

# Technology for Forming Effective Team of Teachers for Orphaned Children

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**Abstract**—This paper describes the results of the theoretical development and experimental research of the technology of forming a teaching staff of an organization for orphaned children. An effective teaching staff is a prerequisite for successful socialization and formation of children's personality in the conditions of a child care center. The methodological basis of the research is a system of methodological approaches, including system, integral, personality-oriented, acmeological, environmental, and activity-based approaches. Criteria and parameters that allow to evaluate the level of effectiveness of the teaching team have been developed and presented. The levels of formation of parameters and criteria are described. The results of the experimental work allow to come to the conclusion about the effectiveness of the proposed technology for the formation of an effective team of teachers.

**Keywords**—technology, team of teachers, education environment, effectiveness, formation

## I. INTRODUCTION

The organization for orphans and children left without parental care is a special organization, if possible, for temporary maintenance, supervision and care, education and training, socialization and social adaptation of orphans and children left without parental care, whose main tasks include: creating favorable, close to home, conditions that contribute to the comprehensive development of the child's personality, medical, psychological and pedagogical rehabilitation and social adaptation of pupils; ensuring the family structure of orphaned children, health protection and promotion, their social protection; education and training in the interests of the individual and the state, post-international support of graduates. The activities of an effective teaching staff of such an organization should be based on the principles of humanism, the priority of universal values, the free development of the child's personality, the secular nature of education and autonomy. The formation and preservation of a favorable psychological climate in the organization for orphaned children is one of the fundamental tasks of management, which directly affect the effectiveness of the teaching team. The function of an organization for orphaned children and children left without parental care (for example,

an orphanage) as a social institution is to educate, support children, provide them with social protection and social adaptation. It is in orphanages that this category of children passes their socialization if it is impossible to transfer the child to a family for upbringing.

## II. METHODS AND METHODOLOGY

### A. Research Methodology

The research methodology was formed based approaches: *systemic approach* that allows us to define system properties study of the pedagogical process, the ratio of its structure and function (V. G. Afanasev, I. V. Blauberg, V. N. Sadovsky, E. G. Yudin); *integral approach* to determine the integrative characteristics of the educational process are designated each "part" to "whole" (V. S. Ilyin, N.K/ Sergeev); *subject approach* aimed at the study of personality as a self-regulating subject (S. L. Rubinstein, V. A. Petrovskiy, V. I. Slobodchikov, N. M. Borytko); *activity approach* as an explanatory principle and design education (K. A. Abulkhanova-Slavskaya, L. S. Vygotsky, A. N. Leontiev, S. L. Rubinstein); *acmeological approach* focused on exploring the potential of self-development (V. A. Badal, A. A. Derkach); *the personal approach* oriented to the determination of the functions of the individual in human life (E. V. Bondarevskaya, V. V. Serikov, A. I. Yakimanskaya); *environmental approach* aimed at the study of the environmental mechanisms for creating personal developing situation (N. I. Vyunova, Yu. S. Manuilov, N.V.Khodyakov).

### B. Features of the team of teachers of the organization for orphaned children

With this in mind, we understand an effective teaching staff of an orphanage as an intentionally consolidated team that implements an educational function, compensates for the absence of a family for pupils, and is distinguished by the multi-disciplinary nature of the team members, whose personal pedagogical experience includes unified value, target, content and technological components aimed at solving the

tasks of implementing the mission of maximum socialization of pupils.

An effective collective is able to show unity and integrity in relation to other social objects, in relation to itself as a collective, to reflection. As a result of such joint activity, a sense and image of "we" are formed, which gives special importance to the system-forming corporate energy. In an effective team, we believe that the most important thing is the well – coordinated interaction of employees-educators, teachers and other non-pedagogical specialists, which is carried out at the personal level (the level of meanings and values). The highest level is the mutual cooperation of the team members, aimed at implementing the mission of the organization for orphans and children left without parental care, for which it functions. A diverse group of employees working in a single educational system, which, in our case, is a family-type children's home, has a common "material" of its activities and the process of transforming this "material", in which each specialist must be involved with its own component of the process. Of course, the formation of the professional worldview of the orphanage staff is a continuous process that includes not only professional and pedagogical self – improvement, but also an active transformation of their inner world by each specialist, leading to an understanding and acceptance of the overall goal of the team, while realizing their own professional function and tasks (according to their pedagogical specialization) in achieving it.

