

## ADAPTIVE COPING STRATEGIES OF BEHAVIOR AS A CONDITION FOR PRESERVING AND MAINTAINING THE PSYCHO-EMOTIONAL HEALTH OF TEACHERS

### АДАПТИВНЫЕ КОПИНГ-СТРАТЕГИИ ПОВЕДЕНИЯ КАК УСЛОВИЕ СОХРАНЕНИЯ И ПОДДЕРЖАНИЯ ПСИХОЭМОЦИОНАЛЬНОГО ЗДОРОВЬЯ ПЕДАГОГОВ

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**Abstract.** *Psychoemotional health of a teacher is a factor of success of the educational system and determines the effectiveness of the process of education and training of preschool children, especially during the period of education reform. The study of stress resistance and coping behavior mechanisms is particularly relevant due to the lack of a unified theory that adequately explains the features and specifics of coping behavior in the pedagogical activity of a preschool teacher.*

**Keywords:** *psychoemotional health, coping strategies, coping strategies of behavior, adaptive coping strategies of behavior.*

Psychoemotional health of a teacher is one of the factors of success of the educational system and determines the effectiveness of the process of education and training of preschool children, especially during the period of education reform. The modern social situation imposes increased requirements on the teacher as a specialist, since the nature of pedagogical work obliges him to meet a certain standard in behavior, communication, competence, causes a high degree of responsibility of the teacher, creates a constant stress that affects the health of the teacher and is expressed by physical fatigue, emotional burnout, frustration, exhaustion and wear.

The health of a teacher is not only his personal health, but also the health of his pupils. he should be an example of a healthy lifestyle for children. The ability to maintain and strengthen their own health for the caregiver is important because the health of children depends not only on the observance of sanitary and hygienic skills, but also on the efficiency of organization of teaching process, the nature of the relationship between the teacher and pupils [2].

The research of this problem is devoted to the works of many domestic and foreign scientists N. p. Abaskalova, M. S. Goncharenko, R. A. Zakharova, V. P. Kaznacheev, G. V. Mitin, N. K. Smirnov, O. M. Chorosova, and others. Health in their works is a category that includes physical, mental, personal, social and spiritual aspects.

In mental health, we highlight the emotional component, referring to it as "psycho-emotional health", thereby emphasizing their common nature.

In this article, the provision of psychoemotional health of a teacher is considered as a complex purposeful process of stabilizing the emotional sphere, strengthening its emotional stability and social adaptability.

Currently, the preservation or improvement of the teacher's psycho-emotional health is associated with the search for and adequate use of resources that help him to

overcome the negative consequences of stressful situations [4].

A special category of stress-resistance resources is represented by the nature and methods of overcoming stressful situations - strategies of overcoming behavior or coping strategies.

The study of stress resistance and coping behavior mechanisms is particularly relevant due to the lack of a unified theory that adequately explains the features and specifics of coping behavior in the pedagogical activity of a preschool teacher.

The concept of "coping strategies of behavior" (overcoming behavior) is a relatively new concept in pedagogy, which is a whole direction of modern research in science. In this regard, there are currently quite a limited number of works that are devoted to the study of ways to overcome teachers' emotional stress and technologies for preserving environmental and personal resources to preserve and maintain their psycho-emotional health.

The formation of adaptive coping strategies of behavior in the process of preserving and maintaining psychoemotional health is advisable to organize in two stages: preparatory - preparation of the system of events and the main one consisting of 3 stages: initial, developmental and reflexive.

The initial stage is aimed at forming teachers' ideas about the psychological features of pedagogical activity and emotional-value attitude to constructive resolution of stressful situations.

At this stage, teachers form an emotional and value attitude to constructive resolution of stressful situations. Since, having learned to understand and control their behavior, emotions, thoughts, teachers through knowledge and improvement of their psychological component of health have a chance not only to prevent the occurrence of diseases, improve health, but also to improve.

Teachers are: systematic performance psychologist at the methodological associations; group and individual consultations of teachers with the aim of increasing psychological competence of teachers; developing cooperation of teachers and psychologist on the formation of adaptive behavior in stressful situation arising in pedagogical activity. Teachers get information about the emotions that accompany conflict interaction, learn to distinguish authentic emotions from unjustified ones, get acquainted with the techniques of self-control of emotions, types and techniques of listening, and rules of negotiation.

