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**EUROPEAN VECTOR OF CONTEMPORARY
PSYCHOLOGY, PEDAGOGY AND SOCIAL SCIENCES:
THE EXPERIENCE OF UKRAINE
AND THE REPUBLIC OF POLAND**

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INFLUENCE OF PEDAGOGICAL ACTIVITY ON THE STATE OF PROFESSIONAL HEALTH OF TEACHERS

Meshko H. M., Meshko O. I.

INTRODUCTION

As it is known, pedagogical activity requires a certain level of psychological and psychophysiological status of the teacher, ensuring its success and quality. On the other hand, the conditions of activity, the professional activity itself, its content substantially affects the psychophysiological state, the health of the teacher, even if his individual characteristics meet the requirements of pedagogical activity. Peculiarities of professional work are often considered as causes of teacher's low health indicators. They usually show the general defects in the organization and working conditions that adversely affect its effectiveness.

Studies of pedagogical activity testify to its high emotional intensity, potential affectogenicity (S. Vershlovsky, N. Kuzmin, A. Markov, L. Mitin, V. Slastonin, M. Smirnov, A. Shcherbakov, V. Yakunin, etc.). High emotional tension is caused by the presence of a large number of risk factors, stress factors that are constantly present in the teacher's work and affect his well-being, working capacity and quality of professional activity. According to the World Health Organization, the stress ratio of pedagogical activity is 6.2 points (with a maximum coefficient of 10 points). In the list of the American Institute of Stress Studies, first places are taken by high school teachers, police and miners.

In pedagogical work, along with the general factors of health risk workers in the mental sphere (e.g., nervous-emotional stress, information overload, hypokinesia) there are specific risk factors, such as: significant vocal load in the performance of professional duties, predominance in the process of labor the activity of static load, large volume of visual work, violation of the working moments of work and rest, etc. In psychological and pedagogical science, we can find much research devoted to the identification and analysis of occupiogenic risk factors that contribute to the deterioration of the mental and physical health of teachers (O. Vasiliev, O. Dubnova, O. Kocherga, S. Kryvtsova, G. Mitin, A. Nine, G. Serikov, M. Smirnov, L. Sheveleva, M. Fedortseva).

M. Smirnov names the distinctive features of a teacher's profession, reflected in his state of health: the work of the teacher serves both as a mental and physical, combining both creative, organizational and research activities; high density of interpersonal contacts; a large number of stressful situations, high nervous-emotional stress; periodic necessity to carry out the planned work in a strictly regulated term; special responsibility to their students and colleagues; the need to make operational decisions; significant mobilization of analyzers, attention, memory functions ¹.

The great nervous tension, as well as the failure of the teachers to keep to the regime of the day, in particular, low motor activity, are the causes of disorders of the nervous system, which are the most common forms of diseases of teachers. A. Nine and G. Serikov described the psychophysiological mechanism of nervous system disturbance typical for teachers: the constant loading of the same centers of the cerebral hemispheres contributes to a sharp redistribution of cerebral blood flow, which provokes first insomnia, and then general overwork and nervous disorders. Therefore, scientists believe ², psycho-physiological regulation of a teacher's life is required with the help of physical activity, which will accelerate the corresponding processes in the cerebral cortex.

If we add the above-mentioned features of the pedagogical profession negatively affect the personality of the teacher and their own psychological factors, in the complex, it can cause deviations in the professionalization of the teacher, the deformation of his personality and generally the deterioration of professional health.

Therefore, the problems of the influence of the profession of the teacher's personality, the state of his health require a more detailed study. The purpose of the study is to identify the peculiarities of pedagogical activity as determinants of the teacher's professional health, to carry out a comprehensive analysis of the consequences of the negative influence of the teacher's profession, which cause violations of the harmonious development of the teacher's personality (professional destruction, professional deformation, professional burnout).

¹ Смирнов Н.К. Руководство по здоровьесберегающей педагогике. Технологии здоровьесберегающего образования. М.: АРКТА, 2008. 288 с.

² Найн А.А. Проблема здоровья участников образовательного процесса. *Педагогика*. 1998. № 6. С. 53–57.

1. The interaction of the teacher's personality and the pedagogical profession: the two facets of one problem

The problem of the influence of pedagogical activity on the teacher's health is a reflection of a more general problem of the ratio of personality and occupation in general. The analysis of psychological and pedagogical literature shows that there are two approaches to understanding the interaction of personality and profession.