After analyzing the scientific sources and practical activities of the teachers' team, we have identified the following special features of a teacher's team of center of help for orphaned children:

- 1) specifics of training and upbringing activities;
- 2) the dependence of self-actualization and self-realization of children on the social and pedagogical position of the adult team;
- 3) system self-organization of the orphanage team;
- 4) polyfunctionality of the teaching profession;
- 5) self-management;
- 6) high level of psychological and social responsibility;
- 7) irregular working hours;
- 8) the presence of a prevailing gender trait;
- 9) projecting the psychological microclimate, interpersonal relationships, management style and activities of the team of teachers on the children's team of pupils.

The main distinguishing feature of the team of teachers of the center of help for orphaned children is *the specifics of professional activity, namely, in training and educating the younger generation in special conditions*. The teachers' team can be effective only in conditions when it is an element of a specially formed educational environment [1].

### III. MODEL OF SPECIAL EDUCATIONAL ENVIRONMENT FOR ORPHANED CHILDREN

In the conditions of an orphanage functioning in society, in a certain socio-cultural situation, a special personality-oriented environment is formed that implements educational functions, including training and upbringing. The integrated model of the special educational environment consists of the components shown in figure 1.

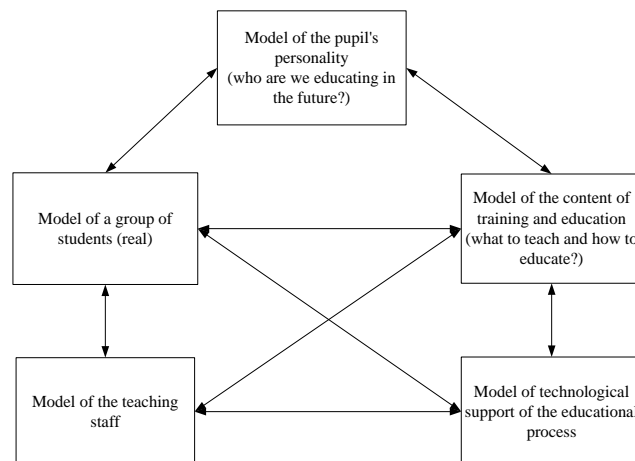


Fig. 1. Model of the special educational environment for orphaned children

**The pupil's personality model** reflects the requirements for training and upbringing, as a result of which the pupil's personality is formed and developed.

**The model of the team of teachers** considers the structure of the team of teachers, as well as the personal characteristics of teachers and other members of the team: professional and pedagogical qualities, knowledge of modern methods and technologies of education and training, other competencies, information culture, educational skills.

**The model of the content of education and training** includes educational and training goals, features of the system of competencies that need to be formed in pupils, educational and educational information, didactic requirements, pedagogical situations.

**The model of technological support for education and training** contains components that ensure the implementation of the educational process at the technological level.

**The model of a group of students** displays components related to the personal characteristics of students.

This integrative model allows us to present the educational environment in a comprehensive way, considering its features and the fact that it is a component of society that has certain features. The environment is personality-oriented, since it is fully focused on the pupil's personality, on its successful formation, development and socialization.

We consider the educational environment in which children are brought up without parents as the only powerful potential for the "resonance" of valuable motivational and semantic principles of life in the system of personal

coordinates of pupils due to the absence of a family, which forms the child's idea of social ties and includes him in them from birth, introduces universal values, moral and cultural standards of behavior. Thus, our proposed model of the special educational environment, presented above, gives an idea of what components are necessary for the educational environment to ensure the effectiveness of teachers' team.

#### IV. FORMATION OF AN EFFECTIVE EDUCATING TEAM

The formation of an effective team of teachers [2] has 4 stages, shown in figure 2.

