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**TÍTULO:** El funcionamiento del sistema de trabajo metódico entre escuelas con maestros novatos.

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**RESUMEN:** El artículo está dedicado al problema del trabajo intramódico con jóvenes docentes de las escuelas secundarias de la República de Tatarstán. La idea principal del artículo es que la organización del sistema de apoyo psicopedagógico, metodológico, informativo y tecnológico de los profesores novatos contribuye al desarrollo de su punto de vista creativo. La importancia científica del trabajo radica en el hecho de que define y explica los fundamentos conceptuales de la formación de un punto de vista creativo como la categoría más importante que contribuye a la adaptación exitosa de un maestro novato en la escuela. Los autores identificaron ideas metodológicas y teóricas, principios y condiciones organizacionales-pedagógicas de trabajo con maestros jóvenes.

**PALABRAS CLAVES:** modelo, educación, adaptación, profesor novato, escuela secundaria.

**TITLE:** The Functioning of the System of Interschool Methodical Work with novice teachers.

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**ABSTRACT:** The article is devoted to the problem of intra-methodical work with young teaching staff within secondary schools in the Republic of Tatarstan. The main idea of the article is that the organization of the system of psycho-pedagogical, methodological, informational and technological support of novice teachers contributes to the development of their creative standpoint. The scientific significance of the work lies in the fact that it defines and explains the conceptual foundations of the formation of a creative standpoint as the most important category contributing to the successful adaptation of a novice teacher in the school. The authors identified methodological and theoretical ideas, principles, and organizational-pedagogical conditions of work with young teachers.

**KEY WORDS:** Model, Education, Adaptation, Novice Teacher, Secondary School

**INTRODUCTION.**

Despite the fact that the Republic of Tatarstan is a leader in the field of support for novice teachers through financial assistance (additional payments to young specialists in the amount of 30% of salary), technical support (personal laptops), development of the social mortgage program, the creation of the "Association of novice teachers", the organization of competitions of teaching skills, implementation grants "Our new teacher", "Our best teacher," "Teacher-researcher", the organization of foreign training in the framework of the program "Algarysh", a number of issues relating to young specialists remains unresolved. One key is the lack of purposeful work with novice teachers and effective mechanisms for involvement in pedagogical activity, which prevents the renewal of personnel for educational institutions at the expense of young professionals.

Such strategic goals as the establishment of modern school system of lifelong vocational training and retraining of young specialists taking into account the innovative nature of Russian education are extremely important in Tatarstan. Complexity of our study was provided by its multi-dimensional character. In the research theoretical, empirical, proxymetacaine and statistical methods were used. The authors have defined conceptual bases of creative standpoint formation and its structure; developed the model of a school-based system of methodical work with novice teachers, its theoretic and methodic ideas, principles and functions; revealed organizational and pedagogical conditions of effective inter-school methodic work functioning; developed author program of methodical support.

We came to the conclusion that adaptation and effective implementation of professional activity is closely related to the organization of inter-school system of methodical work with novice teachers, which contributes to finding innovative solutions and the transition to creative level of professional pedagogical activity. The developed authoring system can be used in the practice of educational institutions as a means of improving teaching skills, while training future teachers; in the system of retraining and improvement of professional skills of a teaching staff and assessment of their professional activity efficiency. Thus, the system of the methodical work enables to establish the links with educational institutions in the region and networking at various levels.

## **DEVELOPMENT.**

### **Methods.**

Due to its interdisciplinary, the study used the statements of the psychology, physiology, pedagogy, methodology, sociology, philosophy: the philosophical statement of universal connection, interdependence and integrity of the phenomena and processes of the surrounding world; psychological and philosophical theories of personality as multi-functional, active and self-developing system; axiological statement about the value of every person and the importance of

human relations in the pedagogical process; acmeological statements of personality development, the idea of integrity and activity of man as the subject of education and professional growth; ideas of psychology of creativity, creative self-development of personality (Koof et al., 2007); the statements about the nature of teacher's work and professional development of teachers.

