

Научная статья

УДК 37

DOI: 10.20323/2686_8652_2023_1_15_119

EDN: LWPIVY

Виорика Ивановна Андрички¹, Силвия Ивановна Браниште²

¹Доктор педагогических наук, профессор, Государственный педагогический университет им. И. Крянгэ. МД-2069, Республика Молдова, г. Кишинев, ул. Иона Крянгэ, д. 1

²Аспирантка, Государственный педагогический университет им. И. Крянгэ. МД-2069, Республика Молдова, г. Кишинев, ул. Иона Крянгэ, д. 1

¹vandritchii@mail.ru, <https://orcid.org/0000-0001-8504-9679>

²branishtesilvia@gmail.com, <https://orcid.org/0000-0002-3224-598X>

Профессиональная адаптация начинающих педагогов на институциональном уровне

Аннотация. В статье рассматриваются психосоциальные аспекты профессиональной адаптации начинающих учителей на институциональном уровне. Авторы обобщают размышления ученых по теме и освещают личность и профессиональную идентичность начинающих педагогов, интегрируя широкий спектр биологических, психологических, социальных, аксиологических и исторических импликаций. В статье обобщается теория социальной психологии об отношениях между субъектом и объектом, опосредованным другим, смысл этого утверждения распространяется на область управления человеческими ресурсами, а именно на процесс профессиональной адаптации начинающих педагогов, и описывает взаимообусловленность заинтересованных субъектов.

Также отмечается важность автономии и устойчивости как черты личности. Авторами было определено понятие профессиональной автономии начинающих учителей как компетенция и свобода управлять собственной деятельностью на психологическом, социальном и профессиональном уровне; способность понимать через призму собственных ценностей варианты и последствия профессиональных решений; действовать самостоятельно и ответственно, опираясь на четко определенную систему знаний, убеждений и установок.

Авторы приходят к выводу, что ценности, убеждения, поведение начинающего педагога будут обусловлены/опосредованы/определены управленческим коллективом, педагогическим и непедагогическим

© Андрички В. И., Браниште С. И., 2023

персоналом, с которым взаимодействует начинающий педагог, выполняя функциональные обязанности.

Психологические, межличностные (социальные) и коллективно-организационные последствия существенно влияют на процесс профессиональной интеграции начинающих учителей и, как следствие, на индивидуальную и институциональную профессиональную деятельность.

Авторы подтверждают важность психосоциальных соображений для эффективного развития процесса профессиональной адаптации начинающих учителей, что требует усилий и вмешательств, инициируемых и реализуемых управленческой командой.

Ключевые слова: профессиональная адаптация; начинающие педагоги; педагогические кадры; профессиональная идентичность; личность; эго; альтер-эго; автономия; жизнестойкость

Для цитирования: Андрички В. И., Браниште С. И. Профессиональная адаптация начинающих педагогических кадров на институциональном уровне // Педагогика сельской школы. 2023. № 1 (15). С. 119-130.

http://dx.doi.org/10.20323/2686_8652_2023_1_15_119. <https://elibrary.ru/LWPIVY>.

Original article

Professional adaptation of novice teachers at the institutional level

Viorika I. Andritski¹, Silvia I. Branishte²

¹Doctor of pedagogical sciences, professor, State pedagogical university named after I. Creange. MD-2069, Republic of Moldova, Chisinau, st. Jonah Creangă, 1

²Post-graduate student, State pedagogical university named after I. Creange. MD-2069, Republic of Moldova, Chisinau, Jonah Creange st., 1

¹vandritchi@mail.ru, <https://orcid.org/0000-0001-8504-9679>

²branishtesilvia@gmail.com, <https://orcid.org/0000-0002-3224-598X>

Abstract. This article addresses the psychosocial aspects of professional insertion of novice teachers at institutional level. In the article the author synthesizes scientists' reflections on the topic and highlights the personality and the professional identity of the novice teachers, integrating a wide range of biological, psychological, social, axiological and historical implications. The author summarizes the theory provided by social psychology on the relationship between the subject and the object mediated by the other, extends the meaning of this statement to the field of Human Resources Management, namely, to the process of professional insertion of novice teachers and outlines the inter-conditioning of the subjects concerned.