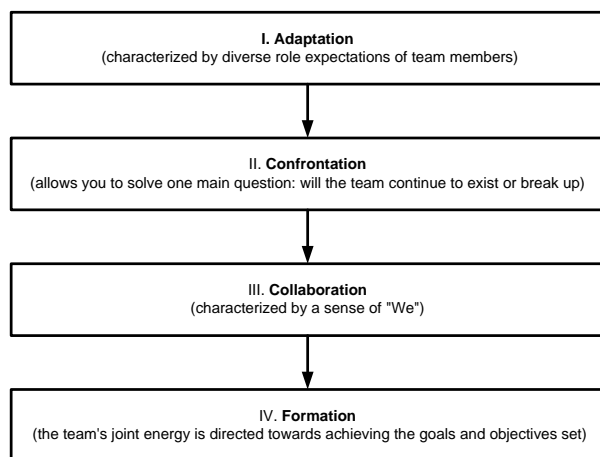


Fig. 2. Structural diagram of the main stages of work on the formation of an effective team of teachers

We will consider in detail the stages and levels of formation of an effective team of teachers [3] from teachers and employees of various services of the orphanage at all stages, as well as the actions of the administrative level during the implementation of this technology.

Let's take a closer look at some aspects of each phase of the formation of an effective team of teachers.

**Stage of adaptation.** At this stage, the team of adults and children gathers after the summer Wellness campaign and enters the channel of stable creative work. The team of adults (employees) and children is undergoing significant changes due to natural processes, such as an increase in the number of young professionals, employees being on periodic leave to care for children up to three years [4].

The process of consolidation of the orphanage team into a team of like-minded people begins with the "embedding" of new teachers in groups-families (building microgroups). At the first stage, a person-oriented and humanistic space is built, in which employees of the orphanage, who not only have a professional pedagogical education, are considered as intermediaries between the pupil and culture, able to introduce them to the cultural environment, provide support and assistance to each child in their individual and personal self-determination in the world of cultural and universal values. At this stage, there is also an organization of informal structures (interest clubs), working with which is carried out in line with cultural and historical pedagogy and meets the specifics of

value management. Interest clubs organized and implemented by educators are focused primarily on the personal growth of the teacher, since they transfer the teacher from the instrumental and methodological level to the methodological and philosophical level. In addition, club activities contribute to the versatile development of the pupil, affect the formation of the motivational and value component of his personal sphere. At this stage, one of the ways to form an effective team of teachers is to transfer responsibility for conducting current events and implementing projects, as well as managing certain types of activities to the team members.

This contributes to the formation of responsibility for the result, independence in decision-making, provides mutual support among colleagues, that is, directionally implements the goals set in the intentional consolidation of the orphanage team, which contributes to the formation of an effective team of teachers.

The main thing for this stage is a clear regulation of the complex multifunctional structure of the children's home, the smooth operation of a complex organism, which is achieved by studying the legal framework governing the activities of the institution, instructions on life safety and monitoring their implementation by the administration.

The main forms for this purpose are a permanent seminar, production meetings, a meeting of the methodological Association, pedagogical discussions, pedagogical consultations and internal events aimed at improving the qualification levels of specialists.

The next stage in the implementation of the technology for the formation of an effective team of teachers is **the stage of confrontation**. By the end of this stage, conflicts in interaction are resolved and intra-group roles are defined, and consensus is reached in a diverse community. At this stage, the members of the orphanage team are observant and track differences, as a result of which the leader is guided by the group as a whole.

**Stage of cooperation.** At this stage, the exchange of opinions and thoughts takes place in an atmosphere of friendship and trust. The management has created and supports conditions for continuous education and development of metasubject competencies of teachers, their professional and creative self-realization, development of creative groups and collective projects with the participation of teachers. In this phase, team members can alternate leadership in collective Affairs and projects and show personal responsibility for the results of their activities.

**The stage of formation** comes when the joint energy of the team of teachers is directed to achieve the goals and objectives set. Thanks to the high level of group attraction, the team of teachers becomes capable of maximum achievements.

