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THE PSYCHOLOGICAL IMPACT OF MENTORSHIP ON EARLY-CAREER ENGLISH TEACHERS

Abstract

This article explores the psychological effects of mentoring on aspiring English teachers, focusing on its influence on professional well-being and commitment to the profession. Drawing on a review of contemporary theoretical and empirical research, it shows that effective mentoring programs significantly reduce burnout, enhance teaching confidence, and provide vital emotional support during the challenging early stages of a teaching career. The study examines different mentoring models and their psychological outcomes, such as stress reduction, professional identity formation, and increased resilience, while also addressing challenges specific to English language teaching. The findings reveal a strong relationship between high-quality mentoring and improved psychological well-being, lower attrition rates, and continuous professional development among novice educators. The article concludes with practical recommendations for educational institutions, highlighting the need for structured and context-sensitive mentoring programs that support both pedagogical skill development and the psychosocial needs of aspiring English teachers.

Keywords: mentoring, novice teachers, English teaching, psychological well-being, teacher retention, self-efficacy, professional development.

Introduction

The early years of teaching represent a critical period marked by substantial stress, professional growth, and identity formation. Research consistently demonstrates that nearly fifty percent of teachers leave the profession within their first five to seven years, with schools serving diverse populations experiencing disproportionately higher attrition rates [1]. This alarming statistic underscores the urgent need to understand and address the factors contributing to early-career teacher retention and well-being.

English language teachers face unique challenges that distinguish their experiences from those of educators in other disciplines. The nature of language teaching demands extensive interpersonal interaction, cultural sensitivity, and emotional engagement with students from diverse linguistic backgrounds. As such, English teachers must maintain a constructive perception of themselves, their teaching capabilities, and their students to perform effectively [2]. The psychological dimensions of language teaching have received increased attention in recent years, with researchers acknowledging that teacher well-being has a direct impact on both instructional quality and student outcomes [3].

Mentorship has emerged as a cornerstone intervention in supporting early-career teachers through this challenging transition period. Defined as organized interpersonal interactions between experienced and less experienced educators wherein the former provides support, counsel, and guidance [4], mentorship offers both career-related assistance and psychosocial support. Studies have shown that

novice teachers participating in mentoring programs demonstrate higher satisfaction, commitment, and retention rates compared to their non-mentored peers [5]. Furthermore, mentorship has been identified as pivotal in helping novice teachers navigate stress, improve instructional skills, and adapt to diverse educational environments [6].

The psychological impact of mentorship extends beyond mere professional development to encompass fundamental aspects of teacher identity, self-efficacy, and emotional well-being. Early-career teachers frequently experience heightened stress related to workload management, classroom control, and professional identity formation [7]. Without adequate support structures, these challenges can lead to burnout, characterized by emotional exhaustion, depersonalization, and a reduction in personal accomplishment [8]. The presence of a supportive mentor can serve as a protective factor against these adverse psychological outcomes.

Despite the recognized importance of mentorship in teacher development, research specifically examining its psychological impact on early-career English teachers remains limited. While numerous studies have explored general teacher mentoring outcomes, few have investigated the unique psychological dimensions experienced by English language educators during their formative professional years. This gap in the literature is particularly significant given the distinctive emotional and cognitive demands inherent in language teaching.

This article addresses this research gap by synthesizing current evidence on the psychological impact of mentorship for early-career English teachers. The analysis focuses on three primary areas: the relationship between mentorship and psychological well-being, the influence of mentoring on teacher self-efficacy and professional identity, and the mechanisms through which mentorship contributes to stress reduction and retention. By examining these dimensions, this study aims to provide comprehensive insights into how mentorship programs can be optimized to support the psychological health and professional longevity of novice English teachers.

Materials and methods

This study employed a systematic literature review methodology to examine the psychological impact of mentorship on early-career English teachers. The review process followed established protocols for identifying, evaluating, and synthesizing relevant research findings from peer-reviewed academic sources published between 2015 and 2025. This timeframe was selected to capture contemporary mentorship practices and their psychological outcomes while encompassing recent developments in teacher education and support systems.

