

## THE PERCEPTION BY YOUNG TEACHERS OF THE IMAGE OF A YOUNG TEACHER

### *A PERCEPÇÃO PELOS JOVENS PROFESSORES DA IMAGEM DE UM JOVEM PROFESSOR*

### *LA PERCEPCIÓN DE LOS DOCENTES JÓVENES SOBRE LA IMAGEN DE UN DOCENTE JOVEN*

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**ABSTRACT:** In the analysis of the perception of the image of a young teacher are used the theory of positioning, the theory of pedagogy and the theory of leadership, the theory of innovation in education, the theory of perception. As part of the study, a public opinion survey was conducted among young Russian teachers, in the amount of 1200 respondents. As a result, the perception of a young teacher, the role of a young teacher in the education of students, the adaptation of a young teacher to a new environment, the influence of digital technologies on the teaching process of a young teacher were revealed. In the course of the study, the researchers identified competencies that in their opinion are necessary for a young teacher, such as: the ability to organize the learning process, the ability to properly handle children, the ability to self-development, the ability to work in multitasking mode.

**KEYWORDS:** Young teachers. Role in the education. Students. Professional environment.

**RESUMO:** Na análise da percepção da imagem de um jovem professor são utilizadas a teoria do posicionamento, a teoria da pedagogia e a teoria da liderança, a teoria da inovação em educação, a teoria da percepção. Como parte do estudo, foi realizada uma pesquisa de opinião pública entre jovens professores russos, no total de 1.200 entrevistados. Como resultado, revelou-se a percepção de um jovem professor, o papel de um jovem professor na formação dos alunos, a adaptação de um jovem professor a um novo ambiente, a influência das tecnologias digitais no processo de ensino de um jovem professor. No

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*decorrer do estudo, os pesquisadores identificaram competências que, em sua opinião, são necessárias para um jovem professor, tais como: a capacidade de organizar o processo de aprendizagem, a capacidade de lidar adequadamente com as crianças, a capacidade de autodesenvolvimento, a capacidade de trabalhar no modo multitarefa.*

***PALAVRAS-CHAVE:*** *Jovens professores. Papel na educação. Alunos. Ambiente profissional.*

***RESUMEN:*** *En el análisis de la percepción de la imagen de un joven docente se utilizan la teoría del posicionamiento, la teoría de la pedagogía y la teoría del liderazgo, la teoría de la innovación en educación, la teoría de la percepción. Como parte del estudio, se realizó una encuesta de opinión pública entre jóvenes profesores rusos, en la cantidad de 1200 encuestados. Como resultado se reveló la percepción de un joven docente, el rol de un joven docente en la formación de los estudiantes, la adaptación de un joven docente a un nuevo entorno, la influencia de las tecnologías digitales en el proceso de enseñanza de un joven docente. En el curso del estudio, los investigadores identificaron competencias que, en su opinión, son necesarias para un maestro joven, tales como: la capacidad de organizar el proceso de aprendizaje, la capacidad de manejar adecuadamente a los niños, la capacidad de autodesarrollo, la capacidad de trabajar en modo multitarea.*

***PALABRAS CLAVE:*** *Docentes jóvenes. Rol en la educación. Estudiantes. Ambiente profesional.*

## **Introduction**

Currently, in the professional environment of a young teacher, there are several areas of problems that a young teacher faces.

1. Every year the question of why school students do not go to study in pedagogical specialties becomes more and more tangible. In 2006, a TEDS-M (Teacher Education Study in Mathematics) study was conducted, dedicated to young teachers, students of the last courses of pedagogical universities, which was aimed at studying mathematics teachers in primary and secondary schools and in which 22,000 future mathematics teachers from 17 countries, including Russia, took part. The results of the study showed that 73% of students do not consider teaching promising, 40% noted that they are not going to work as teachers and 5% believe that the teacher is their profession for life (KOVALEVA; DENISHCHEVA; SHEVELEVA, 2011). Thus, the trend of shortage of young personnel in schools is growing. It is also reinforced by a number of other factors affecting the opinion about the teaching profession.