The main forms of work during this period are industrial meetings, pedagogical discussions and intra-organizational events, the work of creative groups aimed at the joint implementation of goals and objectives.

In the work of the children's home, a cumulative effect is achieved that combines the positive influence of all factors.

Teamwork is perceived positively by the team members, as a result of which the team of the orphanage increases their satisfaction with their work, which is also an indicator of performance. At this stage, the overall goals of the institution are set and achieved. Emerging conflicts are considered as a factor of further development. This stage is the most favorable for planning and joint implementation of projects in teaching practice. An intentional attitude to a full – fledged dialogue and readiness for it allow the team to realize a single ultimate goal-socialization of the graduate's personality and preparation for adult independent life.

#### V. CRITERIA OF TEACHERS TEAM EFFECTIVENESS

Analyzing various forms of work with the team of teachers, focused on its effective functioning, we note that the initial form of work with the team was chosen pedagogical discussions, which were held with teachers as the core of the general team of the orphanage. Then medical, psychological and pedagogical consultations were organized, bringing together specialists of various profiles, including medical personnel, and, finally, general intra-organizational activities aimed at improving the qualification levels of specialists and employees of the orphanage. It was here that psychological, philosophical, sociological, ethical, cultural, and pedagogical ideas had to find their transformation into pedagogical values that determine the meaning of the educational system "children's home" [5].

The experimental work was planned and carried out in accordance with the hypothesis of our study and involved testing the technology developed for the formation of an effective team of teachers of organizations for orphaned children, followed by an assessment of its effectiveness [6]. Two groups of teachers took part in the experimental work, one of which was designated as a control group (CG), the other as an experimental group (EG). We developed a system of criteria and parameters that allowed us to establish the level of effectiveness of teaching teams at the ascertaining and control stages of experimental work. The system of criteria and parameters is presented in table I.

TABLE I. CRITERIA AND PARAMETERS OF FORMATION OF EFFECTIVE TEAM OF TEACHERS, LEVELS AND DIAGNOSTIC MATERIAL FOR THEIR MEAS

Criteria for the formation of an effective team of teachers	Parameters
<b>criteria for children's upbringing</b> (moral maturity of the child's personality and the formation of social qualities)	level of moral maturity of children
	the level of formation of the main socially useful qualities (education)
<b>value-semantic</b> (unity of value-semantic orientations of team members based on the ideas of humanistic pedagogy)	the level of value-oriented unity
<b>reflexive</b> (collective reflection in psychological and pedagogical problems and formation of reflexive and analytical experience of employees)	level of development of reflexivity
<b>professional and creative</b> (readiness of the team for professional and creative activity)	assessment of a person's creative potential
	the level of readiness of the teacher for educational work
<b>intentional</b> (formation of an intentional-dialogic environment in the team)	professional achievements of teachers
	assessment of the level of sociability
<b>socio-psychological</b> (formation of a favorable socio-psychological climate in the team)	assessment of communication control
	psychological climate in the team
<b>team approach</b> (employees' readiness to work in a single team)	assessment of aggressiveness in relationships
	integral self-assessment of the level of development of the group as a team
<b>managerial</b> (the focus of the team management system on universal values or value management)	the index of group cohesion
	the level of empathy
	precommunicative
	evaluation of management styles
	assessment of the orientation of the team management system to universal values

Table II shows the characteristics of the levels of formation of an effective teaching staff developed by us.

