

MODERN DIRECTIONS FOR PREVENTION OF DESTRUCTIVE INFLUENCE OF TEACHER PROFESSIONAL DEFORMATION

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Abstract

Purpose: The purpose of the article is to substantiate the modern directions to overcome the influence of the professional deformation of General education teachers.

Methodology: The article describes the results of experimental work in the framework of the project aimed at the study of modern approaches to assessing the quality of education and its relationship with the overall educational results. Example of the training course module for teachers' additional professional education, the purpose of which is the development of modern directions to prevent professional deformation.

Result: The possibilities for supporting the positive psycho-emotional state of the teacher, teaching the practices to overcome subjectivity in making evaluation decisions - the interiorization of the teacher deontological code are revealed.

Applications: This research can be used for universities, teachers, and students.

Novelty/Originality: In this research, the model of the Modern Directions for Prevention of Destructive Influence of Teacher Professional Deformation is presented in a comprehensive and complete manner.

Keywords: Professional deformation, prevention, destructive influence, deontological code, self-certification, teacher, professional burnout.

INTRODUCTION

The need to develop effective ways to prevent the destructive impact of professional deformation of teachers is dictated by the fact that the stability in resistance of the teacher to professional deformation directly influences the quality of education, the level of development of the educational environment and, of course, the self-estimation of the teacher, his/her self-realization, satisfaction with their work. The modern teacher carries out the activity in the conditions of the increased requirements of society both to system of education as a whole, and to professional qualities of the teacher and to personal characteristics of the people who have assumed functionality and have taken responsibility of teaching, readiness to observe the code of professional ethics of teachers.

Modern teachers, in the context of these requirements, must possess the knowledge, skills, in General, competencies in the field of legal, psychological-pedagogical, subject-methodical and information-communicative components of professional activity, as well as knowledge of the deontological code's basics of the teacher.

This code defines the great social importance of the teaching profession, focusing on the moral and ethical sphere of the teacher's relationship with students, colleagues, society.

Meanwhile, it is necessary to note that these requirements and the increasing load on the teacher of secondary school define also the phenomena of destruction, which lead to professional deformation. In addition to the traditional loads of the teacher in the cognitive, social, physical, psycho-emotional aspects, it is necessary to take into account the growth of labor intensity, changes in the information environment, increasing the requirements for the level of psychological knowledge.

The factors leading to professional deformation of teachers of the secondary school include:

- The high degree of responsibility for professional performance;
- The risks of occupational failure;
- Emotional and intellectual overload;
- Narrowing professional interests;

- Inability to relax.
- The selected factors, as practice shows, make the profession of the teacher quite vulnerable both in terms of preservation and in terms of the development of professional competence, and in terms of psychological comfort of work, the emergence of professional burnout ([Formanyuk, 1994](#)).

Prevention of destruction in the professional activity of the teacher is determined, as proved by the study, by a holistic approach to the qualified accompany for improving the basic socio-psychological characteristics of the teacher's personality. This approach allows us to encourage teachers on the development of professional qualities of sustainability, on the development of a constructive model of professional conduct.

It is important to note that the importance of preventing the destructive influence of teachers' professional deformation is determined by the fact that the activities allow overcoming such manifestations as the deterioration of physical and mental health of the teacher, reducing the efficiency of work - up to a possible destructive impact on the educational results and psyche of students.

The Degree of the Problem's Scientific Development

Scientists in different aspects consider the problem of professional deformation of teachers:

- In the context of the relationship with the professional burnout syndrome ([Boyko, 2003](#); [Borisova, 2005](#); [Dudchenko, 2015](#); [Carreto et al, 2018](#));
- On the basis of identifying the role of emotional values in the level of professional life-activity, including relying on the idea of *emotional intelligence*;
- In the direction of professional consciousness development, including such qualities as self-control; motivation; empathy; social skills ([Babich, 2009](#); [Fedorenko, 2003](#); [Bandura, 1997](#); [Ali et al, 2017](#)).

An important area of research is the development of diagnostic toolkit used in the study of the level of professional deformation. If classifying the data given, it is possible to build such a ranking of reasons for reducing the psycho-emotional positive attitude, which entails the phenomenon of professional deformation (the data are on a scale of significance from 1 (the most significant) to 8 (the least significant)):

1. Overloads at work;
2. Conflicts with the administration;
3. Negative manifestations in the evaluation of activities and personal qualities on the part of the colleagues;
4. Inadequate evaluation of activities' performance on the part of the students' parents;
5. Excessively high responsibility for results of activity;
6. Pedagogical mistakes;
7. Lack of free time;
8. Conflict situations of the teacher with students.