Representatives of the first approach (F. Parsons, E. Rowe, D. Holland, etc.) believe that the person is selected by the profession. At the same time, the attention of scientists focuses on the affective aspect of the personality development of a professional. The primary hypothesis is that each person is intended for a certain type of activity. The main emphasis of this direction is on adaptability, the adaptation of the individual to the requirements of the profession, on «aligned to a certain given sample», on the formation of professionally significant features and qualities. The basic life orientations that form in a person before the choice of a profession, in the process of further development remain unchanged.

The second approach to the interaction of the person and the profession of a specialist (K. Abulkhanova-Slavskaya, B. Ananiev, E. Borisova, E. Klimov, L. Kolesnikov, T. Kudryavtseva, Yu. Povarenkov, O. Rukavishnikov, D. Super, V. Shadrikov and others) is built on the assumption that the profession is chosen on the basis of certain qualities and attitudes of the individual, but at the same time, each profession imposes a specific imprint on the mental record of a person, affects personality changes during professional development.

There are many studies in psychological and pedagogical science that show the positive influence of professional activity on personality (Y. Borisova, V. Druzhinin, V. Orel, Yu. Povarenkov, A. Rukavishnikov, I. Sinita, V. Shadrikov, L. Urvantsev and others). The positive influence of the profession on the personality of the teacher manifests itself in the formation of professional self-consciousness, pedagogical orientation, pedagogical thinking, in the development of professionally important qualities, in mastering pedagogical experience, etc.

However, the influence of the profession on the identity can be expressed not only in improving the adaptability of the individual to the requirements of the profession, but also some negative manifestations of personality, such as a sharp aggravation of personal qualities, «coarsening» and carrying out

behavior, thinking, communicating, leading to complications interacting with other people and making her behavior inadequate. The inevitability of the negative impact on the profession of teacher Ivan Shcherbo noted: «The school has developed a stamp, we perceive the professional development of a specialist only as growth, improvement, i.e. with a plus sign. However, this process has the vector and countdown – to negative values and destruction, deformity»³.

The negative influence of the profession on the teacher's personality, the state of his health can be represented schematically (Fig. 1).

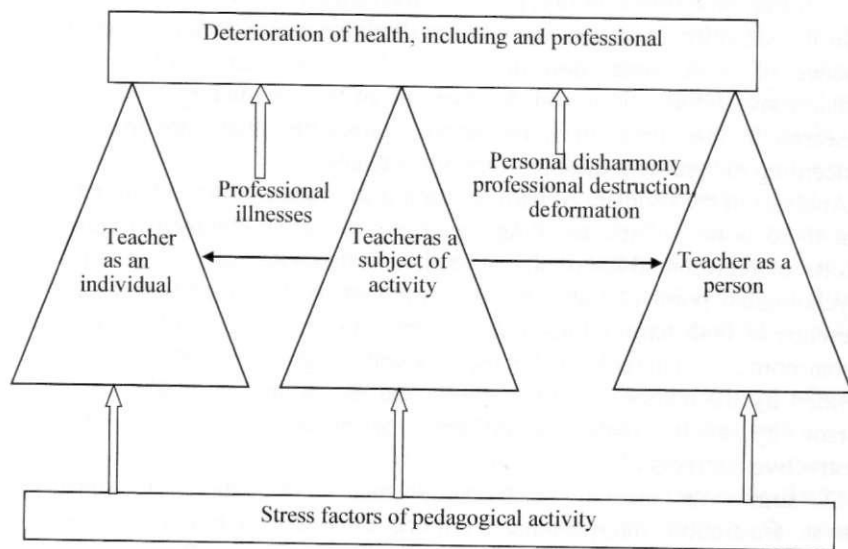


Fig. 1. Influence of the profession on the personality of the teacher

Scientists call the various negative effects of professional factors influence on the teacher's personality, reflected on his professional health: professionally caused by the destruction of his personality (A. Markova, E. Simanuk, I. Schcherbo); professionally predetermined personality deformities (S. Beznosov, E. Zeer, O. Polyakova, E. Rogov, O. Yurchenko); the development of a personal disharmony of the teacher (E. Donchenko,

³ Щербо И.Н. Профессиональная деструкция учителя: что с ней делать? *Народное образование*. 2005. № 5. С. 82–86.

L. Mitina, N. Savchuk, T. Titarenko, V. Semichenko, A. Milts); professional stress (O. Baranov, G. Zaychikova, V. Kaloshin, L. Karamushka, S. Maksimenko, A. Markovets, V. Pavlenko, N. Samokin); the formation of symptoms of emotional burnout (V. Bogush, V. Boyko, N. Vodopianova, S. Jackson, K. Maslach, V. Orel, T. Ronginskaya, O. Rukavishnikov, N. Starchenkova, T. Formanyuk); reduction of labor productivity, working capacity, occupational diseases (N. Vodopianova, A. Markova, L. Mitina, V. Rozov).

