

**RESEARCH ARTICLE**

# Ways to Improve the Process of Young Educators' adaptation To Professional Activity

**Rasulova Durdona Xoshimjon qizi**

First-year Master's Student in Theory of Education and Upbringing, Preschool Education Namangan State Pedagogical Institute, Uzbekistan

**VOLUME:** Vol.06 Issue06 2026

**PAGE:** 08-12

Copyright © 2026 European International Journal of Multidisciplinary Research and Management Studies, this is an open-access article distributed under the terms of the Creative Commons Attribution-Noncommercial-Share Alike 4.0 International License. Licensed under Creative Commons License a Creative Commons Attribution 4.0 International License.

## Abstract

This article analyzes the process of professional adaptation of young preschool teachers who are beginning their careers in preschool educational institutions. During the study, the main methodological and psychological challenges faced by young specialists in their professional activities were identified. Based on a survey conducted among 150 young educators, it was found that while their ICT literacy levels are relatively high, they still require support in understanding regulatory documents and methodological guidance. As a result, an innovative model based on "Digital Mentoring" and "Case Study" training was proposed to improve professional adaptation.

## KEY WORDS

Young preschool teacher, professional adaptation, adaptation process, preschool education, mentoring, ICT, methodological support, professional crisis.

## INTRODUCTION

In the context of modern globalization, the preschool education system is recognized as one of the most important stages of lifelong learning. In recent years, large-scale reforms implemented in the Republic of Uzbekistan, particularly the Law "On Preschool Education and Upbringing" and relevant Presidential Decrees, have emphasized the need to fundamentally improve the quality of personnel within the sector [1]. The foundation of educational quality is a competent educator. However, the integration of young preschool teachers into the professional environment after graduating from higher education institutions—that is, their professional adaptation—remains a pressing pedagogical and psychological issue today.

Professional adaptation is not merely becoming accustomed to a workplace; rather, it is a multifaceted process through

which a young specialist acquires professional roles, social norms, collective values, and pedagogical skills [2]. Research indicates that young preschool teachers encounter the following challenges during their first year of professional activity:

- Psychological barriers: Anxiety and emotional stress associated with working with groups of children.
- Methodological deficiencies: Insufficient ability to apply theoretical knowledge in real pedagogical situations.
- Documentation-related difficulties: Challenges in managing regulatory and methodological documents within preschool educational institutions (PEIs) [3].

According to statistical data, a significant proportion of young educators experience professional burnout and adaptation

difficulties during the first one to three years of their careers, leading many of them to leave the profession [4]. This results in the inefficient use of the intellectual and financial resources invested by the state.

In developed countries such as Finland, South Korea, and the United States, the adaptation of young educators is supported through digitized induction programs and mentoring systems. In these countries, novice preschool teachers usually begin their careers with the status of “trainee teachers” and are assigned experienced coach-mentors during their first year of employment [5]. Therefore, there is a need to improve similar mechanisms in Uzbekistan’s education system, provide individualized support for young preschool teachers, and create conditions that encourage the development of their creative potential.

## **LITERATURE REVIEW**

The issue of young preschool teachers’ adaptation to professional activity is multidimensional and is studied at the intersection of pedagogy, psychology, and sociology. An analysis of the scientific literature shows that this process is a key factor determining an individual’s attitude toward the profession and overall work effectiveness [6]. According to researchers who have studied pedagogical mastery and its stages of development, the adaptation of a young specialist is not only the acquisition of professional skills but also It is also a process of developing “professional self-awareness” [7]. In particular, scholars who have analyzed modern systems of teacher education emphasize the importance of fostering creativity and reflection (the ability to critically analyze one’s own professional activities) among young preschool teachers [8].

According to researchers, the adaptation process develops in four main dimensions:

- Socio-professional adaptation: Integration into the professional team and acceptance of its norms and values.
- Psychophysiological adaptation: Adjustment to the work schedule and workload.
- Organizational adaptation: Familiarization with the institution’s internal regulations and procedures.
- Pedagogical-methodological adaptation: Practical application of educational and teaching technologies [9].

