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**SCIENTIFIC TRENDS AND TRENDS IN
THE CONTEXT OF GLOBALIZATION**



UMEÅ, SWEDEN

21-22.12.2021



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TABLE OF CONTENTS

PART I




BUSINESS ECONOMICS

Deliu A.		PROFITUL ȘI CAPITALUL PROPRIU – ESENȚE ȘI MANIFESTĂRI	7
----------	---	---	---


REGIONAL ECONOMY

Shanava Z.		INTEGRATION POLICY OF GEORGIA IN THE EUROPEAN UNION INTO TRANSPORT NETWORK DEVELOPMENT	13
Гафорзода Д. Джамшеди Д.		СИСТЕМА ОБРАЗОВАНИЯ	19
Рустамова Л.А. Керимова У.Я. Эфендиева Х.Д.		ИССЛЕДОВАНИЕ КОИНТЕГРАЦИОННОЙ СВЯЗИ МЕЖДУ РАЗЛИЧНЫМИ ДЕНЕЖНЫМИ АГРЕГАТАМИ И ИНДЕКСОМ ПОТРЕБИТЕЛЬСКИХ ЦЕН	25

INTERNATIONAL ECONOMICS AND INTERNATIONAL RELATIONS

Галуцьких Н.А. Бабич Т.А.		ЛІКВІДАЦІЯ УКРАЇНСЬКОЇ АБСОЛЮТНОЇ БІДНОСТІ З ВИКОРИСТАННЯМ ДОСВІДУ КИТАЮ	32
Коппель О.А. Пархомчук О.С. Пархомчук А.Д.		ГЛОБАЛІЗАЦІЯ ЯК МЕГАТРЕНД СВІТОВОЇ ПОЛІТИКИ	46
Обіход Т.В.		МОНЕТАРИЗМ ТА ЙОГО РОЛЬ У ФІНАНСОВО-ЕКОНОМІЧНІЙ СТАБІЛІЗАЦІЇ ТА СОЦІАЛЬНІЙ ДИНАМІЦІ СУСПІЛЬСТВА	63


MANAGEMENT

Кузнєцова І.О. Кублікова Т.Б.		УПРАВЛІННЯ ДЖЕРЕЛАМИ РОЗВИТКУ ІННОВАЦІЙНОГО БІЗНЕСУ	73
----------------------------------	---	---	----



PEDAGOGY AND EDUCATION

Auzhanova A.R.		INFORMATION AND COMMUNICATION TECHNOLOGIES AS A «NEW LEARNING» APPROACH IN HIGHER EDUCATION	79
Ibrahimova L. Nykyropets S. Derun V. Herasymenko N.		INFORMATION AND COMMUNICATION TECHNOLOGIES AS A MEANS OF TEACHING FOREIGN LANGUAGES IN TECHNICAL UNIVERSITIES	91
Murzina O. Khrebtova V. Hvinivetska N. Vertegel V.		ABOUT FORMATION OF VALUE ORIENTATIONS IN THE SYSTEM OF HIGHER LEGAL EDUCATION	101
Țibuleac A.C.		MOLDOVAN TEACHERS' PERCEPTION REGARDING KEY COMPETENCES DEVELOPMENT IN GENERAL EDUCATION	111
Алтухова А.В. Шаповалова О.В.		ХУДОЖНЬО-ЕСТЕТИЧНИЙ СМАК ЯК СКЛАДОВА ОСОБИСТОСТІ ВЧИТЕЛЯ	119
Наливайко Л.Г.		ОСОБЛИВОСТІ ВИКЛАДАННЯ МАТЕМАТИКИ СТУДЕНТАМ ФАХОВОГО МЕДИКО-ФАРМАЦЕВТИЧНОГО КОЛЕДЖУ ПДМУ	127

PHILOSOPHY AND COGNITION




Kravtsov Y.S. Bogomaz K.Yu. Sorokina L.N.		GLOBAL DIGITALIZATION AND TRANSFORMATION OF HUMANITIES EDUCATION	137
---	---	--	-----

POLITICAL SCIENCE AND PUBLIC ADMINISTRATION




Захруддинов И.З.		СОХРАНЕНИЕ ГОСУДАРСТВЕННОЙ НЕЗАВИСИМОСТИ В ПЕРИОД ГЛОБАЛИЗАЦИИ	146
Ніколіна І.І. Баваровська Л.С.		ПОРІВНЯЛЬНИЙ АНАЛІЗ РОЗВИТКУ Е-УРЯДУВАННЯ УКРАЇНИ ТА БОЛГАРІЇ	157