2. Personal disharmony, professional deformation of the teacher

In the scientific literature, there is no single approach to understanding the essence of professional deformation, a clear demarcation of professional disharmony, deformations and destructions of the personality of the teacher. Research in this direction is not enough. Recently, there are many works concerning the problem of «burnout» of the teacher.

Analysis of the problem of harmony and disharmony of the individual shows that there is no holistic teaching about it and its development requires the efforts of representatives of the most diverse branches of science. From the psychological point of view, the development of the individual implies the presence of both harmonious and disharmonious phases. The likelihood of a disharmony, T. Titarenko believes, is always high. Personal disharmony is defined by the author as «non-pathological deviation in the development of personality, arising under the influence of circumstances, crisis situations, destructive conflicts»⁴.

Disharmonious mental states, caused mainly by external circumstances (stress, frustration, interpersonal conflict), are reflected mainly on the local well-being of the teacher and do not significantly affect pedagogical communication and productivity of pedagogical activity in general. A disharmony of personal order, which is a reflection of individual life stories, due to increased emotional and mental tension, causes relatively certain difficulties in pedagogical communication, significantly reduce productivity, worsen the state of professional health⁵.

⁴ Титаренко Т.М. Життєвий світ особистості: у межах і за межами буденності. К.: Либідь, 2003. 276 с.

⁵ Савчук Н.А. Психолого-педагогічні умови корекції особистісних дисгармоній вчителів загальноосвітніх шкіл: дис. ... канд. психол. наук: 19.00.07. Волинський державний університет імені Лесі Українки. К., 2005. 204 с.

Communicative difficulties of professional activity, destructive interaction, pedagogical conflicts have been considered by scientists (M. Andros, L. Antsiferova, A. Dobrovich, L. Mitina, V. Pavlenko, V. Chornobrovkin) as specific aspects of pedagogical work that promote the identification and development of disharmonious states the personality of both teachers and students. Personality disharmony correlates with specific communicative-behavioral findings of accentuations of temperament, personality character as factors of occurrence and deepening of barriers in pedagogical interaction.

Special studies of the development patterns of personal disharmony indicate the possibility of overcoming them, taking into consideration certain factors. T. Titarenko notes that «the environment does not change our personality by itself. Variable conditions affecting the harmonization of human development, are mediated by the structure of the world of life, formed at the earlier stages of world creation. The influence on the outside is also based on the attitude of the individual towards himself-namely, the individual susceptibility of his own gender-age, typological, characterological, communicative and other properties. As long as people do not accept themselves as they are today, no qualitative changes should be expected»⁶. The author notes that «the main thing – the personality will not change, if it has no internal intention. If he/she does not want to change anything in his/her life. If his/her motivation is fuzzy, superficial, borrowed from someone»⁷.

A prerequisite for overcoming disharmony is the availability of guidance on appropriate psychological changes. Personal harmony is impossible «without satisfaction from the fullest possible disclosure of their essential forces, from the vision of prospects for further movement forward»⁸. Therefore, the teacher should know the features of his personality, professional activity, the specifics of professional development and formation, to strive for change that will prevent many negative consequences, will help to maintain professional health and longevity.

E. Zeer notes that development is the finds and losses, and thus the formation of a specialist, a professional – not only improvement but also

⁶ Титаренко Т.М. Життєвий світ особистості: у межах і за межами буденності. К.: Либідь, 2003. 276 с.

⁷ Титаренко Т.М. Життєвий світ особистості: у межах і за межами буденності. К.: Либідь, 2003. 276 с.

⁸ Титаренко Т.М. Життєвий світ особистості: у межах і за межами буденності. К.: Либідь, 2003. 276 с.

destruction⁹. The professional degradations of this scientist are considered as: violation of the learned ways of activity; destruction of the formed professional qualities; the emergence of stereotypes of professional behavior and psychological barriers when mastering new professional technologies, a new specialty; change in the structure of personality in the transition from one stage of professional formation to another¹⁰. I. Shcherbo believes that «professional destruction – a change in the psychological structure of the individual is formed in the process of professional activity. Its manifestations reduce the quality of work, cause social discomfort, both in the surroundings, and in the person itself, which make it difficult to adapt it to the former native environment»¹¹.

