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STAGES OF THE PEDAGOGICAL SUPPORT OF FUTURE TEACHERS' PROFESSIONAL DEVELOPMENT

In a modern world, where knowledge and skills are the fundamentals of society, strategies of learning during life are necessary to be competitive, to apply creatively new technologies, to show a worryment about the global problems and to participate actively in their overcoming at the local, regional and planetary levels.

It is well known that a quality education is a highly qualified teaching staff. Modern European educational society shows a great interest in supporting the future teachers' professional development. Just teacher's professional life in the world is recognized as the most stressful, because it is connected with the transition to a new system of social relations.

The difficulties of young teacher's professional adaptation are largely predetermined by the difference between the knowledge, gained in higher educational establishments and the real context of the school, the typical educational environment.

Today problem of the pedagogical support attracts many scientists, in Ukraine and abroad. Thus, among scientists, who examine various aspects of pedagogical and social support, we can mention I. Babenko, I. Karapuzova, I. Makarenko, G. Soroka, V. Teslenko.

However, theoretical and methodological foundations of theory and technology of pedagogical support, more widely mention in works of Russian scientists: K. Alexandrov, O. Gazman, N. Kasitsyna, N. Krylova, N. Mikhailova, S. Polyakov, S. Yusfin.

Despite of profound researches of various aspects of the pedagogical support of future teachers' professional development in the theoretical - practical level, its implementation into practice of teachers and future teachers, the question remains about the effectiveness of personal and social relation of future teachers to their professional development. That's why, it is important to have a foreign experience of providing pedagogical support of future teachers' professional development that is the specialists' experience of Great Britain.

Society needs a teacher, who can think flexibly and can find the innovative decisions of different problems of a modern education. Future

teacher's training and support is a long and an integrated process aimed at the developing knowledge and skills, relevant new professional standards.

From the point of identifying and overcoming the difficulties from which future teachers suffer in their professional training, the purpose of the article is describing the pedagogical support of future teachers' professional development.

In psychological and pedagogical literature, there is no an only approach to the definition of «pedagogical support», it is considered as a special sphere of the pedagogical activity aimed at helping future teachers in their development and promoting their self-development, solving their individual problems, related to the education, developing the need for successful independent actions; systematic and purposeful teacher's activity, which provides the disclosure of future teacher's personal potential by providing a concrete help in overcoming difficulties in training and assisting in future teacher's self-determination and self-realization; assisting students in overcoming difficulties, based on future teacher's subjective experience and having detections, solving his problems [2].

The term «pedagogical support» was used firstly by O. Gazman and it is understood as a common identifying of future teacher's interests, goals, capabilities and ways of overcoming problems that prevent him to maintain a human dignity and to achieve positive results in education, self-education, communication and lifestyle [1].

Pedagogical support is analyzed as a technology of personal interaction between a teacher and a future teacher, the process of creating a psychologically comfortable environment for a personal development, as an educational technology. Pedagogical support is considered as a complicated support, but at the same time, the system of a pedagogical interaction in a modern educational process, as a multidimensional process, which focuses on the positive aspects and benefits of a future teacher, which helps to restore a self-confidence and his capabilities, to increase the resistance of a young teacher to external and internal factors, to create optimal conditions for a personal development.

In the decision of problem, which is investigated, we understand "pedagogical support" as a special activity, assisting preventive and operational help for future teachers in decision their individual problems, which are connected with successful professional development. Pedagogical support, together with training and education is an

independent professional activity in creating conditions for the future teachers' professional development [2].

The agency of teachers' training and development in Great Britain introduced «an introductory period». It was elaborated to provide all young teachers with a support during the first year at school. It combines a program of a personal development, support and a professional dialogue, monitoring and an assessment activity according to the professional standards. During the introduction period, a young specialist:

- has an individual program of a planned professional development;
- has a mentor, with whom he writes a plan of a professional development, and who helps and supports in all sphere of his professional life;

- a mentor or other experienced colleagues visit his classes at least twice a quarter;

So each young professional has an individual program of monitoring, support and assessment [3].

Thus, young specialist's official support in the adaptation period is a relationship between a primary education and teacher's own career that combines a personal development program, the support of a professional dialogue with monitoring and assessment. Each adaptation program should give a young teacher an opportunity to enrich his knowledge and skills, which he gained during his training in higher educational establishments, and provide the fundamentals for continuing professional development. It should help a young specialist to reply the basic professional standards by the end of the adaptation period and provide him with the implements for the effective pedagogical activity [4].

So let's examine all three stages of young specialist's adaptation and the pedagogical support, which he gets at all stages of his professional development.

The primary stage. This stage of young specialist's adaptation takes place at school, where a student receives a primary education. He manages by the mentor who helps to prepare for the teacher's role. The fundamental actions, which a student should do at this stage:

- to pass pedagogical practice and to analyze it in order to use advances in the early stage career;

- to work with a mentor as it was planned;

- to take a responsibility for his actions and for its fixing;

- to make notations of his thoughts according to the actions, which are discussed;

- to identify his fundamental achievements;
- to identify spheres of scientific and methodological interest.

At the end of the primary stage of young specialist's adaptation, there is a conversation with a mentor to the following questions:

1) At this stage, what aspect of teaching are you interested in? What exactly are you interested in? 2) What have you already achieved towards a qualified teacher? Why do you think so? 3) In which aspects of teaching do you feel more confident, and where is less? Why? 4) How do you see your teacher's career?

The main stage. At this stage of the young specialist's adaptation, a future teacher starts his work with a mentor, provides information about the first position in his career. A young specialist with a mentor analyzes his own achievements and makes a perspective plan for the future. Actions during the second stage:

- to share an experience with a mentor, gained at school during the training, his new needs, which have arisen in the context of new role - a school teacher;

- to compare his previous experience with the new, to find common problems and their solutions;

- to identify goals of the professional development and make a plan to start an individual program of the mentor's support. Officially, every six weeks, the young specialist meets with his mentor and discusses the individual plan of his professional development. The discussion at this stage may include:

1) What are your main priorities of the professional development at this stage? Why these? 2) How have your priorities changed beginning with an early career of a teacher?

3) What are your immediate, medium and distant goals? 4) What can help you to achieve these goals: training, support or development?

The final stage. This period of young specialist's adaptation helps to analyze his achievements for the whole period of adaptation, focus on the continuous professional development during the next stage of a career and prepare for performing all teachers' duties at school. Actions at this stage are:

- a young specialist discusses and analyzes his success and achievements during the adaptation period together with a mentor;

- to assess a young specialist's program of support during the adaptation period;

- to discuss and consider the challenges during the first year of training at school;

- to focus on a continuing professional development, to outline the possible ways of training;

- to prepare for performing all functions of a school teacher.

Conversation with a mentor may cover the following topics:

1) Analyzing the whole adaptation period, what achievements were the most important for you? 2) How would you assess yourself at the end of the adaptation period? 3) What aspects of your activity are you not satisfied during the adaptation period? Why? 4) What goals or expectations did not come true? Can you name reasons? Will you want to reach them in your future career? 5) Do you think about your work over the next 2-3 years, what aspects do you see? [3].

Every young specialist must meet the standards of a qualified teacher to the end of the adaptation period. If a young specialist does not meet the professional standards, he can submit his documents again, but he will not have an adaptation period.

Conclusions. So, most programs of young teachers' support are focused on becoming of a young specialist in Great Britain. They are based on a progressive model of education, pedagogical support and improving the teacher skills.

The proposed article does not cover all aspects of the definite problem.

So, our future researches we see in the comparative analysis of the pedagogical support of future teachers' professional development in Great Britain and in Ukraine.

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