2. At the beginning of its journey, a young specialist should receive constant support from experienced colleagues. Young teachers are often lost and do not know how to get out of difficult, conflict situations. In 2015, a study was conducted on the adaptation of young

teachers and professional development. The results showed that the majority of graduates of pedagogical universities are ready to work in their profession and continue their teaching career. The lack of emotional experience and adaptation period have a strong impact on the quality of education in school, so the quality of assistance to young professionals significantly improves the emotional content of the teacher in the workplace.

3. A special subtle moment for a young specialist is psychological contact with students, especially with difficult children. It is important to note here that joint extracurricular work helps to establish relationships with students and their parents. On October 1, 2017, a survey was conducted aimed at identifying the opinions of Russians about the school teacher (Public Opinion Foundation, 2017).

It was found out, that 72% of Russians believe that teachers, in addition to teaching, should be engaged in the education of students, 25% - that their duties should be limited to teaching. The influence of teachers on the views of Russian schoolchildren is recognized as significant by 35%, insignificant - 37% of respondents, 12% do not see such an influence. The relationship of students with teachers, in the view of 49% of respondents, should be friendly, informal, 45% - for distance in these relations. 48% of Russians believe that the profession of a teacher is highly respected in society. Almost one in six noted that the quality of school education has been improving.

Many respondents identified the following factors that hinder the improvement of the quality of education, among them were named: heavy loads in school, lack of a single program, a test system of assessment, low level of teaching, fees in schools, poor textbooks, excessive paper load on teachers.

4. Psychological climate in the team. Parents and the school is not always the main reason for the negative attitude towards the school (KROEV, 2011). Teachers also play a decisive role. It is on how competent and experienced the teacher depends on the relationship between parents and the school. When giving an assessment, the teacher thereby evaluates the parents. Do not focus on the weaknesses of certain children at public meetings. It is better to analyze the questions concerning everyone. Remaining alone with the parent, all the character traits and performance of the student should be noted, but it should be remembered that at the end of the conversation it is necessary to find the positive qualities of the child and praise him. Parents of lagging students experience special discomfort at meetings. The teacher must always remember the "golden rule": treat people as you would like to treat people as you would like to be treated.

The teacher and parents should be allies, and only in this case they will be "on the side" of the child. But it is not easy for a parent to find an ally in a teacher, and for a teacher in a parent (MOHAMED; GHAZALI; SAMSUDIN, 2020). Neither teachers nor parents teach this. According to Rosobrnadzor data for 2019, young teachers are less confident that they can help students feel and believe that they can do well in school (56% vs. 61%) (Federal Service for Supervision of Education and Science [Rosobrnadzor], 2019). The results show that young teachers doubt their competence. This affects the quality of education in schools (BRETTLE; RAYNOR, 2013; SULLIVAN *et al.*, 2008).

5. The problem lies in the fact that not always a young teacher has all the necessary competencies and can give solid knowledge to students (BALDACCHINO, 2008). Young teachers need to know a lot not only about the specifics of teaching their specific discipline, but also to know the features of application in practice. However, not everyone has this, but only a few (KAGE; UEBUCUI; OIE, 1997). That is why some people have stereotypical ideas about the image of a young teacher who does not know anything and does not know (MOGHAVVEMI *et al.*, 2018). These are so-called ordered, schematic images that simplify the understanding of certain features of the work of a young teacher. People do not want to understand either the specifics of the activities of a young teacher, what role he plays, what competencies he has, it seems to them, and, moreover, they are accustomed to thinking so that if young, then inexperienced, and this idea simplifies their life, and they feel good, so in this case we found out why stereotypes are used, that is, as mentioned above, to facilitate life, to facilitate the perception and understanding of certain phenomena, in our case to facilitate understanding of the specifics of the work of a young teacher and the perception of a young teacher in general.