E. Zeer regards professional deformation as destructive personality changes in the process of performing activities¹². A. Markov calls the tendencies of professional destruction: the disintegration of professional development, the disintegration of professional consciousness; distortion of professional development, appearance of negative features, deviations from social and individual norms of professional development; low professional mobility, inability to adapt to new working conditions and disadaptation; weakening of existing professional skills, professional thinking, etc; lagging behind, slowing down the of professional development in comparison with age and social norms; inconsistency of individual parts of professional development, one sphere «runs ahead, the other lags behind»; appearance of professional deformations of the person (for example, emotional exhaustion, burnout); occupational illness or disability¹³.

Scientists define professional deformation differently: as a kind of occupational disease (E. Zeer); as a violation of the structure of the individual, narrowing the range of interests and needs to exclusively professional (O. Rubin); as the influence of professional activity on the formation of persistent patterns of behavior and thinking in the person (G. Granovska); as a deviation from a certain social point of view, norms, professional requirements, which are caused by professional work, leading to sustained changes in behavior

⁹ Зеер Э.Ф. Психология профессий. Екатеринбург: УГППУ, 1999. 280 с.

¹⁰ Зеер Э.Ф. Психология профессий. Екатеринбург: УГППУ, 1999. 280 с.

¹¹ Щербо И.Н. Профессиональная деструкция учителя: что с ней делать? *Народное образование*.

2005. № 5. С. 82.

¹² Зеер Э.Ф. Психология профессий. Екатеринбург: УГППУ, 1999. 280 с.

¹³ Маркова А.К. Психология профессионализма. М.: Знание, 1996. 308 с.

and activities (S. Hellershtein, O. Rukavishnikov); as changes that violate the integrity of the individual, reduce the level of adaptation and the effectiveness of professional functioning (O. Beznosov, M. Smirnov); as the negative influence of the profession on the psychological characteristics of a person, which complicates his/her everyday behavior in their daily life (S. Gellershtein); as a kind of compensation, which is manifested only by specialists who do not have sufficient professional skills and lack of creative moment in their work (E. Borisova); as a sharp deterioration of the personality traits of a specialist, transferring outside the professional stereotypes of behavior, thinking, communication, which leads to complication of relationships with other people, makes his/her behavior inadequate (L. Korneev); as a result of professional stress (O. Markovets); as disharmonization of the teacher's personality, caused by pedagogical activity (V. Boyko, O. Yurchenko).

Researchers distinguish the internal individual characteristics of the personality of the specialist (maturity of the individual or infantile, wealth or poverty of life experience, the ability or inability to analyze the course of life events) and external: emotional stress, high labor intensity, chronic shortage of time, lack of necessary freedom in the process of making and taking decisions, stress caused by conditions and results of work (too high or low level of responsibility, suppression initiatives, non-experience, qualifications, professional capacity, etc.), availability conflicts, inadequate remuneration for their work, inadequate support from managers, frequent and unnecessary rotation changes, displacement among the factors that predispose deformation¹⁴.

A. Markov¹⁵ relates unfavorable working conditions (exhaustion of the nervous system and the motor apparatus, traumatic facts, overload; sharp changes in the regime of work, monotonic conditions of work, poor psychological climate and conflict situation, poor working conditions – insufficient lighting, noises, etc.); with the age of man (the extinction of some positive mental qualities; the teacher decreases the empathy, the empathy of the student; firstly, marginal mental qualities (for example, emotional exhaustion) are intensified and subsequently negative signs appear, such as indifference to the student, anxiety); with professional incompetence, while highlighting unconscious incompetence (the teacher does not realize that the performance of his work does not meet the requirements) and there is no

¹⁴ Рубін О.А. Професійні деформації особистості вчителя: причини та шляхи запобігання. *Джерела*. 1995. № 5. С. 60–65.

¹⁵ Маркова А.К. Психология профессионализма. М.: Знание, 1996. 308 с.

conscious need for improvement of his work, the lack of an actual need for improvement of his professional activities to the professional deformation of the teacher.

The mechanism of professional deformation is rather complicated. Initially, negative working conditions cause negative changes in professional activity and behavior. Then, together with the repetition of complex situations, these negative changes can accumulate in the individual, leading to its restructuring. At first there are temporary negative mental states and installations, then positive qualities start to disappear. Subsequently, in place of positive properties there are negative mental qualities that change the personal profile of a specialist ¹⁶.

Professional deformation in pedagogical activity can have rather complicated dynamics of manifestations and relate to different aspects of the psyche: motivational, cognitive, the sphere of personal qualities. Its result may be specific settings and ideas, the appearance of certain features of the individual.

