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FEATURES OF THE IMPLEMENTATION OF THE PEDAGOGICAL REFERENDARIAT PROGRAM ON THE BASIS OF THE INTERN PLATFORM

Abstract. The article describes the creation of an interactive INTERN platform, which is considered as a communicative and intellectual resource integrating various components, as an opportunity for inter-partner interaction, including the involvement of interested bodies and business structures, and will be aimed at building effective communication and exchange of experience, cooperation and partnership, which, in turn, will contribute to the formation of a transparent scientific and educational environment for the exchange of knowledge, competencies, the expansion of professional and interuniversity ties with existing partners and collaboration of teachers. The article presents the schematic structure of the INTERN innovation platform, which includes various mechanisms that allow implementing the communicative resistance of the program.

The purpose of the Program is to develop and implement a new format for training young teachers through a pedagogical scholarship, which will allow us to reach a new advanced quality of this training; increase the number of stakeholders involved in the process, i.e. make it transparent and redistribute resources to strengthen the practical orientation of training; create a new vector of interaction ‘school – university’; attract future applicants to the university's educational programs for teachers, which, ultimately, will contribute to increasing the competitiveness and demand for the teaching profession. The target audience of our program are teachers with experience of pedagogical activity from 0 to 3 years.

Keywords: pedagogical referendariat, post-bac programs, professional adaptation, teacher collaborations, INTERN platform.

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INTERN платформасының базасында педагогикалық референдариат бағдарламасын жүзеге асыру ерекшеліктері

Аңдатпа. Мақала INTERN интерактивті платформасын жасауды сипаттауға арналған, ол әртүрлі сипаттағы құрамдас бөліктерді өзіне біріктіретін коммуникативтік-зияткерлік ресурс ретінде қарастырылады, сонымен бірге оның ішінде мүдделі органдар мен бизнес-құрылымдарды тарта отырып, серіктестер арасындағы өзара әрекеттесу мүмкіндігі ретінде қарастырылады және тиімді коммуникация мен тәжірибе алмасуды, ынтымақтастықты, серіктестік пен кооперацияны құруға бағытталады. Өз кезегінде ол біліммен, құзыреттіліктермен алмасу бойынша транспарентті ғылыми және білім беру ортасын қалыптастыруға, қолда бар серіктестермен және педагогтердің ынтымақтастығымен кәсіби және жоғары оқу орындары арасындағы байланыстарды кеңейтуге ықпалын тигізетін болады. Мақалада бағдарламаның коммуникативті резистенциясын жүзеге асыруға мүмкіндік беретін әртүрлі механизмдерді қамтитын INTERN инновациялық алаңының сызбалық құрылымы келтірілген.

Бағдарламаның мақсаты – педагогикалық референдум арқылы жас мұғалімдерді даярлаудың жаңа форматын дайындау және енгізу, бұл бізге осы оқытудың жаңа озық сапасына қол жеткізуге мүмкіндік береді; процеске қатысатын мүдделі тараптардың санын көбейту, яғни, оқытудың практикалық бағытын күшейту үшін оны ашық ету және ресурстарды қайта бөлу; «мектеп пен университет» арасындағы өзара әрекеттестіктің жаңа векторын құру; болашақ талапкерлерді университетке мұғалімдердің білім беру бағдарламаларына тарту, бұл сайып келгенде мұғалім мамандығына бәсекеге қабілеттілік пен сұранысты арттыруға көмектеседі. Біздің бағдарламамыздың мақсатты аудиториясы – 0-ден 3 жылға дейінгі педагогикалық өтілі бар педагогтер.

Кілт сөздер: педагогикалық референдариат, post-bac бағдарламалар, кәсіби бейімделу, педагогтер арасындағы ынтымақтастық, INTERN платформасы.

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Особенности реализации программы педагогического референдариата на базе платформы INTERN

Аннотация. Статья посвящена описанию создания интерактивной платформы INTERN, которая рассматривается как коммуникативно-интеллектуальный ресурс, интегрирующий в себе различного рода составляющие, как возможность межпартнерского взаимодействия, в том числе с привлечением заинтересованных органов и бизнес-структур, и будет направлена на построение эффективной коммуникации и обмена опытом, сотрудничества, партнерства и кооперации, что, в свою очередь, будет способствовать формированию транспарентной научной и образовательной среды по обмену знаниями, компетенциями, расширению профессиональных и межвузовских связей с имеющимися партнерами и коллаборациями педагогов. В статье приведена схематическая структура инновационной платформы INTERN, включающая различные механизмы, позволяющие реализовать коммуникативную резистенцию программы.

