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## MENTORING AS ONE OF THE FORMS OF PERSONALIZED SUPPORT OF YOUNG TEACHERS AT SCHOOL

### Abstract

Now the school demands from the teacher pedagogical literacy and competence, high skill and deep knowledge. In addition to a high level of proficiency in the discipline taught, it is also important for a school teacher to be able to communicate with children, to captivate them. In the modern interpretation, there are different forms of work with young teachers aimed at improving the professional competence of teachers and helping them to go through a difficult path of adaptation. The article deals with the issue of the organization of mentoring at school.

At this time, there are problems in schools with the fact that a young teacher at the beginning of his work has sufficient knowledge, but insufficient skills, since he has not yet formed professionally significant qualities, so a young teacher needs constant methodological assistance from a mentor teacher. The mentor takes responsibility for teaching young teachers the basics of professional skills, taking care of the constant development and professional growth of the wards, solving all professional issues with which the young specialist turned to me. The mentor should be interested in constant purposeful communication with young specialists and should be the initiator of this communication, commit to be positive when evaluating the results of their work, tolerant of the mistakes of their wards, instill in them confidence that they, together with the mentor, will achieve their goals and objectives.

Mentoring is a way to help young professionals without experience in the field of education to master the necessary competencies. A mentor can be appointed not only by a teacher who has just recently received a diploma, but also by a teacher who has been accepted again to help adapt to a new team. The mentor serves as an example, is always ready to help a young specialist, explains goals, promotes professional growth. When choosing a candidate for the role of mentor, it is necessary to pay attention to his experience, personal and professional qualities. The mentor provides appropriate support, shares experience, knowledge and supports the young specialist in a way that is effective and more effective. Mentoring is a vivid example of the pedagogy of cooperation, mentoring, the essence of which consists in a humane, as well as a democratic attitude towards a young teacher (ward), ensuring his right to choose, to his own dignity, respect. Mentoring is the support of a young teacher in all his endeavors, namely, the formation of him as a professional who knows and loves his job.

**Keywords:** young teacher, mentoring, school, competence, adaptation, mentor, professional skills, methodical work

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## ТӘЛІМГЕРЛІК МЕКТЕПТЕГІ ЖАС ПЕДАГОГТАРДЫ ДЕРБЕСТЕНДІРІЛГЕН СҮЙЕМЕЛДЕУДІҢ БІР ТҮРІ РЕТІНДЕ

*Аңдатпа*

Қазір мектеп мұғалімнен педагогикалық сауаттылық пен құзыреттілікті, жоғары шеберлік пен терең білімді талап етеді. Оқытылатын пәнді меңгерудің жоғары деңгейінен басқа, мектеп мұғалімі үшін балалармен қарым-қатынас жасау, оларды баурап алу мүмкіндігі де маңызды. Қазіргі интерпретацияда жас мұғалімдермен жұмыс істеудің әртүрлі формалары бар, олар мұғалімдердің кәсіби құзыреттілігін арттыруға және оларға бейімделудің қиын жолынан өтуге көмектеседі. Мақалада мектепте тәлімгерлікті ұйымдастыру мәселесі қарастырылады.

Қазіргі уақытта мектептерде жас мұғалімнің өз жұмысының басында жеткілікті білімі бар, бірақ дағдылары жеткіліксіз, өйткені оның кәсіби маңызды қасиеттері әлі қалыптаспаған, сондықтан жас мұғалімге оқытушы-тәлімгердің тұрақты әдістемелік көмегі қажет. Тәлімгер жас педагогтарды кәсіби шеберлік негіздеріне үйрету, қамқорлықтағы адамдардың тұрақты дамуы мен кәсіби өсуіне қамқорлық жасау, жас маман маған жүгінген барлық кәсіби мәселелерді шешу үшін жауапкершілікті өз мойнына алады. Тәлімгер жас мамандармен үнемі мақсатты қарым-қатынас жасауға мүдделі болуы керек және осы қарым-қатынастың бастамашысы болуы керек, олардың жұмыс нәтижелерін бағалау кезінде позитивті болуға, қамқоршыларының қателіктеріне төзуге міндеттеме қабылдауы керек, оларға тәлімгермен бірге алға қойылған мақсаттар мен міндеттерге қол жеткізетініне сенімділік беруі керек.