The importance of autonomy and resilience, as personality traits, is also pointed out. The authors defined professional autonomy for novice teachers as

the competence and freedom to manage their own activities psychologically, socially and professionally, to understand through the prism of their own values the options and consequences of professional decisions, to act independently and responsibly, based on a clearly defined system of knowledge, beliefs and attitudes.

As a result, the authors concludes that the values, beliefs, behaviour of the novice teacher will be conditioned/mediated/determined by the management team, teaching and non-teaching staff with whom the novice teacher interacts, performing functional duties.

Psychological, interpersonal (social) and collective/organizational implications substantially influence the process of professional insertion of novice teachers at institutional level, and, as a result, individual and institutional professional performance.

As a general remark of what is stated in this article, the authors confirms the importance of psychosocial considerations for the effective development of the process of professional insertion of novice teachers, which requires efforts and interventions initiated and implemented by the management team.

Has been defined the notion of professional autonomy of the novice teachers as the competence and freedom to self-manage their own activity on a psychological, social and professional level, to understand through the lens of their own values, the options and consequences of professional decisions, to act independently and responsibly, based on a well-defined system of knowledge, beliefs and attitudes.

Keywords: professional insertion; novice teachers; professional identity; personality; ego and alter ego; autonomy; resilience

For citation: Andritski V. I., Branishte S. I. Professional adaptation of novice teachers at the institutional level. *Pedagogy of rural school*. 2023;(1): 119-130. (In Russ.). http://dx.doi.org/10.20323/2686_8652_2023_1_15_119. <https://elibrary.ru/LWPIVY>.

Introduction

The considerations with reference to the professional insertion of novice teachers, as a specific action of Human Resources Management (HRM), support the following synthesis: The professional insertion of novice teachers at institutional level constitutes an intermediate, transitional stage between initial training and continuous training; a comprehensive, individualized process, planned, managed and

evaluated by the management team of the educational institution, oriented towards the development/consolidation of professional identity, cognitive, behavioural, emotional and axiological autonomy, devotion, the feeling of adhesion, of belonging to the institution, which, as a whole, will contribute to satisfaction, emotional balance, well-being, individual and institutional performance. We emphasize the «sense of us», de-

defined as altruism, fair play, organizational loyalty, individual initiative, citizenship, etc.

Psychosocial determinations are omnipresent in the sphere of didactic and managerial activity. Both the school climate, as well as the factors that contribute to its creation, represent an increasingly important factor for the well-being of pedagogues. In this order of ideas, the professional identity of the novice teachers takes shape in the school environment, being influenced by the pedagogical, psychological, social, cultural, economic, historical factors. Thus, we are going to address the psychosocial considerations of the professional insertion of novice teachers at institutional level. The thorough examination of the bibliographic sources allows us to properly appreciate this aspect of the professional insertion of novice teachers.

Research methods. **bibliographic research.**

The results of the study

Due to biological, psychological, sociological, organizational and pedagogical implications, which complement each other, this process cannot have a mechanical character, given the fact that employees are different in terms of personality, behaviour and aspirations [Lefter, 1995]. In this perspective, personality psychology, sociology, social psychology, organizational and managerial psychology approach the complex character of the psychosocial segment of the insertion of novice teachers. From this perspec-

tive, we highlight the *personality* of the novice teachers, integrating a wide range of biological, psychological, social, axiological, historical and cultural implications.

In the vision of M. C. Țuțu, the *person* is a «*psychosocial entity*, at which level the dynamic interaction between the *individual* and the *social* is realized, between the psychic processes that are the basis of the development of behaviours and the psychosocial processes that condition their form and content; it is socio-culturally determined, being formed only through person's interaction with the sociocultural environment [Țuțu, 2007, c. 22].