SCIENTIFIC TRENDS AND TRENDS IN THE CONTEXT OF GLOBALIZATION







SOCIOLOGY AND SOCIETY

Nurymbetov Y.Sh. Shabdenova A.B. Mukanova D.S.		NOVICE TEACHERS AND FEATURES OF THEIR PROFESSIONAL AND SOCIAL ADAPTATION CHALLENGES	162
Tolegen E. Morozova T.A. Martynenko T.S.	 	FALSE INTERACTION IN THE SECONDARY EDUCATION SYSTEM: A SOCIOLOGICAL ANALYSIS	169






PSYCHOLOGY AND PSYCHIATRY

Виноградова В.Є. Шкуренко Н.О.		ВПЛИВ ПАНДЕМІЇ COVID-19 НА ПСИХІЧНЕ ЗДОРОВ'Я СТУДЕНТІВ	182
Ворнікова Л.К.		СЕКСУАЛЬНА ГАРМОНІЯ ТА ЇЇ ВПЛИВІВІСТЬ НА СУЧАСНУ ЖІНКУ	192
Ткаченко Н.В.		ОСОБИСТІСНІ РЕСУРСИ ПРОФЕСІЙНОЇ ІДЕНТИЧНОСТІ ПРАЦІВНИКІВ ПРАВООХОРОННИХ ОРГАНІВ	207


PHILOLOGY AND LINGUISTICS

Boichuk V.P.		LINGUISTIC SPECIFICITY OF THE LEFT TEMPORAL CORTEX	214
Hasanova L.H.		ABBREVIATION OF INTERNATIONAL MULTI-COMPONENT TOURISM TERMS IN THE LANGUAGE	220
Imanova N.M.		THE IMPORTANCE OF THE EMAIL LANGUAGE IN THE MEDIA DISCOURSE	230
Umudova M.T.		ON THE KINDS OF HISTORICAL METAPHORS	236
Абабілова Н.М. Зубік О.Ф.		ВІДТВОРЕННЯ ГЕРУНДІЯ У ХУДОЖНІХ ТЕКСТАХ УКРАЇНСЬКОЮ МОВОЮ	242
Погоріла А.І. Костецька Г.В.		ЛІНГВІСТИЧНИЙ АСПЕКТ ДОСЛІДЖЕННЯ ЕВФЕМІЗМІВ	251



LAW AND INTERNATIONAL LAW

Kodirzoda M.A. Akbaralizoda J.A.		ROLE OF INTERNATIONAL LAW IN IMPLEMENTATION OF ECOLOGICAL FUNCTIONAL GOALS OF THE STATE	257
Pavlencu M.G.		CYBERBULLING PROBLEMA SOCIETĂȚII ÎN ERA DIGITALĂ REZUMAT	265
Popa V.		NATURA JURIDICA SI REGLEMENTAREA TEORETICA A MASURILOR SPECIALE DE INVESTIGATII AUTORIZATE DE JUDECATOR IN LEGISLATIA REPUBLICII MOLDOVA SI ROMANIA	272
Босый Г. Слюсаренко С.		ПОНЯТИЕ И ВАЖНОСТЬ ПРАВА НА ОБРАЗОВАНИЕ ЛИЦ С ОГРАНИЧЕННЫМИ ВОЗМОЖНОСТЯМИ	296
Стецюк Б.Р. Єрмоленко-Князева Л.С. Мошняга Л.В.		СУЧАСНЕ ЗАКОНОДАВЧЕ РЕГУЛЮВАННЯ ПРОТИДІЇ КОРУПЦІЇ В УКРАЇНІ ТА ІНОЗЕМНИХ ДЕРЖАВАХ: ТЕОРЕТИКО-ПРАВОВЕ ДОСЛІДЖЕННЯ	307


ARTS, CULTURAL STUDIES AND ETHNOGRAPHY

Chirgadze N.		FOR THE HISTORY OF EPIDEMIC DISEASES IN SAMTSKHE-JAVAKHETI	316
--------------	---	--	-----

HISTORY AND ARCHEOLOGY, ARCHIVAL STUDIES

Aliyeva L.A.		A NEW MANUSCRIPT OF "THE BOOK OF DEDE KORKUT" WITH THE NEW TEXTS AS HISTORICAL SOURCE	325
Краснодемська І.Й.		ВНЕСОК УКРАЇНЦІВ У РОЗВИТОК ЛІКАРСЬКОЇ ПРАКТИКИ В КРИМУ (XIX– ПОЧАТОК ХХ СТ.)	331

