

## ADAPTABILITY AND LEARNING ARE THE MOST IMPORTANT SKILLS IN TEACHING

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### Abstract:

The article reveals the essence of the concepts of «adaptability» and «learning». The main attention is paid to the characteristics of these skills, the targeted formation of which is considered as possible directions for their development in teaching.

**Keywords:** Successful career, knowledge, experience, development, teacher, soft skills, adaptability, learning, motivation, professionalism.

### Introduction

To build a successful career, a teacher must not only have knowledge and experience, but also constantly develop. Updating knowledge, personal growth, professional recognition, improving the educational process - all this is impossible without the professional development of a teacher. For a modern teacher, traditional skills are no longer enough for high-quality and effective professional work. It is important to have soft skills.

Adaptability and learning are integral to a successful career in an environment of constant change and innovation. These skills reflect the ability to learn, develop and adapt quickly to new technologies, circumstances and changes, and to thrive in a competitive environment.

In the rapidly changing conditions of the digital age, teachers must be flexible, able to adapt to the changes that appear in their professional path. The ability to adapt to new conditions is necessary for the existence of a teacher's cognitive and self-educational abilities. An indicator of the level of adaptive abilities, as a rule, is awareness of development trends, innovations in the education system and readiness to quickly restructure one's activities in accordance with new requirements.

Adaptation is one of the mechanisms of socialization that allows the individual to actively participate in the various structural elements of the social environment by standardizing recurring situations, which allows the individual to function successfully in a dynamic social environment<sup>1</sup>.

The ability to accept a changing reality and adapt to the emerging living conditions, partially

<sup>1</sup> <https://cyberleninka.ru/article/n/navyki-adaptivno-go-povedeniya-kak-uslovie-nravstvennogo-vospitaniya>.



changing them to suit oneself, is adaptability. This skill has an innate component, but is also formed throughout life. That is, a person can influence his adaptability. As numerous studies show, throughout the entire adaptation process the motivational sphere plays a significant role. This is due to the fact that leading motives act as a motivating force directing the activity of the individual. As a result of pedagogical activity, they should develop internal motivation, i.e. understanding the need to develop adaptability as the key to successful personal and professional self-realization<sup>2</sup>.

A teacher motivated to succeed in an adaptation situation is distinguished by high activity, initiative, and awareness of actions. Such a teacher gives preference to active adaptation strategies aimed at changing the situation in combination with self-change and self-improvement.

### Advantages of adaptability:

Be adaptive – be open to finding varied and unexpected solutions to problems and challenges in the workplace. Be willing to develop a variety of skills

Helps maintain a positive outlook in the face of adversity, maintaining focus and motivation during difficult or unsuccessful periods

Helps you stay relevant as a specialist throughout your career

The teacher's adaptability is influenced by objective and subjective factors. Objective factors include: the content of the teacher's activity, the socio-psychological climate, the organization of the educational process, the degree of students' preparedness to perceive the educational material. Subjective ones include motivation, professional preparedness of the teacher, individual and personal characteristics of the teacher, his ability to build constructive relationships with students<sup>3</sup>.

As a process, adaptation is constantly reproduced, is permanent in nature, and manifests itself in various spheres of life. The adaptation process takes place within the framework of socialization. At the same time, adaptation as a state reflects a certain result and is manifested through the severity of the degree of adaptation.

Adaptation as a state is integrated into the process; it can represent a certain stage in the development of this process, which changes its direction, properties, intensity depending on the

<sup>2</sup> Petuns, O.V. Peculiarities of Junior Pupils' Personality Adaptation Strategies in Stress Situations: Diss. Cand. of Psycholog. [Text] / O.V. Petuns. - Moscow, 2006. - 252 p.

<sup>3</sup> Ефремова, О.И. Психология профессиональной деятельности и личности учителя. Таганрог: Изд-во ТГПИ, 2012. 300 с.



state, namely the characteristics of the correspondence between the social expectations of the subject and the requirements and demands of society.