Personality, in a strictly psychological sense, is «the specific way of organizing the person's psychophysical and psychosocial traits and characteristics»; «a bio-psycho-socio-historical and cultural synthesis, which ensures the original adaptation of the individual to the conditions of the natural and, especially, social environment» [Cristea, 2000]. Cristea S. stresses that «the triad of *values — attitudes — ideals* mediates and conditions social behaviours».

In the opinion of the researcher E. Țărnă, the personality is a *hyperactive system, a superordinate being*, with an *integrative-adaptive* function, an integral structure, «a confluence of tendencies, based on the tendency towards perfection, towards unity and professional insertion» [Țărnă, 2016, c. 97]. We support the idea that the highest integrative level within the

personality system is the *Ego*, which generates the *sense of identity*, continuity and unity of one's own existence [Țuțu, 2007, c. 166].

«The ego differentiates, individualizes, gives ontological consistency and delimitation, through self-determination and self-closure, to the personality in relation to the environment» [Golu, 2009, c. 324].

Social psychology, being concerned with the *study of individual behaviour* in a *collective context*, reveals multiple aspects, which, extrapolated to our approach, provide extremely valuable statements.

A. Gavreliuc, Romanian psychologist and sociologist, approaches *the interaction with the other* from the perspective of interpersonal relations and mentions the contribution of C. H. Cooley, who developed the «theory of the *Ego in the mirror of others*» (looking-glass self). C. H. Cooley claims that the subject's identity is strengthened only through interaction with *Otherness*, through a *continuous mutual mirroring and re-mirroring* [Gavreliuc, 2007, c. 33].

A. Gavreliuc describes the progressive stages of the articulation of the *self* and concludes that the *Other* or *Alter Ego* has a decisive role in the behaviour of the subjects with whom it interacts. Thus, the subject gradually discovers *the other* and, at the same time, learns to perceive himself differently, *through the lens of the other*. The author presents the following *progressive stages* of the opening of the self to the other:

Self-perception — self-identification, self-image (social intelligence, self-esteem, real and ideal self, as well as, self-discrepancy).

Self-presentation — self-promotion, self-verification (affirmation and confirmation of one's self-image);

Self-disclosure — communication with *the other*, the *intrapersonal* intersects with the *interpersonal* [Gavreliuc, 2007, c. 47-48].

Researcher V. Andrițchi describes personality theories: the theory of impulse or *social facilitation* and the theory of *social inhibition, constructivist theories, theories of attribution*. As a concluding idea, it is stated that the distinctive sign of a high degree of integration of personality substructures is «activism, the subject's tendency to integrate into the environment through assimilation and transformation» [Andrițchi, 2012, c. 66-73].

Gavreliuc A. also describes the process of social facilitation, which he defines as «increasing task performance in the presence of *the other*», which is due to innate or acquired factors. Obviously, the simple passive presence of *the other* is not enough, as actions, interventions to monitor social facilitation are necessary [Gavreliuc, 2007, c. 25].

We insist to mention the functions of personality, listed by André Morali-Daninos: 1) identification; 2) expression; 3) adaptation; 4) differentiation; 5) integration; 6) intention. [Țuțu, 2007, c. 235]. Being deciphered from

the point of view of organizational-managerial psychology, we notice the correlation between these functions with orientation towards a well-defined picture of the organizational person. In this context, we emphasize that the general characteristics of the *organizational person*, revealed by managerial organizational psychology, allow the outline of a *general picture of the organizational person*. Nevertheless, the basic criterion in our approach is the *individual and differentiated side* of the approach.

Similar to the progressive stages of the opening of the «self» to the «other», the configuration of the *professional identity* of novice teachers takes place.

Gh. Bobâna studies the origin and meaning of the notion «identification» and states that the term was introduced by Z. Freud at the beginning of the 20th century, in the essay *Mass Psychology and Ego Analysis*. Freud defines identification as *imitation*, the *assimilation of the Ego by another*. In the process of shaping the identity, the person *socializes* and *adapts*, these being two essential functions of identification [Bobâna, 2020].