The most negative impact is the factors of communication with the external environment, including personal relationships with the administration, colleagues, parents, students. Teachers, therefore, are not ready to see the source of problems in their own incompetence.

The research describes the following areas of preventive measures to overcome the destructive influence of professional deformation of teachers:

- Development of constructive models of behavior, teaching communication skills, psychological self-government ([Formanyuk, 1994](#)),
- Training in the development of *personal endurance* and recovery of positive adaptive reactions to stressful situations.

It is obvious that it is integrated into the development of readiness of pedagogical mission's development, i.e. internal motivation, self-realization in personally significant professional manifestations. Questions of professional activity's influence on personality and personality's influence on professional activity are considered both in foreign and Russian scientific literature ([Arvidsson et al., 2016](#); [Brudnik, 2009](#); [Buonomo, Fatigante and Fiorilli, 2017](#)).

Special attention is paid to the problems of improving the communicative culture, enhancing the effectiveness of interaction with the subjects of education ([Fedorenko, 2003](#); [Fedorenko, 2009](#)).

Thus, when developing the directions of professional deformation's prevention it is necessary to clearly understand the causes of this phenomenon, to structure the factors of its destructive influence on the quality of the educational process, to identify ways to relieve emotional stress and to reveal the possibilities of its prevention.

Conducting a comprehensive training course for teachers, based on practice-oriented training, which has units of psychological relief and practice of mental stability's development and self-regulation of behavior, is one of the solutions to the multifaceted problem of professional deformation's prevention of specialists in this profile.

The theoretical contribution of the study is:

- development of the training course taking into account and in the aggregate of the following components: successful case-methods and technologies of world practice in the field of professional psychology; modular training program; the combination of different units of professionally significant information; use of the principles of teamwork in the classroom;
- In determining the criteria for the diagnosis of professional deformation's level of secondary schools' teachers;
- In the presentation of exercise cycles for self-performance, aimed at self-diagnosis and overcoming the phenomena of professional deformation.

MATERIALS AND METHODS

Approbation of the study was carried out with the focus on the following tasks:

- Development and implementation of the training course;
- The development and implementation of criteria for the *diagnosis and assessment* of key parameters of professional deformation;
- Formation of mixed age groups for maximum activation of all personal resources of participants.

Teachers from Moscow, Ulyanovsk, Leningrad region (298 teachers of secondary school and 34 University teachers) took part in the approbation of the modular training course for additional professional education of teachers aimed at the development of modern directions for prevention of professional deformation in the framework of the project *Art and cultural education in General education institutions: modern approaches to quality assessment and the relationship with the overall educational results of students* of the State task of the Ministry of education.

- An example of the description of one complete cycle of the educational module is presented in Table 1.
- The package of documents during the modular educational course includes:
- Description of the diagnostic toolkit;
- Educational program;
- Schedule of classes;
- Attendance sheet;
- Methodical materials and *workbooks* with tasks for self-fulfillment.
- Credit report.

Table 1: Educational module of the training course for the additional professional education of teachers, aimed at the development of modern areas of professional deformation prevention (primary school teachers)

| Stage | Events |
|---|---|
| 1. Course planning | Training schedule preparation and its coordination with educators and lecturers; Creation of an online resource with access for all subjects of education; Development and distribution of teaching materials |
| 2. Monitoring the level of professional deformation of teachers | Testing and interviewing teachers Analysis of results, Consultations with the management of educational institutions Adjustment of the program taking into account the request of trained teachers to develop knowledge on a particular topic; |
| 3. Informing the teaching staff about the purpose and objectives of the course | Round tables, individual consultations, the publication of materials on the pages of social networks and the website of the institution |
| 4. Creation of training (model) groups for participation in the educational module | Each group should include representatives of different generations and with different teaching experience |
| 5. Carrying out an educational module on the problems of complex prevention and correction of professional deformation process of a primary | Provision of educational space and material and technical base of lessons; Attendance monitoring; Check of visual aids and availability of materials; if necessary – |