Целью Программы является разработка и внедрение нового формата подготовки молодых педагогов через педагогический референдиат, что позволит выйти на новое опережающее качество этой подготовки; увеличить количество вовлеченных в процесс заинтересованных субъектов т.е. сделать его транспарентным и перераспределить ресурсы для усиления практической направленности обучения; создать новый вектор взаимодействия «школа – вуз»; привлечь будущих абитуриентов в университет на учительские образовательные программы, что, в конечном счете, будет способствовать повышению конкурентоспособности и востребованности учительской профессии. Целевой аудиторией нашей программы являются педагоги со стажем педагогической деятельности от 0 до 3 лет.

Ключевые слова: педагогический референдиат, программы post-bac, профессиональная адаптация, коллаборации педагогов, платформа INTERN.

Introduction

Professional adaptation of a teacher is an important link to ensure full and long-term integration into the professional-pedagogical community, as well as to harmonize the teacher's interactions with the professional-pedagogical environment (V.A. Slastenin, V.P. Kashirin, 2001) [1].

The main tasks of professional adaptation of a teacher, in our opinion, are: familiarization with the professional and pedagogical environment; ensuring a successful professional start of a young teacher; ensuring professional socialization; development of professional and methodological competence; formation of an individual style of pedagogical activity; ensuring a 'smooth' transition from theoretical knowledge to real practice; relieving the emotional tension of a young teacher; amortization of barriers to interpersonal communication; providing psychological and pedagogical support for the teacher; building professional and personal development prospects; joining the school corporate culture.

However, as pedagogical reality shows, more than 50% of young teachers who left the 'walls' of the school, having pedagogical experience from 0 to 3 years, as a consequence of negative experience have serious psychological barriers and negative emotional-psychological 'trace' in life associated with pedagogical activity.

Our 2022 survey of young teachers (total 102 respondents) (experience from 0 to 3 years) in Ust-Kamenogorsk city showed that young teachers often face a high rate of leaving the profession in the first few years after starting work. The results showed that a significant proportion of young teachers decide to leave the profession due to various reasons: 25% of teachers cited misunderstanding and conflict situations with students parents, as well as lack of support and assistance in such situations among the teaching community and insufficient support from the administration as reasons. 47% of young teachers cited insufficient support and mentoring in their first years of work. Young teachers lack support and mentorship in the first years of their teaching

career. The mentoring institute for young teachers lost its strength during the collapse of the USSR, and a new form does not yet exist. Lack of experienced mentors can make it difficult for young teachers to adapt to the profession. 32% of teachers noted insufficient recognition and incentives: young teachers lack recognition and incentives for their hard work and achievements, lack of rewards and recognition can decrease motivation and encourage leaving the profession. 45% of young teachers report high workload and overload: young teachers faced high workload and overload, especially during the period of adaptation to the profession. The questionnaire revealed that some young teachers spend a significant amount of time on lesson preparation and documentation, which can negatively affect their performance and work-life balance. 68% of young teachers indicated that they face challenges in integrating modern technology into the classroom, and lack of practical training limits the effective use of technology, which in turn can affect performance. The conducted research, as well as many years of work experience of the authors of the article in schools of the Republic of Kazakhstan allow us to identify a number of key problems, on which we focused in the course of implementation of the project ‘Pedagogical referendariat as a condition of professional adaptation of a young teacher on the basis of the INTERN created innovative platform’, to which we referred: the need to differentiate the problems of young teachers by the length of their teaching experience (from 0 to 1 year and from 1 to 3 years), therefore, work with such teachers will have strictly differentiated character.

Research methods and materials

The target audience was young teachers with 0 to 3 years of work experience.

The study of the problem of pedagogical referendariat included various methods that allow us to get a comprehensive view of the problem. Here are the research methods we used in studying the problem of pedagogical referendariat: literature analysis - conducting a literature review and analyzing scientific publications, articles, books and documents related to pedagogical referendariat; surveys - conducting surveys among teachers and other participants in the educational process to assess their opinions about the pedagogical referendariat, its effectiveness, advantages and disadvantages; observation - conducting observation of young teachers in different educational institutions to obtain practical information about the problems and challenges faced by the participants. Combination of different research methods will provide a deep understanding of the problem of pedagogical referendariat and identify possible ways to address and improve it.