The following set of complementary research methods was used to solve the tasks. Theoretical methods - analysis of psychological, pedagogical, methodological, philosophical, sociological literature, the study and analysis of best teaching practices, official and normative documents on education on the research problem; theoretical and methodological analysis, modeling. Empirical methods – survey methods (questionnaire survey of young professionals and school administrators in RT – authoring and borrowing from the psychological and educational literature), interview, conversation, observation, introspection, self-assessment, analysis of self-reports, a method of creative modeling, mass discussion and scientific discussion; proxymetacaine methods (studying of school documentation and products of novice teachers' and their pupils' creative work in RT). Statistical methods – experimental work using methods of mathematical statistics. The application of these methods was justified by carrying out research simultaneously on theoretical and practical levels; application of the developed model and methods in accordance with the objectives, tasks and stages of research; combination of quantitative and qualitative data analysis.

Research methods have shown that young professionals are experiencing difficulties in vocational and personal development (creative self-development, self-realization, self-improvement); willingness to innovate (development of new pedagogical programs), etc. One of the solutions of the problem novice teachers mentioned provision of a psychological, pedagogical, methodological systematic assistance, information and technology support to young teachers within secondary schools. However, the analysis of the current state of intra methodical work showed that such activity is carried out in educational institutions sporadically (Ryseva, 2009).

**Results.**

We have defined and revealed conceptual bases of creative standpoint formation as the most important category, contributing to successful adaptation of a novice teacher to school and allowing the teacher not only to adapt to the changing environment, but to change the conditions, influence the situation aiming at realization of his personal, professional qualities and creative potential.

By the creative standpoint of the teacher, we understand a complex personal formation expressing a system of creative, intellectual, volitional and emotive relations to the world, society, people, and himself, to standards, regulations, rules, in particular to the pedagogical reality and educational activities – to all what is a sphere of creative teacher's interaction with the social and natural space and is the source of his creative activity.

The structure of the novice teacher creative standpoint includes the following components:

- a) A creative attitude of the novice teacher to himself, suggesting his willingness and ability to continuous creative, spiritual, intellectual, physical self-improvement and particularly professional development.
- b) Creative relationships with others, willingness and ability to provide a subject-subject creative interaction with students, colleagues, parents, representatives of society, who come into contact with students.
- c) A creative attitude to teaching on the principles of activity, unity practice and research, creativity. We determine creative standpoint not as the sum of these components, but as an open system which they are closely united in, interdependence and interdetermination providing the evolutionary nature of the system as a whole (Ryseva, 2009).

Methodic work is understood as a specific kind of pedagogic and research activity on teaching and development of pedagogic staff, their creative standpoint formation, generalization and development of pedagogic experience, author's methodical development, aiming at education process improvement (Jeffrey & Craft, 2001).

Realization of school methodic work will be effective if the following conditions are met: organizational management (forming administrative apparatus policy, developing a system of incentives for teachers), program and methodical (conditions of creative self-development of teachers), information technology (development of information and educational process and using of information and communication technologies).

Program methodical support of school-based methodic work with novice teachers includes diagnosis, the choice of an individual trajectory of creative self-development and assistance in formation, development and preservation of the novice teachers' creative standpoint. On the basis of the authors' works (methodology manual «Effective methods of novice teachers' creative standpoint development in conditions of comprehensive school. Training-seminar», «Stress. Problems of its diagnosis and correction») the program of training-seminar on the problem of a novice teacher's creative standpoint formation in the process of his life-long professional education was introduced, and a three-year program «School of a novice teacher» was organized (Ryseva, 2007). The authors developed the model of a school-based system of methodical work as means of formation, preservation and development of a novice teacher's creative standpoint and the mechanisms of its realization with the aim of improving the education process at school were revealed.