To identify the opinions of young teachers, a survey was conducted: "The image of a young teacher is a teacher of the future." Some results are presented in this article.

## Methods

The article presents an analysis of the survey on the topic "The image of a young teacher - the teacher of the future". The main purpose of the study is the peculiarities of the perception by young teachers of the image of a young teacher - the teacher of the future. The survey was attended by 1200 young teachers of Russia living in all Federal Districts. During the survey, the following issues were touched upon: the perception of a young teacher, the role of a young teacher in the education of students, the adaptation of a young teacher to a

new environment, the influence of digital technologies on the teaching process of a young teacher.

Theoretical foundations of research. In the analysis of the perception by young teachers of the image of a young teacher - teacher of the future, we relied on the theory of positioning (STONE; DAVIS; BOND, 1998), the theory of pedagogy (DANILOVA; BOLDYREVA, 1971), the theory of leadership (BORGATTA; BALES; COUCH, 1954), the theory of innovations in education (MONTESSORI, 1913; SERGEEVA *et al.*, 2019), the theory of perception (ALLPORT, 1999). Leadership theory is aimed at identifying the style of behavior of a young teacher with students. The theory of innovations in education helps to identify new technologies that are being introduced into the education system, Internet technologies that are used by young teachers. The theory of perception is aimed at forming a holistic image of a young teacher. Positioning theory is focused on the perception of a young teacher by children. The theory of pedagogy is focused on the study of the purposeful activity of a young teacher, his development and the formation of his personality.

## **Results and discussion**

During the survey, 4 blocks were considered:

1. Perception of a young teacher
2. The role of a young teacher in the education of students
3. Adaptation of a young teacher to a new environment
4. The influence of digital technologies on the teaching process of a young teacher

The first block of questions is focused on the perception of a young teacher.

To the first question: "In your understanding, a young teacher is..." 82.8% chose the following answer: interesting. This choice is connected with the fact that the young teacher is interesting, because he "keeps up with the times", more accessible and easier to explain the material to his students, supporting it with relevant examples from life that will be understandable and will resonate with students, because young teachers try to always be aware of the latest news. "Newly-made" teachers are not yet as tired of life in school classrooms and teachers as many more mature teachers, young teachers are full of energy and strength to discover new things, so most of the young teachers have chosen this option.

79.8% consider the young teacher attentive and responsive. This answer, we can say, is due to the fact that the young teacher is more receptive and attentive to the students to whose training he recently, a few years ago, began so quickly adjust the program in case of

mass problems with the assimilation of the material, it is also important for a young teacher to gain authority in front of his students, so he is much more likely to notice, for example, if the student is in a bad mood or something does not work out, than more mature teachers who are already tired, so to speak, of everything, and they just have time to give the right material.

For 945 respondents, a young teacher is associated with a mentor. The choice of this option by young teachers is due to the fact that a young teacher can better help students in the problems that have arisen within the framework of education, since they speak "the same language", they have a similar picture of the world and there is no large age gap, which has students to share not only the problems with learning, but also personal problems - it is easier for a student to trust a young 25-year-old teacher than to look for a solution to personal problems from a 50-year-old mature teacher. Therefore, no one can cope with the role of a mentor at school better than a young teacher.

Question: "Does a young teacher's clothing affect the perception of his children" allows us to determine the attitude of young teachers themselves to what they wear, and to analyze the impact on students. This question was given by many young teachers (73.9%) the next answer is yes, it does. 19% chose the answer option: yes rather than no. Thus, I can say that most young teachers really think about their appearance in the classroom, because the way they look affects the perception of students - a well-dressed teacher has a good attitude of students and can serve as a further example of good taste in clothes.