Тәлімгерлік - бұл білім беру саласында тәжірибесі жоқ жас мамандарға қажетті құзыреттерді игеруге көмектесетін әдіс. Тәлімгерді жақында ғана диплом алған мұғалім ғана емес, сонымен қатар жаңа командаға бейімделуге көмектесу үшін қайта қабылданған мұғалім де тағайындай алады. Тәлімгер үлгі ретінде қызмет етеді, әрдайым жас маманға көмектесуге дайын, мақсаттарын түсіндіреді, кәсіби өсуге ықпал етеді. Тәлімгер рөліне үміткерді таңдағанда оның өтіліне, жеке және кәсіби қасиеттеріне назар аудару қажет. Тәлімгер тиісті сүйемелдеуді қамтамасыз етеді, тәжірибесімен, білімімен бөліседі және жас маманға тиімді және тиімді түрде қолдау көрсетеді. Тәлімгерлік - бұл ынтымақтастық педагогикасының, тәлімгерліктің жарқын мысалы, оның мәні жас мұғалімге (қамқоршыға) гуманистік, сондай-ақ демократиялық көзқараста, оның таңдау құқығын, өзін-өзі бағалауды, құрметтеуді қамтамасыз етеді. Тәлімгерлік - бұл жас мұғалімнің барлық талпыныстарында қолдауы, атап айтқанда оны өз ісін білетін және жақсы көретін маман ретінде қалыптастыру.

**Түйін сөздер:** жас педагог, тәлімгерлік, мектеп, құзыреттілік, бейімделу, тәлімгер, кәсіби шеберлік, әдістемелік жұмыс

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## НАСТАВНИЧЕСТВО КАК ОДНА ИЗ ФОРМ ПЕРСОНИФИЦИРОВАННОГО СОПРОВОЖДЕНИЯ МОЛОДЫХ ПЕДАГОГОВ ШКОЛЕ

*Аннотация*

Сейчас школа требует от учителя педагогической грамотности и компетенции, высокого мастерства и глубоких знаний. Кроме высокого уровня владения преподаваемой дисциплиной, для школьного учителя важно еще и умение общаться с детьми, увлечь их. В современной интерпретации существуют разные формы работы с молодыми педагогами, направленные на повышение профессиональной компетентности педагогов и помогающие им пройти сложный путь адаптации. В статье рассматривается вопрос организации наставничества в школе.

В данное время в школах возникают проблемы с тем, что молодой педагог в начале своей работы имеет достаточные знания, но недостаточные умения, так как у него еще не сформированы профессионально значимые качества, поэтому молодому педагогу нужна постоянная методическая помощь преподавателя-наставника. Наставник берет на себя ответственность за обучение молодых педагогов основам профессионального мастерства, заботу о постоянном развитии и профессиональном росте подопечных, решение всех профессиональных вопросов, с которыми молодой специалист

обратился ко мне. Наставник должен быть заинтересован в постоянном целенаправленном общении с молодыми специалистами и должен быть инициатором этого общения, принимать на себя обязательство быть позитивным при оценке результатов их работы, терпимым к ошибкам своих подопечных, вселять в них уверенность в том, что они вместе с наставником добьются поставленных целей и задач.

Наставничество – это способ помочь молодым специалистам без опыта работы в сфере образования овладеть необходимыми компетенциями. Наставника могут назначить не только педагога, который буквально недавно получил диплом, но и тому педагогу, который был принят вновь, чтобы помочь адаптироваться в новом коллективе. Наставник служит примером, всегда готов помочь молодому специалисту, разъясняет цели, способствует профессиональному росту. Выбирая претендента на роль наставника, необходимо обращать внимание на его стаж, личные и профессиональные качества. Наставник обеспечивает соответствующее сопровождение, делится опытом, знаниями и поддерживает молодого специалиста способом, который является результативным и более эффективным. Наставничество представляет собой яркий пример педагогики сотрудничества, менторства, сущность которой состоит в гуманном, а также демократическом отношении к молодому педагогу (подопечному), обеспечении его права на выбор, на собственное достоинство, уважение. Наставничество – это поддержка молодого педагога во всех его начинаниях, а именно становление его как профессионала, знающего и любящего свое дело.