TABLE II. COMPREHENSIVE CHARACTERISTICS OF THE LEVELS OF EFFECTIVENESS OF THE TEAM OF TEACHERS

Level s	Characteristic
low	<ul style="list-style-type: none"> <li>- formal team;</li> <li>- collective analysis does not initiate search activity, and only a small part of employees come to an agreement when discussing problems and situations collectively;</li> <li>- lack of awareness of the role of humanistic pedagogy in the formation of an orphan child's personality;</li> <li>- low indicators of satisfaction with the life of the organization, the members of the team are dominated by material motives;</li> <li>- collective traditions and customs are supported only by individual members of the collective;</li> <li>- each employee performs their duties and is not responsible for the overall result of the activity;</li> <li>- cooperation of teachers is limited to subject problems, achievements in the quality of education and training at school in a certain period;</li> <li>- collective pedagogical activity is manifested in the coordination of activities in accordance with the work plan of the children's home, in establishing relationships with institutions for basic and additional education in which pupils are trained, in joint implementation of integrated activities for pupils, etc.;</li> <li>- non-pedagogical specialists do not show a desire to participate in general collective activities of the organization.</li> <li>- there are often conflicts in the team, there is a large turnover of personnel.</li> </ul>
medium	<ul style="list-style-type: none"> <li>- developing team;</li> <li>- cooperation of teachers reaches a new level, which involves their interaction in the assimilation of more complex elements of the content of education and socialization – methodological culture, systems of independent learning activities, experience of creative (productive) thinking, style and self-organization in the educational process;</li> <li>- collective educational activity goes beyond the "subject framework", forms a certain experience and traditions of the life of the orphanage and its pupils.</li> <li>- teachers' self-actualization and reflection on their activities are enhanced;</li> <li>- relationships with non-pedagogical specialists are being built, and there is a need for General organizational discussions and events;</li> <li>- there is a pedagogically appropriate distribution of functions of employees in the structure of the orphanage.</li> <li>- there is a solution of complex educational tasks that cannot be solved by the teacher on their own, such as the formation of professional orientation of the pupil, the General culture and culture of speech of the child, etc.</li> </ul>
high	<ul style="list-style-type: none"> <li>- effective team;</li> <li>- interaction of teachers and other specialists is in the nature of solidarity, mutual support, the desire to support and strengthen individual elements of the author's pedagogical systems of each other;</li> <li>- there is a high level of self-actualization of teachers, reflection on their activities;</li> <li>- developing collective intentionality necessary for implementation of the most complex educational problems associated with the formation of positive personal experience of the pupil, of a system of value orientations, cultural and basic competencies that ensure successful fulfillment of the graduate in society in the post period;</li> <li>- creating a situation of personal development, socio-cultural intentional-dialogic environment, project activities, which requires students to show selective acceptance of values, moral reflection;</li> <li>- favorable social and psychological climate in the team;</li> <li>- the team is a single professional team;</li> <li>- value management of all processes in the institution.</li> </ul>

Thus, we considered the criteria and parameters to determine the effectiveness of the teaching staff, as well as the levels of formation, to establish the degree of effectiveness of the teachers' team of the orphanage.

## VI. RESULTS OF EXPERIMENTAL RESEARCH

According to **the value-semantic criterion** that determines the unity of value-semantic orientations of team members based on the ideas of humanistic pedagogy, the most significant increase is observed in the high level of formation of value-oriented unity in the EG (+81) in the absence of a low level of formation of value-oriented unity in both groups. During repeated diagnostics, a significant result was revealed in the EG – the obtained number 81 represents the coefficient of coincidence of opinions of team members and indicates a high level of value-semantic unity of the team, which is an important indicator of the formation and formation of the professional worldview of teachers, the basis for interaction between the team of teachers and pupils, ensuring the effectiveness of educational activities. In CG, the indicators remained unchanged.

According to **the reflexive criterion**, which shows the formation of collective reflection in psychological and pedagogical issues and the formation of reflexive and analytical experience of employees, the most significant changes are observed in the EG for a high level of reflexivity formation (+13). Although the values of the criterion have not changed dramatically, it is important to note that the level of development of reflection allowed us to identify its orientation, which is distinguished by the "temporary" principle: situational (actual), retrospective and perspective reflection. If at the ascertaining stage in the EG, situational and retrospective reflection was revealed to a greater extent, then the final diagnosis revealed a sufficient level of perspective reflection. No significant changes were detected in the group of CG, but the formed level of reflexive and analytical experience of employees makes it possible to professionally solve the tasks set for the team.