The school-based model of the system of methodical work consists of the following components: a value-oriented component (reflecting the main purpose of intra methodical work - the formation of a creative standpoint of teachers); organizational and activity (reflects the structure of the system of

methodical service); content component (includes methods and software); information technology (includes forms of organization activities, methodological work); diagnostic (criteria of effectiveness); management (provides the mobilizing efforts of teachers, administration and various municipal methodical services); results and productivity component (achievements of students and teachers).

The role of the interschool methodical work is disclosed through the activities of the "Diagnostic and methodic center". The structure of the center is formed by:

- 1) Scientific and methodic complex (creative laboratories, research associations (Chairs), seminars, short courses, master classes, portfolio, printed teaching publications etc.).
- 2) Virtual methodical support (using Internet resources, creating a school website, forum of novice teachers, virtual advising, sharing experiences, etc.).
- 3) The three-year program "School of a novice teacher" (mentoring, including virtual one; strategic objectives of adaptation, formation, development and preservation of a creative standpoint of novice teachers).
- 4) Psychological service (diagnostics, correction, training, seminars, consultations, etc.).

As the affirmation of the role of productive creative activity of novice teachers in the framework of the developed program and methodic support was the shift of the high level of formation of creative standpoint of new teachers from 5% to 11%; satisfactory from 42% to 50%; insufficient from 53% to 39% (on the basis of secondary schools of Naberezhnye Chelny, Republic of Tatarstan).

### **Discussion.**

The lack of extracurricular forms of training and professional retraining of teachers, according to researches (Podsen & Denmark, 2006; Bramwell et al., 2011), is that the knowledge acquired by novice teachers, need practical operational development, testing of innovations and of educational technologies.

Analysis of the researches devoted to problems of adaptation of novice teachers (Breux & Wong, 2003) shows that novice teachers in the first year of their work experience significant difficulties in specific components of pedagogical activity. In a number of papers, the role of mentoring in the process of adaptation of a young teacher is emphasized (Norman & Ganser, 2004; Koballa et al., 2008). In this regard, there was an urgent need to establish efficient, effective, multilevel, continuous system of methodical work that meets the needs of a particular school and the novice teacher.

The problem of methodical work in a secondary school is given considerable emphasis in the studies by Russian and foreign authors. Lyubova et al believes that methodical work significantly affects the quality of training and education on the outcomes of educational institutions and consider it as an important factor of educational process management (Lyubova et al., 2014). Foreign schools are characterized by the understanding of the methodical work as a system of continuous training and development of teaching skills, organized both at the state level and in the secondary school (Flynn & Nolan, 2008; Craft et al., 2007).

We have developed a system of methodological support for new teachers as an important component of life-long education in the school, allowing to create the necessary conditions for continuous creative self-development, self-realization, self-improvement and building the individual trajectory of self-education of every novice teacher. The close connection of daily activities through the formation of a creative standpoint and directly in the educational process allows the novice teachers during their daily practice to consolidate and adjust their theoretical knowledge, which confirms the scientific results of Luchkina, Feiman-Nemser and Bramwell et al (Luchkina, 2012; Feiman-Nemser, 2003; Bramwell et al, 2011 .

Of particular interest to the study is the adaptive aspect of creative pedagogical activity, because we believe this phenomenon is a key factor of the active adaptation of a novice teacher to the changing educational environment. This view is consonant with the works of Runco & Chand (Runco & Chand, 1994).

Despite the undoubted advantages of these scientific papers, features of the system of methodical school-based work with novice teachers, the conditions of its effective realization and management remain insufficiently studied, which makes our scientific work promising. The situation in RT also actualizes the problem of providing psychological, pedagogical, methodical assistance to novice teachers within secondary schools.

## **CONCLUSIONS.**

The research results proved the necessity of school methodic work, which is provided by a purposeful, systemic, continuous, multi-level character, unified substantial and humanistic basis, by an interdependent and mutually supplementary character of its theoretical and practical constituents, equal participation of novice teachers in the choice of goals, content and technologies of educational process and the individual trajectory of creative self-development, giving psychological and pedagogical, methodic, information and technologic support to young professionals.

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