**Ключевые слова:** молодой педагог, наставничество, школа, компетенция, адаптация, наставник, профессиональное мастерство, методическая работа

### **Introduction**

In the practice of any educational organization, there are frequent cases when a young teacher who has been hired is experiencing great difficulties at the beginning of his professional career. Currently, the issue of mentoring has become relevant again. Discussions are held at forums, conferences, seminars, round tables about the role of a mentor in the adaptation of young professional teachers, improving their qualifications about the importance of mentoring. One of the most important criteria for the success of achieving the quality of education and the need to bring it into line with modern requirements is the pedagogical process management system aimed at forming the level of professionalism of teaching staff.

The need for mentoring is particularly acute today, as a modern teacher must immediately respond to all changes taking place in the education system. And not just react, but change the content of education, introduce new teaching methods and technologies, respond to metamorphoses in organizational processes and the educational environment. Mentoring allows you to organically combine professional development, its personification and at the same time guarantees a comprehensive approach to each employee of education. In other words, we believe that mentoring allows us to develop applied professional competencies of a person and deserves special attention, since it is one of the most effective learning technologies, time-tested and proven by many generations. In the article, the authors present a generalized experience of mentoring in the educational space and, in particular, consider mentoring in the professional development of existing teachers.

Today, graduates of pedagogical universities are not always professionally prepared to work with children. Among the problems and difficulties that a young teacher faces in practice, it should be highlighted as the most common: in the system of factors that affect the adaptation of young teachers, most researchers put emotional communication in the first place. The professional adaptation of a young teacher, especially in the first two years of work, is characterized by high emotional stress; both failures and joy from the first independent steps are deeply experienced; oddly enough, conservatism of thinking and behavior is characteristic of young teachers - they try to teach the way they were taught, without taking into account changes in the educational system; most young people have difficulties in communicating, especially with middle-aged and older teenagers. Interpersonal interactions with students of the class, with their parents often a parent, being older than the teacher of his child, psychologically blocks the young teacher, does not listen to his opinion and advice; with adult colleagues at work, with established stereotypes of relationships within the team, in relation to children, parents, other teachers; with the administration (often the administration prefers to keep an experienced, although working without a full-fledged productive return, rather than «wasting time» on a potentially interesting, but not yet professionally developed young teacher: too much responsibility and time-consuming) [1; p 265]. This leads to the fact that a young specialist, unable to cope with the official duties assigned to him, leaves school. He leaves not because he is not professionally suitable, but because the tension of his inner life cannot be constant. The solution to this problem is possible through the organization of mentoring at school.

Mentoring, as a specific social institution, today exists as an element of corporate culture in many institutions and organizations of various sectors of the economy and forms of ownership. But in fairness, it should be noted

that mentoring, as a way of transferring knowledge to the younger generation, appeared in ancient times as part of initiation rites, for which initiates were specially prepared.

The works of such scientists as S.Ya. Batyshev, M.V. Klarin, V.G. Sukhobskaya and others reveal the essence and main characteristics of mentoring. The works of A.N. Dolgusheva, E.M. Pavlyutenkov, N.M. Talanchuk, V.M. Shepel and others consider the psychological and pedagogical conditions for the organization of mentoring. In the context of the system of continuous pedagogical education, mentoring was studied by V.I. Zagvyazinsky, V.A. Kankalik, N.V. Kuzmina, L.S. Podymova, etc. The problem of mentoring is also the subject of research by foreign authors (K.E. Kram). Studies of the features of mentoring in the context of modern conditions for the functioning and development of the education system are presented in the works of A.S. Zelko, S.I. Pozdeyev, O.K. Repina, M.A. Chervonny, I.A. Esaulova and others [2; p 75].

Mentors at the school are designed to help novice teachers realize themselves, develop personal qualities, communicative and managerial skills, and become successful teachers. For the mentors themselves, mentoring is the most effective way to improve their qualifications, develop the innovative content of their own work, and reach a higher level of professional competence [3].