In the final diagnosis according to **the professional and creative criterion** that determines the readiness of the team for professional and creative activity, there are positive changes in the EG and CG, but they are significant in the EG (+58, +41, +98), a high level of formation prevails in all three parameters. Achieving a high level allows the team of teachers of the EG and the teacher, in particular, to freely navigate in the choice of technologies and methods of educational work, considering the special conditions of the organization for orphans, individual characteristics of pupils. The professional level achieved by EG allows us to solve the main problem – the development of the orphan child's personality, to creatively approach the organization of educational activities, and to be critical of the experience of colleagues.

The final diagnostics of **the intentional criterion**, i.e. the formation of the intentional-Dialogic environment in the team in the EG showed positive changes in quantitative values at the levels (+30, +26). The revealed level of development of the teachers' communication skills makes it possible to determine to a large extent the features of a person's "vision"

of internal corporate laws and regulations. In CG, the changes are insignificant (+14). At the same time, the parameter of communication control in the EG reached only an average level, while in the CG the indicators remained closer to a low level.

The final diagnosis based on **the socio-psychological criterion**, which assesses the formation of a favorable socio-psychological climate in the team, showed positive changes in all groups, first of all, this was influenced by the stability of the teams, but the quantitative indicators (+44, +40) EG significantly prevail over the indicators (+19, +16) CG. During the initial diagnostics at the ascertaining stage, it was revealed that the teams of the two organizations are quite Mature and able to perform production tasks. In the final diagnosis, the CG retained its position, and the EG reached the highest stage in the development of the group.

**Command criteria**, assess the level of preparedness of employees to work in a team and team unity, it should be noted that the EG (+10,2) reached a high level of maturity, efficiency and reliability of the team, showed a high result of the cohesion of the group (+24), level CG for the above parameters remained average.

In the final diagnosis of the level of formation of polycommunicative empathy in CG, it is worth noting a slight decrease in levels. We relate this fact to the intense activity of the team and the emotional burnout of individual employees. On the contrary, in EG, where the technology of forming an effective team was implemented, with the same strenuous activity, emotional burnout was not detected in teachers and an increase in indicators was achieved (-26, +2, +12).

Re-evaluation of management styles showed that the EG Manager switched to team management (group management or "face-to-face" management), in which maximum efforts are directed both to solving production issues and to solving employee problems. Such guidance is aimed at bringing all employees together and involving all employees in the process of making major decisions aimed at achieving the goals of the organization. This significantly increases the satisfaction of subordinates with their work, as well as high efficiency of the entire organization. The management style in the CG has remained unchanged and is defined by us as production and social management. A Manager who is guided by this style of management is able to combine the solution of both production tasks and social problems of subordinates, and he always makes a compromise. However, this management style does not involve discussion of the Manager's decisions, so the team is not involved in decision-making and is not responsible for the result [7].

Determining the levels of formation of all sixteen parameters (Table 1): the level of moral maturity of children, level of formation of socially useful qualities of the pupils, the level of the value-orientation of unity, the level of development of reflexivity, the level of the creative potential of the personality of the teacher, the level of preparedness of teachers to the educational work, the level of professional achievement of teachers, level of sociability, the level of formation of communicative control, psychological climate in the team, the level of aggressiveness in the relationship, the

level of group development as team, the social cohesion index, the level of polycommunicative empathy, the established management style, and the level of orientation of the team management system to universal values allowed us to assess the level of formation of each criterion for the effectiveness of the team of teachers. And also, what level of formation of each individual criterion in the experimental and control groups. It is obvious that most of the EG managed to make a level transition from the middle, and even from a low level, to a high one. The level increase in EG changed slightly only in one case – according to the second criterion "collective reflection in psychological and pedagogical problems and the formation of reflexive and analytical experience of employees". The results of the CG remain unchanged and, in their values, mainly correspond to the indicators of the middle and low levels [8].

We would like to emphasize that the values of the levels of formation of parameters of positive changes in the groups are not random, since at the ascertaining stage of experimental work, the differences between the experimental and control groups were not significant, but at the control stage, statistically significant differences were revealed.

Thus, verification of the technology of forming an effective team of teachers based on intentional consolidation showed the dynamics of changes in the indicators of the stated criteria. The formative stage of experimental activity provided for the gradual introduction of technology for the formation of an effective teaching staff. As a result of comparing and analyzing these criteria and parameters of intentional consolidation of the team and raising the levels, we can state a direct impact of the technology of forming an effective team on the formation of an effective teaching team and the success of professional activities.