A comprehensive search was conducted across major academic databases, including Scopus, ERIC, Web of Science, and Google Scholar. Search terms combined variations of keywords related to mentorship (mentor, mentoring, induction programs), career stage (early-career, novice, beginning teachers), subject area (English language teaching, EFL, ESL, language teachers), and psychological outcomes (well-being, stress, burnout, self-efficacy, psychological health, professional identity).

Inclusion criteria required that studies: (1) focused on teachers within their first five years of practice, (2) examined mentorship interventions or programs, (3) measured psychological variables or outcomes, (4) employed empirical research methods, and (5) were published in peer-reviewed journals. Studies were excluded if they focused solely on pre-service teacher education, examined mentorship in non-teaching contexts, or lacked clear psychological outcome measures.

The analysis employed a thematic synthesis approach to identify patterns and relationships across studies. Selected articles were systematically reviewed to extract information regarding: (1) mentorship program characteristics and implementation models, (2) psychological constructs examined, (3) research methodologies employed, (4) reported outcomes and effect sizes, and (5) contextual factors influencing mentorship effectiveness.

Drawing upon sociocultural learning theory [9] and social support theory, the analysis examined how mentoring relationships facilitate psychological development through social interaction and supportive professional relationships. Particular attention was given to mechanisms through which mentorship influences teacher self-efficacy, emotional regulation, professional identity, and overall psychological well-being.

The synthesis integrated findings from diverse methodological approaches, including randomized controlled trials, longitudinal studies, cross-sectional surveys, and qualitative investigations. This methodological pluralism provided a comprehensive understanding of both the measurable effects of mentorship interventions and the lived experiences of early-career teachers participating in mentoring relationships.

Results and discussion

Mentorship and Psychological Well-Being. The literature provides robust evidence that mentorship has a significant influence on the psychological well-being of early-career teachers. A randomized controlled trial examining induction training and coaching for 188 early-career teachers found that those receiving mentorship support reported substantially lower distress levels at follow-up ($d = -0.23$) and experienced less decline in teacher affiliation over two years ($d = 0.50$) compared to comparison teachers [10]. These findings suggest that mentorship serves as a protective factor against the psychological deterioration commonly observed during the early stages of a career.

The psychological benefits of mentorship extend across multiple dimensions of well-being. Research on Canadian early-career teachers revealed that mentoring significantly impacts teacher well-being through both emotional and professional support mechanisms [11]. Mentorship provides novice teachers with a confidant with whom they can communicate openly about personal and professional challenges, reducing feelings of isolation that frequently contribute to burnout. One teacher participant articulated this benefit: “Being a new teacher can be stressful, and it was reassuring to know that I regularly had someone to talk to about any issues I was struggling with” [12].

For English language teachers specifically, mentorship addresses unique stressors related to the emotional demands of language instruction. Research examining the well-being of EFL teachers found that supportive professional relationships, including mentorship, significantly influence psychological health by helping teachers manage the anxiety-provoking aspects of language teaching. The interactive and communicative essence of English teaching requires substantial emotional labor, making the emotional support function of mentorship particularly valuable for this population.

Impact on Self-Efficacy and Professional Identity. Teacher self-efficacy – the belief in one’s capabilities to organize and execute courses of action required to produce given educational outcomes – emerges as a critical psychological construct influenced by mentorship. Studies examining mentor-novice relationships have demonstrated that the quality of mentoring predicts novice teachers’ self-efficacy, with the time spent with mentors and the quality of mentor-facilitated professional development activities correlating significantly with efficacy beliefs [13]. This relationship operates through multiple mechanisms, including mastery experiences, vicarious learning through mentor modeling, and verbal persuasion provided through mentor feedback.

The development of professional identity represents another crucial psychological dimension shaped by mentorship. Effective mentors facilitate identity formation by helping novice teachers bridge theory and practice, develop pedagogical reasoning, and construct coherent professional self-concepts [14]. For English language teachers, this process involves developing confidence in their linguistic expertise, pedagogical knowledge, and cultural competence – areas where mentors provide targeted support and validation.