The main purpose of pedagogical mentoring is the methodological support of the activities of a young specialist, the development of professional skills, the improvement of professional skills, the formation of the need for self-improvement of a young specialist [4]. Mentoring tasks: providing methodological assistance for the introduction of modern approaches and advanced pedagogical technologies into the educational process; improving the professionalism of a young teacher, taking into account difficulties and achievements; motivating the participation of a specialist in creative activity, in continuous self-education, the development of the ability and desire to reflect on their own activities, the ability to form an individual style of creative activity of a young teacher [5]. Teachers-mentors pay great attention to methodological forms of work with young teachers. A certain role in the formation of a young teacher is played by his participation in the methodological activities of the school:

- methodical days, methodical weeks, professional competitions, school seminars, conferences, open lessons of experienced teachers, participation in the methodical work of the school;
- organization of self-educational work on a methodological topic;
- maintaining classroom journals;
- development of work programs on subjects;
- preparation of a modern lesson, implementation of an individual and differentiated approach in the learning process, etc.

One of the most effective forms of methodical work at school is the creation of a teacher's portfolio. The teacher-mentor helps to develop a "portfolio" for a young teacher, where a young specialist will contribute pedagogical findings, achievements, questionnaires with feedback on lessons, events

Before proceeding to the methodology that will help a young specialist in the pedagogical field to adapt more successfully, we consider it necessary to consider the most common problems faced by novice teachers. Firstly, it is impossible to accurately calculate the time in the lesson. A young teacher cannot always calculate the study time, he may spend more time in the lesson, checking homework or explaining new material, completely forgetting about the time or other stages of the lesson. Often, the stage of completing homework and summarizing the lesson remains "behind the scenes", which are no less significant in the structure of a modern lesson. Secondly, the young teacher faces difficulties in explaining the material. This may be expressed in the fact that the teacher sometimes deviates from the topic of the lesson. There are also difficulties in choosing forms and methods of teaching. In addition, the lack of mutual understanding with colleagues has a rather negative effect on the emotional state of a young teacher, which directly affects his work in classes with students. As well as interpersonal interactions with the students of the class and with their parents turn out to be quite problematic due to the fact that the parent, being older than the teacher of his child, psychologically blocks the young teacher, does not listen to his opinion and advice.

### **Materials and methods**

The variety of approaches and forms of mentoring has been considered in the works of many scientists and teachers. Faced with the problem of a broad understanding of mentoring as a process of transferring experience, we believe that it is necessary to identify the tasks of defining the boundaries of mentoring, unlike other socio-pedagogical practices (coaching, mentoring). After analyzing the scientific literature, we can identify four key characteristics of mentoring:

- the practice of support, which involves long-term interaction with a person, in contrast to occasional consultations, master classes that demonstrate their own skills and experience of a specialist;

- the practice of transferring experience through mastering in action – mastering a new method, technology, profession, he acts, tries, designs, explores, and the mentor helps him in the implementation of this real practical action;

- a practice involving not only demonstration and training in the development of an action, but also an analysis of the process itself, discussion of risks and limitations in the implementation of a particular action, analysis of various ways of its implementation;

- a practice involving informal, close, trusting and respectful relationships with each other with the possibility of choosing the mentor himself.

To understand the essence, purpose and principles of mentoring, methodological tools for the use of mentoring in educational institutions are important.

In the most general form, mentoring in any field, including in education, is organized according to the principle "the more experienced teaches the less experienced (new) member of the labor collective what he can do himself". In this sense, mentoring is a kind of individual (horizontal) training carried out directly at the workplace, within the professional community. At the same time, unlike coaching and mentoring, mentoring includes adaptation, training and support. It is not a one-time, but a long, systematic and integrative process, and, in this regard, requires significant time and resource costs.

So, in this article, we understand mentoring as a purposeful, long-term, step-by-step, continuous process of forming and improving the professionalism of both young specialists and teachers with diagnosed professional (competence) deficits [2; p 73].

Mentoring is implemented in various forms, types, models and techniques. Thus, the forms of mentoring organization can be classified by modifying the approach of S. G. Vershlovsky, according to the number of participants and the degree of openness.