Scientists name the professional deformation that most often occur with teachers:

1) authoritarianism, conservatism, social hypocrisy, behavioral transfer, emotional indifference, over-control, professional aggression, role expansionism, moralization (E. Zeer, I. Schcherbo);

2) change in facial expressions, teacher's language, mental impairment (decrease in memory, volume, and concentration of attention, flexibility, and logic of thinking) (R. Makarevich);

3) self-esteem, self-assurance, straightforwardness, pedagogical stubbornness, reduced criticality of thinking, the certain dogmatism of views, lack of communicative flexibility, orientation towards social acceptance (M. Smirnov, V. Sonin);

4) conformance and readiness to obey solid instructions and rules without expressive desire for innovations and bold searches (L. Sobchuk);

5) authoritarianism and dominance (I. Zubkova, O. Yurchenko);

6) increased aggressiveness (O. Ulibina, A. Rean). A. Rean views revenge as a form of aggression;

7) inadequate self-esteem (N. Klyueva, E. Rogov, V. Sonin, O. Yurchenko), and others.

¹⁶ Маркова А.К. Психология профессионализма. М.: Знание, 1996. 308 с.

Deformation of the personality may result in different forms: a person ceases to meet the social professional norm (requirements of the profession) or individual norm (requirements to themselves), dissatisfaction, depression. G. Granovskaya believes that professional deformation is manifested in stereotyped actions. First, they accelerate and improve the efficiency of work, but when they start to dominate, the perception of the situation becomes simplified, and confidence in the infallibility of the methods used, in their abilities – superfluous. It reduces analytical abilities, flexibility of thinking and the ability to look at things from another position¹⁷. Professional deformation also manifests itself out of work (a special «teacher» appearance and manner of communication)¹⁸. The negative moment of professional deformations of a teacher's personality can be the transfer of professional stereotypes beyond the role situations of professional activity.

The teacher's professional deformation can be manifested at two levels:

1) general pedagogical deformations, which characterize the similar changes in personality in all persons involved in pedagogical activities. The presence of such deformations makes teachers teaching different subjects in various educational institutions, preaching different pedagogical views, working with different temperament and character, similar to each other (authoritarian, too instructive, dogmatic, overly self-confident, etc.);

2) typological deformations associated with a combination of personality characteristics with appropriate influence of professional activity. This usually causes aggravation of individual personality traits to the level of their accentuation¹⁹.

A slightly different approach to the problem of the types of deformations that appear in the personality and activity of teachers, says E. Rogov. He distinguishes between four types of deformations of teachers: 1) general pedagogical; 2) typological; 3) specific; 4) individual²⁰.

General pedagogical deformities are noted in all teachers. E. Rogov believes that this occurs as a result of the convergence of the subject of activity with its

¹⁷ Грановская Р.М. Элементы практической психологии. Л.: Изд-во Ленинградского ун-та, 1984. 392 с.

¹⁸ Рубін О.А. Професійні деформації особистості вчителя: причини та шляхи запобігання. *Джерела*. 1995. № 5. С. 60–65.

¹⁹ Смирнов Н.К. Здоровьесберегающие образовательные технологии и психология здоровья в школе. М.: АРКТИ, 2005. 320 с.

²⁰ Рогов Е.И. Настольная книга практического психолога в образовании. М.: Владос, 1996. 529 с.

means. Typological deformations are manifested when the personality features dissolve in the corresponding components of pedagogical activity (for example, teachers of humanities are characterized by reticence, emotionality, excessive communicability, convolutedness). Specific subject strains are determined by the peculiarities of the subject being taught. The teacher of mathematics is more restrained in comparison with the teacher of literature or physical culture. Individual deformations are manifested through the predominance of certain individual characteristics of the teacher. For example, they have an increased level of anxiety, over-responsibility, speechlessness, hyperactivity, labor fanaticism, professional enthusiasm²¹.

Emphasize the «hard», «elastic» and «plastic» forms of professional deformation (B. Karvasarsky, Ts. Korolenko, A. Markova, O. Yurchenko). Scientists attribute the «hard» form of professional deformity to neuroses, pathology, physiological and mental disorders caused by the influence of conditions of professional activity and overload. The position of the authors coincides with the fact that these phenomena are only insignificantly dependent on the propensity of the individual, and mainly – from the influence of the environment, activity.