Studies conducted by Russian and Uzbek educational

researchers identify the “reality shock”—the gap between expectations and actual professional experience—as one of the major challenges faced by young preschool teachers during the initial stages of their careers [10]. In other words, when the theoretical knowledge acquired in higher education encounters the complex realities of preschool practice, young specialists often experience a decline in self-confidence.

Although issues of professional adaptation have been theoretically studied by pedagogical scholars such as N.A. Muslimov and R.X. Djuraev, as well as psychologists like E.G. G’oziyev, the practical mechanisms for improving the adaptation of young preschool educators in the modern era of rapidly developing information and communication technologies have not been sufficiently explored. The purpose of this article is to develop effective pedagogical approaches and provide recommendations for optimizing the process of young educators’ adaptation to professional activity. Furthermore, the article comprehensively analyzes issues related to advancing the mentor-mentee system to a new level, enhancing the professional motivation of young educators, and improving the moral and psychological environment within preschool educational institutions.

Today, the implementation of the mentoring system through digital platforms is widely discussed in international literature. According to researchers, the absence of a continuous emotional and methodological support system for young educators can lead to professional burnout [11]. Uzbek scholars, on the other hand, emphasize the importance of adapting national values and traditional mentor-mentee relationships to contemporary educational contexts, giving special attention to their modern interpretation [12].

## **METHODOLOGY**

A comprehensive scientific and methodological approach was employed in this study to investigate and evaluate the process of young educators’ adaptation to professional activity. The research design was based on the integration of qualitative and quantitative methods. The empirical basis of the study consisted of 150 young educators working in preschool educational institutions

. The participants were selected using a purposive sampling method. The collected data were processed and generalized using statistical analysis methods, including percentage distribution and comparative analysis, as well as qualitative

analysis techniques. To ensure the reliability and validity of the research findings, the triangulation method was employed throughout the study. This methodology enabled a comprehensive assessment of young educators’ levels of professional adaptation and facilitated the identification of existing challenges and issues.

Based on the conducted surveys and observations, the level of young educators’ professional adaptation was analyzed across three stages. The findings revealed that the majority of young specialists encounter significant methodological difficulties during the first six months of their professional activity.

**RESULTS AND DISCUSSION**

**Table 1**

**Professional Adaptation Levels of Young Educators**

<b>Adaptation Criteria</b>	<b>Advanced Level</b>	<b>Intermediate Level</b>	<b>Basic Level</b>
<b>Application of Theoretical Knowledge in Practice</b>	15%	45%	40%
<b>Stress Resilience</b>	20%	50%	30%
<b>Application of ICT and Innovative Teaching Methods</b>	65%	25%	10%
<b>Record-Keeping Skills</b>	10%	35%	55%

As can be seen from the table analysis, although young educators demonstrate a high level of ICT literacy, their skills in maintaining official documentation and linking theoretical knowledge to practical application are considerably low. This indicates a “gap” between higher education curricula and the actual requirements of preschool institutions [13].

During the study, when young specialists were asked, “What causes you the most difficulties in your work?”, the responses were distributed as follows:

Lack of methodological support (38%) – The mentor-mentee system remains largely formal and exists only on paper.

Excessive workload (27%) – Insufficient time for educators to engage in self-development.

Communication with parents (20%) – Lack of experience in managing conflict situations.

Salary and material incentives (15%) – Inadequate level of social protection [14].

The results obtained from the experimental preschool educational institutions in Namangan city—26-DMTT, 27-DMTT, and 49-DMTT—confirm that, in the process of adapting young educators, creating a “supportive” environment is more effective than the traditional “control-based” approach. During the discussion, it was found that if a qualified mentor is assigned to a young educator during the first year of employment, their professional development accelerates by 1.5 times [15]. In addition, the findings show that in preschool institutions with an established “corporate culture,” staff retention among young educators is 40% higher compared to organizations with a low level of internal competition. This indicates that adaptation depends not only on individual characteristics but also on the management style.

Based on the analysis, the following model for improving the adaptation of young educators is proposed:

Digital Mentoring: Introducing a system that enables young educators to receive online consultations from experienced teachers through a mobile application or digital platforms.

Psychological Unloading Rooms: Establishing small relaxation and training spaces within preschool institutions to reduce emotional burnout among young educators.