Results and discussion

Pedagogical referendariat as a source of quality teacher training plays an important role in social, economic, political development of Kazakhstan. According to the results of the TALIS survey, only 30% of teacher-participants believe that teaching profession is valued in the society. According to the research [2] of Kazakhstani scientists, only 22% of students-graduates are going to work at school. Within 1–3 years, 55% of young teachers leave the profession. International practice shows that ‘soft’ ‘entry into the profession’ will allow undergraduate teachers to be ready to carry out pedagogical activities only when they undergo pedagogical internship [3–4].

In Kazakhstan, the idea of organizing pedagogical internship was voiced by Sayasat Nurbek, the Minister of Science and Higher Education of the Republic of Kazakhstan. He noted that in order to make the training of our teachers meet the world standards, it is necessary to harmonize the list of teaching internships accepted in the world practice. For this purpose, universities should generally revise the model of education and move to advanced training of personnel demanded by employers [5].

The study of scientific research of Kazakhstani scientists confirms the correctness of the chosen direction of research to achieve the set goal of the Project. The studies of Rusanov V.P. [6], Kakieva L.H., Zhumakanov U.S., Abil, R.E. [7] highlight the importance of pedagogical referendariat for professional adaptation of young teachers in order to achieve high quality training

of graduates stimulating personal and professional growth; to provide 'soft' entry into the profession; to solve the problem of deficit of pedagogical staff.

Despite the fact, that pedagogical referendariat is quite widely used in the world system of retraining, as well as at the stage of post-baccalaureate, however, in Kazakhstan's science, the problems of introduction and subsequent development of referendariat remain unresolved both in theoretical-methodological, and in practical terms.

Russian scientists and researchers actively implement the practice of pedagogical internship. Many Russian universities have experience in implementing pedagogical internships, e.g. Moscow City Pedagogical University, Transbaikal Humanitarian and N.G. Chernyshevsky Pedagogical University, Moscow City Psychological and Pedagogical University [8]. On the basis of the Ural State Pedagogical University, the program of pedagogical internship including a set of practical and theoretical modules was developed and tested [9].

At V.P. Astafyev Krasnoyarsk State Pedagogical University, the main idea is in providing practical innovative orientation of professional training of bachelors [10]. Each of the above universities has its own approach to the organization of pedagogical internship.

In this regard, our proposed approach in the organization and implementation of the pedagogical referendariat program will allow us to avoid the deficit of young teachers in the future, regulate social relations, make grant investments in young teachers cost-effective, and eventually extrapolate our experience in the post-baccalaureate system throughout the country.

The above-mentioned problems of young teachers actualized the search for fundamentally new adaptive practices of professional adaptation of young specialists (tutoring, mentoring, internship, referendariat), which will be able to increase the degree of adaptability of graduates, competitiveness and demand for university graduates in the labor market.

However, as foreign practice shows, the above-mentioned problems are easily amortized with the help of practice-oriented programs, which in different countries have different names: a trial year of work at school (Great Britain); the first year of work at school (Japan); referendariat (Germany); the program of introduction to profession (Canada); internship (the USA), in CIS countries this type of training is better known as pedagogical internship. In our country this type of training has not yet found a proper spread in pedagogical post-Bac practice, although such programs are successfully used in the practice of medical education and show their high efficiency.

Post-Bac programs in teacher education can provide additional professional training for teachers who already have bachelor's degree in another field; they include the following:

- teacher training: preparation for teaching, including teaching methodology, curriculum development, lesson planning, and assessment of learning achievements;
- practicum and internship: opportunities to spend time practicing in schools or daycare centers to gain experience of working with students.
- certification: upon completion of the program, trainees can earn a certificate that will allow them to teach at schools.

Our approach in developing the Post-Bac Program is based on the development of the INTERN innovation platform, which allows us to integrate organizational, pedagogical and technological resources into a single whole, to carry out trans-relational communication between all participants in the project activity.

The main concept of the project is to develop and further use an adaptive program (referendariat) as the basis for professional adaptation of young teachers. The implementation of such an adaptive program is seen as the most important stage of post-baccalaureate, which allows us to ensure the highest possible level of professional competencies necessary for practical activity at the beginning of the professional career, as well as successful professional adaptation, which will eventually allow to objectively assess the professional qualification of young teachers, to provide a 'soft' entry into the profession, ensuring full adaptation, and thus will eliminate the shortage of

young teachers at schools. The INTERN innovation platform will be the catalyst for transformation of modern pedagogical education and will work for professional advancement in teacher training.