The question "A young teacher must have the following competencies" helps to identify the attitude of young teachers to themselves, their knowledge and skills. 1068 respondents chose the following answer option: the ability to organize the learning process. The ability to organize the educational (educational) activities of students (pupils) is an important quality of the teacher, because a good teacher should be able to organize the activities of students (pupils) to obtain and apply knowledge, the formation of abilities, socially significant qualities, these skills necessary for educational activities and further self-education. Such a task is much more difficult for the teacher than the simple transfer of information in the classroom.

1069 respondents chose the following answer option: the ability to properly handle children. Pedagogical communication is an integral element of the work of the educator, it is a set of means necessary for education. It occupies a leading place in the interaction of children and adults. The teacher will not be able to achieve significant success in the training, upbringing and development of the child, if he fails to win him over, to establish a trusting relationship with him. Through communication, the educator organizes the behavior and

activities of pupils, evaluates their work and actions, causes appropriate feelings about actions. Thus, pedagogical communication is a special kind of creativity.

986 respondents chose the ability to develop themselves, and 1014 respondents the ability to work in multitasking mode. It is obvious that the ability to multitask is the most important psychological and pedagogical characteristic of the teacher, for whom the correct distribution of cognitive resources is extremely important and relevant in modern conditions. The multitasking of the teacher is especially clearly manifested in educational activities, when three main functions are combined: pedagogical, methodological, research. At the same time, researchers of this issue distinguish some specific professional areas in which multitasking is necessary: (a) directly pedagogical work, i.e. teaching English, improving creative potential, monitoring educational progress; (b) research activities in the psychological and pedagogical sphere; (c) interaction with colleagues, cooperation with members of the pedagogical community; (d) professional development, self-education and self-improvement. A modern teacher should be able to work in conditions of multitasking.

The statement that the young teacher better presents the material and makes it more understandable for children" allows you to find out how effectively young teachers work and organize the educational process. Most of the respondents (69.1%) chose the following answer: yes. A small proportion (22.7%) answered the following answer: yes rather than no. The presence of modern education, including the latest achievements of pedagogy and psychology, which means a different approach to children and the learning process; Formation in the era of information changes, which means free, on a par with students ownership of gadgets, social networks, communication technologies; Close to children mentality of the cultural layer - more common interests and tools of communication; There is no "burden" of authority, merit, "stardom" in front of parents; Enthusiasm, energy, fresh ideas, activity, high motivation; Openness to innovations, the desire to move forward with students.

The second set of questions is focused on assessing the role of a young teacher in the education of students.

Question: "Evaluate on a 10-point scale the role of a young teacher in the education of students (10 – maximum role, 0 – minimum role) allows you to identify the influence of young teachers and determine how subjectively or objectively they assess their role. The majority of respondents answered: it has a significant role (199 young teachers), manifests itself in actions (322 young teachers), the influence is more noticeable than imperceptible (173 young teachers). The teacher influences an active life position of students, the

development of creative abilities and providing them with a sense of compassion, nobility and care for the elderly. Education of students in the ability to evaluate and consciously build their attitude to themselves, other people, society, the state, the homeland and the world. Education of readiness and ability for spiritual development, moral self-improvement, self-esteem, understanding of the meaning of one's life, individual responsible behavior. To create the desire and ability to realize creative potential in spiritual and objective activities based on moral standards, continuing education and universal spiritual and moral attitudes in order to "become better." Human acceptance of national values, national spiritual traditions. Awareness of students of the values of others, the value of human life, intolerance to actions and influences that threaten life, physical and moral health, mental security of a person and the ability to resist them. All the main thing in the fate of a person begins with school.

The third block of questions is aimed at adapting the young teacher to the new environment. Question: "Imagine: children in the office begin to argue with each other, shout, call-calling, your actions" allows you to identify the behavior of a young teacher in a new professional environment. Many responded as follows: explained that this was bad (66.9%). A small proportion of respondents (7.4%) chose the answer option: asked to be silenced. There is no doubt that conflicts may arise between children. In this case, it is important to let the children solve these situations themselves, so that they understand how to do better, how well, and how not to do it. This will give them a great life experience that they will use for the whole life.