1. By the number of participants: - individual (personal) – assignment of one mentee to the mentor;

- group-mentoring applies to a group of specialists;

- collective-individual-mentoring of a young employee is carried out by a structural unit, a labor collective, a group of employees;

- collective – group-mentoring of the teaching staff or a group of specialists is carried out over a group of young workers.

2. According to the degree of openness of influence and interaction:

- direct (open) – direct contact of the mentor with the ward, communication with him not only during working hours, but also in an informal setting;

- indirect (hidden) – the implementation of only formal contact through advice, recommendations of a mentor, personal contacts and direct influence are minimized

In the education system, individual (personal) mentoring is most often found. Nevertheless, group and collective mentoring also takes place, for example, when a group of teachers develops new pedagogical technologies or implements a school-wide innovative educational project or experiment. Any of the above forms of mentoring can be implemented according to one or more types, which can also be classified for various reasons.

1. According to the content of the activity:

- corporate-transfer of corporate values, acquaintance with the history, traditions and achievements of an educational organization, its leaders, innovators and masters;

- socio-psychological-solving social and psychological problems of young, beginners or teachers who need specific help;

- qualification (mentoring-supervision) – professional support of young, novice or teachers in need of specific assistance in the process of their corporate training aimed at improving professional competence;

- complementary-complementary interprofessional interaction of mentors and mentees, contributing to the formation of collective knowledge and / or experience.

2. By time characteristics:

- episodic (situational) - temporary, fragmentary mentoring in connection with the introduction of new documents, pedagogical technologies or methods into practice; providing methodological, psychological, practical assistance that is currently relevant for the patron;

- periodic-the discrete nature of mentoring in connection with the periodic introduction of employees to a new position;

- systematic-constant and continuous updating of the intellectual base of the personnel in connection with the growing information component and modernization processes in education

3. By the level of formalization:

- formal mentoring: based on formal mentoring procedures and rules, explaining the goals and content of the work to the mentee and training him in the framework of special trainings. In this sense, mentoring is close to mentoring; - informal mentoring: voluntary patronage of a colleague, personal responsibility for his successes and failures without documentation and financial remuneration [3; p 433].

It is obvious that in reality, the forms and types of mentoring can be combined in various ways, while performing the following main functions:

- adaptation – familiarization with traditions, culture, rules of communication, standards, etc. features of the functioning of an educational organization;

- diagnostic-identification of problem fields and specific professional (competence) deficits among members of the teaching staff - integration – inclusion in the planning, organization, control and evaluation of the process and results of professional growth;

- consulting and didactic – providing theoretical and practical assistance and support, using adequate psychological and pedagogical forms, means, methods and techniques for this;

- stimulating-motivation of the mentee, making proposals to the administration to encourage his success and career advancement;

- analytical – analysis and evaluation of the results of mentoring, success achieved and unresolved problems;

- dissemination – the study, analysis and dissemination of the best educational practices; - socio-psychological-assistance in creating a favorable environment for the adaptation of young professionals and / or new members of the teaching staff, a positive attitude towards them.

In the studies of foreign practices of mentoring proposed five basic techniques of its implementation, which are shaped name «support», «crops», «catalyzing», «show», «the harvest» [4; p 76]: in relation to mentoring in education can be interpreted as follows:

- «maintenance» – the mentor is required to provide the necessary mentoring and timely assistance, including through participation in the development of professional skills and competences in the learning process;

- «sowing» - the mentor promotes the formation of the mentee's knowledge and skills that are not relevant for him at the moment, but will become valuable in the near future, when a new situation requires it;

- «catalyzation» – the mentee is immersed in the environment of changes in the education system and / or the educational process, which gives an impetus to the expansion of his personal and psychological-pedagogical horizons, the transformation of professional and personal values;

- «demonstration» - the mentor demonstrates by his own example technologies, methods, methods of teaching and upbringing as ways of solving educational problems that the mentee should solve;

- «harvesting» - the mentor concentrates his attention and activity on receiving feedback from the mentee in order to analyze and comprehend the results achieved and determine future prospects.