The American sociopsychologist E. Erikson develops the concept of *identity*, emphasizing «the adaptive character of the individual's behaviour, the central integrative quality of which is represented by identity» [Bobâna, 2020, c. 39].

Studies of identity by psychologists and sociologists outline two distinct levels of reference: the *individu-*

al level and the *social* level. Researcher P. Tap claims that identity falls between two positions: «singular and plural, internal and external, being and acting, ego and alter, defence and assault, rootedness and migration, assimilation and discrimination, insertion and marginalization» [Botezatu, 1997, c. 10].

M. C. Țuțu distinguishes 3 components of the Self:

The *physical* self is the image of the physical exterior. The *psychological* ego represents «the image of one's own internal psychic organization, the affective experiences related to them, the motivation for self-realization, self-improvement, the will to action, etc.» The *social* self is perceived as «the image of one's own place and role in society, the system of internalized and integrated social values, social motives, status motives, social feelings, the will to social interaction and integration» [Țuțu, 2007].

E. Erikson, in turn, highlights two types of identity:

– «*I-identity*», divided into physical exterior and individuality, i. e. «awareness of unrepeatability».

– *social identity*, bifurcated into *group identity*, which in E. Erikson's view, implies «the inclusion of the personality in different communities, and *psychological identity*, which gives «the feeling of importance within the given society and expresses the point of view of the society» [Bobâna, 2020, c. 36].

In the 60s and 70s of the 20th century, the theory of social iden-

tity appeared, which assumes that an individual is characterized by social traits that determine individual's membership in a group or a position the individual occupies in a social structure.

D. Nastas, studying the dynamics of social identity in the context of relations between groups, identifies four basic components of social identity the *cognitive* component, which implies the admission of belonging to a group; the *evaluative* component, that represents a positive or negative assessment of belonging to a group; the *affective* component that implies commitment and personal attachment to the group; the *behavioural* component, which signifies the interaction with another group [Nastas, 2005, c. 14].

The role of the *professional identity* of novice teachers for didactic effectiveness, as well as the positive correlation between the systemic, pedagogical and emotional support provided by mentors and the components of professional identity, has been demonstrated by researchers in the field. E. Fairstein develops a pedagogical model, that correlates the factors, conditions, forms and methods of developing the professional identity of beginning teachers through mentoring. This model provides authors of educational policies, of psycho-pedagogical curricula and teacher training managers with epistemological benchmarks and praxiological models regarding the development of the professional identity of teachers

through mentoring, as well as a variety of validated pedagogical tools [Fairstein, 2014].

In the context of professional identity development, we mention the theory of *self-determination*, developed by E. Deci and R. Ryan [Deci, 2006]. According to this theory, *success and lasting performance* is possible when the persons actively engage and invest in their own change/training/development. Finally, the «well-being» will result from the satisfaction of three basic needs: the need for *competence, relatedness and autonomy*.

The consulted bibliographic sources offer numerous definitions of *autonomy*. The dictionary on psychology defines autonomy as the *degree of freedom* and capacity for uninfluenced and easy deliberation as a psychic feature of self-awareness and personality [Șchiopu, 1997].

R. M. Ryan and E. L. Deci consider autonomy a *personality trait*, which differentiates an individual in relation to others as a general orientation in his relations with the environment [Faiciuc, 2004]. E. Greenberger names *self-confidence, work orientation and identity* as defining attributes of autonomy [Deci, 2006]. Philosophy and psychology define the term autonomy in relation to notions such as: «freedom, choice, decision, independence, conditioning, intentionality, cause, motivation, determination, rationality, responsibility, control, will, consistency, agent, purpose, identity, self» [Faiciuc, 2004].