MEDICINE AND PHARMACY

BurlakaYuliia B. Voroshylova N.M. Verevka S.V.		DISRUPTION OF THE BARRIER FUNCTION OF CELL MEMBRANES IN THE FORMATION OF MALIGNANT NEOPLASMS AND BIOFILMS	349
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SOCIOLOGY AND SOCIETY

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NOVICE TEACHERS AND FEATURES OF THEIR PROFESSIONAL AND SOCIAL ADAPTATION CHALLENGES

***Abstract.** In this article analyses the problems of adaptation are grouped with explanations in accordance with the experience, social and professional characteristics of new teachers. During the period of the coronavirus pandemic, new requirements were set for teachers and the structural structure of teachers underwent many changes. The article describes the professional and social problems of new teachers. Features and explanations of the problems encountered at the beginning of the teacher's career were given. Socio-economic changes in society, the global coronavirus pandemic and reforms in the education system place new demands on teachers. Indicating the stages of professional development of the teacher, E.F. Zeer calls the main psychological changes of the period of professional and social adaptation: "mastering a new social role, the experience of independent professional activity, the acquisition of professionally important qualities." (Zeer EF, 2009) Mastering a new social role in the first years of a teacher creates many requirements and difficulties.*

***Keywords:** novice teacher, expert teacher, professional adaptation, challenges, education.*

Introduction

The education system, which is one of the key elements of the social structure, is one of the most important tools for social development and structuring. After all, the training of quality professionals who ensure social and economic development is directly related to the quality of education. Therefore, education has social, cultural, economic and personal functions. At the same time, teachers, who are one of the main subjects of education, have important responsibilities [1]. Ibrai Altynsarin By the way, the increase in the quality of teaching staff, which is the heart of the school, depends on the necessary support for teachers, especially in the first years and later in the profession. Quality and success of teachers in the first years is very important for both students and teachers. This is because an unsuccessful pedagogical career is a great loss for students, parents, school administration, teachers and the state [2]. Occupational, social, adaptive, and other difficulties that are common in the early years cause emotional exhaustion and anxiety for many young professionals, resulting in them leaving the field. It is worrying that novice teachers are leaving the profession. It is important to study the experience of new teachers, as 40-50% of new teachers leave the profession in the first seven years of their careers, and more than half of them resign during the first four years.

Literature review

Research shows that the problems faced by young teachers in the early years stem from professional qualifications and social adaptation [3]. "In the year of refraction or absorption" The authors say that the first years, also known as the first years, are often the most difficult for teachers, which leads to various problems. Research that considers teachers as new or expert teachers based on their professional qualifications and experience highlights the importance of categorizing them. In Russian works, Chernikova E. considered the problems of adaptation of young teachers as an object of study from different angles. Petrenko E. I and others are the authors of domestic works Tashibaeva DN, Gyunger DS, Niyazova G.Zh. and so on [4].

Discussion

Prokhorova divided teachers into first-year teachers (1-2 years), young

professionals (2-5 years), experienced teachers (5-10 years) and experts (more than 10 years) depending on their work experience. (IK Prokhorova, 2019) Young teachers are those who have just graduated from university and started their first job, teachers who have worked for more than 2 years but not yet 5 years are called young professionals, and specialists with more than 5 years of experience are called experienced, professional and expert. Although many studies consider teachers with less than 2 years of experience to be new teachers (Karataş, P., & Karaman Cendel, A., 2013) (Meister and Melnick, 2003), some studies consider new teachers to be less than 4 years old (Wagdi Rashad Ali Bin-Hady, 2018) grouped the new teacher period for the first 5 years [5].

Grouping of teachers according to their features

The classification of new and expert teachers has been widely studied in Western countries since the 1970s (Judit Orgoványi-Gajdos, 2015). However, because the researchers could not come to an agreement, this work is divided into groups based on various in-depth studies [6]. Corrigan and Haberman wrote that the main subject should be grouped by knowledge, beliefs and abilities, taking into account theoretical knowledge, research work, professional values and work ethic, in terms of knowledge, skills, resource capabilities and experience. Because teachers require a sense of the human psyche and social context, taking into account geographical and cultural differences, the achievement of expertise or professionalism is achieved through many years of professional work [7]. In Berliner's work, he linked the model of teacher to his professional development and proved that there is a shortage of specialists who can pass the five professional degrees and reach the highest level of expertise. It explains the division into stages: initial stage, senior stage, competency stage, qualification stage and expert stage with professional qualifications formed by years of experience. In the expert stage, the teacher relies on automatic form and intuition (intuition) in the context of traditional teaching.