Question "You came to work in a new school. Children from the first day do not listen to you, do not do homework, do not perceive you as a teacher. Whether you would continue to work in this school or not" allows you to check how much the young teacher stress is resistant to various difficult situations, and whether he knows how to find a way out of situations that sometimes seem hopeless. Many gave the following answer: yes, continued (79.6%). A small proportion of respondents (9.8%) chose the answer option: yes rather than no. This is due, we can say, largely to the stress resistance of the young teachers interviewed and the correct approach. They do not want to immediately give up, at the first difficulty, they want to go further, despite any obstacles, and achieve their goals. The student's trust is a very valuable resource for the teacher, an indicator of cohesion and moral maturity of the teacher-school tandem. A true professional can create not only a working, but also a friendly, trusting environment in the classroom. Such a teacher can rightly be proud of the established relations with his pupils. A teacher who has managed to win the favor of students has the right to count on the appropriate return, for example, to increase interest and motivation to study his subject.



In order to win the trust of students, it is necessary: first, to find a certain balance - the golden mean. , to reach the same level of communication with schoolchildren, while maintaining the desired distance. The main thing is that children feel that their teacher is a good, pleasant, open person, an interesting person. It is these people that children trust and are drawn to them. Secondly, you need to learn more about your students: what they are fond of, how they live and what they love. Thirdly, the sincerity and openness of the teacher is perceived by children as a special degree of trust, and they usually respond in the same way. Four, you need to show your students an example of responsibility, goodwill, justice, humanity, dedication, always fulfill the promises made to the children, bring the work started to the end, and also be able to stand up for your students in time, protect them from offenses.

The fourth block of questions is focused on identifying the impact of digital technologies on the teaching process of a young teacher. The question "Identify which Internet sites you use to conduct classes remotely" allows you to learn about the preparation of teachers for classes and their ability to use various Internet platforms. The majority of respondents chose the following answers: Microsoft Teams (81.7%) and Zoom (88.5%). This is due to the user-friendly interface of these Internet sites and their multifunctionality, which facilitates the process of use. Also, these applications have become one of the most popular online platforms for conducting lessons, which makes them already familiar to teachers. Young audience also notes the similarity of Zoom with social networks, which clearly arouses interest not only among teachers, but also among students. Other Internet platforms have chosen a small number of respondents, so we can conclude that they do not play a big role in the process of teaching a young teacher and preparing for classes. It is worth noting that many teachers combine the use of certain platforms in their activities for the best communication with students.

The question "Identify what Internet technologies you use in the educational process" allows you to find out what young teachers prefer to facilitate their work. The majority of respondents answered: an electronic journal (1042 young teachers), an electronic diary (1016 young teachers), methodological manuals in electronic form (975 young teachers), textbooks in electronic form (974 young teachers). This is largely due to ease of use, and for many young teachers, these Internet technologies are indispensable assistants in the preparation for classes. Today, every teacher is familiar with this model of introducing Internet technologies in traditional lessons. In this way, the teacher can involve students more in the process, as well as improve the perception of new information. Due to the use of Internet technologies, lessons are more colorful and dynamic, the student can influence the lesson by performing

project work. Many schools are introducing elements of distance learning to improve the quality of education. All this speaks of the importance of Internet technologies for a young teacher.

As part of the fourth block, a question was asked: "During the Covid 19 pandemic, we can say that there have been significant changes in education: all educational organizations have switched to training using Internet technologies. The impact of Internet technologies can be characterized as follows", which is aimed at clarifying the attitude of young teachers to digital technologies and assessing the role they play in the lives of young teachers. Most respondents (75.5%) answered that when using Internet technologies, a full database of ready-made solutions is formed in the form of methodological manuals, reference books. All this shows that Internet technologies play a really important role for a young teacher, as they help him with the help of certain reference books and electronic manuals to prepare really high-quality material and present it to children in a concise, but quite understandable form, so that they can apply their knowledge in practice in the form of project or examination activities.