Our approach in the organization of the Project is based on the use of the innovative platform INTERN, where the implementation of an adaptive program for the professional adaptation of young teachers will be carried out. In addition, Kazakhstan has no experience in organizing and implementing programs of pedagogical referendariat.

A schematic representation of the process of professional adaptation of a young teacher on the basis of the INTERN innovation platform is shown in Figure 1.

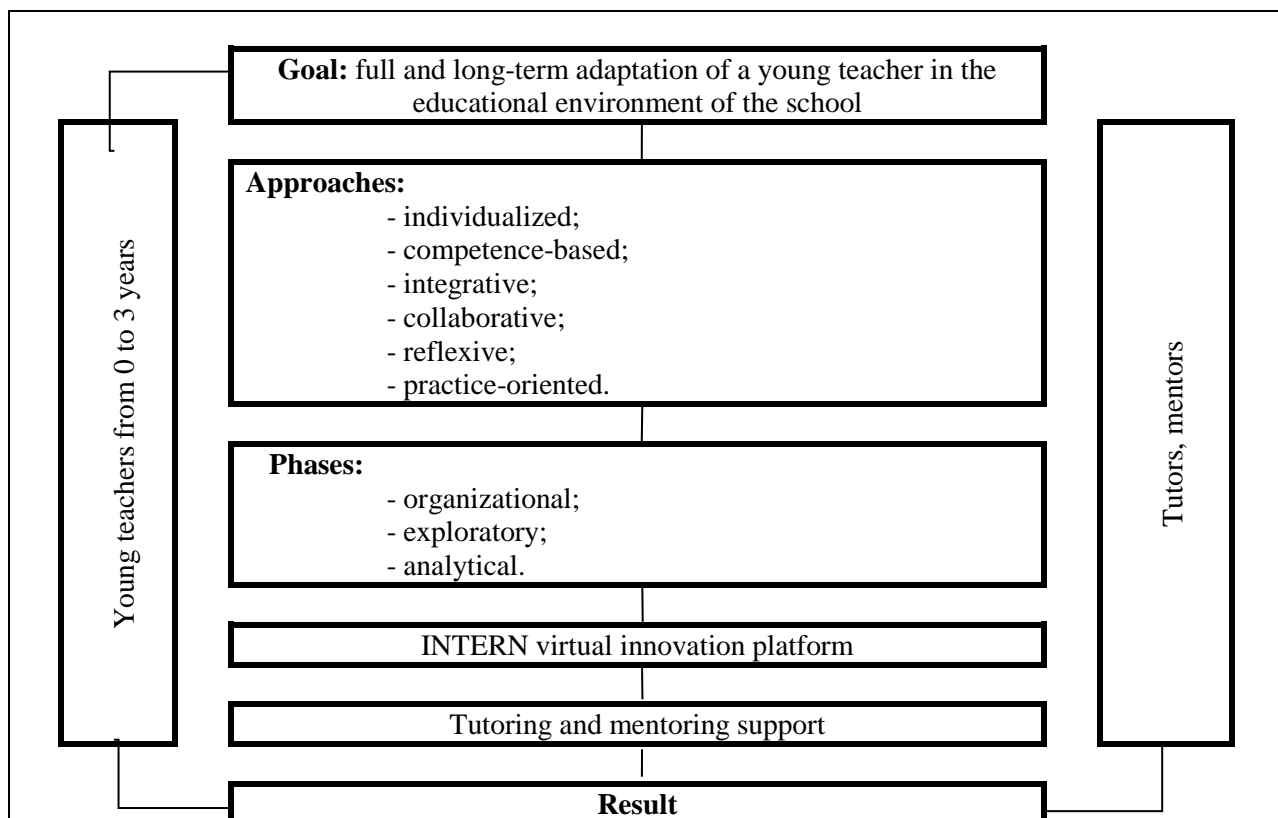


Figure 1 – Schematic representation of the process of professional adaptation of young teachers on the basis of the INTERN innovation site

The goal of this process is full and long-term adaptation of young teachers in the school educational environment.

The main principles of the program implementation are:

- Individual approach: The program should take into account the needs and interests of each graduate student. Each student may have his/her own unique research directions and goals. Availability of experienced and qualified academic supervisors who can provide mentorship and support to the trainees in their research work.

- Integration of theory and practice: The program should promote the integration of theoretical knowledge with practical experience. Graduate students should be able to apply their knowledge to real pedagogical situations.