In order for mentoring to function as a developing system, its forms and types are improved, a council of mentors can be created in an educational organization, which, as necessary, will interact with various professional communities. The organization of mentoring in an educational organization is a rather complex and lengthy process.

One one mentoring (or one-on-one mentoring) is a traditional model of mentoring- this is the interaction between a more experienced teacher and a novice young one for a certain period of time. Usually, a mentor and his ward are selected according to certain criteria: experience, skills, personal characteristics, etc. As a rule, a close personal relationship is established between the mentor and the ward, which helps to provide an interested individual approach to the employee, creating a comfortable environment for his development. The mentor can quickly respond to deviations in the course of training, encourage achievements. Practice shows that programs for the development of young teachers with high potential, combined with such a mentoring model, not only allow them to more fully reveal their abilities, but also contribute to the retention of future leaders in school [5; p38].

Among the functions of scientific and methodological support, the following can be distinguished:

- training function, which is focused on deepening the knowledge and skills development of specialists in the system of continuing education, necessary to improve their professional activities;

- the consulting function involves providing assistance to the teacher about a specific problem by indicating possible ways to solve it or updating additional abilities of a specialist;

- the diagnostic function is aimed at identifying problem points in the teacher's activity;

- the psychotherapeutic function helps the teacher in overcoming various types of difficulties and barriers that hinder the successful implementation of professional and educational activities;

- the correctional function is aimed at changing the model of practical activity implemented by the specialist, as well as at correcting professional mistakes made;
- the adaptation function ensures the alignment of the employee's expectations and capabilities with the requirements of the professional environment and changing working conditions;
- the information function contributes to providing teachers with the necessary information on the main directions of education development, programs, new pedagogical technologies;
- the project function is related to the teacher's training in the examination of curricula and manuals, educational technologies;
- the guiding function promotes the establishment of humanistic relations between teacher and student;
- identification, study and evaluation of the effectiveness of innovative pedagogical experience in education, its generalization and dissemination, creation of a system to stimulate creative initiative and professional growth of teachers;
- providing support to teachers and managers in innovative activities, organizing and conducting experimental work, expert evaluation of author's programs, manuals, curricula; - implementation of editorial and publishing activities; organization of joint work with research laboratories and universities during experimental work [3; p 432].

These forms of support cannot be used in working with experienced teachers, they are specific, but this does not detract from their importance, since they are aimed at adapting a young specialist in a pedagogical society, solving problems that arise for any novice teacher. Very often the problems of young teachers arise with regard to the behavioral aspect. Counseling in situations of resolving interpersonal and intergroup conflicts in various systems of relations: teacher – teacher, teacher – student, teacher – parents, etc. Here, it is important for a teacher-mentor, in addition to his recommendations, to orient a young specialist to appeal to a school psychologist. The psychologist helps to relieve emotional tension among the participants of the conflict, to translate the discussion into a constructive channel and then helps the opponents to find acceptable ways to solve the contradictory situation. The teacher-mentor develops a work plan with a young specialist. The plan specifies: the main professional difficulties experienced by a young specialist, the purpose and objectives of professional interaction, stages of work, main directions, forms, methods and means of professional support.

The problem of professional development of the individual is becoming increasingly important. Working with young specialists today is a priority in the activities of our school as a modern type of educational institution. The continuous development of personnel policy, the ability to self-study and self-development is manifested in the creativity of teachers of our school methodical association. Mentoring is an integral voluminous area of methodological work. Experienced teachers support the management credo of the administration of our school – to lead their employees to success. Therefore, mentoring is one of the most effective forms of professional adaptation of young teachers, contributing to the successful improvement of their professional competence and consolidation in an educational institution.

### **Results**

The adopted Law «On the status of a teacher» defines the procedure for organizing mentoring in Kazakhstan and establishes requirements for teachers who conduct mentoring in secondary education organizations. A teacher who has started professional activity in the organization of secondary education for the first time is assigned a teacher who performs mentoring for the period of one academic year. The candidacy of a mentor is considered at a meeting of the pedagogical council and approved by the order of the head of the school no later than five working days from the date of hiring a teacher. One one-time mentor is assigned to one teacher. The following requirements are put forward for the candidacy of a mentor (with the exception of a mentor in a small school):

- 1) qualification category "teacher-researcher" or "teacher-master";
- 2) adheres to the basic principles and norms of pedagogical ethics;
- 3) the quality of students' knowledge in the taught subject is not less than 60%–70 % over the past three years.