A meaning of the concept, with which we are in unison, is formulated by the Romanian pedagogue, S. Cristea. The researcher states that autonomy and responsibility in education constitute «an operational concept derived from the fundamental pedagogical concepts that define the normativity and finalities of the system and the educational process». In the opinion of the researcher, the significance would be that of «defining the ideal of Romanian education — the autonomous and innovative personality — responsible in the long term, globally, socially and psychologically» [Cristea, 2000]. Referring to the eight reference levels contained in the European Qualifications Framework, defined by learning outcomes, *responsibility and autonomy* are described as «the ability to apply knowledge and skills autonomously and responsibly».

In common usage, the term *autonomy* can often be overlapped with independence, which implies a person's autonomous attitude to think, feel, act and react, uninfluenced by the opinions, attitudes and behaviours of others.

Psychologists conceptualize *personal autonomy* as a multidimensional construct, including cognitive, attitudinal, emotional, behavioural, functional, value aspects etc.

In the context of our theme, we approach the notion of professional autonomy of the novice teachers as the competence and freedom to self-manage their own activity on a psy-

chological, social and professional level, to understand through the lens of their own values, the options and consequences of professional decisions, to act independently and responsibly, based on a well-defined system of knowledge, beliefs and attitudes.

The professional autonomy of the novice teacher is manifested in the same segments outlined by the specialized literature:

Cognitive autonomy identified by: the desire for knowledge, information; the ability to think independently and critically (expressing one's own ideas without inhibitions, the ability to ask questions, etc.); the ability to make responsible decisions without the validation of colleagues; self-assessment capacity (analysis of the causes of failure and success); the ability to create opinions without being influenced by others.

Behavioural autonomy consists of: giving up copying the behavioural models offered by bosses, colleagues, etc.; self-management of behaviour without taking into account the opinions of others; persistent execution of a difficult task; developing strategies to achieve goals, through self-control; functional independence.

Emotional autonomy means: detachment from emotional addictions; expressing feelings without restraint, even if they are not approved by others; emotional independence in relationships with others.

Axiological autonomy is expressed in: giving up accepting the ideas and

attitudes promoted by colleagues; values, principles, attitudes, beliefs independent and resistant to external pressures [Rusu, 2019].

The gap between expectations and educational reality, the multitude of difficulties beginners face, results in *overwork, professional burnout, professional stress, anxiety*, etc. It is known that one of their causes is the dissonance between resources and requirements, depersonalization and limited self-realization, lack of fulfilment, the gap between the perceptions and attitudes of the novice teacher and the reality within the institution, disappointment regarding the performance in the didactic activity, etc. Based on the aforementioned, it is imperative that the process of professional insertion of novice teachers be based on the *ethical principles of integration*, namely: the novice teacher will not be forced to go from the novice stage to the expert stage, ignoring the steps of evolution; the novice teacher's own speed of development will be respected, without unreasonable pressure in this sense; overtasks, beyond teacher's physical, temporal and mental capabilities will be avoided [Andrițchi, 2009].

A term already used in the specialized literature is resilience. L. Sclifos summarizes the definitions and specific components of resilience. So, resilience is «a process of adapting to stressful situations; the ability to quickly react to internal and external stressors; emotional maturity; the ability to distance ourselves and over-

come negative emotions with less emotional repercussions» [Sclifos, 2021]. In the author's opinion, the specific components of resilience are:

Calm — «balanced perspective» on life, which will contribute to creating a state of well-being, essential for beginning teachers.

Perseverance — involvement, insistence, self-discipline.

Self-confidence — objective self-assessment of strengths and weaknesses, which gives you confidence in actions.

The ability to give meaning — awareness of the importance of certain things, which give meaning to life.

Existential loneliness — «the presence of a feeling of freedom and uniqueness, the fact that the path of an individual is unique» [Sclifos, 2021].

C. Berndt believes that resilience is the secret of psychic power and offers us a precious publication in which he describes how to become more resistant to stress, depression and mental exhaustion [Berndt, 2015]. G. Bharwaney, specialist in emotional intelligence, proves that we can reach our maximum potential by training emotional resilience [Bharwaney, 2020].