At the developmental stage, active forms and methods are used to develop stress resistance and skills of highly effective professional coping behavior among teachers.

At this stage, work with teachers is aimed at optimizing pedagogical communication, increasing conflict-related competence, arming them with ways to resolve conflict pedagogical situations, and developing self-regulation in the emotional sphere. It is supposed to work with the emotions of teachers, in particular, acceptance of their own feelings and the feelings of other people, free expression of their own emotions, understanding and disclosure of their problems and their corresponding experiences, development of emotional stability, mastering the skills of processing negative emotional States.

Knowledge of the features of coping behavior mechanisms underlying the formation of teachers' stress tolerance helps to build more targeted programs for the

prevention of emotional burnout and the development of productive coping strategies by teachers, which are aimed at increasing the adaptive potential and preserving the coping resources of the individual [3].

With insufficient development of forms of adaptive coping strategies of behavior, an increase in the number of pathogenic life events and stresses is possible, which may eventually cause the occurrence of psychosomatic diseases in the teacher, being their kind of trigger mechanism.

Resources for overcoming stress in teachers include: cognitive overcoming, when there is an understanding of the causes of stress, understanding of the pedagogical situation and including its image in a holistic view of the subject about himself, the environment and relationships with it. Assessment and search for various tools that help overcome stress, search for constructive coping strategies, self-reinforcement and support, self-assessment.

Emotional overcoming, the teacher is aware of and accepts their feelings and emotions, needs and desires, masters socially acceptable forms of expression of feelings, controls the dynamics of the experience, etc.

Behavioral (activity) overcoming, the teacher rebuilds his behavior, corrects coping strategies and plans, tasks of activity, activates professional activity. socio-psychological overcoming, changes the orientation of the individual, corrects life values or their priorities, expands the space of social roles, positions and interpersonal relationships [6].

Not always a stressed teacher resorts to coping strategies of behavior, preferring protective behavior. Psychological protection is understood as a subconscious system of behavior patterns formed on the basis of the teacher's life experience and protecting him from negative emotions of fear and anxiety that arise on the basis of traumatic information from the outside world or as a result of potentially stressful circumstances. The conditions under which a teacher in difficult life situations tends to use psychological defense mechanisms rather than conscious coping behavior: poorly realized chronic conflicts, emotional dependence, and unclear conflict boundaries.

The formation of certain protective strategies of the teacher's behavior is influenced by his temperament. The high emotionality of choleric and melancholic people leads to the need to create coping systems for them. Quieter sanguine people need less early development of these mechanisms, which are manifested in them mainly when morally or socially difficult pedagogical situations arise.

The assessment of the teacher's adaptive abilities can be carried out through the assessment of the formation of psychoemotional characteristics and properties that are of fundamental importance for the regulation of mental balance and adaptation itself.

Among the personality traits that contribute to successful coping with stress, we can distinguish the following: the ability to direct their actions and actions, to be responsible to themselves for everything that happens (the level of subjective control). As well as the presence of such personality qualities as: emotional maturity, stability, self-confidence, calmness, low ego-tension, social courage, the need for self-actualization.

Thus, intrapersonal mechanisms for overcoming stressful States are represented by mechanisms of psychological protection and mechanisms of coping strategies of the teacher's behavior.

The more highly developed these characteristics are, the higher the probability of successful adaptation of the teacher and the wider the range of stress factors of the external environment to which he can adapt [7].

The existing psychological abilities of a teacher determine their personal adaptive potential, which is mediated by: adequate self-assessment of the individual as the main aspect of self-regulation that determines the adequacy of the perception of the conditions of pedagogical activity and their own potentials; neuropsychic stability, the level of formation of which provides stress tolerance; conflict personality; acquired experience of social communication; a sense of social support that provides personal significance and significance for the environment, which can somehow be attributed to the personal and environmental resources of coping strategies of behavior and the ability to use and manage them [5].

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**Аннотация.** Психэмоциональное здоровье педагога является фактором успешности образовательной системы и определяет эффективность процесса воспитания и обучения дошкольников, особенно в период реформирования образования. Изучение механизмов стрессоустойчивости и совладающего поведения особенно актуально в связи с отсутствием единой теории, адекватно объясняющей особенности и специфику совладающего поведения в педагогической деятельности дошкольного педагога.

**Ключевые слова:** психэмоциональное здоровье, копинг-стратегии, копинг-стратегии поведения, адаптивные копинг-стратегии поведения.