A mentor in a small school must meet the following requirements:

- 1) qualification category "teacher-researcher" or "teacher-master";
- 2) adheres to the basic principles and norms of pedagogical ethics
- 3) the quality of knowledge in the taught subject is not less than 50%–60% over the past three years

The work for the organization of mentoring is carried out by the deputy head for academic work at the school who needs:

- to present the teacher, with the announcement of the order on the appointment of a mentor.
- provide practical assistance in drawing up an adaptation plan and ensure monitoring of its implementation.

- to study and generalize the experience of the organization of mentoring, to make reasonable proposals to the head of the organization of secondary education for further improvement of mentoring [5; p 39].

### **Discussion**

Mentoring includes several stages:

- The first stage (introductory): the mentor determines the level of professional training of the teacher within 10 (ten) calendar days. Following the results of the first stage, the mentor conducts diagnostics within 5 (five) working days to determine the level of training and individual needs of the teacher, and also, taking into account the results of the diagnosis, develops a Mentoring Plan for the period of one academic year, which is coordinated with the deputy head for academic affairs and approved by the head of the school.

- The second stage (main): the mentor implements a Mentoring Plan and conducts work on professional development and psychological and pedagogical support during one academic year.

- The third stage (final): the mentor prepares a report to the meeting of the pedagogical council at the end of the academic year on the results of mentoring, which reflects the results of the implementation of the activities of the Mentoring Plan and makes recommendations for improving the practice in action.

The ability to provide effective feedback is one of the most important skills of a mentor, it is the presentation of a complete picture of the student's actions in a specific situation. An analysis of the effectiveness of its actions and discussion of possible ways to improve it in the future are also important components of this process.

There is a great danger for a mentor to criticize the student, which is why there are feedback rules. "You did wrong" is not feedback, because the trainee does not know what exactly he did wrong and what the mentor would like to see. Feedback is a technique of conflict-free criticism aimed at making the interlocutor himself want to change his behavior. There are three stages of feedback: 1) a description of the situation about which feedback is provided; 2) a description of your attitude to this situation and its consequences; 3) suggestions about the further results of the interlocutor's actions in similar situations, ways to improve work efficiency. Principles of feedback. The following principles of providing feedback can be distinguished.

1. Balance, positive orientation The student should feel that feedback helps him to learn. If she is too critical, he may reject her internally, if she is too laudatory, then this may be perceived as guardianship, which can also cause rejection. Feedback should combine a description of positive aspects and "points of growth" for the learner. Maintaining a balance is to make feedback acceptable to the student, inspire him to professional and personal growth.

2. Concreteness. Feedback is not a discussion about whether the trainee said or did not say something, did or did not do. The mentor should always refer to a specific fact or action. It is necessary to avoid generalizing phrases such as "you are always...", "you are inclined...", etc. Feedback concerns what was said, done and how, but not why.

Guesses about someone's motives bring an atmosphere of distrust and hostility into the conversation. Example of a specific review: "Yesterday you conducted a study using the ABC method, and I asked for the gradient principle."

### **Conclusion**

Mentoring relationships are a complex system, on the quality of functioning of which the final result depends, including the psychological and competence state of both mentors and mentees. In order to create initially ecological communications and maximize the efficient use of educational resources, it is necessary to approach the selection and training of mentors in advance and with full responsibility. A good mentor should have professional competence— a set of knowledge and specific skills that form his role as an "expert", and at the same time—the ability to transfer this knowledge and skills qualitatively, i.e. the ability to listen, hear, interact, emotional intelligence, systematization and planning skills, empathy [6; p 50].

In some cases, schools have several teachers who can be mentors. In this case, the school administration faces the question: who should be chosen from among the equivalent teachers as a mentor for one young teacher. The problem can be solved through the use of Flash Mentoring. Flash Mentoring is a new concept of mentoring. The essence is as follows, teachers who want to act as a mentor should participate in a short, no more than an hour, meeting with potential wards, during which mentors can share their life experience in building a career and give some recommendations. After this meeting, the participants decide whether they would like to work with such a mentor or not.