In the context of our topic, we summarize that the resilience of novice teachers is perceived as the ability to face uncertainty and challenges, which influence the quality of professional activity, especially in the difficult period we face: pandemic, economic instability, etc. Thus, a *resilient*

teacher will reveal his/her professional identity, being considered integrated in the institution, with the ability to act responsibly and autonomously from a cognitive, behavioural, emotional and axiological point of view. This supposes self-determination in the sphere of didactic professionalization, the freedom to choose and direct one's actions, not ignoring one's own needs, beliefs and values. In a concise form, it could be said that resilience and autonomy consist in the ability to control one's professional activity.

As a result, we extend the theory provided by social psychology regarding «the relationship between the subject and the object mediated by the presence of the «other» [Gavreliuc, 2007, c. 20] to the field of HRM, namely, to the process of professional insertion of novice teachers. We

summarize that the values, beliefs, behaviour of the novice teacher will be determined by those of the management team, teaching and non-teaching staff with whom the novice teacher interacts, performing functional duties.

Conclusion

Based on what was previously stated, we conclude that psychosocial considerations addressed in this article have a determining role in the design of the professional insertion process and we claim that it is imperative for educational institutions to carry out *complex, planned, structured, permanent, coherent, logical* interventions, oriented towards autonomous, responsible and satisfied teachers on a psycho-socio-professional level.

Библиографический список

1. Albu M. Un nou instrument pentru evaluarea autonomiei personale la adolescenți. Cluj-Napoca, 2007. P. 100-114.
2. Andrițchi V. Metodologia managementului resurselor umane în instituția școlară. Chișinău : PRINT-Caro SRL, 2009. 133 p.
3. Andrițchi V. Teoria și metodologia managementului resurselor umane în învățământ. Chișinău : Print Caro SRL, 2012. 288 p.
4. Berndt C. Results of the work. București : ALL Educațional, 2015. 216 p.
5. Bharwaney G. Reziliența emoțională. Învăță cum să devii adaptabil și să-ți atingi potențialul maxim. Iași : Polirom, 2020. 291 p.
6. Bobână Gh. Abordări metodologice ale conceptului de „identitate». În: Filosofia și perspectiva umană: Sustenabilitatea gândirii filosofice în societatea post-pandemie, ed. 18, 19 noiembrie 2020, Chișinău : Institutul de Istorie, 2020, p. 35-52.
7. Botezatu P. Introducere în logică. Iași : Polirom, 1997. 296 p.
8. Cristea S. Autonomie și responsabilitate în educație. Didactica Pro. Chișinău, 2021, nr 3. P. 53-56.
9. Cristea S. Dicționar de pedagogie. Chișinău ; București : Grupul Editorial Litera-Internațional, 2000. 398 p.
10. Faiciuc L. Comportamentul autonom: fantoma de la operă. Anuarul Institutului de Istorie «George Bariț». Cluj-Napoca : Series Humanistica, vol. II, 2004. P. 31-39.

11. Faiciuc L. Autonomia comportamentală: definire și căi de dezvoltare. În: Cercetări și aplicații în psihologie. Coord. ALBU, M., ȚĂRAN, C. Timișoara : Editura Augusta și Artpress, 2004. P. 129-141.
12. Fairstein E., Silistraru N., Burea S. Mentoratul ca factor esențial în dezvoltarea identității profesionale a unui cadru didactic tânăr. În: Simpozionul Internațional «Responsabilitate publică în educație». Ediția a VI-a, 2014. P. 233-238.
13. Gavreliuc A. De la relații interpersonale la comunicare socială. Psihologie socială și stadiile progresive ale articulării sinelui. Iași : Polirom, 2007. 262 p.
14. Golu M. Fundamentele psihologiei. București: Editura Fundației România de Măine, 2009. 1236 p.
15. Lefter V., Manolescu A. Managementul resurselor umane. București : Editura Didactică și Pedagogică, 1995. 296 p.
16. Nastas D. Dinamica identității sociale în contextul relațiilor între grupuri. Iași: Universitatea «Alexandru Ioan Cuza», 2005. 354 p.
17. Rusu V. C. Studiu privind autonomia personală a cadrelor didactice. Revista Profesorului România, 2019. 545 p.
18. Scifos, L. Reziliența în carieră. Pro, 2021, nr 6 (130), 2-5 p.
19. Șchiopu U. Practical psychology București : Editura Babel, 1997. 54 p.
20. Țuțu M. C. Psychology of personalities. București : Editura Fundației România Mare, 2007. 180 p.
21. Zlate M. A treatise on the psychology of activity. Iași : Polirom, 2004. 568 p.

