**KHARKIV NATIONAL**

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**CONDITIONS FOR ADAPTATION OF A NOVICE TEACHER TO**

**PROFESSIONAL ACTIVITY IN MEDICAL SCHOOLS**

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The development of our country as an independent democratic state sets new and important tasks and requirements for higher education institutions. The leading factor of changes in the educational process is the integration of Ukraine into the European Union, strengthening ties with developed European countries and the introduction of new pedagogical technologies.

It is through the activity of the teacher that the state policy is implemented, which is aimed at strengthening the intellectual and spiritual potential of the nation, the development of domestic science.

Now there are a lot of questions and problems related to the awareness of the role of the modern teacher in the educational process. This is especially true for young teachers who are at the initial stage of their professional career. The problem of professional adaptation of teachers and mastery of pedagogical activity by a novice specialist is one of the issues that traditionally concern and are important in the research of pedagogical activity.

The purpose of this study was to determine the impact of the conditions of professional adaptation of novice teachers to professional activities in medical schools.

Materials and methods. To implement the designated research goal, we used data from questionnaires and interviews with 50 teachers of theoretical disciplines of departments of the I-III courses of KhNMU. An empirical study of the professional adaptation of novice teachers was carried out using qualimetric questionnaires of professional adaptation. In addition, we used data from interviews with teachers, which outlined the main conditions that affected the professional adaptation of teachers.

Results and discussions. It was found that 22% of respondents had an initial level of professional adaptation; 38% - functional; 26% - sufficient; 14% - creative (high) level.

There was a positive dynamics of professional adaptation of beginning specialists at the medical university, which is most likely due to a more professional attitude of the University management to improving professional qualities and helping young teachers during their professional development.

According to the results of conversations with teachers, a number of conditions were identified that affected the teacher in the initial period of his professional pedagogical activity: 35% of respondents noted the leading role of the department's management in professional adaptation (the head created positive conditions to facilitate adaptation); 25% - noted the predominant role of experienced colleagues (advice, exchange of teaching materials, assistance in preparing for lectures and practical classes, psychological assistance to resolve disputes and conflations with other teachers and students); 22% - noted the role of their own purposeful formation and stimulation of teachers 'needs to improve their own pedagogical activities; 18% - correction of their own and colleagues' work according to the results obtained during mutual visits to classes, international pedagogical and psychological trainings and joint research work.

Conclusions. Based on the results of the research, an increase in the level of professional adaptation was established and the leading conditions for the adaptation of novice teachers to professional adaptation in medical schools were determined.

**CONTENT**

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