A particular characteristic of the «elastic» deformation is fatigue, that is, a complex of physical changes in the body caused by the process of labor, which reduce efficiency and cause a conflict between the external requirements of the work of the teacher and his individual abilities. According to A. Markova, to eliminate this conflict, the body mobilizes internal resources, moving to a higher energy level of functioning. Prolonged fatigue without periods of recovery leads to chronic fatigue and fatigue, deforming the personality. Chronic fatigue is a border state, yet reversible, accompanied by irritability, reduced interest in work, depressed mood, anxiety. And deep physical changes in the mental load of the teacher is more likely to become pathological processes than in the physical forms of labor²².

The «plastic» form of deformation is observed when the teacher is completely absorbed in his professional activities, not seeing anything else in his life and having no moment of spare time. The main purpose of such a teacher is to recognize him as a good specialist. In the name of this idea, the interests of others are forgotten, including his family members. The feelings of

²¹ Рогов Е.И. Настольная книга практического психолога в образовании. М.: Владос, 1996. 529 с.

²² Маркова А.К. Психология профессионализма. М.: Знание, 1996. 308 с.

such a teacher are hidden, oppressed, thinking tendentious, dogmatic. Reduces the ability to critique, develop tension, suspicion, intolerance. There is a «dependency complex» (depending on the profession), a «work fan» complex. Such a teacher at the same time manifests dependence in relation to those who are endowed with greater power, occupy a high position of service and domination in relation to his disciples. Possible modification of professional deformation (from «elastic» to «plastic»), as well as its influence on other members of the pedagogical team, if those, according to S. Beznosov, «lack some important qualities of immunity – the ability to periodically not be similar to others, psychologically self-purifying, keeping its «I»²³.

In the works of many psychologists, teachers describe the effects of professional deformations. Scientists call different numbers of these effects (from 2-4-5 groups to 13-15-18):

- psychosomatic disorders and psychological (cognitive, emotional, and motivational) personality changes (N. Vodopianov); dehumanization, aggression, pessimism, anxiety (G. Becker, K. Seifert, I. Landshir, D. Süper);
- lower self-esteem of their competence, negative perception of oneself as a professional, dissatisfaction with oneself, negative attitude towards oneself as a personality (S. Granin);
- Nervous strain, psychosomatic and psycho-vegetative disorders, neuroticism of a person (V. Boyko);
- dissatisfaction with the profession, loss of professional growth prospects, loss of qualifications (E. Zeer).

In general, the consequences of professional deformation of teachers can be reduced to the following: the deterioration of the integrity of the individual (distortion of personal and professional profiles), its disharmonization, reducing adaptability, sustainability, the performance of the activity. The consequence of all these deformations is errors, conflicts, crises, disability, quality of professional life, deterioration of professional health. It is worth noting that scientists, based on the research objectives, use the terms «the appearance of professional deformations», «the effects of professional deformations» very often to refer to the same phenomena as synonyms.

The periods of professional crisis when a specialist is faced with the need to solve particularly difficult professional situations (E. Zeer, L. Korneev) is a sensational period for the occurrence of professional deformations. Certain behavioral changes in these cases are an answer to the complexity of the task.

²³ Безносов С.П. Профессиональная деформация личности. СПб.: Речь. 2004. 272 с.

The solution of the complex task contributes to the fact that these behavioral reactions are fixed, transformed into stereotypes, cause the exacerbation of certain personality traits (reduction of empathy, a very simplistic approach to the problem, categorical judgments, authoritarianism, educative manner of communication, the desire to reduce everything to simple schemes, generalization in perception people, depressed sense of humor).

3. Emotional burnout of a teacher as a result of professional stress

Another phenomenon of negative influence of the profession on the personality of the teacher is the phenomenon of «professional burnout». Theoretical and empirical studies of burnout are widely represented in foreign psychology. Recently, in the domestic science, there have been an increasing number of studies devoted to this problem. In many works of contemporary psychologists and teachers, the essential aspects and factors of «professional burnout» (M. Andersen, E. Arosen, R. Barke, H. Kuyarnarpu, M. Leiter, K. Maslach, S. Maksymenko, E. Maher, V. Orel, A. Painz, B. Perlman, F. Storli, T. Formanyuk, and others), development of a psychodiagnostic toolkit (V. Boyko, N. Vodopianova, D. Greenberg, T. Ronginskaya, A. Rukavishnikov, A. Sererebryakova, O. Starchenkova, etc.), search for means of prevention and correction of this phenomenon (O. Kozlova, K. Kondo, O. Markovets, N. Nazaruk, D. Trunov, etc.).