Reference list

1. Albu M. A new tool for assessing personal autonomy in adolescents. Cluj-Napoca, 2007. P. 100-114.
2. Andrițchi V. Human resource management methodology in the school institution. Chisinau : PRINT-Caro SRL, 2009. 133 p.
3. Andrițchi V. Theory and methodology of human resources management in education. Chisinau : Print Caro SRL, 2012. 288 p.
4. Berndt C. Results of the work. Bucharest : ALL Educational, 2015. 216 p.
5. Bharwaney G. Emotional resilience. Learn how to become adaptable and reach your full potential. Iasi : Polirom, 2020. 291 p.
6. Bobână Gh. Methodological approaches to the concept of «identity». In: Philosophy and the human perspective: The sustainability of philosophical thought in the post-pandemic society, ed. November 18, 19, 2020, Chisinau : Institute of History, 2020, p. 35-52.
7. Botezatu P. Introduction to logic. Iasi: Polirom, 1997. 296 p.
8. Cristea S. Autonomy and responsibility in education. Didactics Pro. Chisinau, 2021, no. 3. P. 53-56.
9. Cristea S. Dictionary of pedagogy. Chisinau ; Bucharest : Litera-International Editorial Group, 2000. 398 p.
10. Faiciuc L. Autonomous behavior: the phantom of the opera. Yearbook of the «George Bariț» Institute of History. Cluj-Napoca : Series Humanistica, vol. II, 2004. P. 31-39.

11. Faiciuc L. Behavioral autonomy: definition and development paths, In: Researches and applications in psychology. Coord. ALBU, M., ȚĂRAN, C. Timisoara: Augusta Publishing House and Artpress, 2004. P. 129-141.
12. Fairstein E., Silistraru N., Burea S. Mentoring as an essential factor in the development of the professional identity of a young teacher. In: International Symposium «Public Accountability in Education». 6th edition, 2014. P. 233-238.
13. Gavreliuc A. From interpersonal relations to social communication. Social psychology and the progressive stages of self-articulation. Iasi: Polirom, 2007. 262 p.
14. Golu M. Fundamentals of psychology. Bucharest: Romania de Maine Foundation Publishing House, 2009. 1236 p.
15. Lefter V., Manolescu A. Management of human resources. Bucharest: Didactic and Pedagogical Publishing House, 1995. 296 p.
16. Nastas D. The dynamics of social identity in the context of intergroup relations. Iasi: «Alexandru Ioan Cuza» University, 2005. 354 p.
17. Rusu V. C. Study on the personal autonomy of teaching staff. Romanian Teacher Magazine, 2019. 545 p.
18. Scifos, L. Resilience in career. Pro, 2021, no. 6 (130), 2-5 p.
19. Șchiopu U. Practical psychology Bucharest: Babel Publishing House, 1997. 54 p.
20. Țuțu M. C. Psychology of personalities. Bucharest: Romania Mare Foundation Publishing House, 2007. 180 p.
21. Zlate M. A treatise on the psychology of activity. Iasi: Polirom, 2004. 568 p.

Статья поступила в редакцию 11.01.2022; одобрена после рецензирования 13.02.2023; принята к публикации 30.03.2023.
The article was submitted 11.01.2023; approved after reviewing 13.02.2023; accepted for publication 30.03.2023.