

SOCIAL PSYCHOLOGICAL FACTORS OF THE INFLUENCE OF THE PSYCHOLOGICAL HEALTH OF TEACHERS ON THE EDUCATIONAL PROCESS

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Abstract: *This article presents the causes of the professional deformation of pedagogues and various psychological disturbances in this process, and the factors for its elimination.*

Keywords: *pedagogue, professional deformity, psychological health, burnout syndrome, emotional factors, psychoprophylactic measures.*

The problem of the formation of a pedagogue's personality as one of the main central figures of the educational process is one of the current topics of psychology. After all, the quality and effectiveness of education depends on the comprehensive training and professional training of personnel working in the pedagogical process.

Pedagogical profession is one of the "Human-Human" professions, which, in turn, causes the emergence of emotional factors as a result of interpersonal relationships. It is natural that cases of professional maladaptation and professional unfitness arise under the influence of psycho-emotional factors. One of the main categories of psychology is the activity in work, the skills and abilities acquired as a result of play and educational activities are transferred to practice. The origin of specific problems in its implementation is regularly observed.

Professional deformation (adaptation to work, getting used to) is a social process of a person's assimilation of a new work situation, in which the person and the work environment actively influence each other and are adaptive-adaptive systems. That is, on the one hand, a person actively enters into the system of professional and social-psychological relations of a certain labor team, learns social tasks, values and norms that are new to him, and follows his own path through the organization (labor team) with the goals and tasks, thereby subordinating his behavior to the service guidelines of this educational institution. On the other hand, a person will have specific goals and valuable treatment directions that he has decided in advance, and he will form his requirements for the company in accordance with them. The person and the educational institution fulfill their requirements, influence each other, adapt to each other, as a result of which the process of adaptation to work is carried out.

The concept of deformation is usually interpreted as a change that affects an organism and creates an important character trait in it. Many researchers emphasize the emergence and formation of professional deformation in "Human-Human" professions.

Adaptation of a person to a certain working environment is manifested in his daily behavior, specific indicators of labor activity, labor efficiency, social information and its practical implementation, activity. Adaptation to work can be primary (when the employee enters the working environment) and secondary (when changing jobs without changing profession or when the environment is seriously changed). They have a complex structure and consist of the following adaptations:

1. Professional adaptation is expressed in the acquisition of professional skills and qualifications of a person at a certain level, in the formation of certain professionally necessary attitudes, in the development of a stable positive attitude of the employee towards his profession. It is manifested in familiarization with work in the professional field, professional skills, quality performance of functional tasks, and creativity in the field of work.

2. Socio-psychological adaptation is expressed in mastering the socio-psychological features of the educational institution, in entering the system of mutual relations established in it, in positive harmony with its members.

3. Socio-organizational adaptation means mastering the educational institution's organizational structure, management system and production process, service system, work and rest regime.

4. Cultural-household adaptation is the acquisition of life characteristics and traditions of free time in the labor organization. This feature of adaptation is determined by the level of production culture, the general development of the organization's members, and the characteristics of the use of free time.

5. Psychophysiological adaptation is the process of mastering the conditions necessary for employees during work.

In these adaptation processes, individual-typological characteristics, motivation, direction, emotional-volitional aspects, and needs of a person have a different appearance, which is the "burnout syndrome" in the person of a pedagogue, that is, an emotional condition associated with constant emotional stress. , creates conditions for the emergence of a complex psychophysiological phenomenon that combines physical and mental satiety. This syndrome is manifested in a depressive state, a feeling of fatigue and indifference, a lack of vigor and enthusiasm, an inability to see the positive aspects of one's work, and a negative attitude towards work and life in general. In this process, it is necessary to list the following factors that endanger the psychological health of pedagogues:

- tensions and conflicts in the pedagogical team, lack of support from the team;
- the lack of conditions for pedagogues to work on themselves and the lack of an environment for introducing educational innovations, uniformity in activities;
- insufficient attention and recognition by the pedagogical team;
- stress due to lack of educational tools;

- existence of differences between the real state and the ideal state of the pedagogical model of pedagogues;
- lack of professional career and prospects;
- inability to see the future as a result of students' lack of motivation; - the teacher's personal conflicts and sense of inadequacy.

In the textbook "Pedagogicheskaya psixologiya" published under the editorship of the Russian psychologist N.V. Klyuev, six aspects of activities aimed at maintaining the psychological health of pedagogues are distinguished:

- 1) positive attitude towards oneself;
- 2) development, development and manifestation of the individual's optimal level to do;
- 3) psychic integration;
- 4) personal independence;
- 5) realistic perception of the environment;
- 6) ability to adequately influence the environment.

Psychologists serving as practicing psychologists in educational institutions explain the symptoms of emotional exhaustion syndrome in pedagogical activities as a result of psychoprophylactic measures, explaining the following reasons:

1. Too much information;
2. Inability to measure time correctly;
3. Inaccuracy of methodological support;
4. Time dependence of decision-making;
5. Incorrect distribution of responsibilities in the pedagogical team;
6. Instability in the pedagogical team and by forming a tolerant attitude towards others.

For this, professional psychoprophylaxis performs the following tasks:

1. Informative - the main goal is to create a database of professional news.
2. Organizational - correct distribution of work in different educational institutions.
3. Adaptive psychoprophylaxis - includes professional adaptation of the individual, that is, adaptation to the pedagogical team.
4. Preventive measures aimed at preventing depression among teachers.
5. Corrective prevention, which is carried out when cooperation in the pedagogical team is broken, when conflicts arise.
6. Vocational rehabilitation.
7. Manipulative prevention aimed at increasing the professional orientation of the person.

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