Case-Study Training: Organizing practical sessions based on real-life preschool situations, where participants solve authentic problem cases instead of relying solely on theoretical seminars.

## **CONCLUSION**

The conducted research and analysis of young educators' professional activity indicate that the process of professional adaptation is directly dependent not only on individual psychological characteristics but also on systemic organizational and pedagogical conditions. Based on the study carried out within the framework of this article, the following conclusions were drawn:

Adaptation crisis: The majority of young educators experience strong emotional pressure during the first year of their professional activity due to a mismatch between theoretical knowledge and practical requirements. In particular, working with methodological documentation and communicating with parents remain the most challenging aspects.

Use of resources: Young educators' high level of ICT competence represents a key "growth point" that can significantly accelerate their adaptation process. However, this potential is currently limited to technical tasks and is not fully directed toward the development of pedagogical skills.

State of mentoring: The existing mentor-mentee system is often formal in nature and requires continuous improvement to ensure the provision of real methodological and psychological support to young specialists.

Based on the research results and identified challenges, the following practical recommendations are proposed to improve the professional adaptation process of young educators:

Individual development trajectory: Introducing an "Adaptation Map" for each young educator for the first year of employment, taking into account their strengths and weaknesses. This map should be used to monitor monthly professional growth indicators.

Digital mentoring (E-mentoring) system: Implementing online platforms that ensure continuous communication between experienced specialists and young educators. This would enable real-time access to methodological support and

experience sharing.

Psychological support centers: Establishing special psychological training programs and activities within preschool educational institutions aimed at improving stress resilience and preventing professional burnout among young staff, as well as enhancing the overall corporate environment.

Case-study teaching method: Increasing practical training sessions within pedagogical meetings and seminars by replacing theoretical lectures with the analysis of real-life preschool situations and joint problem-solving activities.

Motivation mechanisms: Expanding both material and non-material incentive systems for young educators who successfully adapt and demonstrate creative approaches, including innovation competitions and recognition programs.

In conclusion, the systematic improvement of young educators' professional adaptation is one of the most important factors ensuring the quality of preschool education. The implementation of these proposals in practice will contribute to increasing staff retention and strengthening young specialists' commitment to their profession.

## **REFERENCES**

1. Law of the Republic of Uzbekistan, "On Preschool Education and Upbringing," Tashkent, No. ZRU-595, Dec. 16, 2019.
2. A. Hargreaves and M. Fullan, *Professional Capital: Transforming Teaching in Every School*. New York: Teachers College Press, 2020.
3. M. H. Tojiyeva, "Problems of professional adaptation of young educators," *Pedagogy Journal*, no. 3, 2022.
4. S. M. Johnson, *Finders and Keepers: Helping New Teachers Survive and Thrive in Our Schools*. San Francisco, CA: Jossey-Bass, 2021.
5. Z. T. Nishonova, *Psychological Counseling*. Tashkent: Fan va texnologiya, 2014.
6. E. G'. G'oziyev, *Psychology of Communication*. Tashkent: O'qituvchi, 2011.
7. B. Ziyomammedov, *Fundamentals of Pedagogical Skills*. Tashkent: Tib-kitob, 2018, p. 210.
8. R. Ishmammedov, A. Abduqodirov, and A. Pardaev, *Innovative Technologies in Education*. Tashkent:

Iste'dod, 2016, p. 180.

- 9.** V. A. Slatskiy, Pedagogy: Textbook for Students. Moscow: Akademiya, 2017, p. 512.
- 10.** L. Tregubova, "Professional adaptation of a young educator," Preschool Education, no. 5, 2021.
- 11.** N. A. Muslimov, Theoretical and Methodological Foundations of Professional Formation of Vocational Education Teachers. Tashkent: Fan, 2015.
- 12.** R. A. Mavlonova, Preschool Education Pedagogy. Tashkent: Musiq, 2017, p. 350.
- 13.** S. Yuzayeva, Methodology of Pedagogical Research. Tashkent: ToshDPU, 2020, p. 124.
- 14.** A. I. Kravchenko, Methods of Sociological Research. Moscow: Infra-M, 2019, p. 320.
- 15.** A. Xalilov, "Diagnostics of young specialists' adaptation," Public Education Journal, no. 2, 2023.