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**CREATION OF FAVORABLE CONDITIONS FOR PROFESSIONAL
DEVELOPMENT OF YOUNG TEACHERS OF FOREIGN LANGUAGES
THROUGH MENTORING**

***Abstract.** This article describes difficulties that young teachers of foreign languages should overcome with the active introduction of mentoring, it emphasizes types of mentors, possible ways of interaction as well as advantages of this professional development program.*

***Keywords:** mentors, mentees, professional development, mentoring.*

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СОЗДАНИЕ БЛАГОПРИЯТНЫХ УСЛОВИЙ ДЛЯ ПРОФЕССИОНАЛЬНОГО РАЗВИТИЯ МОЛОДЫХ ПЕДАГОГОВ ИНОСТРАННЫХ ЯЗЫКОВ ПОСРЕДСТВОМ НАСТАВНИЧЕСТВА

Аннотация. В статье описываются трудности, которые необходимо преодолеть молодым учителям иностранных языков при активном внедрении наставничества, выделены типы наставников, возможные способы взаимодействия, а также преимущества данной программы повышения квалификации.

Ключевые слова: наставники, подопечные, повышение квалификации, наставничество.

Decree of the President of the Russian Federation «On national goals and strategic objectives of the development of the Russian Federation for the period up to 2024» declares one of the priority tasks as «the entry of the Russian Federation into the top ten countries in the world in terms of the quality of general education» [3].

High quality of education can be ensured through the continuous professional development of the teacher. Rapid changes in the education system, metamorphoses in organizational processes and the educational environment require an instant response from the teacher. It is assumed that the training of specialists in the field of foreign languages is not limited to professional education. The teacher improves and actualizes his knowledge within the framework of additional professional education represented by a variety of advanced training and professional retraining programs. The main obstacle is connected with the fact that some courses are unable to provide flexibility, adaptability to rapidly changing conditions, i.e. we observe the lag of the system of advanced training and retraining of teaching staff from the current situation in education system and the set of benchmarks in Russia.

Modern schools face personnel problems which can be attributed to [2, p.31]:

1. insufficient number of young teachers with low motivation to work at school;

2. lack of a system of counseling teachers on methodological and organizational issues at the municipal level.

The above difficulties lead to the unwillingness of young teachers of foreign languages to work in the education system during the first three years of work [1, p.57].

Specialists starting their labor activity are intimidated by the following factors:

- paper work;
- development of programs;
- planning and conducting a lesson based on federal state educational standards;
- lesson organization;
- interdisciplinary integration projects;
- implementation of scientific guidance;
- interaction with parents;
- class management.

The elimination of difficulties can be implemented through the active introduction of a special direction of professional teachers' development. Mentoring involves a training system where the transfer of knowledge takes place directly at the workplace in a real working environment (in the classroom or at the stage of preparation for the lesson). Mentor organizes his work to cope with the professional deficit of the guided side. Moreover, the emphasis is shifted to the practical component [1, p.56]. Mentoring combines continuing professional development and its personification which identifies the appealing approach to each young teacher.

Mentors can be divided into two main types. A mentor-methodologist is called upon to help primarily a beginner specialist, while a mentor-navigator gets the role of accompanying teachers who are more mature in the profession. To be specific, we present the material using certain comparison criteria:

Table 2. Types of mentors

Criteria	Mentor-methodologist	Mentor-navigator
Goal	Adaptation of a young specialist	Involvement in innovation activities

Interaction type	Didactic, unidirectional (taught only by a mentor)	Non-didactic (two-way exchange of experience)
Forms of work	Mentor's attendance of lessons, individual counseling	Lesson functions as a laboratory, joint development of lessons, its methodological components
Methodical tests	Unconscious trial: show - perform – control	Deliberate trial: identification of difficulty - search for a method of action - approbation - reflection
Result	Formation of competent teachers	Development of activity qualities of specialists and mentors

The most optimal way would be to combine two types of mentoring, depending on specific tasks. A young specialist should learn the basics of his profession as well as be aware of the innovative, active component of the process of teaching foreign languages.

Furthermore, it is essential to describe various types of interaction between mentors and young specialists.

Mentoring models include 9 commonly used relation options [4]:

1. The **traditional mentoring** model is the interaction between a more experienced professional and a novice employee over a period of time (3-6 / 9-12 months). Mentors are selected according to certain criteria: experience, skills, personal characteristics, etc. As a rule, a close personal relationship is established between the mentor and the mentee, which helps to provide an individual approach and create a

comfortable environment for his development. The mentor can quickly respond to deviations during training, encourage achievements.

2. **Situational mentoring** refers to the assistance or guidance if it is required. The role of mentor is to provide an immediate response to a particular situation that is meaningful to the young professional.

3. **Partner mentoring** states that both participants in the mentoring program are in a similar position. This model reveals pairs of young employees that interact with each other where one side has an experience and becomes a mentor and the other one is a graduate or intern.

4. **Group mentoring** is a model that can be used in a group of 2-4-6 mentees at the same time. Direct communication occurs periodically (once or twice a month).

5. **Short-term or goal-oriented mentoring** is devoted to the meetings on a predetermined schedule to set specific goals focused on specific short-term results.

6. **Speed mentoring** is a one-time meeting of employees with a higher-level mentor in order to build relationships with other people united by common problems and interests. Such meetings help to formulate and set goals for individual development and career growth. This type may be helpful to obtain information from authoritative sources, exchange views and personal experiences, as well as build a mentor-specialist (peer-to-peer) relationship.

7. **Virtual mentoring** is defined as the use of information and communication technologies such as video conferences, distance learning platforms, online services of social networks, communities while training. Virtual mentoring, as a part of the development process, allows mentees to use more learning resources to master new knowledge and skills. Besides, it provides constant and creative communication with the help of social media and makes the mentoring program available to a wide range of novice specialists. Such a model can be applied when the mentor and the specialist do not have the opportunity to meet often in person.

According to the above classification, there is a variety of mentoring models where a young specialist is supported by a more experienced colleague. Advanced

knowledge increases the confidence of a young teacher in himself and his competencies.

In the professional standard of a teacher, one of the areas of pedagogical activity for the secondary school is the development of students' multicultural communication skills. This requirement can be achieved if the teacher is able to plan and conduct classes that take into consideration the integrative approach, special attitude to languages as complex and interdependent systems. The possibility to find the relationship and differences between languages is especially valuable when introducing a second foreign language in Russian schools. In this case, the selection of a well-qualified mentor in several languages with a sound experience in the sphere of education may broaden methodological and linguistic horizons of a mentee that leads to the acquaintance with modern European and Russian practices of teaching.

Thus, by creating favorable conditions, we mean the removal of difficulties and challenges for young professionals. Mentoring can help mentees to lessen the level of stress at the early stages of work and become mature, well-rounded in their major (or double majors as we consider two foreign languages). As a result, it raises their pedagogical efficiency and psychological stability.

In the long term, mentoring can become an interesting research space that requires a deep study of a variety of living practices in the field of training young specialists. We believe it is important to develop a project related to mentoring a young teacher of two foreign languages and choose the optimal path for the professional development and improvement of his competencies through it.

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