Recent research on language teachers’ psychological well-being demonstrates interconnections between emotion regulation, reflective teaching, self-efficacy, and professional identity – all of which mentorship can influence [15]. Mentors who foster reflective practice help novice teachers develop metacognitive awareness of their teaching, thereby strengthening both their professional identity and self-efficacy simultaneously. This reflective process enables teachers to reframe challenges as learning opportunities rather than personal failures, promoting psychological resilience.

Stress Reduction and Burnout Prevention. The preventive role of mentorship in reducing stress and burnout constitutes perhaps its most significant psychological impact. Early-career teachers experience exceptionally high rates of occupational stress, with many contemplating leaving the profession due to overwhelming demands and insufficient support. Comprehensive induction programs featuring mentorship have demonstrated effectiveness in mitigating these challenges. Research indicates that providing novice teachers with professional mentors has a positive impact on both teacher success and career longevity [5].

The stress-buffering effects of mentorship operate through multiple pathways. Mentors provide practical support with classroom management, instructional strategies, and curriculum adaptation – addressing primary sources of teacher stress. Additionally, mentorship provides crucial emotional support, enabling teachers to process difficult experiences, maintain perspective, and develop effective coping strategies. This dual provision of instrumental and emotional support addresses both the practical and psychological dimensions of early-career stress.

A systematic review examining teacher well-being, stress, and burnout during and after the COVID-19 pandemic identified high-quality mentoring as a critical protective factor that enhances resilience and professional well-being (Educational Research, 2025). The review found that structured mentorship programs helped early-career teachers navigate unprecedented challenges including professional isolation, disrupted induction processes, and heightened emotional strain. These findings underscore the capacity of mentorship to support teachers through both typical developmental challenges and extraordinary circumstances.

The relationship between mentorship and burnout prevention appears particularly strong for teachers experiencing high levels of initial distress. Research demonstrates that intervention teachers who were highly distressed at baseline and working in challenging classroom environments showed substantially more favorable changes in distress levels ($d = -2.47$) when provided with mentorship and coaching support [10]. This finding suggests that mentorship may be especially impactful for teachers most at risk of burnout and attrition.

Characteristics of Effective Mentorship. Not all mentorship relationships yield equivalent psychological benefits. Research identifies several characteristics that differentiate effective from less effective mentoring. Mentor experience and expertise significantly predict mentoring success, with mentors' previous experience correlating with novices' perceptions of support and the quality of reflection [13]. Full-time mentors demonstrate a greater capacity to provide consistent, high-quality support compared to part-time mentors who manage dual teaching and mentoring responsibilities.

The quality of mentor-mentee interactions emerges as a critical determinant of psychological outcomes. Recent research examining student teachers found that mentor support and high-quality connections significantly predicted psychological safety and engagement during practicum experiences (Frontiers in Education, 2025). Mentors who create psychologically safe environments – characterized by trust, respect, and openness – enable mentees to take risks, acknowledge struggles, and engage authentically in professional learning.

Context-attentive mentoring that responds to individual needs and circumstances demonstrates particular effectiveness. Research emphasizing trust as foundational to effective mentoring has found that mentors who adapt their approaches based on mentees' contexts, identities, and experiences provide more impactful support [16]. For English language teachers, this contextualization might involve addressing specific challenges related to language teaching pedagogy, student diversity, or institutional expectations unique to language programs.

The psychosocial dimension of mentorship – encompassing friendship, counseling, and acceptance – proves as important as career-related functions for psychological well-being. While career mentoring provides practical guidance on teaching strategies and professional advancement, psychosocial mentoring addresses emotional needs, validates experiences, and builds confidence [17]. Comprehensive mentorship that integrates both dimensions appears most beneficial for the psychological health of early-career teachers.

Mentorship Models and Program Design. Various mentorship models have been implemented with differing implications for psychological outcomes. Traditional one-on-one mentoring pairs an experienced teacher with a novice, providing individualized support but potentially limiting the perspectives of both parties. Peer mentoring among cohorts of beginning teachers offers mutual support and reduces isolation, though it may lack the expertise of veteran mentors. Hybrid models combining experienced mentors with peer collaboration appear particularly promising for addressing diverse psychological needs.