## VII. CONCLUSION

Pedagogical interaction is dialogical in nature, self-actualization and self – realization of children in an orphanage are directly dependent on the attitudes, motives, interests, value orientations and beliefs of the teacher, collectively referred to as "socio-pedagogical position", and in the context of "children's home" - on all adults who make up the overall team of the institution. This circumstance encourages the staff of the children's home to self-organization, constant self-improvement [9].

Revealing the next, no less important feature of the pedagogical staff of the orphanage, it is necessary to focus on the multifunctional nature of the pedagogical (educational) profession. Thus, a modern teacher of Center of help for children performs simultaneously the functions of a subject teacher, class teacher, social teacher, circle leader, organizer of socially useful activities, performs diagnostics, correction and forecasting of the child's development level, manages the socialization process, organizes everyday life and comfort, encourages the development of self-service skills in pupils, etc [10]. It is not surprising that working in an orphanage is associated with increased emotional costs and psychological stress caused by a high level of labor responsibility. The success of the professional activity of kindergarten teachers is

related to their attitude to it, on the one hand, as an important part of their own life, as a way of self-realization and self-actualization through altruistic intentions of love, help, support, compassion, and participation. On the other hand, teachers should be aware of the social significance of their professional mission, the measure of their psychological and social responsibility [11].

The polyfunctionality of teachers' activities determines the polyfunctionality of the entire teaching team. Solving their professional tasks of socialization of graduates, the teaching staff goes beyond the educational institution. In addition, many teachers and caregivers of orphanages are characterized by active implementation of the research function in teaching activities [12]. Today, in an orphanage, the educator-researcher feels the need and has the ability to go beyond the limits of normative activities, subtly grasp the advantages and disadvantages of pedagogical innovations, has the opportunity to independently master, create and implement new values and technologies within their group, search for and find individual approaches to the formation of an orphaned child's personality, taking into account the diagnosed socio-pedagogical, psychological and medical problems [13].

The main issues of the life of the orphanage staff are discussed at various levels of management. The activities of collegial management bodies such as the Council of the institution, the pedagogical Council, methodical Council and methodical Association of psychological-medical-pedagogical consultation, the Board of Trustees, children's Council, etc., develops independence and encourages initiative of members of the teaching staff [14]. Vertical delegation of authority to ordinary educators creates the necessary prerequisites for the formation of a positive public opinion in the team, the development of independence and initiative.

Individual efforts of individual teachers and their activities will not bring the desired success and will not be effective if they are not coordinated with the actions of other teachers, if there is no unity of actions, requirements in the organization of the day of the orphanage, the educational process, etc [15]. The unity of teachers can be manifested in value orientations, views, beliefs, but this does not mean uniformity in the technology of pedagogical activity. On the contrary, the understanding that self-realization of pupils is possible only if the adults who organize the educational process act not as a "set" of specialists of a certain profile and qualification filling the staff schedule, but as an integral team guided by important and common value-semantic bases of professional activity initiates the search for new approaches and technologies for organizing the activities of a specific institution "children's home" [16]. This value-semantic foundation provides not only a deep awareness of their life and professional mission, but also the internal consistency of the educational environment of the institution, the consistency and coherence of actions and interactions that unfold within it, and the consolidation of the team of specialists.

Among the features of the life of the pedagogical staff of the children's center, it is also necessary to include the absence of a time frame for performing certain types of pedagogical work. This is especially true for all residential institutions,

including orphanages, and is primarily due to the specifics of the work – round-the-clock stay of children, which, of course, creates an additional burden for all members of the team [17-22].

The main feature of the teaching staff is that its psychological microclimate, interpersonal relationships, management style and activities are necessarily projected on the children's team of pupils. In this regard, we consider it necessary to pay special attention to the concept of "psychological climate" in our future study. In our research, an effective teaching staff acts as a powerful pedagogical tool in the new conditions of the institution.

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