In psychological-pedagogical literature, this phenomenon is called differently: «syndrome of emotional combustion» (N. Aminov, T. Formaniuk), «syndrome of emotional burnout» (V. Boyko, A. Markova, L. Mitina). In modern studies, the syndrome of «emotional burnout» is often interpreted in the context of a broader context – «mental burnout» (M. Borisova, S. Maksimenko, K. Maslach, V. Orel, O. Rukavishnikov), «psycho-emotional extinction» (S. Androsof, O. Matviyenko, M. Peresadin), «professional burnout» (N. Vodopianova, T. Zaichikova, L. Karamushka, O. Markovets, N. Nazaruk, E. Starchenkova). In the context of our research, the approach of N.E. Vodopyanovaya, which considers professional burnout as a stress syndrome, that is a set of symptoms that negatively affect the ability to work, feelings and interpersonal relations of the subject of professional activity²⁴.

The analysis of psychological and pedagogical researches testifies to the absence of the generally accepted point of view on the essence of emotional

²⁴ Водопянова Н.Е. Психодиагностика стресса. СПб.: Питер, 2009. 336 с. (Серия «Практикум»).

burnout, its structure. Many definitions contradict each other. The most well-known description of this syndrome belongs to K. Maslach: «Emotional burnout is a syndrome of emotional exhaustion, depersonalization, and reduction of personal achievements, which may arise among specialists engaged in different types of occupations associated with the provision of assistance to others»²⁵.

A generalized study of various authors, a list of signs of this syndrome looks like this: a feeling of emotional exhaustion; dehumanization, depersonalization; negative self-perception in the professional plane (loss of sense of personal achievement); exhaustion, fatigue; psychosomatic misfortune; insomnia; negative attitude towards clients and to work; lack of work repertoire; abuse of tobacco, coffee etc.; lack of appetite or overeating; negative «I-concept»; aggressive feelings (irritability, tension, anxiety, anger); depressed mood and emotions associated with it (cynicism, pessimism, apathy, depression, feelings of hopelessness); feeling guilty. Domestic and foreign studies have shown that burnout has a significant effect on psychosomatic health. Among the possible consequences of burnout, scientists are called disturbances in the work of the gastrointestinal tract and the cardiovascular system.

Analysis of scientific papers shows that the main efforts of psychologists are aimed at identifying factors that cause emotional burnout or inhibit it. Among these factors scientists often name high emotional stress work, intensive communication with actors. The role of the working environment and personal characteristics of a specialist in the formation of burnout has been considered. In this case, some scientists distinguish external factors (especially pedagogical activities) and internal factors (especially the personality of the teacher). The main factors that cause the burnout of teachers include the daily psychological overload, selfless help, high responsibility for students, imbalance between intellectual and energy costs and moral and material rewards (the factor of social injustice), role conflicts, behavior of «heavy» students [3, with. 146].

Thus, it can be argued that professional burnout is the transfer of the «I-personal» to «I-professional», and the professional deformation is the shift of the «I-professional» to «I-personal».

Since the occurrence of professional burnout is influenced by external (situational) and internal (personal) factors, prevention and correction should

²⁵ Maslach C. The measurement of experienced burnout. *Journal of Occupational Behavior*. 1981. № 2. P. 99–113.

be aimed at identifying these factors and eliminating their negative impact on the emotional state of teachers. With regard to personal factors, here it is necessary to study the individual characteristics, motivational, emotional spheres of the individual and their relevance to the peculiarities of pedagogical activity, as well as the implementation of measures aimed at eliminating the discrepancy between the characteristics of the individual and the requirements of activity.

Correction of the influence of external factors should be aimed at optimizing the psychological climate in the pedagogical team, improving the conditions for the organization of activities (regulation of responsibilities, distribution of training load, improvement of working conditions, stimulation of work, the involvement of teachers in innovation activities, etc.).

Scientists (V. Boyko, A. Brodsky, M. Burish, T. Zaichikova, J. Edelvich, S. Filina, H. Freidenberg, etc.) note the staged, dynamic nature of burnout: from significant energy costs as a consequence of an extremely high positive the installation of professional activities to a feeling of fatigue, which gradually changes with disappointment, a decrease in interest in their work. Researchers note that the genesis of the syndrome is individual in nature, which depends on the personality traits of the teacher, as well as the conditions in which professional activities are carried out. But attention is drawn to the fact that, under the same conditions, the syndrome of «burnout» is not developed by all teachers. A psychological filter that prevents the professional burnout of a teacher is the peculiarities of his personality, the motives of vocational and pedagogical activity, and the experience accumulated earlier. The reaction of the teacher to the stressors is also determined by how much his family life compensates for the intense production life.