The interaction of the mentor and the mentee should be regular. This is preceded by the identification of specific problems and requests of the mentee. Gradually, an adaptation program is being implemented, during

which specific professional or personal skills of a young teacher are being adjusted. After the specific problem of the mentee is solved, the level of professional competence of the young teacher is checked, the mentor determines the degree of readiness of the young teacher to perform his professional duties.

In mentoring, there must be an assessment of intermediate results. It can be conducted in the format of reviewing the practical results of professional training – a pedagogical project, a methodology, an open lesson, a publication. The final results of mentoring are presented to the pedagogical council of the school, which evaluates the work of the mentor for a specific academic year [7; p 89].

Undoubtedly, the system of interaction of mentoring forms will allow creating a broad pedagogical and professional movement that includes representatives of different social groups, institutions and generations in a single community, whose efforts will be directed to the development of the educational and economic systems of Kazakhstan in general and the future generation-children and youth-in particular [8].

Of course, the development of mentoring programs is a complex, but necessary solution for a modern school, since an effective system of teacher development needs tools that provide an integrated and individually oriented approach to the formation of its personnel potential.

Very often the problems of young teachers arise with regard to the behavioral aspect. Counseling in situations of resolving interpersonal and intergroup conflicts in various systems of relations: teacher – teacher, teacher – student, teacher – parents, etc. Here, it is important for a teacher - mentor, in addition to his recommendations, to orient a young specialist to appeal to a school psychologist. The psychologist helps to relieve emotional tension among the participants of the conflict, to translate the discussion into a constructive channel and then helps the opponents to find acceptable ways to solve the contradictory situation [9]. The teacher-mentor develops a work plan with a young specialist. The plan specifies: the main professional difficulties experienced by a young specialist, the purpose and objectives of professional interaction, stages of work, main directions, forms, methods and means of professional support. Mentoring is the most significant factor in the process of professional adaptation of a young teacher, a specific technique that represents a constant dialogue between experienced teachers and a novice teacher. The organization of mentoring is of a step-by-step nature and includes the formation and development of functional and personal (design, organizational, constructive, analytical) components of the teacher's activity. The mentor checks the level of professional competence of a young teacher, determines the degree of his readiness to perform his functional duties [10].

Mentors help to bridge the gap between theory and practice, supplementing the knowledge gained by the mentee during formal training with practical experience. Mentoring helps talented and ambitious young teachers plan their career, develop appropriate skills and competencies, becoming more independent, responsible and purposeful. Mentoring promotes the transmission of the values, vision and mission of the school to all its levels through a close relationship between the mentor and the ward, helping them to understand and make the necessary changes in the individual style of work and behavior.

Summing up, we can say that mentoring is an effective way to transfer the experience of mastery to young people. Moreover, the benefits of this process are two-sided: enriching the pedagogical experience of a young teacher and improving the qualifications and professional skills of a mentor teacher. This is a valuable acquisition for the school, because with the growth of its teaching staff, the educational institution increases the efficiency of its activities. And the young enthusiasm, creativity, and enthusiasm of young specialists is an aid in this process.

It is known that only the teacher himself can change professional self-consciousness, and this is the most difficult thing, but the most necessary at the present stage of the development of the education system. To achieve significant results in the quality of education, the personal growth of a teacher is fundamental: both an experienced and a young specialist. Therefore, the Teacher needs to constantly learn and improve himself, be an innovator in innovative activities and a conservative in traditional, but effective pedagogical methods and teaching technologies. The result of the proper organization of the mentors' work will be a high level of involvement of young and new specialists in the pedagogical work, cultural life of the educational organization, increased self-confidence and the development of personal, creative and pedagogical potentials. This will have a positive impact on the level of educational training and the psychological climate in the educational organization. Mentored teachers will receive the competencies necessary for this period of professional realization, professional advice and recommendations, and it is also an incentive and a resource for comfortable formation and development within the organization and profession.

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