According to Fuller's concerns about teacher professional development, he divided teacher development into three stages. (Table-1) The differences in the concerns shown in the table are closely related to the number of students in the class

and describe the rapid transition of teachers in the classes with fewer students [8].

Table 1

Fuller's schedule of concerns in the professional development of teachers

	Periods	Year	Concerns
I	The first stage	0	Self-concern
II	Middle period	1	Concerns about professional expectations and acceptance
		2	Concerns about self-compliance: subject and class control
		3	Concerns about student relationships
III	the next stage	4	Concerns about students' learning
		5	Anxiety about students learning what they need
		6	Concerns about his (teacher's) contribution to student change

As a teacher's competence and self-confidence increase, more attention is paid to important issues related to teaching and learning. Beginner teachers can discuss intermediate issues (competencies) only theoretically, and experienced teachers can easily solve it. Simply put, teachers who find it difficult to maintain order in the classroom will not be able to solve the problems at a later stage.

In his book, Kevin Ryan divides teachers into 4 groups. In the so-called The Fantasy stage, the new teacher said he dreamed of using the theoretical knowledge he had acquired at the university to teach and teach, and that he would take the children to great heights. The Survival Stage agrees that it is a long and difficult period for a new teacher who comes immediately after the fantasy stage. Teachers are now beginning to get acquainted with their professional difficulties, as if they were bathed in cold water at the end of the fantasy period. At that time, some teachers are reluctant to work, look for another job, or take responsibility for their students' achievements and progress. Teachers talk to each other only about the difficulty of the work. Unfortunately, some teachers are unable to pass this stage [9]. The Mastery stage begins when the teacher takes responsibility for the student's progress and all the educational procedures that take place in the classroom. They can fearlessly seek help from other experienced teachers, thereby revealing students' abilities and motivations, thus threatening their surviving colleagues, and dispelling their negative perceptions of known students and teaching in general.

Problems of young teachers

Problems of adaptation of young teachers can be divided into groups:

introductory, professional, social and communication [10]. In their study, Olson and Osborne classified the problems encountered by new teachers in adaptation into 10 types: Initial orientation; Formation of a sense of responsibility; Opportunity to meet expectations; Access to control; The need for admission; Security; Adjusting content needs; Assessment of goal achievement; Awareness search; Follow changes in role orientation. In a study conducted in Russia, the problems of adaptation of young teachers were assessed by socio-psychological characteristics. One of the main reasons for adapting to management is the relationship between teachers and the educational institution, the relationship between colleagues, satisfaction with working conditions, satisfaction with their place in the team and attitudes to work, students, management, colleagues. Shaykh Al-Naimi, who studied the challenges faced by new teachers in public schools in Qatar, grouped the problems of young teachers, pointing to pedagogical and classroom difficulties, government and managerial workloads and professional shortcomings [11]. Pedagogical and classroom difficulties were compounded by problems with classroom management, as well as the large number of students in a class and the heavy workload. In addition to using more teacher energy in large classes, it has become a pedagogical problem to make the curriculum clear to all students. The workload imposed on young professionals by the administration and changes in public education are also a major inconvenience. Workloads that are not directly related to the lesson are provided by the administration. Young teachers, who cited a lack of pedagogical skills and experience as a professional problem, said that the knowledge they had acquired at the university was insufficient and that they had not been able to achieve the goals of the curriculum.

Based on domestic and foreign research, adaptation problems can be divided into two groups: professional and social. (Table 2)

Table 2

Professional and social problems

Professional problems	Social problems
Lack of knowledge	Relations with the administration
Difficulties of class management	Communication with colleagues
Curriculum	Lack of monthly income
Diversity of students and special attention to them	Propensity to school

Table continuation 2

Communication with students	Communication with the mentor
Professional and administrative workload	Lazines
Adaptation to work	Isolation
Lack of school equipment	Lack of time for personal life

Conclusion

As Ibrai Altynsarin said, "I value a good teacher more than anything, because the teacher is the heart of the school." ways should be part of public policy. The problems of adaptation of the new category of teachers can be considered separately from the social and professional point of view, and the difficulties of the early stages of their careers can determine the direction of programs to prevent the reasons for their resignation. This topic needs to be studied in the context of the pandemic. Within the framework of the recently adopted law "On the status of a teacher" it is necessary to consider young teachers as a separate object of study and organize government programs aimed at motivating them to adapt and continue their profession.

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SCIENTIFIC TRENDS AND TRENDS IN THE CONTEXT OF GLOBALIZATION

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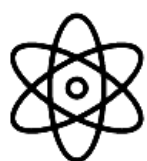
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