There are differences between professional burnout and professional deformation. Professional burn-up – the transfer of «I-personal» to «I-professional», and professional deformation – on the contrary, the shift of the «I-professional» to «I-personal»²⁶. Professional deformation is not always negative. In most studies, professional burnout is considered as a psychological phenomenon that has a negative impact on human health and the effectiveness of its professional activities. However, some scientists (A. Vitkovsky, D. Trunov) note the positive aspects of «burnout», consider the syndrome of

²⁶ Назарук Н.В. Згорання та професійна деформація особистості: порівняльний аналіз / Зб. наукових праць: філософія, соціологія, психологія. Івано-Франківськ: Плай, 2004. Вип. 9. Ч. 1. С. 186.

professional burnout normal and natural process (it is abnormal, they believe, is that the specialist does not burn out). Therefore, his manifestations should be treated not as enemies, but as precursors of the problem.

In addition, the negative impact of burnout on the activity and well-being of educators is manifested in non-professional spheres of life. The deformation of personality features is manifested in later stages of professional activity as a result of the discrepancy between the requirements of the profession and the efforts of the individual²⁷. While the burnout syndrome can develop in a teacher with a long work experience, as well as in young educators who are just beginning their professional activities. The high level of burnout of teachers with a long experience due to the prolonged action of professional stress, teachers-beginners – entering into the professional sphere, the first steps in pedagogical activities.

In the scientific literature, there is a broad discussion on the correlation of concepts such as «professional stress» and «professional burnout.» The occupational burn-up syndrome is considered as a dynamic process that occurs in stages in accordance with the development of the mechanism of stress (phase of anxiety, resistibility, exhaustion). Despite the commonality of mechanisms of occurrence and the dynamics of occurrence, there are differences between professional stress and burnout in the duration of these processes, in the specificity of the influence on the behavior and activities of a specialist. According to many scientists, professional burnout is a long-term process of exhaustion of human resources without the possibility of their adequate restoration. If stress, as an adaptive syndrome, can mobilize all aspects of the human psyche and not only reduce the performance of the professional activity, but also improve it, then burnout leads to a decrease in self-esteem in the field of professional success and deterioration of performance indicators²⁸. Unlike professional stress, which can cause temporary violations of human mental and physical activity, professional burnout is a chronic disfunction, which has a maladaptation and a professional orientation. Professional burnout is a result of professional stress.

²⁷ Подляшаник В.В. Адаптаційний потенціал та професійне здоров'я особистості. *Практична психологія та соціальна робота*, 2006. № 2. С. 71.

²⁸ Водопьянова Н.Е. Психодиагностика стресса. СПб.: Питер, 2009. 336 с. (Серия «Практикум»).

CONCLUSIONS

Consequently, the peculiarities of the pedagogical profession leave their imprint on the personality of the teacher. The positive influence of the profession on the personality of the teacher manifests itself in the formation of professional self-consciousness, pedagogical orientation, pedagogical thinking, development of professionally important qualities, mastering pedagogical experience, etc.

Pedagogical activity is a determinant of the professional health of a teacher. The generalization of the empirical data of domestic and foreign studies suggests that the negative effect of the pedagogical activity on the teacher's personality, the prolonged action of professional stressors is professional destruction, professional deformation, professional burnout that violates the harmonious development of the teacher's personality, worsen his/her emotional well-being, the state of professional health.

Today, the further detailed study of the problem of finding ways to prevent and eliminate professional destruction, deformation, burnout, the formation of professional stress resistance, the harmonization of the teacher's personality, in general, the purposeful training of future teachers to maintain and strengthen professional health is necessary.

SUMMARY

The research is devoted to the problem of the profession's influence on the teacher's personality, his/her psychological well-being, the state of professional health. On the basis of the study of a large array of scientific sources, the results of our own research the features of pedagogical activity as determinants of professional teachers' health have been revealed. The paper presents the results of research, done by the scientists on interaction of the teacher's personality and pedagogical activity. The aspects of the positive influence of pedagogical profession on the personality of the teacher have been determined. The complex analysis of the consequences of the pedagogical activity negative influence, which violates the harmonious development of the teacher's personality (professional destruction, professional deformation, professional burnout), the ways of their prevention and elimination have been carried out. The differences between professional deformation of the teacher and professional burnout, professional stress and professional burnout of the teacher have been found out. The necessity of purposeful training of future teachers for the preservation and strengthening of professional health at the stage of training in higher education institutions has been determined.

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