- Collaboration and Experience Sharing: Fostering an active research and educational community where graduate students can share experiences and collaborate with colleagues and supervisors.

- Continuum of Education: The program can focus on training graduate students as both future researchers and future educators, allowing them to develop both research and teaching skills.
- Assessment and feedback: Regular assessment of postgraduate students' progress and providing them with feedback to improve their performance and development.
- Adherence to ethical standards: Adherence to ethical norms and standards in all aspects of postgraduate research and teaching.

The main methodological approaches in the implementation of the pedagogical referendum program are competence-based, reflective, collaborative.

Competency approach (G. Halazh, S.E. Shishov, I.A. Zimnyaya, A. Zhaitapova, W. Humacher, M.K. Zhadrina) is applied by us as a theoretical and methodological research strategy, which allows us to create a system of requirements for the organization of educational space of an educational institution, which assumes the results of education in the form of competencies and promotes the practice-oriented nature of young teachers' internalization and strengthens the role of their independent work on solving problems and situations that imitate socio-professional problems, as well as the method of modeling the results of education as norms of its quality.

The reflexive approach is the main tactic of the project (N.G. Alekseev, V.V. Davydov, V.A. Kuznetsov, N.I. Lefebvre, V.M. Nepomnyaschaya, I.N. Rozin, I.N. Semyonov, G.P. Shchedrovitsky) as this approach implies the use of personal mechanisms of reflexion in the process of educational activity, i.e. the subject's awareness of its elements: ways of activity, emerging problems and ways of their solution, emotional changes, forms of communication, methods of self-analysis.

The practice-oriented tactics of work is a collaborative approach (A.V. Dorofeev, E.F. Zeer, A.A. Ostapenko, N.K. Chapaevi, etc.), which will allow the integration of interaction of all project participants, the eclecticism of the proposed ideas, the lack of hierarchy of information received.

Taking into account the applied nature of the Project, the research is correlated to the experimental type and therefore should include all stages of this method of research in pedagogical science:

1. The first stage – organizational, includes all the organizational aspects of the Project, namely: the creation of the INTERN innovative platform for pedagogical referendariat, preparation of methodological, psychological and substantive support of the content of the program of pedagogical referendariat, involvement of direct participants (young teachers) of the Project.

2. The second stage – research, aimed directly at organizing and conducting pedagogical referendariat on the INTERN innovation site.

3. The third stage – analytical, involves the analysis and generalization of the obtained research results, through a series of publications and report.

The key basis of the program is the INTERN innovation platform, which is considered as a communicative and intellectual resource that integrates various components, as an opportunity for inter-partner interaction, including the involvement of interested bodies and business structures, and will be aimed at building effective communication and exchange of experience, cooperation, and partnership, which, in turn, will contribute to the formation of a transparent scientific and educational environment for the exchange of knowledge and competence.

Pedagogical design of the program will be focused on young teachers with experience from 0 to 3 years and include technological, pedagogical, methodological and psychological components.

The INTERN innovation platform will be the catalyst for transformation of modern pedagogical education, and work for professional advancement in teacher training. The INTERN interactive innovation platform developed by us allows young teachers to register, take surveys, determine the request, view information about the main news of the project, have the opportunity to

join the professional community “PEDINTERNARI”, receive help and support from the curators and tutors of the platform.

Currently, more than 150 teachers of the East-Kazakhstan region, whose work experience does not exceed 3 years, have been registered and surveyed on the INTERN virtual platform, their requests have been determined and differentiated by groups: project management structure, project implementation in the format of additional education.

Conclusion

As visible prospects for the development of the pedagogical referendariat project we have outlined:

- introduction of distance forms of education and training using virtual means, sites, platforms can significantly improve the training of future teachers;

- the second perspective of the pedagogical referendariat development is connected with the research and innovative component of the educational process organization. Referent trainees should be familiar with current scientific research and innovations in the educational field. Their task will be to analyze how these ideas can be applied in practice and to develop their own innovative approaches to teaching and learning.

- an important perspective for the development of teacher-referendariat education is the development of mentoring and tutoring systems. Experienced teacher-mentors play an important role in training of referendariat teachers, and the development of a quality mentoring system can help to improve the quality of training and orient young teachers to the practical aspects of professional activity.

However, in our opinion, the effectiveness of the implementation of the pedagogical referendariat program depends on the timing of the implementation of the post-bac program, students' awareness of the importance of the pedagogical referendariat, and the pedagogical support of the post-bac trainees.

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