An interesting question was asked "You were the only teacher on another planet who has a supercomputer that can conduct classes and grade, your actions", which allows you to find out how important their profession is to young teachers, how seriously they take it, whether a computer, in their opinion, can replace teachers. Most of the respondents (75.5%) chose the answer: tried to give it to other teachers on Earth. A small proportion of respondents (17.9%) chose the option: turn on and try how it works. Based on this, we can conclude that young teachers are really very important to their profession, they are very serious about it and try by any means to destroy a supercomputer that can replace a real teacher, although in fact they know that no one can replace teachers, no super-technological means. However, young teachers do not exclude the use of supertechnologies in their work. The modern teacher goes along with time, which dictates rapid technological progress, so the use of modern technologies is not an obstacle to the work of a young teacher, on the contrary, they are open to using them in their activities.

Question "Competitions in the field of innovation in education, in which, in your opinion, schoolchildren most often participate and which help to reveal their potential, is..." is aimed at clarifying the knowledge of various innovative competitions by young teachers and their involvement in them. The majority of respondents (82.2%) chose the SK Kids Challenge for children. 78.8% of respondents chose the contest "Big Change", whose partners were Russian Railways. 67.2% of respondents chose the Russian competition of design and research works "Facets of Science". For 66.8% of respondents, the most suitable competition

in the field of innovation, revealing the potential of schoolchildren, is the Russian competition of socially significant projects of students "Let's Change the World for the Better". Based on this, we can conclude that young teachers have a fairly broad understanding of all sorts of innovative competitions and, it can be assumed that they actively involve schoolchildren in them. There is also a desire of young teachers to introduce the desire of their students to develop in different areas. Thus, a young teacher learns to immediately identify the abilities of the student and create favorable conditions for their development, which is an important criterion for the teacher's activity.

## **Conclusions**

As a result, the following was revealed:

1. A teacher is a very important and necessary profession. A lot depends on the teacher: whether the child wants to study for five or not, because the success of the students depends on how the teacher will teach the material, in what form, how he will tell it: slowly or quickly. It is the teacher who is entrusted with the biggest tasks. He should be able to find an individual approach to each pupil, be able to resolve disputes, be able to explain the material so that everyone understands it. The teacher should be able to justify each grade given for a particular work, arguing for each action. A teacher should be able to find something good in every student, regardless of whether he likes him or not. The teacher should be able to give advice to parents on how to better assimilate the material to their child, what textbooks and electronic resources are needed. A young teacher is perceived by many respondents exclusively positively and is associated with a teacher who loves his work, interesting, attentive, with a mentor, contact, which emphasizes the great importance of this study.

2. The role of a young teacher manifests itself gradually, but in the end, it turns out to be indispensable in the education of students, in indicating them the right direction that will help develop the necessary qualities and achieve high results in the future.

3. A young teacher gradually adapts to the new environment, and even if there are some problems, he is not lost, but continues to go further and achieve his goals. The problem of consolidation and preservation of young teachers in educational organizations today remains relevant. It is always important how the teacher evaluates his skills, what he succeeds or what he does not have in various spheres of professional activity, how he determines the directions of his professional development. The study is aimed at studying the self-assessment of professional competencies of young teachers as one of the important factors in the

consolidation and preservation of young teachers in educational organizations. According to the professional teacher's standard, a young teacher is a person who has received a higher or secondary special education, under the age of 35 years, with work experience in about educational organizations up to 3 years.

4. Undoubtedly, a young teacher should be able to use new technologies, various Internet resources to search for interesting materials and teach them to pupils. Internet technologies for young teachers have already become an integral part of their educational environment and life. They use them at home to prepare for classes, at school to demonstrate the necessary materials to pupils and quickly assimilate them. Digital technologies help young teachers to organize the learning process, prepare for classes and present the material to students so that they understand everything and are able to easily apply their knowledge in practice.

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