russian education system, the priority for the state is the development of human resources, the continuous growth of professional skills of teaching staff. [1] The key direction in the implementation of the mentoring model is effective tools for professional growth of teaching staff, continuing education, improvement of professional competencies of teachers, support service specialists.

With the introduction of a teacher-teacher mentoring model in educational organizations, where a teacher with work experience and a young teacher, a specialist with up to three years of teaching experience interact in a group/pair, priority areas are being implemented. Understanding mentoring as a social institution that ensures the transfer of socially significant professional and personal experience, a system of meanings and values to new generations of teaching staff.

A modern school needs a professionally competent, self-thinking teacher, psychologically and technologically ready for meaningful inclusion in innovative processes. Novice teachers and specialists need professional help in mastering pedagogical skills, in mastering their functional responsibilities, in accordance with the professional standard of the teacher.

Continuous professional self-development, modeling of one’s own educational route of professional and personal growth is a prerequisite for a modern teacher.

Mentoring involves a learning system in which the transfer of knowledge takes place directly at the workplace in a real working environment – in the classroom or in the process of preparing for the lesson. The mentor builds his work in such a way as to eliminate the professi-

onal deficit of the ward. At the same time, the emphasis shifts to the practical component. Mentors should not only professionally perform their official functions, but also be able to effectively and intelligibly transfer them to other employees. In other words, mentoring is aimed at developing applied professional competencies of a person and deserves special attention, since it is one of the most effective teaching methods today, time-tested and worked out by many generations. Mentoring is a cost-effective method of personnel development in an organization. The costs of creating and maintaining an effective mentoring system are disproportionately less than traditional methods of personnel development (through advanced training courses). It should be borne in mind that the experience transmitted by the mentor may be simply unique.

The mentoring system includes the conceptual and methodological development of the main categories and concepts related to mentoring, regulatory legal support for mentoring activities aimed at improving the legal status of mentoring and mentors, the definition of organizational, pedagogical, methodological and technological mechanisms for the implementation of the mentoring system of teaching staff in educational organizations, methodological communities.[4]

On the basis of local regulations, regulations, mentoring programs, pairs/groups of mentors and mentees are organized in an educational organization. At the initial stage of the program implementation, diagnostics was carried out among young specialists, the purpose of which is to clarify the deficits in professional activity. Diagnostics consists of five blocks.

The general pedagogical block provides for the possession of young teachers, specialists of modern educational technologies, the ability to use in their work a variety of methods and techniques for mastering academic subjects, to develop a work program of an educational subject, a course, to possess technologies of diagnosis, design, the ability to adequately assess, predict, adjust the results of their activities, to reflect on professional activity.

The methodical block assumes the knowledge of the young teacher about the place of the subject, the course in the learning system, orientation in curricula, programs, methodological recommendations, understanding of the relationship of content, forms and methods in the subject, course.

The psychological and pedagogical block is aimed at orienting the psychological characteristics of schoolchildren, diagnostic methods of development, understanding the psychological foundations of teaching and educating students, knowledge of planning techniques, organization of personal work and work of schoolchildren.

The communication unit diagnoses the ability to build social interaction on the principles of tolerance, the ability to resolve conflict situations, to support communication partners in problematic and crisis situations. Identification of essential connections and relationships, conducting comparative analysis; the ability to organize and design interpersonal contacts, communication (including in a multicultural environment) and joint activities of parents and students. The ability to constructively interact with related specialists on the development of the abilities of children and adolescents; to interact with varying the position of partnership and leadership of all participants in educational relations, to solve the problems of upbringing, education and development of children. The ability to take initiative and make adequate and responsible decisions in problematic situations (including risk situations).

The personal qualities and professional needs block presupposes awareness of public interests and their responsibilities, orientation in activities to the goals and objectives of the school, the desire to ensure the development of the personality of each child. The desire to improve oneself, develop in professional skills, the need for personal and professional growth, attitude to the team and work.

The diagnostic results showed the following professional deficits in young teachers, specialists:

- difficulties in developing and compiling the work program of an academic subject/course;
- to organize project, research, independent work of students;
- use techniques for diagnosing the level of anxiety and stress relief in students;
- difficulties in discussing current events with students;
- difficulties in adapting information for schoolchildren of various levels of training;
- difficulties in correcting, forecasting, reflecting on their professional activities;
- to be guided by modern teaching methods and techniques, new approaches using traditional teaching methods;
- to be guided in the selection of the content, forms and methods of teaching, taking into account the psychological characteristics of schoolchildren;
- mastering the techniques of planning and organizing personal work and work of schoolchildren;
- to build social interaction on the principles of tolerance;
- difficulties in transmitting and broadcasting advanced professional experience in the team, methodological community.

The mentor's activity is based on the replenishment of one or another educational deficit of the accompanied, mentored. However, in all cases, the external barrier is secondary to the internal unwillingness of the accompanied young teacher, specialist to overcome this barrier independently. Such unavailability is called an „educational deficit”. When the internal educational deficit is filled, the accompanied person will independently overcome external obstacles. [5]

The essence of the mentor's activity in education includes not only pedagogical support, but also the elimination of internal educational deficits of mentees, i.e. the creation of conditions for the formation of their readiness to independently solve this or that type of social, educational or professional problems.

In the mentoring program, we pay special attention to the personal qualities of a couple / group in joint activities – leadership qualities, an active life position, stress tolerance, the art of time management. Methodological literacy – maintaining educational and methodological documentation, designing a lesson in accordance with the federal state educational standard, modern pedagogical technologies, professional development. Social adaptation – psychological and physical characteristics of students, psychological climate in the team, work as part of creative groups.

Based on the presented professional deficits, within the framework of the mentoring program, measures were taken to unite a couple / group, taking into account personal, emotional qualities. The couples were offered an acquaintance exercise, a discussion of joint work taking into account the results of the diagnosis of a young specialist and the mentor's work plan in the form of a checklist for solving tasks, planned results during the academic year. The couple/group chooses a model of interaction: traditional, situational, flash mentoring or reverse. At the end of the academic year, the defense of the couple/group project is being prepared in the form of a collage, presentation, video fragment. The project is presented by a young specialist, the mentor acts as an assistant. Passing a questionnaire for each participant involves determining the level of satisfaction and determining the quality of joint activities.

To improve professional activity, a mentor needs methodological support. Methodological activities in the form of a quest session in the areas of functional literacy, planning of joint activities, and features of preparation for the project defense are conducted with mentors. We use interactive, training, project, and information technologies. Consultations, talks, seminars, workshops are held. Psychological trainings with mentors and mentees are conducted by teachers-psychologists of an educational organization. A database of information platforms, links to methodological materials, webinars, seminars at the federal, regional, and municipal levels is being created [3].

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