| | |
|--|---|
| school teacher's personality | operational correction of subjects, methods, group exercises, etc. Monitoring the implementation of tasks; conducting tests of knowledge and skills; Administrative issues (correspondence by e-mail, preparation of reports, etc.) |
| 6. Final tests | Protection of group and individual projects by teachers |
| 7. Monitoring of course evaluation by participants | Testing and interviewing teachers Providing participants with additional information (on request), |
| 8. Monitoring of changes in the level of psycho-emotional state of teachers, their readiness to overcome the phenomena of professional deformation | Testing and interviewing teachers; Analysis of results Discussing results with teachers |
| 9. Monitoring the introduction of new practices and technologies in teaching | Testing and interviewing teachers Discussion of results with heads of institutions |

During the training, teachers learn the fundamental concepts that:

- Professional deformation of teachers is inevitable, but using a variety of personality-oriented correction technologies and means of prevention, it is possible to overcome them;
- The level of professional competence of the teacher is directly dependent on the teacher's resistance to professional deformation;
- professional support to a positive emotional state is necessary that involves training practitioners to overcome subjectivity in making assessment decisions of the interiorization deontological code of the teacher.

A diagnostic toolkit developed in the study includes the following areas:

- Evaluation of socio-psychological factors determining the professional deformation of teachers;
- The study of the personal characteristics of teachers. It is established that the most exposed to the risk of burnout teachers who impose too high requirements to themselves;
- Observation of behavioral symptoms, which mean manifestations of professional burnout of teachers;
- Pedagogical reflection – the teacher's self-assessment of his/her own achievements and failures.

RESULTS

The study identifies and summarizes the characteristics of the professional deformation of teachers; they are presented in table 2.

Table 2: Characteristics of professional deformation of teachers

| Characteristics of professional deformation | Indicators | Risks of destruction's influence |
|---|--|---|
| Personal | The tendency to extroversion or introversion; features of temperament, emotional response; level of empathy, sensitivity (impressionability), self-estimation, stress resistance | Reduction of social adaptability, activity; manipulation; manifestation of protective mechanisms of substitution, refusal, avoidance as a reaction to frustrating situations; emotional exhaustion, reduction of empathy, responsiveness to the emotions of another person; increased anxiety, suspiciousness, exaggeration of the danger of events, limiting the ability to relax. |
| Social | Psychological compatibility of the employee with the activity, with colleagues and students, social status, style of relations | Depersonalization, deterioration of relations with other people in the team, including impetuosity, authoritarianism, rivalry, aggression; the emergence of behavioral stereotypes; role conflicts; the emergence of a sense of inferiority, reduction of professional achievements |
| Organizational | Working conditions; availability of administrative support, working day normalization | Increased workload, overtime loading, conflicts, the uncertainty of responsibility, lack of normalization of the working day, inadequate material and moral compensation of labor |

Statistical information is given on the example of one full cycle of the educational module in educational institutions of Moscow and the Leningrad region in 2018.

250 people took part in the survey of the initial period. The questionnaire contained both closed and open-ended questions aimed at determining the level of motivation and professional competence of teachers. 75% of teachers gave socially approved answers; more than 95% did not use the opportunity to provide their own answers in such positions as the *personal meaning of qualification improvement; the values and importance of qualification improvement in overcoming the destructive influence of professional deformation*. Such data gave reason to assume low awareness and low motivation to master modern effective methods and technologies in the process of prevention of professional deformation, which confirmed the need for the active involvement of teachers to relevant developments and practices in this field of professional work.

A high level of professional burnout was found in 79% of respondents (6-8 points in the questionnaire *Professional (emotional) burnout*) 61% showed symptoms of professional deformation. 50% showed signs of chronic fatigue.

The monitoring allowed not only to identify problem areas in the professional competence and psycho-emotional state of teachers but also to make some modifications in the planning of content and exercises to obtain a more effective result.