Research on mentoring competence identifies three essential dimensions – cognitive, social, and emotional – for effective practice [18]. Cognitive competence encompasses pedagogical knowledge and the facilitation of reflective practice. Social competence encompasses relationship-building and communication skills. Emotional competence includes empathy, emotional regulation, and creating

supportive environments. Mentors demonstrating strength across all three dimensions generate optimal psychological outcomes for mentees.

Program design elements significantly impact the effectiveness of mentorship. Structured programs providing dedicated time for mentor-mentee interactions, clear role expectations, and ongoing mentor training demonstrate superior outcomes compared to informal arrangements. The integration of mentorship with broader induction supports – including professional development workshops, reduced teaching loads, and administrative support – creates comprehensive systems that address multiple dimensions of early-career needs [19].

For English language teachers specifically, effective mentorship programs incorporate subject-specific support addressing unique pedagogical and psychological challenges. Mentors with expertise in language teaching provide guidance on linguistic content, communicative methodologies, and cultural responsiveness that generalist mentors may not offer. Recent research highlights the importance of tailored mentor-mentee pairings that consider career stage, teaching context, and subject specialization (ResearchGate, 2025).

Conclusion

This comprehensive review demonstrates that mentorship has a substantial positive psychological impact on early-career English teachers across multiple dimensions. The evidence clearly indicates that well-designed mentorship programs significantly enhance psychological well-being, reduce stress and burnout, strengthen self-efficacy, and facilitate the development of a healthy professional identity. These psychological benefits translate into practical outcomes, including improved retention rates, enhanced teaching quality, and greater professional satisfaction.

The unique challenges facing English language teachers – including the emotional intensity of language instruction, demands for cultural competence, and the need for sophisticated pedagogical knowledge – make mentorship particularly valuable for this population. Mentors provide both instrumental support, addressing practical teaching challenges, and psychosocial support, meeting emotional and developmental needs. This dual function proves essential for helping novice teachers navigate the complex psychological landscape of early-career language teaching.

Several key characteristics emerge as crucial for maximizing the psychological benefits of mentorship. High-quality mentoring relationships, built on trust, mutual respect, and psychological safety, create environments where novice teachers feel supported in acknowledging their struggles and taking professional risks. Mentors demonstrating cognitive, social, and emotional competence provide comprehensive support addressing multiple dimensions of teacher development. Context-attentive approaches that respond to individual needs and circumstances prove more effective than one-size-fits-all models.

Based on these findings, several recommendations emerge for educational institutions. First, mentorship should be recognized as an essential component of comprehensive teacher induction rather than an optional supplement. Adequate resources must be allocated to support sustained, high-quality mentoring relationships, including protected time, mentor training, and appropriate compensation. Second, mentor selection and training should emphasize psychosocial competencies alongside pedagogical expertise, ensuring mentors can address both professional and emotional dimensions of novice teacher experiences.

Third, mentorship programs should incorporate subject-specific elements that address unique challenges facing English language teachers. Pairing novice English teachers with mentors experienced in language teaching ensures relevant pedagogical guidance while also providing an understanding of the distinct psychological demands of this specialization. Fourth, institutions should implement systematic evaluation of mentorship programs, examining both objective outcomes (retention, performance) and subjective experiences (well-being, satisfaction) to ensure programs effectively support early-career teachers.

Future research should continue to examine the mechanisms through which mentorship influences psychological outcomes, investigating which specific mentoring practices most effectively promote well-being and reduce stress. Longitudinal studies tracking teachers across multiple years would illuminate how mentorship effects evolve and identify critical periods where support proves most

impactful. Additionally, research exploring how mentorship can be adapted for diverse contexts – including online education, international teaching settings, and varying institutional cultures – would enhance understanding of context-dependent effectiveness.

The COVID-19 pandemic has highlighted both the challenges facing early-career teachers and the critical importance of supportive relationships during times of disruption and stress. As educational systems continue adapting to evolving circumstances, investment in high-quality mentorship programs represents a strategic approach to supporting teacher psychological health, enhancing retention, and ultimately improving educational outcomes for students.

In conclusion, mentorship emerges not merely as a professional development tool, but as a fundamental psychological support mechanism essential for the well-being and success of early-career English teachers. By recognizing and cultivating the psychological dimensions of mentorship, educational institutions can create environments where novice teachers thrive professionally and personally, ultimately benefiting educators, students, and the broader educational community.