Accordingly, the success of the teacher will depend on how successful the adaptation process is. Adaptability is a complex dynamic process in which it is necessary to distinguish a number of specific interrelated aspects: social, socio-psychological, psychological and actually professional. It is the professional aspect of adaptation that occupies a dominant place in pedagogical activity.

A modern teacher must not only teach, but also constantly learn, developing this ability. Those who do not learn are not able to teach others. Learning for a teacher is important, since only a person who is constantly developing and learning new things can give quality knowledge to others, and also, it must be constant and relate not only to the knowledge and disciplines taught, but also to other areas.

In modern pedagogy, learning in the broad sense of the word is considered as a manifestation of a person's general abilities, reflecting the cognitive activity of the subject and his ability to assimilate new knowledge, actions and complex forms of activity, that is, as a general opportunity to achieve more generalized systems of knowledge, general methods of action<sup>4</sup>.

Learning refers to such phenomena about which it is impossible to formulate a strictly unambiguous idea, relying on a linear premise of cause-and-effect dependence. This situation also applies to the greatest extent to the phenomenon of abilities. Learning is a type of thinking and a corresponding set of practical skills that allows the teacher to constantly develop, grow and use new strategies. Expressing general abilities, learning ability acts as a general opportunity for mental development, the achievement of more generalized systems of knowledge, and general methods of action. Learning is characterized by individual indicators of the speed and quality of the teacher's assimilation of knowledge, skills and abilities in the teaching process<sup>5</sup>. Learning is a dynamic characteristic. At different age periods, the learning ability of one person can change, increase, decrease.

The higher the professional learning, the faster and easier it is to acquire new knowledge and professional skills. This makes it possible not only to state the current state, but also to some extent predict the nature and pace of further progress.

The development of professional learning is a condition that allows a future specialist to be capable of further professional development, to be ready to master new tools, professional knowledge and skills.

Professional learning is also readiness and openness to move to new levels of professionalism, it is motivation and a constant need for professional renewal. Research has shown that a low level of development of learning ability does not allow achieving the desired result in training, achieving the required quality of training of specialists.

<sup>4</sup> Абросимов, В.Е. Профессиональные качества преподавателя // Стандарты и мониторинг в образовании / В.Н. Абрамов. – 2001. № 6. -С. 61-64.

<sup>5</sup> Бордовская, Н.В. Педагогика. Учебник для вузов / Н.В. Бордовская, А.А. Реан СПб.: Питер, 2001.-304 с.



### 5 components of high learning ability:

**Innovation** - challenges established assumptions to find unique ways to solve old issues. Innovation requires new experience that will provide perspective and the opportunity to grow the existing knowledge base

**Improvisation** - in order to grow, a person must remain present and engaged, accepting the stress of uncertainty and ultimately adapting quickly to meet the challenge. This requires observation, listening skills, and the ability to quickly process information

**Adventurism**, a key component of learning, involves immersing yourself in unfamiliar circumstances with the goal of trying something new. People with a flexible mindset are willing to take risks, they feel comfortable in stressful situations, so they voluntarily go where success is not always guaranteed. They constantly learn and gain confidence, as if pulling themselves out of their comfort zone, and as a result they constantly achieve success

**Introspection** - simply having an experience does not guarantee that a person will learn something, and people who are used to constantly learning know this. They are hungry for feedback and spend a lot of energy processing information to better understand their own reasoning and behavior. They have a deeper understanding of themselves, others and, as a result, a vision of problems

**Defense** is openness to new experiences, a fundamental condition for learning. It's not surprising that people who become defensive when receiving critical feedback tend to be less willing to change. Highly learnable people seek feedback, process it, and adapt based on their new understanding of themselves and the situation.. But those who have already achieved success can also close themselves off from information coming from outside. To resist random destructive behavior, a defensive position must be conceptualized along with behavioral scenarios that encourage the development of learning ability



There is no single answer to the question of what skills make a successful teacher. For those who have never taught, it is difficult to understand the diverse and dynamic set of skills required to succeed in a high-pressure, demanding academic environment. However, by developing soft skills, you can become, if not the best, then certainly a good teacher.

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