variety of ways: as a text on the Internet site, as an animated image, virtual reality, as a multimedia product, including digital audio recording and video. In addition, the use of ICT (Information Communication Technology) allows teachers to interact professionally with their colleagues and at the same time to improve their skills and exchange experience.

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Analysis of the state of the problem of professional formation of novice teachers

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Abstract

The article discusses the professional formation of novice teachers, provides an analysis of the state of the problem of professional formation of novice teachers on the example of an educational organization.

Keywords: a novice teacher, a professional formation.

Currently there is an acute problem of transformation and replenishment of the education sector with «new» teaching staff. The actuality of attracting novice teachers is due to the «aging» of teaching staff, the rising of dynamism in the external environment, and, as you know, young people are easily and quickly trained, mobile, initiative, full of new ideas and mainly importantly they are – ready for innovations. According to such scientific researchers as Kazantseva L. A., Slastenin V. A., Andreev V. I., Dubinina V. L., a modern teacher is a new innovative type of teacher who initiates creative pedagogical innovations. The main characteristics of the activities of the “new” teacher include the readiness for change, the mobility, the ability to non-standard labor actions, the loyalty, as well as the independence of making decisions [2].

No less important is the problem of requesting parents who believe that only experienced, highly qualified teacher with experience should be their child’s teacher. That’s why, when the head of an educational institution decides to hire a novice teacher, then, first of all, his main task is to plan, organize, adjust and control their professional formation.

Professional formation takes one of the main places in the life of every person. This process involves the continuous development of personality has a different content, and different goals at different age stages. Professional formation is considered as the period during which the novice teacher forms professional skills, passes the adaptation period, reveals his intentions regarding the chosen profession, and the necessary personal qualities are developed [4].

An analysis of the literature shows that formation can be considered in three directions: as a personal development, as a transition from the old to the new in the formation’s process, as an expression of the process of creating prerequisites to growth, to the new [3].

An important place in the professional formation of a novice teacher is occupied by the head of the educational organization, namely, how he organizes the management of this

process. The technology of managing the process of professional formation is the compilation of an appropriate algorithm for the supervisor in which the forms and methods of influencing the process are defined, qualitative or quantitative indicators that will allow to control the process of professional formation of a novice teacher [1].

With the aim of identifying conditions and problems that affect on the professional formation of novice teachers, we have made a research that was carried out on the basis of one of the educational institutions of Belgorod. Most of the teaching staff (35%) is occupied by teachers with a teaching experience of 31-50 years, 26% - teachers, whose work experience is 21-30 years, 16% - teachers with a work experience of 11-20 years, 13% - teachers with a teaching experience of 4-10 years. The school employs teachers whose experience varies from less than 1 year to 3 years. This category of teachers makes up 10% of the total number of teaching staff. We can note that a novice teacher can be just like a young specialist who has just graduated from a university, or a person whose teaching experience is not more than three years.

The research involved 13 novice teachers of an educational organization. The purpose of the research is to identify conditions and problems that affect the professional formation of a novice teacher.

In our opinion, one of the conditions affecting on the professional formation of a novice teacher is the organization of mentoring at school. This type of activity is an effective form of professional adaptation, which helps to increase professional competence and consolidate teaching staff [1]. After analyzing the results, we noticed that the school has a sufficiently developed mentoring system, the purpose of which is to assist teachers in their professional development.

From teachers' conversation who have a mentor, we found out that cooperation with him was successful. Teachers note that a mutual attendance of lessons is organized, advices are given for eliminating the difficulties experienced by novice teachers. Most novice teachers believe that for their effective professional formation both the experience of a mentor and the experience of other colleagues, especially the help of specialist psychologists, are necessary.

In the course of the study, we also conducted a survey of novice teachers to assess their adaptation to the new workplace. As a result of the survey, we found out that in order to organize the successful passage of the adaptation period of a novice teacher, the head of the educational organization conducted tours of the school, introduced novice teachers to the entire team at the pedagogical Council, explained the employee's job description, etc.

Based on the foregoing, it can be concluded that a sufficient attention has been paid to informing a novice teacher during the orientation stage of the adaptation of professional formation in this organization. Of course, a satisfaction with the conditions (the organization of mentoring, timely informing during the period of the adaptation) affects on the comfortable professional formation of a novice teacher.

Analysis of this research revealed problems that impede the full professional formation of a teacher. The main problem is the large amount of paper work (35%). The second problem is low starting salaries for teachers.(26%)Also, novice teachers are concerned about the initially low authority of parents (22%). In order to reduce this anxiety, it is advisable for the leader of organization to take part in the first meetings of teachers and parents in the classes where a novice teacher works, talk about the virtues of the teacher, the necessity for parental support, and timely contact with the teacher on children's teaching questions.

Based on this research, we can conclude that in this educational institution, the process of a professional formation of novice teachers is successful. Leaders participate in the process of professional formation of novice teachers actively, provide timely assistance in solving professional difficulties, that allows to fix him in this educational organization, and also allows the teacher to establish himself in the correctness of the chosen profession.

So, the professional formation of a novice teacher is a multi-level, phased process. This stage is the starting point of further professional development of a novice teacher. This process will be depended on whether the novice teacher will be a professional in his field, whether he will remain in the pedagogical sphere or go into other activities, and most importantly, whether his parents, the main clients of the educational organization, will be satisfied.

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Specific features of the student community

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Abstract

Training in a team and with the help of a team is one of the principles that is important in the system of training. In the article, some ideas about the characteristics of the students' community are described.

Keywords: community, reader, teaching, education, social environment.

Аннотация

Обучение в команде и с помощью команды - это один из принципов, который важен в системе обучения. В статье описываются некоторые представления об особенностях студенческого сообщества.

Ключевые слова: сообщество, читатель, обучение, образование, социальная среда.

The team (Latin as a translation of the word *collocus* means a group consisting of several members (people) of the same social significance on the basis of a common goal-a meeting, a community, a joint meeting, a union, a group). In modern interpretation, the concept of "team" is used in two different meanings. First, when we say a team, it is understood that an organizational group consisting of a combination of several people with a specific goal (for example, a production team, a factory team, an educational institution team, an economic community, etc.).

Secondly, when the team says, a highly organized group is understood. Truly, a team of students is a highly organized Association.

Training in a team and with the help of a team is one of the principles that is important in the system of training. Opinions about the team's leading role in the formation of personality are expressed in the early periods of development of pedagogical science. In the team, a separate form of relationship occurs between its members, which ensures that the individual develops together with the team. But any group can not be considered a team