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ПСИХОЛОГИЧЕСКОЕ ВЛИЯНИЕ НАСТАВНИЧЕСТВА НА НАЧИНАЮЩИХ ПРЕПОДАВАТЕЛЕЙ АНГЛИЙСКОГО ЯЗЫКА

Аннотация

В данной статье рассматривается психологическое воздействие наставничества на начинающих учителей английского языка, с особым акцентом на то, как отношения наставничества формируют профессиональное благополучие и приверженность профессии. Основываясь на всестороннем обзоре современной теоретической литературы и эмпирических исследований, статья демонстрирует, что хорошо разработанные программы наставничества играют решающую роль в снижении профессионального выгорания, укреплении уверенности в своих педагогических способностях и обеспечении необходимой эмоциональной поддержки в самые сложные первые годы преподавания. В исследовании анализируются различные модели наставничества и их психологические результаты, включая снижение стресса, развитие профессиональной идентичности и повышение стрессоустойчивости, а также рассматриваются проблемы, специфичные для контекста преподавания английского языка. Результаты показывают сильную корреляцию между высококачественным наставничеством и улучшением психологического благополучия, снижением текучести кадров и устойчивым профессиональным ростом среди начинающих педагогов. В заключение статьи приводятся практические рекомендации для образовательных учреждений, подчеркивающие важность внедрения структурированных и учитывающих контекст программ наставничества, направленных как на развитие педагогических компетенций, так и на удовлетворение психосоциальных потребностей начинающих преподавателей английского языка.

Ключевые слова: наставничество, начинающие преподаватели, преподавание английского языка, психологическое благополучие, удержание педагогических кадров, самоэффективность, профессиональное развитие.

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АҒЫЛШЫН ТІЛІ МҰҒАЛІМДЕРІНІҢ КӘСІБИ ҚАЛЫПТАСУ КЕЗЕҢІНДЕГІ ТӘЛІМГЕРЛІКТІҢ ПСИХОЛОГИЯЛЫҚ ЫҚПАЛЫ

Аңдатпа

Бұл мақалада тәлімгерліктің жаңадан бастаған ағылшын тілі мұғалімдеріне психологиялық әсері қарастырылады, әсіресе тәлімгерлік қарым-қатынастардың кәсіби әл-ауқат пен мамандыққа деген адалдықты қалай қалыптастыратынына баса назар аударылады. Қазіргі теориялық әдебиеттер мен эмпирикалық зерттеулерге жан-жақты шолу жасай отырып, мақалада жақсы жасалған тәлімгерлік бағдарламалар кәсіби күйіп қалуды азайтуда, оқытушылық қабілеттеріне деген сенімділікті арттыруда және оқытудың алғашқы жылдарындағы қиын кезеңдерінде маңызды эмоционалды қолдау көрсетуде маңызды рөл атқаратыны көрсетілген. Зерттеуде әртүрлі тәлімгерлік модельдері мен олардың психологиялық нәтижелері, соның ішінде стрессті азайту, кәсіби жеке басын дамыту және төзімділікті арттыру талданады және ағылшын тілін оқыту контекстіне тән мәселелер қарастырылады. Нәтижелер жоғары сапалы тәлімгерлік пен психологиялық әл-ауқаттың жақсаруы, кадрлардың ауысуының азаюы және жаңадан бастаған мұғалімдер арасында тұрақты кәсіби өсу арасындағы тығыз байланысты көрсетеді. Мақала білім беру мекемелеріне арналған практикалық ұсыныстармен аяқталады, онда педагогикалық құзыреттіліктерді дамытуға және жаңадан бастаған ағылшын тілі мұғалімдерінің психоәлеуметтік қажеттіліктерін қанағаттандыруға бағытталған құрылымдық және контекстке сезімтал тәлімгерлік бағдарламаларын енгізудің маңыздылығы атап өтіледі.

Тірек сөздер: тәлімгерлік, жас мұғалімдер, ағылшын тілін оқыту, психологиялық әл-ауқат, педагогикалық кадрларды сақтау, өзіндік тиімділік, кәсіби даму.

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