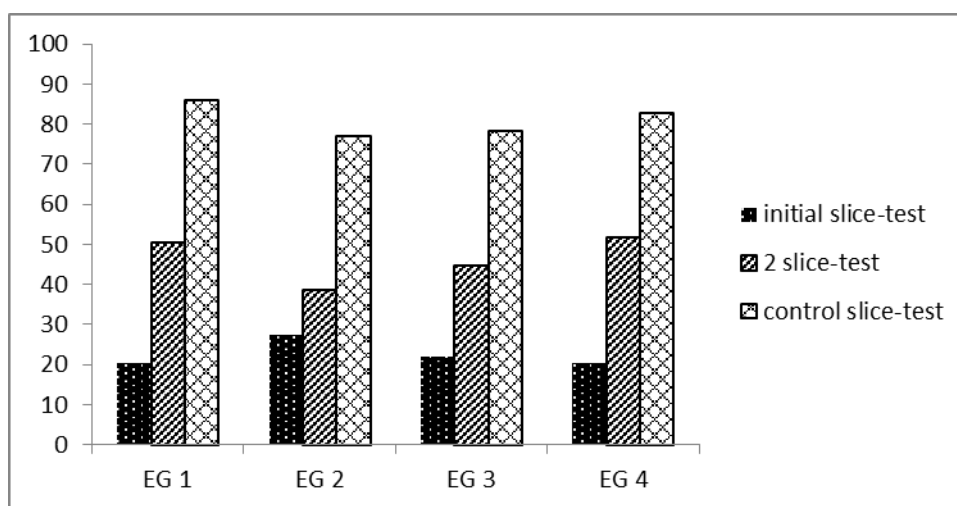
Eight training seminars were held (16 hours each), directed at the development of practices aimed at overcoming the destruction and professional and emotional burnout of teachers. For example, in the process of mastering the information at the training seminar *Communication of subjects of the educational process: the basics of constructive dialogue* teachers studied strategies of behavior in the process of establishing communication with modern students, parents, colleagues.

The reviews received from the heads of the institutions, whose teachers were trained, recognized the impact of training on the qualitative leap in both positive self-change and motivation of employees, and in the achievements in improving the quality of education.

In the reports of teachers, the level of teachers' training is defined as *high enough*, the dynamics of changes in motivation, readiness to overcome the phenomena of professional deformation and psycho-emotional state of teachers – as *positive* and *significant*. The subject of the classes aroused great interest and active discussion, despite the complexity of some issues under consideration on subjective parameters (the complexity of the restructuring of thinking to adjust the emotional field).

92% of the trained teacher's notes in their survey after the completion of the course an increase in interest in improving professional skills, satisfaction with the knowledge and skills obtained in the classroom in the educational module on the correction of professional deformation phenomena.

According to the results of the final survey, the process of professional development of employees, their readiness to overcome the destructive influence of professional deformation is obvious. The results of the study of the dynamics in the development of knowledge and skills in this area are summarized in Figure 1.



Conventional symbols.

EG – experimental (model) groups of teachers.

Figure 1: Results of studying the dynamics of knowledge and skills development

The paradigm changes in their perception of the professional mission registered in the answers of teachers allow us to talk about improving the quality of the educational process in institutions, in general, as the level of employees' motivation and, accordingly, their own approaches to fulfilling their pedagogical mission changes.

DISCUSSION AND CONCLUSION

The objectives of the study include the search and implementation of effective ways to prevent the destructive influence of teachers' professional deformation. In the development of measures, it is taken into account that two main factors of the emotional burnout syndrome are generally recognized: objective - organizational, economic, social characteristics of the professional functioning of the teacher, and subjective – the manifestation of individual characteristics, the choice of psychological protections in stressful situations. In addition, it is important to take into account two vectors of the negative impact of the consequences of the syndrome: directed inward, on the psycho-emotional state of the teacher, and directed outward, on students.

The solution is found in the combination of professional deformation prevention and psychological exercises. Particular emphasis is placed on encouraging teachers to study and use a humanistic, personality-oriented approach in the pedagogical process and educational activities that meet the requirements of the modern strategy of child protection.

It is established that in the course of training teachers master the practice of self-estimation, which reduces the impact of negative psychological defenses. The mixed-age composition of the groups provides an opportunity to exchange pedagogical experience.

It is impossible to overestimate the importance of the psycho-emotional state of the teacher in the process of overcoming the destructive influence of professional deformation. The developed modular course allows teachers to be acquainted with new practices in this area.

The results of the course's testing, determined during the monitoring, indicate that teachers are interested in obtaining knowledge and are ready to apply this knowledge and skills in practical work. There is an increase in the quality of the educational process, and changing emotional attitudes allows teachers to overcome the burnout syndrome, reduce the risk of its development in the future.

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